

Chadron State College

Health, Physical Education, and Human
Performance

Site Supervisor Handbook



Program Address

Health, Physical Education, and Human Performance
Chadron State College
1000 Main Street
Chadron, NE 69337
(1-800-Chadron, 308-432-6000)

Internship Handbook

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Introduction to the Internship

Mission – Sport, Fitness and Recreation Management

The mission of the Chadron State College Health, Physical Education, and Human Performance (HPEHP) program is to meet the educational needs of individuals interested in the broad field of Recreation, which includes the disciplines of Sport and Leisure Services, Community and Adventure Recreation, and Fitness and Exercise. The students in Recreation will develop the philosophies, knowledge and skills to become leaders in these disciplines. The program is designed to foster a commitment to providing lifelong recreational opportunities for the general public.

Mission - Strength and Conditioning

The mission of the Strength and Conditioning option within the Sport, Fitness, and Recreation Management degree at Chadron State College is to prepare students to become strength and conditioning coaches able to serve the institution's service region and beyond. Students will gain knowledge and skills in the areas of training methodologies, program design, and administration. Upon completion of this degree option, students will be prepared to sit for the NSCA Certified Strength and Conditioning exam.

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Expectations of the HPEHP Student

1. Students must select a site with supervisor that meets the proper qualifications. Site Supervisors in HPEHP 499 must be a current National Strength and Conditioning Association Certified Strength and Conditioning Specialist.
2. The student must provide the site supervisor with a copy of the Site Supervisor Handbook.
3. Student must complete the supervision contract with the Site Supervisor and the College Supervisor.
4. The HPEHP student is expected to meet with the Site Supervisor on a regular basis. The student is also to remain in regular contact with the College supervisor through the Canvas portal.

Expectations of the College Supervisor

(College Supervisor may be either the HPEHP Field Experience Coordinator or the Internship Instructor)

1. The College Supervisor will collaborate with the student in formulating goals for the internship.
2. The College Supervisor will provide the Site Supervisor Handbook to the student for distribution to the Site Supervisor. College Supervisor will meet through telephone call, Zoom, email, or in person to discuss expectations site supervisor and student. This meeting will take place before the end of the first week of the semester in which the internship occurs.
3. The College Supervisor will maintain contact with the Site Supervisor regarding the performance of the student throughout the semester. Formal meetings must take place during midterm week and finals week of the semester in which the internship occurs. Meetings will occur via Zoom, telephone, email, or face to face.
4. The College Supervisor is to provide students with feedback regarding their performance. A formal meeting must take place during finals week of the semester in which the internship occurs. This meeting will occur via Zoom, telephone, email, or face to face.

Expectations of the Site Supervisor

1. Strength and Conditioning Site Supervisors must have the following qualifications: Be CSCS Certified (CASCE, II.E)
2. The Site Supervisor is to be appraised of the goals, objectives, requirements, and procedures of the program. The Site Supervisor will also receive a Site Supervisor Handbook from the student.
3. The Site Supervisor will complete a supervision contract with the student.
4. The Site Supervisor must meet with the student about the performance in the work setting on a weekly basis. This supervision must include but is not limited to:
 - a. Instructing the student in all matters related to their internship
 - b. Assistance for the student in development of relevant skills
 - c. Assurance that the policies of the Site are understood and carried out.
 - d. Critique of the student's contact with clients or athletes.
5. The Site Supervisor is to provide the HPEHP student with sufficient experience in areas typically part of the Site Supervisor's role and function.
6. The Site Supervisor is responsible for approving the intern's daily time logs on the Typhon Website
7. The Site Supervisor is to provide a midterm and ending evaluation of the student. Both the Grading Rubric and the Final Evaluation Rubric will be submitted through the Typhon Website.
8. The Site Supervisor will meet with the College Supervisor on three occasions during the internship. The meetings will take place the first week of the semester, midterm week, and finals week. The meetings may take place via Zoom, telephone, email, or face to face.

Expectations of the Training Site

1. The Site is expected to have a sustained interest in participating in the professional education and development of HPEHP students.
2. Site will provide adequate equipment needed to perform strength and conditioning related activities.
3. The Site will maintain a safe work and training environment.

4. The Site will provide the student with a variety of experiences typical of those encountered by the Site's staff.

The Site will regard the student as a professional in training and accord the student the generally expected professional courtesies.

Ethical Standards and Considerations

Documentation

Prior to beginning working at the internship Site, the HPEHP student must submit the required documentation to the College Supervisor. The College Supervisor must approve the documentation before the student may begin work in the field. Required documentation includes a) signed supervisor/student agreement, b) Student Enrollment Form.

Documentation for HPEHP 499 Internship in Strength and Conditioning

Prior to beginning working at the internship Site, the strength and conditioning student must submit the required documentation to the Field Experience Coordinator. The Field Experience Coordinator must approve the documentation before the student may begin work in the field. Required documentation includes a) copy of Site Supervisor's credentials, b) signed supervisor/student agreement, c) Memorandum of Understanding (MOU) signed by the Site Supervisor and Field Experience Coordinator.

Strength and Conditioning Professional and Ethical Standards

The Chadron State College Strength and Conditioning Program subscribes to the National Strength and Conditioning Association (NSCA) Professional Standards and Guidelines. Students of this program are expected to be aware of the standards and behave in the subscribed ethical manner.

Time Requirement

HPEHP interns are required to complete 50 contact hours of internship per 1 credit hour of course work. For example, a three credit hour internship will require 150 hours of work. This does not include time spent by the student to complete final evaluations and the portfolio. Strength and Conditioning interns are required to complete 300 hours of field experience based on CASCE standards. 150 hours will be completed in HPEHP 340 Practicum. The remainder of the 150 hours are required in HPEHP 499 Strength and Conditioning Internship. Hours will be submitted and recorded through Typhon.

CSC Online and Typhon

HPEHP interns will be required to use two online learning platforms to submit information to the College Supervisor and Site Supervisor during the internship. CSC Online (CANVAS) will be used to submit Learning Outcomes, Discussions, and the final Portfolio. Daily Time Logs and Final Evaluations will be submitted through Typhon. Students must submit a Daily Time Log, which includes a brief narrative of the day's activities, every day that hours are worked at the internship site. **Site Supervisors are expected to review and approve Time Logs.** Instructions for the use of Typhon can be found in Appendix G through Appendix I.

Dismissal

Students can be dismissed from their internship if they demonstrate behavior that conflicts with professionalism or for any reason a supervisor may deem appropriate. The consequences of being dismissed from an internship will depend on the severity of the dismissal. All student issues and consequences related to internships will be handled by the internship course instructor and supervising academic dean.

Ten Suggestions for Supervision

The ten suggestions which follow present a picture of supervision (from the supervisor's point of view) as an uncomplicated process which all supervisors can do, particularly with some practices and training.

