

# Graduate Internship

PET6947 | Class #26091, 26328 | 3-9 Credits | Spring 2025

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## Course Info

### INSTRUCTOR

**Blain Harrison, Ph.D, CSCS\*D**

Office: 106J FLG

Office Phone: 352-294-1704

Email: [blaincharrison@ufl.edu](mailto:blaincharrison@ufl.edu)

Preferred Method of Contact: **email**

### OFFICE HOURS

Office Hours are by appointment on [zoom](#). You can schedule an appointment with me [here](#).

### MEETING TIME/LOCATION

Access course through Canvas on [UF e-Learning](#) & the **Canvas** mobile app by **Instructure**. Internship Dates: January 13 – April 25, 2025

## COURSE DESCRIPTION

The internship course is a practical, professional experience in a healthcare, fitness/ wellness, or research setting, in which interns earn a grade of S (Satisfactory) or U (Unsatisfactory). The internship experience is meant to be a time of service and innovation to the supervising site as well as a significant learning opportunity for the intern. Only through a practical experience such as this can the efficient application of knowledge, ideas, and skills in a realistic work setting occur. With this, both the intern and the organization should benefit immeasurably.

### PREREQUISITE KNOWLEDGE AND SKILLS

There are no pre-requisite courses for PET6947, but a student must enroll in a minimum of 3 credits for this course and may not exceed 9 credits from this course to use towards the graduate degree.

### REQUIRED AND RECOMMENDED MATERIALS

There are no course materials. Course assignments are completed on Canvas

### COURSE FORMAT

Hands-on practical experiences at the discretion of the internship site supervisor. Students must complete a minimum of 48 direct contact hours at their internship site for each registered credit of PET6947.

## COURSE LEARNING OBJECTIVES:

Assessment of Student Learning Outcomes (SLOs) occurs through completion of the Student Learning Outcomes (SLOs) Evaluation. Supervisors will evaluate interns on the 9 specific learning outcomes using a Likert scale. Interns must earn a minimum score of 3 on at least 6 of the 9 competencies in order to successfully meet the internship requirement:

- Integrate principles and methods of math, social sciences, and arts and humanities to applied physiology and kinesiology, wellness, and/or fitness environments. For example:
  - a. Intern can perform body composition calculations.
  - b. Intern can identify socioeconomic impacts on health and fitness behaviors.
  - c. Intern can calculate target and max heart rates in order to prescribe aerobic exercise
- Identify and relate the nomenclature, structures, and locations of components of human anatomy to health, disease, and physical activity. For example:
  - a. Intern can identify muscles used in specific exercises and name other exercises that use those muscles.
  - b. Intern can name specific structures damaged by pathologies like diabetes.
- Identify, examine, and explain physiological mechanisms of homeostasis at various levels of an organism (i.e., cells, tissues, organs, systems). For example:
  - a. Intern can explain the baroreflex.
  - b. Intern can explain why skeletal muscle cells atrophy when immobilized.
  - c. Intern can describe the impact of respiration on blood pH.
- Investigate and explain the effects of physical activity on psychological health as well as the perspectives used to enhance adherence to healthier lifestyles. For example:
  - a. Intern can explain how exercise helps depression.
  - b. Intern knows where to locate information related to psychological health impacts of various activities.
  - c. Interns can identify and properly refer individuals with eating disorders.
- Identify and explain the acute and chronic anatomical and physiological adaptations to exercise, training, and physical activity. For example:
  - a. Intern can explain why resting HR and BP are reduced following endurance training.
  - b. Intern can identify immediate and long-term benefits of resistance training.
- Select and utilize the appropriate scientific principles when assessing the health and fitness of an individual and prescribing physical activity based on those assessments. For example:
  - a. Intern can select a safe fitness test for a cardiac patient.
  - b. Intern can perform skinfold testing and use that data to prescribe appropriate amounts of exercise

- Solve applied physiology and kinesiology problems from personal, scholarly, and professional perspectives using fundamental concepts of health and exercise, scientific inquiry, and analytical, critical, and creative thinking. For example:
  - a. Intern can describe which populations might be prone to ankle sprains.
  - b. Intern can identify medications which might lead to an impaired ability to perform aerobic exercise.
  - c. Intern can prescribe exercise to suit the goals of clients based on fitness assessments.
- Collect, compare, and interpret qualitative or quantitative data in an applied physiology and kinesiology context. For example:
  - a. Intern can perform a submaximal VO<sub>2</sub> test and use the collected data to classify the subject's level of fitness.
  - b. Intern can perform a laboratory experiment and compare their results to other similar studies.
- Effectively employ written, oral, visual, and electronic communication techniques to foster inquiry, collaboration, and engagement among applied physiology and kinesiology peers and professionals as well as with patients, clients, and/or subjects. For example:
  - a. Intern can explain to a patient the importance of hydration during exercise.
  - b. Intern can generate professional emails to ask scientific or medical questions.
  - c. Intern can generate an abstract to present research at a scientific or

## Course & University Policies

### ATTENDANCE POLICY

Students are expected to attend all scheduled internship hours. **The student is to follow the calendar of their internship site, NOT the UFAcademic Calendar.** The following link outlines the UF Attendance Policy found in the Graduate Catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If a student is absent from their internship site for any reason, the [APK Internship Leave of Absence](#) online form must be completed. Upon submission of the online form, the student's internship site supervisor will receive the responses and be asked to fill out a separate online form approving the reason for the missed time and the plan for making up any missed hours.

