

**BACHELOR OF SCIENCE
IN
INTERDISCIPLINARY HEALTH
SERVICES (IHS)**

WESTERN MICHIGAN UNIVERSITY



**Information for Internship Site
Supervisors**

THANK YOU SUPERVISORS!

Western Michigan University's Interdisciplinary Health Services (IHS) program appreciates the opportunities afforded to our students by the organizations and the site supervisors who host our interns. Thank you so much for your commitment to the growth and development of future health care professionals.

MISSION OF THE INTERDISCIPLINARY HEALTH SERVICES PROGRAM

Our mission is to prepare competent health care leaders to work in interdisciplinary teams, provide patient and family centered services, build health literacy skills, develop quality improvements, and utilize informatics for evidence based research and practice.

General Program Objectives:

To equip students with:

- Comprehensive knowledge of the organization of the health-and-human-service system and its delivery modalities.
- Knowledge of the ethical, legal and policy issues that are encountered in health and human service settings.
- Communication skills, including an introduction to counseling, leadership, and team membership, to enable you to function effectively and sensitively in interdisciplinary teams and diverse health-and-human-service environments.
- Problem solving and critical thinking skills to assist in decision making.
- The ability to access current scientific and technological information and apply it in clinical and administrative decision-making.
- Knowledge in an area of concentration in health and/or human services.

EXIT COMPETENCIES

The above-mentioned program objectives are used to identify ten exit competencies that will prepare students for their roles and responsibilities in health and human services.

The student will be able to demonstrate:	
1.	Ethical and Professional Conduct: Acts ethically within professional norms in his or her interaction with clients and coworkers.
2.	Communication: Communicates effectively orally and in writing; appropriate to the task and the audience.
3.	Problem Solving: Critically analyzes problems and then works through an effective problem-solving process.
4.	Ability to Work with Others: <ol style="list-style-type: none"> a. Listens and demonstrates respect toward the input of others; and b. Takes a leadership role when appropriate.
5.	Use of Information Technology: Accesses, analyzes, and interprets information using current technologies appropriate to the task.
6.	Application of System Knowledge to Daily Work within the System: Uses a working knowledge of the placement setting and its role in local health and human services to inform daily work practices and administrative tasks (information management, fundraising, team work, etc.) as appropriate to the internship.
7.	Application of Knowledge Regarding the Needs of Underserved, Disadvantaged and Minority Populations. Diversity: Uses knowledge regarding cultural, economic, and social differences to inform daily work practices as appropriate to the internship.
8.	Application of Knowledge of Legal and Safety Issues: Uses knowledge about legal and safety issues within the internship setting to guide daily work.
9.	Advocacy: Applies knowledge of public and health policy to advocate for clients as appropriate within the internship setting.
10.	Willingness to Perform Assigned Duties and Initiative: <ol style="list-style-type: none"> a. Performs duties as assigned; b. Asks questions as needed; and c. Takes initiative when appropriate.

Internship Objectives

The IHS internship is designed to provide students with experience working within a health-care organization and an opportunity to practice and refine exit competencies as well as practice professional skills and behaviors that support the mission of the internship site organization. Students should have the opportunity to primarily engage in professional activities related to the goals and including delivery of patient centered care, the use of evidence based practice and informatics, working in interdisciplinary teams, increasing health care quality, and/or using health literacy practices. Typically, students engage in some less professionally oriented activities such as filing, answering phones or organizing equipment, but these activities should constitute a small minority of their work.

INTERNSHIP REQUIREMENTS AND GENERAL INFORMATION

- The IHS internship requires 200-240 clock hours of work in a health care organization. The number of required hours is determined by the organization's needs.
- IHS internship students take a companion class to internship called "Internship Seminar, HSV 4900". The course has an instructor who is your point of contact with the IHS program after the intern begins work. The seminar class has assignments and it is graded. The student's grade in the class is in part dependent upon satisfactory completion of work at the internship site.
- Students are required to develop, in collaboration with their site supervisor(s), a written **Learning Contract** (Appendix II) that incorporates their schedule, daily activities, learning objectives, and goals. Students are provided with the Learning Contract form and this form must be completed by a specified date early in the semester.
- Students are required to keep work logs, signed weekly by their supervisor. (See form, Appendix III)
- The student and their site supervisor(s) will participate in a mid-placement interview and evaluation of their progress (see Appendix IV for form). The seminar instructor will also attend this review at the request of either the student or their supervisor.
- The student and site supervisor will participate in a final interview and evaluation of progress. The seminar instructor will also attend this review at the request of either the student or their supervisor.