1. Establish a strong working relationship based on mutual respect and communication.
2. Be familiar with the supervisee's theoretical training and clinical experience.
3. Understand what the supervisee hopes to accomplish in his or her training.
4. Understand the supervisee's preferred coaching style(s) that he or she intends to use with clients.
5. Set up a schedule and an established format for all supervisory sessions.
6. Make your expectations clearly known as how the supervisee could best prepare for supervision.
7. Discuss how the supervisee will be evaluated, if appropriate.
8. Discuss your supervisee's developing skills at each supervisory session, keeping the focus of the session on the supervisee rather than the clients/athletes.
9. Re-evaluate goals often, with both supervisee and supervisor giving input into needed experiences to foster continued development of skills.
10. Conclude the supervisory relationship by thoroughly discussing achievement of goals, supervisor's final evaluation, as well as supervisee's self-evaluations, when appropriate.

Appendix A: Internship Training Agreement



Chadron State College INTERNSHIP PROGRAM Training Agreement

FOR OFFICE USE ONLY:

Course: _____
Credit Hours: _____
Term: _____

NOTE: This is not a legal contract. It is an agreement which may be terminated at any time by any party to the agreement. The purpose of this agreement is to assure that there is joint understanding of the goals and objectives of the Internship Program.

_____ will work approximately _____ hours during the period beginning on or about _____ and ending on or about _____. If applicable, starting wage for this position will be \$_____.
 Number of credits to be granted for successful completion of this work experience will be _____.

INTERNSHIP SITE

The internship site supervisor agrees to train the student under the same conditions and rules that govern other employees and to provide job supervision and varied work experiences. The supervisor agrees to aid in the evaluation of the student. The supervisor is in no way obligated to offer the student employment or give preferential treatment because of this agreement.

 (Please **PRINT** Name of Internship Site)

 (Please **PRINT** Address of Internship Site)

 (Phone) (Supervisor's E-mail Address)

 (Please **PRINT** Supervisor's Name - *Attach business card if available*) (Signature of Supervisor) (Date)

STUDENT

The student agrees to abide by the policies of the Internship Program. The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student is responsible for **turning in all assignments at the required times** and for allowing an evaluation of his/her job performance. **The student is aware that if he/she should leave the job without prior approval of the Director of Internships, or if his/her conduct on the job results in being discharged, he/she will be withdrawn from the work experience and be given a failing grade.**

 (Please **PRINT** Name) (Phone)

 (Please **PRINT** Student's Mailing Address During Internship)

 (Signature of Student) (Date)

CHADRON STATE COLLEGE

The Internship Office and Faculty Advisor will guide and coordinate the student's internship job training. They will assist the site supervisor with matters related to the student's internship experience.

 (Signature of Faculty Advisor) (Date)

 (Signature of Internship Office) (Date)

(Rev 9-09)

Appendix B: Memorandum of Understanding

(Strength and Conditioning Students Only)

MEMORADUM OF UNDERSTANDING BETWEEN [SITE NAME] AND BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES DBA CHADRON STATE COLLEGE

This Memorandum of Understanding (Hereafter “Agreement”) establishes a basis for mutual understanding between the [Insert Company Name] (Hereafter “Internship Site”) and the Board of Trustees of the Nebraska State Colleges doing business as Chadron State College, a public state college (Hereafter “College”).

WHEREAS, [INTERNSHIP SITE] provides an opportunity for college students (Student Intern) to be exposed to a vast array of closely-related practical work experiences designed to strengthen a student’s job skills.

WHEREAS, College provides educational programs to its students and desires to obtain an internship experience for its students in the Sports, Fitness, and Recreation degree program with a Strength and Conditioning option.

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the Parties agree as follows:

Responsibilities of College Supervisor

1. The College Supervisor will be the Field Experience Coordinator
2. The College Supervisor will assume overall responsibility for consultation with the Internship Site Supervisor and Student Intern on objectives, agreements, and other internship-related tasks. The College Supervisor is available to the Student Intern in an advisory capacity with respect to assisting the student intern to achieve the stated objective of the internship.
3. The College agrees to:
 1. Conduct an individual pre-placement orientation and introduce the Student Intern to the nature and purpose of the internship.
 2. Orient and introduce the Internship Site Supervisor to the purpose and objectives of the internship.
 3. Consult with the Internship Site Supervisor and Student Intern on a regular basis regarding the student intern’s performance.
 4. Assume responsibility for the removal of a Student Intern from the Internship Site, in coordination with Internship Site Supervisor, whenever necessary.

Responsibilities of Student:

As the student enters the Internship Site, he/she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to Internship Site work hours, policies, procedures and rules governing professional staff behavior.
2. Adhering to Internship Site policies governing the observation of confidentiality and the handling of confidential information.
3. Maintaining professional relationships with Internship Site employees, customers and so forth.
4. Relating and applying knowledge acquired in the academic setting to the Internship Site setting.
5. Developing a self-awareness regarding attitudes, values, behavior patterns and so forth that influence work.
6. Preparing for and utilizing conferences and other opportunities of learning afforded in the Internship Site.
7. Being consistent and punctual in the submission of all work assignments to the Internship Site Supervisor and College Supervisor.
8. Providing the College Supervisor with periodic progress reports.
9. Notifying your Internship Site Supervisor in advance, if you are unable to attend work or need to adjust your schedule.
10. Record, review and sign weekly time logs and submit to Internship Site Supervisor and College Supervisor

Responsibilities of Internship Site:

It is the responsibility of the Site to provide direct on-the-job supervision of the student

intern that includes the following:

1. Orienting the Student Intern to the Internship Site's structure and operation.
2. Orienting the Student Intern to the Internship Site's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
3. Introducing the Student Intern to the appropriate professional and clerical staff.
4. Providing the Student Intern with adequate resources necessary to accomplish job objectives.
5. Orienting the Student Intern to the policies and procedures of the personnel department.
6. Affording the Student Intern the opportunity to identify with the supervisor as a professional staff person by jointly participating in appropriate workplace activities.
7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the students defined internship goals and outcomes to be completed with Internship Site Supervisor.
8. Site may request to the college, based on Student Intern's performance or attendance record or whose health status is a detriment to the student's successful completion of the internship program to withdraw. Site will work with the Field Experience Coordinator to withdraw the student from a specific assignment. In cases where student performance is an immediate detriment, Internship Site can require the student to be removed immediately. The final decision shall be made between the Internship Site and the College Supervisor.

9. Providing regularly scheduled supervisory conferences with the Student Intern.
10. Participating in joint and individual conferences with the Student Intern and College Supervisor regarding the Student Intern’s performance.
11. Submitting an evaluation on the Student Intern’s internship performance.
12. Submitting a Role and Responsibility description consistent with the agreed upon goals and learning outcomes for the Student Intern by the end of the Student Intern’s first week at the Internship Site.

Terms: This Agreement shall be effective (insert date) and shall last for a period of five (5) years unless terminated earlier by one or both of the institutions. Either institution may terminate this Agreement by giving thirty (30) days’ written notice to the other institution at the address hereinafter set forth. Both institutions may terminate this Agreement at any time by mutual consent.