## PERSONAL CONDUCT POLICY

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student [Honor Code and Student Conduct Code](#) (Regulation 4.040), so they are aware of our standards. A list of violations of the student honor code is found [here](#). Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Plagiarism includes, but is not limited to stealing, misquoting, insufficiently phrasing, or patch writing; self-plagiarism; submitting materials from any source without proper attribution; submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

## ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)  
<http://www.police.ufl.edu/>

### ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## Grading

Evaluation Components (number of each)	Points Per Component
Syllabus Review Quiz	5 points
SMART Goals Assignment	5 points
APK Hours/SLO	5 points each
Midterm Self-Evaluation	5 points
Midterm Supervisor Evaluation	100 points
Student Learning Outcomes Assignment	10 points
Final Self-Evaluation	5 points
Final Supervisor Evaluation	100 points
Internship Experience Evaluation	10 points
Internship Experience Evaluation	5 points
APK Student Post-Graduation Plans	5 points

**Syllabus Quiz:** Assessment of your knowledge of the syllabus will occur through a Canvas e- learning quiz (worth 5 points). Please note that this quiz has instructions and a time limit for completion; see Canvas quizzes for details.

### **SMART Goals Assignment** (worth 5 points)

This form is used to identify assigned duties/responsibilities and the corresponding SLOs that the site supervisor will be evaluating the student on. Students will identify one S.M.A.R.T. goal for each SLO on which they intend to be evaluated to be met by the end of the semester. In addition, this form provides emergency contact information and the planned weekly schedule. This form must be completed by the intern via Qualtrics and reviewed with the supervisor before submission

### **Student Learning Outcomes Assignment** (worth 10 points)

Students will submit a paper describing each activity that satisfied the student learning outcomes for the internship as outlined in the SMART Goals Assignment. In other words, it is a follow up on the SMART goals to see what activities were completed to meet them. Details on Canvas.

### **End of Internship Surveys**

Students will complete 3 surveys using the Qualtrics online survey system. These 3 surveys focus on the student's evaluation of their internship site and supervisor, the student's evaluation of the APK curriculum, and the student's post-graduation plans. All three surveys must be completed, along with all other course assignments, to earn a grade of "Satisfactory" for the course.

### **APK Internship Hours/SLO Assignments** (worth 5 points each)

At the end of each week of the internship semester, students will submit the total number of hours completed at their site during the previous week as well as a list of any Student Learning Outcomes they feel were incorporated into their internship activities during the previous week. These weekly assignments will assist students when completing the midterm and final self-evaluations. The total number of APK Internship Hours/SLO Assignments completed will depend on the internship semester: 16 total assignments should be submitted in the fall or spring semesters, 13 total assignments should be submitted in the summer semester.

### **Midterm and Final Evaluations** (self-evaluations: 5 points each, supervisor evaluations: 100 points each)

Provide a quantitative and qualitative assessment of intern progress, to identify areas of weakness, and to offer the intern specific recommendations for improvement. Supervisors will complete these evaluations via Qualtrics. Students will complete a self-evaluation one week prior to the due date of the supervisor version to allow their supervisors with useful information to complete them.

\*Students must earn a score of 3, 4, or 5 on each Student Learning Outcome in which they are assessed on the **final** supervisor evaluation (minimum of 6 out of 9 SLO's must be assessed on the final evaluation by your supervisor) in order to earn a grade of Satisfactory for PET6947 regardless of the total points accumulated through other assignments.

\*Supervisors may score students below a 3 on the **midterm** evaluation with regards to the SLO's and this will not automatically earn the student a grade of "Unsatisfactory". Students earning scores of 1 or 2 on the midterm evaluation should discuss ways to improve with their supervisor.

\*An SLO that cannot be evaluated by the site supervisor is given a score of "0". Recall that the supervisor must be able to evaluate the student on 6 of the 9 SLO's on the final evaluation, but **may** evaluate fewer than 6 on the midterm evaluation if the student has not yet met that objective.

**Internship Experience Evaluation** - Online Qualtrics survey allowing students to give feedback on their overall internship experience. Be sure to type "Survey Completed" in the text box provided for this assignment on Canvas once you have, in fact, completed the survey.