- Students are required to complete a special project for their internship experience. Students should discuss the project with their supervisor to determine a project that both fulfills project requirements and serves supervisor and organizational needs. Examples of special projects are: information searches on clinical or administrative processes that would benefit the agency, instructional videos, research papers, patient materials, and the development of training or activity programs. These are just a few of the project examples students have completed.
- If at any point a site supervisor is concerned about a student's performance on internship they may contact either the student's internship seminar instructor or the IHS Internship Coordinator. Contract information is listed in Appendix I.

IHS INTERNSHIP SEARCH AND PLACEMENT PROCESS

In the semester prior to internship, the prospective intern meets with the Internship Coordinator:

- The Internship Coordinator will discuss student readiness/preparedness for internship, future professional and academic plans, and appropriate internship placements.
- When possible, the internship Coordinator provides students with internship site suggestions and leads, including contact information. It is student's responsibility to follow up on leads and actively secure an internship site. Sometimes students find their own site with the internship coordinator's knowledge and approval.

Following the Internship meeting students will:

- Contact and arrange an interview with the suggested site's designated contact person.

When the student and internship site supervisor and/or contact agree to an internship placement:

- The student must complete all site requirements prior to the start of the internship, these may include: physicals, TB tests, drug screen, and background checks. Instructions for students on how to obtain these may be found at:

○ www.wmich.edu/hhs/hsv/internship.html

- Site supervisor and student agree on a start date and tentative schedule
- The student provides site and supervisor information to the Internship Coordinator
- Students are informed that once they accept a placement they may not continue to look for a placement or accept another site.

STUDENT, SUPERVISOR, AND INTERNSHIP COORDINATOR RESPONSIBILITIES

Student

Students have principle responsibility for their learning experience. They are minimally responsible for the following:

- Completing the required IHS courses prior to enrollment in the internship.
- Completing an internship application and contacting the internship coordinator one semester prior to the semester in which they begin the internship to find a site.
- Collaborating with the site supervisor(s) on the preparation of a learning contract that includes all the items specified in the requirements above, and taking learning opportunities that may arise including those that are in addition to the scope of the objectives.
- Taking responsibility to determine the expectations of the site supervisor(s) and discussing the means by which these expectations can be accomplished.
- Providing quality services in assigned tasks.
- Handling the material, information, and records involved in agency work in a professional, confidential and responsible manner.
- Submitting to the seminar instructor a mid-placement and final evaluation from the site and an approved work log by the specified dates.
- Acting at all times in a professional manner. This includes, but is not limited to the following:
 - Taking personal responsibility for being familiar with and adhering to all federal and state laws applicable to the facility in which they are working.
 - Providing only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
 - Refusing to misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity, or services.

- Keeping confidentiality regarding privileged client information unless required to release such information by law or if such information becomes necessary to protect the welfare of the client or the community.
- Assuming primary responsibility for notifying the program staff immediately if any problems or difficulties arise that might adversely affect the satisfactory completion of internship. If a student feels they are not receiving adequate guidance and supervision, are being assigned too much work, etc., they should communicate those concerns to their supervisor. If the problems are not resolved, students or supervisor should contact the seminar instructor. Timely and honest communication can prevent many problems from developing.

Site Supervisor

- The supervisor will provide opportunities within the organization for the student to gain knowledge, skill and experience in health and human services.
- If at any time during the internship a supervisor discovers deficiencies in a student's performance, he or she is to first discuss these with the student. If the deficiencies are significant and the student does not improve adequately, the student and supervisor bear the responsibility of informing the seminar instructor in a timely manner.
- The objectives of the internship provide goals and standards upon which a supervisor will base judgments about a student's achievement. It is hoped that through frequent communication a productive supervisor-student relationship will develop whereby a supervisor may impart to the student a sense of confidence, knowledge of professional limitations and a high standard of professionalism.
- The supervisor will provide the seminar instructor with a written evaluation of student performance at midterm and upon completion of the experience. He or she is encouraged to review the completed evaluation with the student at each evaluation and may request that the seminar instructor attend this conference.
- The site supervisor is minimally responsible for the following:
 - Assisting the student in the construction of a formal learning contract as outlined above.
 - Providing the student with information regarding company/agency policies, procedures, and finances.