Liability: To the extent permitted by law, the College and the Site, each acting as an “indemnifying party,” shall indemnify, defend and hold harmless the other party, its officers, agents and employees from any claims, actions, liability or cost, including reasonable attorneys' fees or cost of defense arising out of or in any way relating to the services performed under this Agreement and arising from the intentional or negligent acts or omissions of the indemnifying party or its employees. Neither party will be considered the agent of the other nor does neither party assume any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not party to this Agreement.

FERPA: The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records and prohibits schools from releasing student education records without the consent of eligible students. Both parties agree to comply with the FERPA rights of student records.

Contact Person and Notices: The designated individuals for purposes of monitoring and oversight of this Agreement are:

For College:

**Dean of Professional Studies and
Applied Sciences
1000 Main Street
Chadron, NE 69337**

For Site:

**Supervisor Name & Title
Address of Site**

Non-discrimination: All Parties agrees to comply fully with Title VI of the Civil Rights Act of 1964, as amended, the Nebraska Fair Employment Practice Act, Neb. Rev. Stat. §§48-1101 to 48-1125, as amended, and Board Policy 5000 in that there shall be no discrimination against any employee, student or individual who is involved in the performance of this Agreement, because of age, color, national origin, race, religion, disability, sex, sexual orientation, or gender identity. This provision shall include, but not be limited to employment, promotion, demotion, transfer, recruitment, layoff, termination, rates of pay or other forms of compensation, and selection for training including apprenticeship.

ADA and Drug-Free Workplace: All provisions of this Agreement are subject to the Americans with Disabilities Act (ADA). Further, the Internship Site certifies that the Internship Site operates a drug-free workplace and, during the term of this Contract, will be in compliance with the provisions of the Drug-Free Workplace Act of 1988.

Severability: In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining provisions shall not in any way be impaired thereby unless the effect of such invalidity is to substantially impair or undermine either party's rights and benefits hereunder.

Assignment: This Agreement is personal to the parties and may not be assigned or transferred without written consent of the other party.

Waiver: The failure of either party to insist in any one or more instances upon performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

Recitals: The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

Amendment: This Agreement may be amended only by written agreement of the parties.

Applicable Law: This Agreement shall be interpreted, construed, and governed according to the laws of the state of Nebraska.

ACCPETED AND AGREED:

Internship Site

The Board of Trustees of the Nebraska

State Colleges doing business as Chadron

State College

Representative Name (Printed)

Name (Printed)

Signature

Signature

Date

Date

Phone Number

Phone Number

Appendix C: Final Evaluation Strength and Conditioning Skills Rubric (to be completed in Typhon)

Student Name: _____

Course: HPEHP 340 or HPEHP 490 (Circle One)

Evaluate the student based on the information provided in the “Essentials of Strength and Training and Conditioning” textbook. This is a required text for the students to complete the program. Rate the students on the following scale for each standard:

- 1 – Performed all skills/activities correctly
- 0 – Did not perform all skills/activities correctly

The skills/activities are listed below. The page number to locate the proper technique/knowledge required for each activity in the “Essentials” text is in parenthesis.

The student must demonstrate application of the proper skills and knowledge in the following areas:	Rating
Warm-up (317)	
Flexibility training techniques (329)	
Exercise technique (351 and 409)	
Spotting (354)	
Olympic-Style Lifting (400)	
Progressions (566)	
Test Selection and Administration (249)	
Program Design (439)	
Seed/Agility/Plyometric Training (471,521)	
Anaerobic and Aerobic Program Design (559)	
Periodization (21)	

Comments:

Supervisor Signature _____

Date _____

Appendix D: Final Evaluation – Site Supervisor (to be completed in Typhon)

Supervisor's ratings are helpful to us in evaluating the student's performance, may serve as a basis for counseling and become a part of the student's internship file. We would appreciate your frank opinions on the form below. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training; with other employees serving in similarly classified positions; and with individual standards of performance. Should additional space be necessary for your comments, please feel free to attach a separate sheet to the form.

Student: _____ Date of Evaluation _____

Internship Site _____

Supervisor Signature _____

Please Rate the Student on the following:

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable	NA
Attitude towards superiors						
Attitude towards co-workers						
Quality of work accomplished						
Ability to learn on the job						
Ability to get along with others						
Oral communication skills						
Written communication skills						
Ability to follow directions						
Ability to think and act independently						
Willingness to learn						
Personal appearance						
Initiative						
Dependability						
Punctuality						
Conformance to organizational policy						
Maturity						
Ability to use materials/equipment						
OVERALL RATING						

What are the student's major professional assets and strengths?

What are the student's major professional developmental needs?

Based on the above evaluation, _____ I would hire this individual
 _____ I would hire this individual with conditions
 _____ I would not hire this individual

Supervisor's Signature _____ **Date** _____

Appendix E: Final Evaluation – Student Evaluation of Internship

(to be completed in Typhon)

****Your comments will not affect your final grade or the possibility of future employment with your employer. This document is for in office use only.**

FIELD EXPERIENCE SITE/SUPERVISOR NAME: _____

EXPERIENCE WAS (CIRCLE ONE) PAID UNPAID

TERM ENROLLED: _____ HPEHP 340 or HPEHP 490 (Circle One)

DIRECTIONS: Objectively evaluate your internship experience using the rating scale below:

E –Excellent A–Above Average S –Satisfactory N–Needs Improvement U –Unsatisfactory N/A–Not Applicable

	RATING	COMMENTS, EXAMPLES
WORK EXPERIENCE		
Relationship of work to career goals	_____	_____
Training received	_____	_____
Supervision received	_____	_____
Level of responsibility assigned	_____	_____
Overall rating of work experience	_____	_____
LEARNING EXPERIENCE		
Learned new information, skills, or techniques	_____	_____
Gained new career/professional knowledge	_____	_____
Knowledge related to student learning outcomes	_____	_____
Relationship of academic assignments to work	_____	_____
Overall rating of learning	_____	_____
PERSONAL DEVELOPMENT		
Gained greater self-confidence	_____	_____
Improved understanding of strengths, weaknesses	_____	_____
Met people who contributed to professional growth	_____	_____
OVERALL EXPERIENCE RATING	_____	_____

How did this experience affect your educational or professional plans? (circle one)

Confirmed Plans Changed Plans

What do you consider the best aspects of this experience?

What would you consider the weaker aspects of this experience?

Appendix F: NSCA Professional Standards and Guidelines

<https://www.nscs.com/education/articles/nsca-strength-and-conditioning-professional-standards-and-guidelines/>

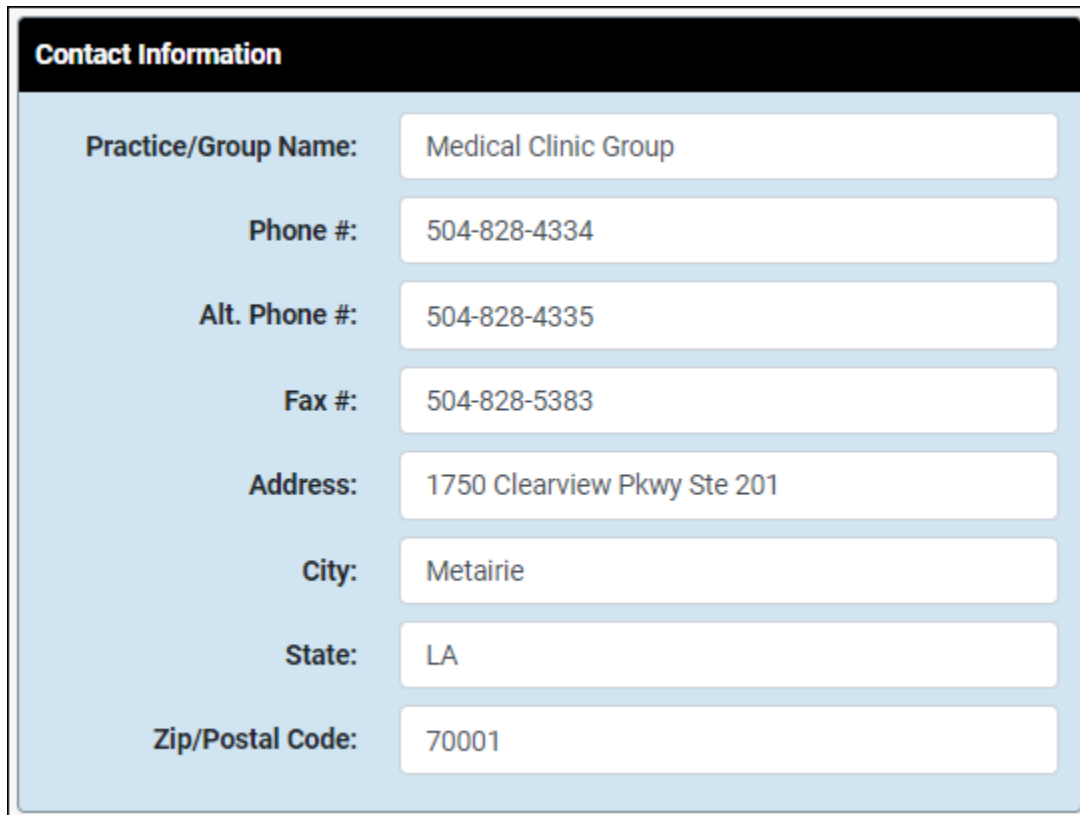
Appendix G: Instructions to Modify Account Profile in Typhon

Account Profile

Update your contact information

If allowed by the school, you can update your contact information by clicking on Edit Profile under Account Profile on the Main Menu. However, name and e-mail changes must be made by the school's program administrator. In addition, other fields discussed in this manual may not be available for you to edit. It is up to the school's administrator to permit certain fields to be edited.

At the top, you may see fields for Contact Information, including your practice/group name, phone number, address, etc.



The screenshot shows a 'Contact Information' form with the following fields and values:

Contact Information	
Practice/Group Name:	Medical Clinic Group
Phone #:	504-828-4334
Alt. Phone #:	504-828-4335
Fax #:	504-828-5383
Address:	1750 Clearview Pkwy Ste 201
City:	Metairie
State:	LA
Zip/Postal Code:	70001

Below that, you may see Professional Information fields, including Credentials, Specialty, and your Board Certified status.

Professional Information

Credentials:

Specialty:

Board Certified?: Yes
 No

Miscellaneous Information fields might include the maximum number of students you can host, and any custom fields created by your program.

Miscellaneous Information

Maximum # of Students:

Stipend required

Speaks Spanish

Salutation: ▼

Year active: ▼

Days available:

The Notifications section allows you to manage your email notifications for pending student cases and time logs that need your approval. This section will only appear if your school has enabled case log or time log approval.

Here, you can choose to receive summaries in a digest email:

- **Daily Digest (Early mornings):** Get a daily email with a summary of pending cases and time logs.
- **Weekly Digest (Monday mornings):** Receive a weekly summary of pending cases and time logs every Monday morning.

By default, you won't receive any emails (No Digest Email). And if there's nothing for you to approve, you won't receive an email for that day, even if you've opted in to the digest email.

Notifications

Opt-in to receive digest email notifications for pending case and time logs that need your approval. If there's nothing to approve, you will not receive an email that day.

Enable Digest Email: No
 Daily Digest (Early mornings)
 Weekly Digest (Monday mornings)








You may also be able to upload a Portrait Photograph of yourself that can be viewed by the school, including faculty and students. Be sure to upload a close-up portrait for clarity.

Portrait Photograph



You may see a section to view and update your Documentation for various items. Click on the green Add button to attach the document.

Documentation

CV/Resume:	 View	
License Document:	 Add	
Certification Document:	 View	
Agreement Effective Document:	 Add	
Malpractice Insurance Document:	 Add	

Below that, you may see an area to update your Practice Specialties. Mark all that apply.

Practice Specialties

- Counseling
- Education
- Health Information Management

When you are finished updating, make sure to press Save Data at the bottom of the page.

Appendix H: Instructions to Approve Time Logs in Typhon

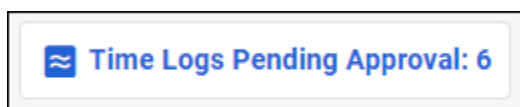
Time Logs

View and approve time sheets where students marked you as the site supervisor

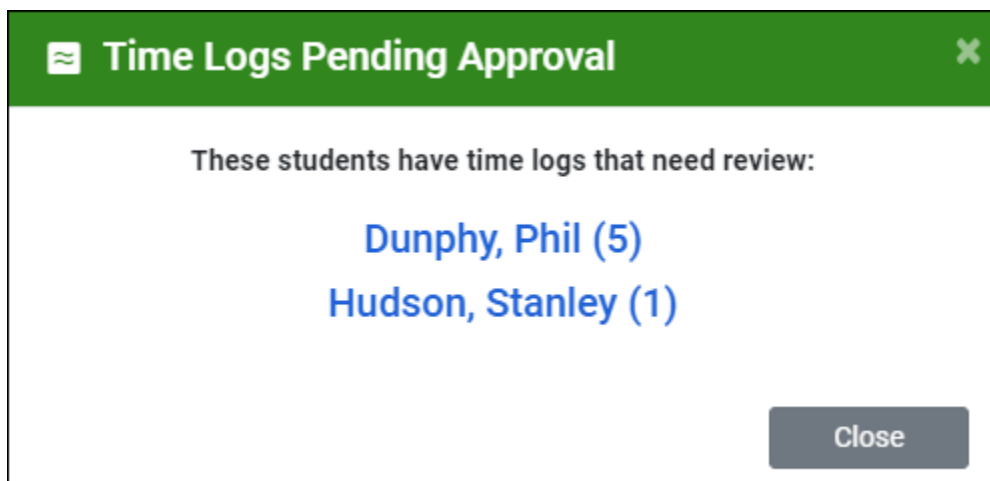
The **Time Logs** report displays the daily shift time entries for students that marked you as the site supervisor in their time logs. Depending on the school settings, you might see additional daily time activities in this report.