- Providing the student with a comprehensive outline of company/agency services and the place of the agency within the network of community or county services.
- Providing the student with information regarding the organization's philosophy and approach to health and human services.
- Providing a significant and meaningful learning experience for the student.
- Working with the student to determine the schedule and work assignments.
- Supervising the student to determine when they are prepared for greater responsibility.
- Including the student in as many aspects of the organization as possible.
- Reviewing the student's progress with them whenever possible.
- Informing the seminar instructor if a student is in jeopardy of failing to meet educational objectives.
- Providing the seminar instructor with a written evaluation of the student's performance at midterm and upon completion of the experience. This evaluation may be given to the student to give to the seminar instructor.

Seminar Instructor

The seminar instructor is minimally responsible for the following:

- Determining readiness for the internship.
- Serving as liaison between the student, the company/agency, and the BS-IHS Program.
- Receiving, reviewing, and approving all student documentation for the internship (i.e., learning contract, mid-placement and final evaluations, and time log).
- Keeping in touch with both the student and supervisor(s) by phone or e-mail to check on your progress in the placement.
- Participating with the student and site supervisor(s) in a mid-placement and/or final interview if requested.

EVALUATION

Goals

The primary focus of the evaluation process is to assess a student's ability to work effectively in health and human service settings. To achieve this end, a student must demonstrate skill in problem solving, skill in building professional interpersonal relationships with clients and co-workers, and the ability to achieve and maintain a high standard of ethical and professional behavior. Evaluation of performance will be based on these and other program competencies.

Process and Evaluations

Effective, formative evaluation assists students in building knowledge, skill and confidence. Ideally, this type of evaluation occurs throughout the internship. It is characterized by constructive criticism, praise, and feedback between a student and a supervisor.

At mid-term and at the conclusion of the internship, the supervisor will complete a written evaluation form summarizing the degree to which a student has met the learning objectives (and progress toward learning competencies). Students will also participate in their own self-evaluation at midterm and final (using the same form the supervisor use to rate them). This helps a student gain insight into and awareness of their strengths, weaknesses and areas for improvement.

Supervisors are sometimes reluctant to give students honest feedback on their evaluations because they do not want to penalize the student's grade or are concerned that they may hurt a student's feelings. A student's grade will not be reduced for a negative evaluation or constructive feedback in many if not most circumstances.

PLEASE EVALUATE A STUDENT FAIRLY AND HONESTLY. IF YOU HAVE CONCERNS ABOUT A STUDENT'S EVALUATION, PLEASE CONTACT THEIR SEMINAR INSTRUCTOR TO DISCUSS THE ISSUE.

APPENDIX I

FACULTY AND STAFF CONTACT NUMBERS

Internship Coordinator & Seminar Instructor

Kathy Lewis-Ginebaugh

269-387-2803

kathy.lewis@wmich.edu

Seminar Instructor

Melissa Villarreal

269-387-7233

melissa.villarreal@wmich.edu

Seminar Instructor

John Coons

269-387-3800

john.coons@wmich.edu

Seminar Instructor (e-learning)

Michele Eggleston

michele.d.eggleston@wmich.edu

Graduate Assistant

269-387-8443

BS-IHS Program Coordinator & Seminar Instructor

Dr. Doris Ravotas

269-387-8370

doris.ravotas@wmich.edu

Appendix II

**Western Michigan University
Interdisciplinary Health Services Internship Learning Contract**

Name: _____

Organization: _____

Address: _____

Primary site supervisor: _____

Supervisor info: Phone: _____ E-mail: _____

Required total hours (determined by supervisor – 200-240 hours): _____

of weeks: _____ x # of hours/week: _____ = Total required hours: _____

Intern's schedule: Beginning date: _____ Ending date: _____

Daily schedule: _____

Agreed-upon scheduled time off (*e.g., spring break, exam week*): _____

Description of Assigned Tasks: (*This may change over the semester, but fill in the basics.*)

Assigned Tasks

Personal professional growth is an important part of the internship experience. The final section of the Learning Contract allows you to identify your own personalized professional goals. Please identify at least two goals that will lead to an area that you will become competent in, and identify activities to help you build these competencies.