Select a student and press "Apply Filters." Each row displays that student's daily time logs, most recent first. You can filter by date range to narrow your results.

If you have pending logs to review and approve, you will see a link at the top of the page.



Click the link to view a list of students with pending time logs, then click a student to begin.



The **Status** column, if activated, will show a **Pending** icon unless **Approved** or **Not Approved** by a site supervisor or faculty member. You can click on the icons to quickly change the status, either in bulk at the top, or individually on each log.

Time logs with missing shift time cannot be approved in bulk until the student completes their data entry. This is to avoid approving incomplete time logs.

This report should be reviewed regularly. The total duration at the bottom will let you know the total time you spent supervising that student.

With permission, you can view time log attachments and notes for each day. Be sure to click **Show attachments/notes** before pressing Apply Filters.

Results can be exported to Excel.

STUDENT: Dunphy, Phil										
Time Logs: From 3/1/2017										
Change ALL to: ✓ R -	Status	Date	Course	Clinical Site	1st Clock IN	1st Clock OUT	2nd Clock IN	2nd Clock OUT	Shift Time Duration	
✓ R -	Approved	8/28/2020	A125: Clinical Practicum III	Baton Rouge General - Bluebonnet	9:00	13:00			4	
✓ R -	Pending	12/16/2019	A123: Clinical Practicum	ABC Medical Center	8:00	10:00	11:00	17:00	0	
✓ R -	Pending	9/26/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet					0	
✓ R -	Approved	8/16/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	5:00	6:00			1	
✓ R -	Pending	7/22/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	14:00	18:30			4.5	
✓ R -	Approved	5/3/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	1:00	2:00	3:00	4:00	2	
✓ R -	Pending	3/26/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	6:00				0	
✓ R -	Approved (Shift Only)	1/30/2018	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	6:00	9:00			3	
✓ R -	Pending	12/8/2017	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	1:00	2:00	3:00	4:00	2	
		Totals							16.5	

You can use the edit icon to access all time log status functions and add comments.

 Time Log Status: 8/28/2020 

Last modified by ARCOLA, Charles S. PhD on 3/16/2021 7:50:22 PM ET

Approval Status:

Time spent supervising:
(minutes)

Overall rating:

Special day

Comments:

Time log will be automatically locked if marked "Approved"

Save Data

Appendix I: Instructions to Evaluations & Surveys in Typhon

Evaluations & Surveys

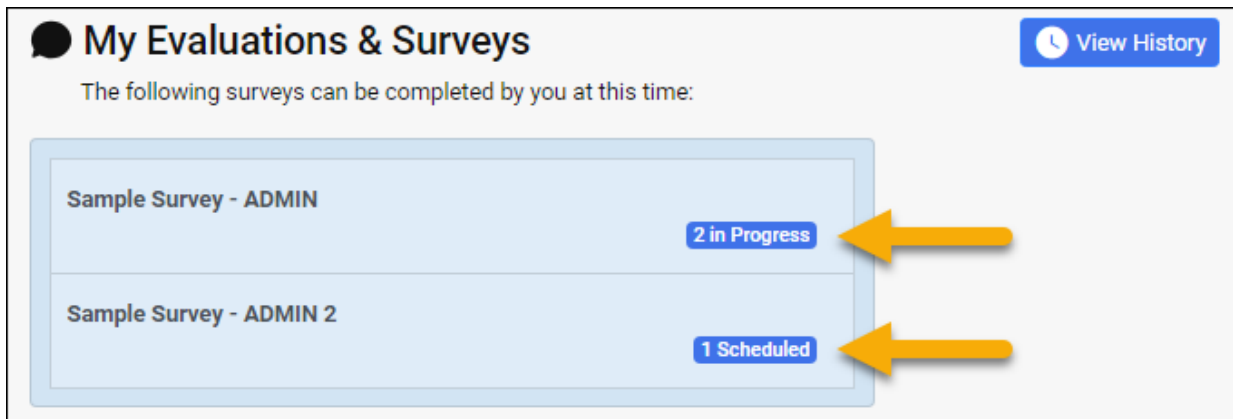
Evaluate your students and take other program surveys

The **My Evaluations** area is where you can take evaluations, view a history of your completed evaluations, and possibly see evaluations completed about you. This area is sometimes referred to as **EASI**, for Evaluation and Survey Instrument. Each evaluation is set up by your program. Therefore, any questions you have about evaluations should be directed to back to your school.

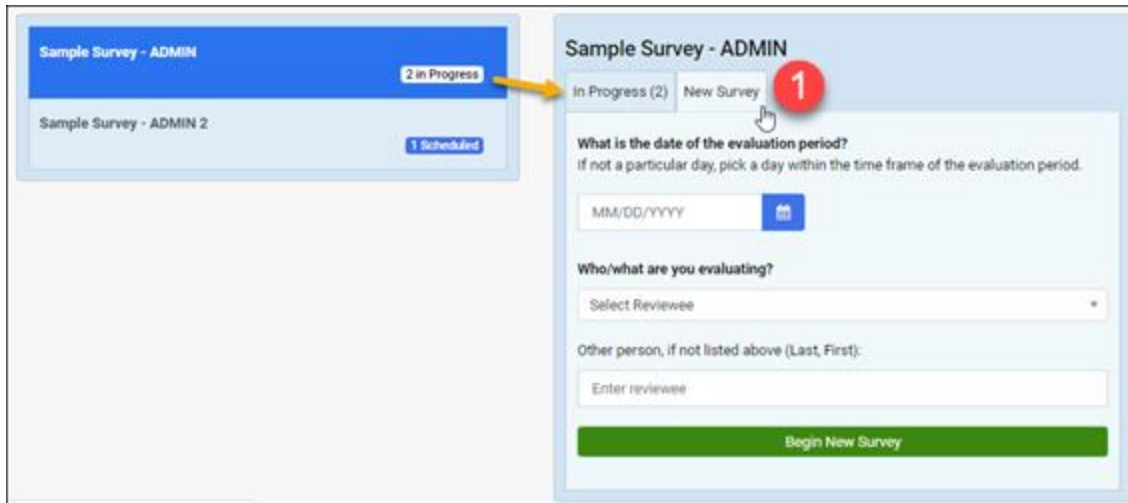
Taking a Survey (Respond)

You can complete any evaluations that are assigned to you by going to My Evaluations & Surveys.

Under "The following surveys can be completed at this time," there will be a list of surveys that you can complete. You will see if you have any responses in progress or if any pre-determined combinations have been scheduled for you for each of the surveys on the list.

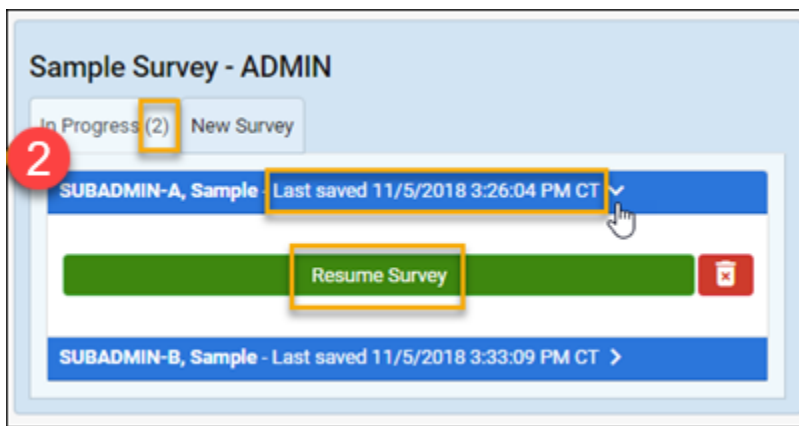


When you click on a survey, you might see any combination of three different tabs:



- **1. New Survey Tab**

- *What is the date of the evaluation period?*
Enter the date of the evaluation period; if the period was not a single day, pick a day within the time frame of the evaluation period.
- *Who/what are you evaluating?*
Select the item from the drop-down list that you will be evaluating. In some circumstances, you can type in the name of the person you are evaluating if they don't appear in the drop-down list.
- Click "Begin New Survey" to start the survey.

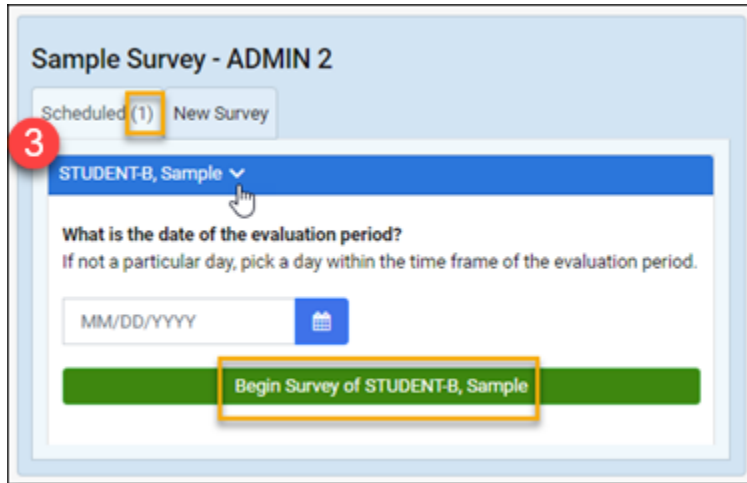


- **2. In Progress Tab**

- The number in parentheses tells you how many responses you currently have in progress for this survey.
- You'll see a blue bar for each response saved in progress. The blue bar contains the name of the person/item being reviewed in each response as well as the date and time

when you last saved this response. Click these blue bars to reveal or hide the resume and delete options for each response.

- Click "Resume Survey" to continue taking the survey or click the trashcan icon to delete this incomplete response. Note that pre-determined combinations cannot be deleted by the reviewer.



- **3. Scheduled Tab**

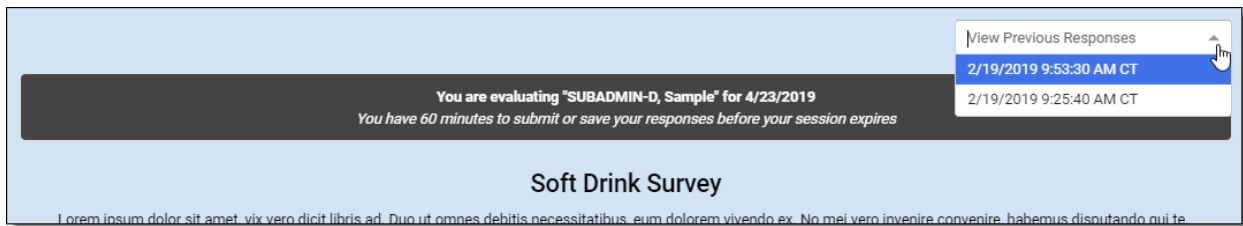
- The number in parentheses tells you how many pre-determined combinations have been scheduled for you for this survey.
- You'll see a blue bar for each scheduled survey. The blue bar contains the name of the person/item you are scheduled to review. Click these blue bars to reveal or hide the "Begin Survey" option for each scheduled survey.
- *What is the date of the evaluation period?*
Enter the date of the evaluation period; if the period was not a single day, pick a day within the time frame of the evaluation period.
- Click "Begin Survey of" to start the survey.

You will have 60 minutes to submit the survey or save your responses before your session expires. After 55 minutes, you will get a warning advising you that your session is about to expire. If the survey has multiple pages, you will see "next" and "previous" buttons. Your data will automatically save in progress when you navigate to a different page. Click "Submit Survey" to submit or "Save progress and exit" to save your response. You can view or print your response once you press "Submit Survey."