PERSONAL PROFESSIONAL GROWTH	
Goals	Steps to Take in Order to Meet Goals Assessment Criteria <i>(Activities upon which you will be evaluated at mid-semester and at the end of the semester.)</i>
1.	
2.	
3.	

These personalized goals must be added to the student evaluations so that supervisors can give you feedback. A review of the student evaluation is also helpful at this point in the process.

Signatures:

Student	Date
Print Name	
Primary Field Supervisor	Date
Print Name	
Seminar Instructor	Date
Print Name	

MAKE TWO COPIES BEFORE HANDING IN

Appendix III
Western Michigan University
Interdisciplinary Health Services Internship Time Log

Bachelor of Science in Interdisciplinary Health Services

Internship Work Log & Reflection
(to be completed every week—make copy for yourself before handing in)

Name: _____

Agency Placement: _____

Dates: _____

Date	Day	Hours	Primary Duties/Responsibilities

REFLECT: Please reflect below on your week.

(Describe any challenges/problems, progress made toward goals, special projects, new experiences that added to your personal/professional growth and/or how your intern activities related to your learning in the BS-IHS program.)

Total Hours Worked (for this time period): _____

Accumulated Hours (up to this point in internship): _____

 (student's signature)

 (date)

 (supervisor's signature)

 (date)

Appendix IV
Western Michigan University
Interdisciplinary Health Services Student Evaluation

Student: _____ Supervisor: _____
 Site name: _____
 Date: _____ Midterm Final
 Supervisor Self

Please evaluate the student for each competency by circling the number that corresponds with his or her present ability. "Developing performance" means that the student is working on the competency and his or her performance is acceptable as a student who is learning the ropes, "Entry level performance" refers to the student being ready to meet the demands of the workforce in that area. Please use the non applicable category as appropriate.

Competency	Unsatisfactory performance	Developing performance	Entry level performance	Not applicable to setting
1. Ethical and Professional Conduct: Acts ethically within professional norms in his or her interaction with clients and coworkers.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
2. Communication: Communicates effectively orally and in writing; appropriate to the task and the audience.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
3. Problem Solving: Critically analyzes problems and then works through an effective problem solving process.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
4. Ability to Work with Others: c. Listens and demonstrates respect toward the input of others d. Takes a leadership role when appropriate.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
5. Use of Information Technology: Accesses, analyzes, and interprets information using current technologies appropriate to the task.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
6. Application of System Knowledge to Daily Work within the System: Uses a working knowledge of the placement setting and its role in local health and human services to inform daily work practices and administrative tasks (information management, fundraising, team work, etc.) as appropriate to the internship	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
7. Application of Knowledge Regarding the Needs of Underserved and Disadvantaged Populations. Diversity: Uses knowledge regarding cultural, economic, and social differences to inform daily work practices as appropriate to the internship.	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>
8. Application of Knowledge of Legal and Safety Issues: Uses knowledge about legal and safety issues within the internship setting to act in accordance with those issues in his or her daily work	1 2 <input type="checkbox"/> <input type="checkbox"/>	3 4 <input type="checkbox"/> <input type="checkbox"/>	5 6 <input type="checkbox"/> <input type="checkbox"/>	N/A <input type="checkbox"/>

Competency	Unsatisfactory performance		Developing performance		Entry level performance		Not applicable to setting
9. Advocacy: Applies knowledge of public and health policy to advocate for clients as appropriate in the internship setting.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	N/A <input type="checkbox"/>
10. Willingness to Perform Assigned Duties and Initiative: a. Performs duties as assigned b. Asks questions as needed c. Takes initiative when appropriate.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	N/A <input type="checkbox"/>
11. Supervisor's Individual Competency (write below)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	N/A <input type="checkbox"/>
12. Student Goal from Learning Contract (write below)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	N/A <input type="checkbox"/>
12. Student Goal from Learning Contract (write below)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	N/A <input type="checkbox"/>

Please respond to the following statements about the student's behavior and appearance:

- Student has been inappropriate in appearance in the professional setting.
 More than once Once, but rectified problem Never
- Student has had problems with absences and/or tardiness.
 More than once Once, but rectified problem Never

Please comment on this student's particular strengths and needed areas for improvement:

Strengths:

Areas for improvement:

Please use the space below for any additional comment and/or to describe any special projects that this student is doing.

Student's signature

Date

Supervisor's signature

Date