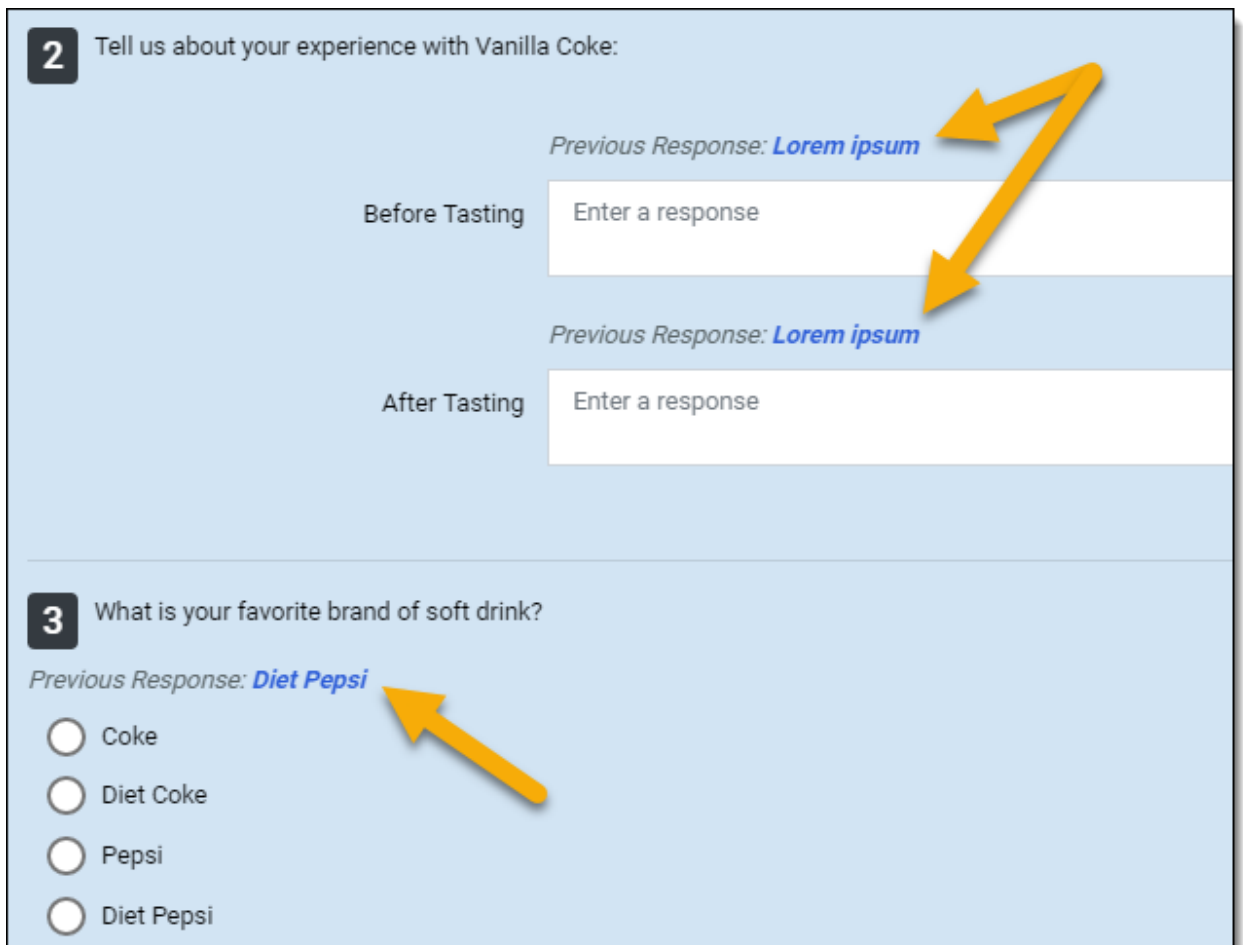
Other Survey Features

Viewing Previous Responses

If allowed in the survey settings, you might see a "View Previous Responses" drop-down list at the top of the survey.



This drop-down list will show the list of previous responses submitted for this particular Reviewee. Simply select the response you wish to see, and your selections for each question will appear on the survey next to their respective questions.



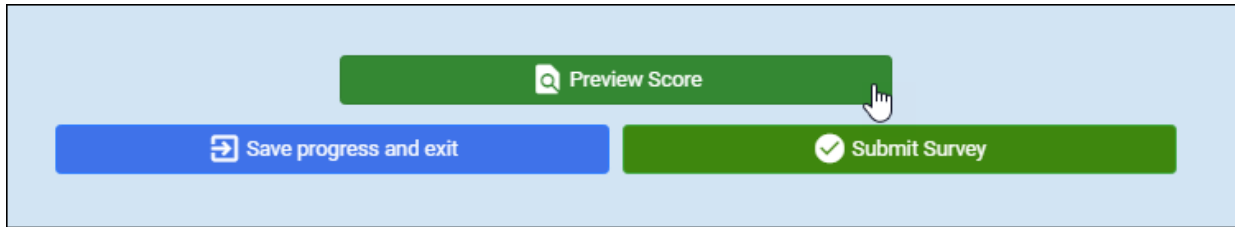
This function does not apply to the signature question and will not be available if you are completing a generic email invitation.

If you are writing in the name of the Reviewee, the name must be spelled exactly as it was the first time you reviewed this person or item; otherwise, the previous response data will not populate.

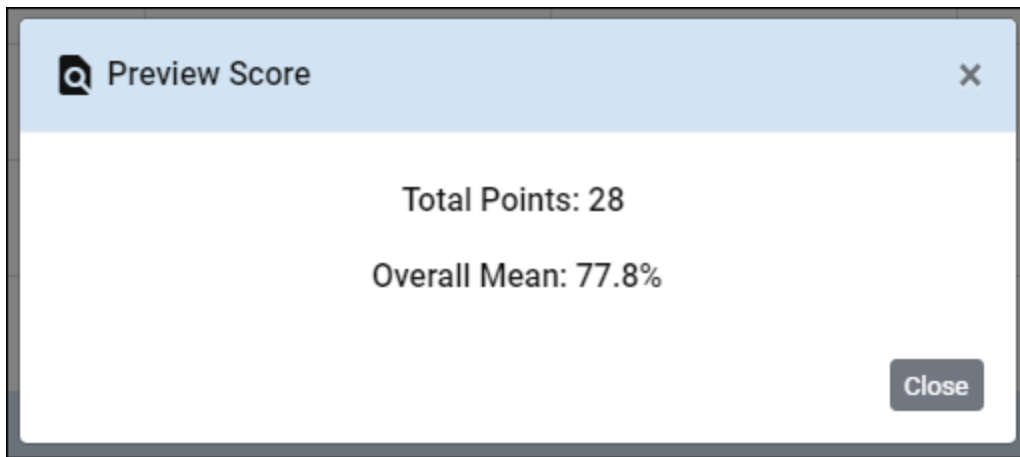
If you skipped a question previously, the previous response will show as "NR."

Preview Score

If allowed in the survey settings, you will see a "Preview Score" button at the end of your survey.

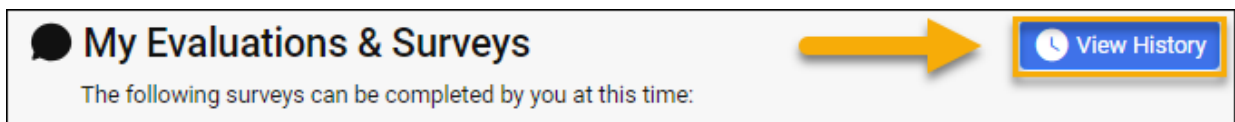


Clicking this button will allow you to preview the total points and overall mean percentage score before you actually submit the survey. This score is based on your current matrix question responses.



View Your Own Survey Responses

To view a history of your responses to EASI surveys, click "View History" in the top-right corner of your "My Evaluations & Surveys" page.



Under the "Taken By Me," tab you will see the pertinent information of surveys you have taken. You are able to search for a specific survey, reviewee, or survey completion date by using the search box (1). Sort the columns by clicking on the column headers (2). View the details of each specific response using the "View" button (3). Finally, you can use the navigation bar at the bottom to scroll through the pages of the list (4).

Response History

A history of survey responses.

[← Respond](#)

Taken By Me

Taken About Me

Search Taken By Me

	Title	Reviewee	Date Completed (ET)
View	Anonymous	Other	6/4/2019 11:51:10 AM
3	aaa aaa test	Jane Smith	5/2/2019 7:15:19 AM
View	AAA Matrix Weighting	Other	4/15/2019 8:32:18 PM
View	AAA Matrix Weighting	Other	4/15/2019 8:31:08 PM
View	AAA Matrix Weighting	Other	4/15/2019 7:59:24 PM
View	sdfsdf	Cobo, Simon	3/21/2019 4:14:05 PM

⏪ ⏩ 1 2 3 ⏪ ⏩ 25

Appendix J: Internship Syllabus



HPEHP 490, 499, 690 79, Online

**Internship in HPEHP
All Semesters
Online
Chadron State College**

CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

Part 1: Course Information

Instructor Information

Instructor: Willie Hoffman Ed. D, CSCS,*D, NSCA-CPT,*D

Office: 200-5

Office Phone: 432-6073

E-mail: whoffman@csc.edu

Office Hours: MW 8:00-9:00, TR 8:30-10:30, Friday By appointment

Office Hours: Credit Hours

1-12 credit hours

Course Description

Provides practical experience in physical education, recreation, coaching or athletic training.

Prerequisites for HPEHP 491, 492, 493, 496:

[HPEHP 234](#), [332](#), [333](#), [335](#), and Junior or above status

Prerequisites for HPEHP 499

HPEHP 332 and HPEHP 340

Prerequisites for HPEHP 690

Students must first complete a minimum of 18 credit hours in their degree program.

All HPEHP Internships require approval from the HPEHP Field Experience Coordinator and PSAS Dean

Student Learning Outcomes

Upon completion of this HPEHP 490 and 499, all students will be able to:

1. *Students will participate in scholarly activities and services that promote student development by encouraging professional involvement, community service, certification, and lifelong learning.*
2. *Students will develop an understanding of and be able to develop effective leadership styles to successfully enter management positions in the field of sports, fitness, and recreation.*
3. *Students will demonstrate competencies in skills needed to design, implement, and administer a variety of programs and activities in the field of Exercise and Fitness, Sports, Community and Adventure Recreation, Recreation, and Leisure Services.*
4. *Students will develop an understanding of and be able to contribute to the enhancement in the overall quality of life for participants in the field of sports, fitness, and recreation.*
5. *Students will design and outline outcomes for the development of a recreation program for their specific field.*
6. *Students will gain a basic understanding and knowledge regarding key management functions to include but not limited to legal liability to protect participant safety and fiscal management to ensure program viability.*

Students in HPEHP 499, students will also be able to:

Strength and Conditioning Outcomes (SCO):

1. Practice performing a proper warm-up and flexibility training. (7a-b)
2. Describe various types of stretching and flexibility exercises. (7c-d)
3. Demonstrate the ability to perform/teach proper static and dynamic stretching techniques. (7e-f)
4. Explain proper free-weight spotting techniques. (7i)
5. Demonstrate the ability to perform/teach the proper fundamentals of exercise technique for the following resistance training exercise: free-weight, machine, and alternate and nontraditional modes of training. (7g-j, 7l, 7r)
6. Demonstrate the ability to perform/teach the proper progressions and regressions for Olympic-style lifting techniques (7k)
7. Practice body-weight, core stability, balance, variable resistance, and nontraditional implement training methods. (7m-p)
8. Demonstrate the ability to perform/teach plyometric, running speed, agility, and change-of-direction drills. (9c[vi], 9d[iii, iv, x])
9. Describe the principles of test selection and administration. (8a, 8b, 8e, 8f)
10. Assist with the designing of strength and conditioning, speed, agility, plyometric, anaerobic, and aerobic training programs. (9a-e)

11.Explain how periodization is used in program design. (9e[vii])

Upon completion of HPEHP 690, all students will be able to:

1. *Compare and contrast research types and state their relationship to results and outcome.*
2. *Synthesize a research design scenario.*
3. *Describe a successful application of the functions of management/leadership.*
4. *Differentiate between the characteristics of a successful and unsuccessful leader/manager.*
5. *Explain the relationship between organizational structure and appropriateness of leadership style.*
6. *Analyze the leadership/management styles needed to maximize organizational performance in different situations.*
7. *Apply knowledge of leadership theory and practice in a research/statistics activity.*
8. *Integrate management and leadership knowledge and skills into focus area.*
9. *Synthesize knowledge of organizational management into focus area.*

Textbook & Course Materials

Required Text(s): None

Recommended Texts & Instructional Materials for HPEHP 499: Haff, GG, and Triplett, NT, eds. *Essentials of Strength Training and Conditioning*, 4th ed. Champaign, IL: Human Kinetics, 2016.

Method(s) of Instruction

CSC Online, Typhon and cooperative learning.

Course Requirements

Students will:

- 1) Students must perform at least 50 hours of observation and internship activities per credit hour enrolled.
- 2) Students must select a site with supervisor that meets the proper qualifications. Site Supervisors in HPEHP 499 must be a current National Strength and Conditioning Association Certified Strength and Conditioning Specialist
- 3) Complete and submit Internship Student Learning Outcomes in CANVAS.
- 4) Complete Typhon Training
- 5) Daily activities report – This report will track your hours worked and activities completed for each day worked. It must be approved by your site-supervisor and submitted on Typhon. **Time Logs will be submitted through the Typhon. Time Logs must include hours worked, activities completed (Checklist), and a narrative describing daily activities.**

- 6) Discussions – Reflect on activities and how they pertain to the assigned topics **Reflections should be at least 250 words.** Discussions will be completed in CANVAS.
- 7) Final Internship Portfolio – The final internship portfolio will be submitted at the end of the internship experience, within two weeks of the end of the semester. Detailed instructions for the final portfolio can be found **on CANVAS and in the Student Internship Handbook.**
- 8) All assignments that are to be handed in to the instructor **MUST BE typed** in 12 point font and double spaced unless instructor informs otherwise. Late papers will be subject to reduction. Your name, the class, and the date will appear in the upper left hand corner of the paper. Late papers will be subject to reduction.
- 9) Final Evaluations from site supervisor. Strength and Conditioning students will be required to complete additional evaluations. **Evaluations will be submitted in Typhon.**

Mental Health & Wellbeing

As a student, you will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Referrals

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at studentaffairs@csc.edu or the Director of Academic Success Services at cmerven@csc.edu.

Disability Services

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu for more information.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Assignments	Grading Opportunities	Percentage Breakdown
Student Learning Outcomes	50pts	10%
Typhon Training	10	2%
Daily Time Logs	150pts	30%
Reflection Forums	40pts	8%
Final Portfolio	100pts	20%
Site Supervisor Evaluation	150pts	30%
Total	500	100

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

Grades will be available to view in CANVAS.

CSC Academic Policies

You may also search for specific academic policies on CSC's [Policy Website](http://www.csc.edu/policy/).
(<http://www.csc.edu/policy/>)

Course-Specific Policies

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to

academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CodePilot, etc.) **against** course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:

1. Submitting an assignment that someone else has written and claiming the work as one’s own.
2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Late Work Policy

All assignments must be submitted according to the dates given on the syllabus. Final portfolios and evaluations must be submitted by the end of the semester. Late work will not be accepted after the conclusion of the semester.

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Personal Emergency & Academic Attendance/Participation

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class, students must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the **full "Personal Emergency & Academic Attendance/Participation"** section on the "Course Syllabus Policies" website, linked above.

Part 3: Course Topic Schedule/Outline

****Course is self-paced. Assignments are due as contact hours are completed.***

% of Hours	Activities	Due Date
	Introduction Discussion Student Learning Outcomes Typhon Training	End of first week of internship
	Time Logs	Daily - as contact hours are completed
25%	Reflection Forum #1	
50%	Reflection Forum #2	
75%	Reflection Forum #3	
100%	Reflection Forum #4	
100%	Final Portfolio Site Supervisor Evaluations	Within two weeks of the end of the semester

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.