Clemson University  
College of Health, Education and Human Development  
Department of Public Health Sciences  
SYLLABUS-SPRING 2010

**Course Title and Number:** Health Science Internship Preparation Seminar- (Hlth 419)  
Wednesday, 8-8:50 am

**Credit:** 1 credit (1,0)

**Placement in Curriculum:** Junior or Senior Standing

**Prerequisites:** Consent of Instructor

**Office Hours:** Tuesday 10:00-11:00am  
Wednesday 9:00-11:00am

**Faculty:** Kathleen Meyer, M.Ed.  
Room 531, Edwards Hall  
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Fax: (864) 656-6227

**Course Description:** This is a preparation for internship course. You will be asked to participate in a series of lectures, presentations, and exercises designed to assist you in maximizing your internship experience. The professional development project will be the creation of a digital portfolio.

**Topical Outline:**
1. Introduction to Careers in Health Related Professions  
2. Assessing Career Paths  
3. Preparing for Careers  
   a. Career Related Documents  
   b. Credentialing/Career Prerequisites  
   c. Interview Techniques  
4. Marketing Yourself  
   a. Portfolio Development  
   b. Job Search Strategies/Job Link  
5. Understanding HIPAA Guidelines

**Course Objectives:** At the conclusion of this course the student will have:
1. Identified several internship/professional goals.  
2. Conducted an informational interview.  
3. Participated in a mock interview session.  
4. Completed a cover letter.  
5. Prepared a resume.
6. Begun the development of a professional digital portfolio.
7. Interviewed for an internship. (As applicable)
8. Secured an internship site. (As applicable)
10. Understood HIPAA Guidelines.

**Course Content:** General Education ePortfolio: The personal statement, cover letter and video of the interview stream assignment meet the requirement for the general education competency for written and oral communication skills.

**Teaching Strategies:** Lecture, discussion, role-play, guest speakers, and guided practice.

**Required Text:** None

**Academic Integrity Policy**

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

“When in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct to the Associate Dean of Undergraduate Services. At the same time, the faculty member may, but is not required to inform each involved student privately of the nature of the alleged charge.”

**Class Requirements:**

1. Attend all class meetings. BE PROMPT!
2. Participate in related, required workshops.
3. Submit an informational interview.
4. Begin the development of a professional digital portfolio.
5. Prepare career related documents.
6. Interview for an internship site. (As applicable)
7. Secure an internship site. (As applicable)
8. Prepare a variety of career-related assignments and reflections.

**Attendance:** IS MANDATORY!

I insist on prompt attendance. Since this course is in preparation for internship and future employment, strict adherence to the 8:00-8:50am time frame is necessary. Any students arriving later than 8:15am will be counted absent.
**Instructor late arrival:**

Students are expected to wait 15 minutes for the instructor or her substitute to arrive, after which time, they are excused.

**Evaluation:**

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\begin{array}{c}
A = 50-54 \text{ points} \\
B = 46-49 \text{ points} \\
C = 41-45 \text{ points} \\
D = 35-40 \text{ points}
\end{array}
\]

Portfolio points (18) + Additional assignment points (25) + Resume points (3) + Cover Letter points (4) + Personal Statement points (4) = Maximum Number of Points that can be earned (54).

You must document these:
- Clemson Job Link (resume posted)
- Diversity Training (certificate)
- Interview Stream (Critique)
- Writing Lab Attendance (2)-attendance verified
- CCIT Trainings (2)-attendance verified

If you cannot document these, you will receive 1 absence per missing assignment for attendance even if you did not miss any class.

**Explanation of Assignments:**

**What is a Portfolio?**

A portfolio is a collection of samples of a student’s work done over the course of time: a semester, year, or several years. Portfolios are used to stimulate students’ self-reflection by allowing them to look back on their progress and identify strengths and weaknesses. Portfolios also offer a way of seeing how one is growing and learning. In some instances (such as this one) they are used as a basis for grading.

**Informational Interview**

Is to be conducted with someone in a profession you have indicated an interest in. It is to be conducted this semester and not to be combined with any other interviews conducted for another course. Fifteen questions from the materials distributed via Blackboard should be utilized for the interview. The name, title, place of employment and date of interview should head the interview. Format is to be question/answer.
“Research on Career”
Prepare a Career PowerPoint—Research the career(s) you are most interested in and also graduate programs or jobs that you are most interested in. List growth potential and salary range, in addition to other criteria. Include why you are a good candidate for that graduate program/job. Include specific examples of skills or academics that you feel are relevant for this career, 15-20 slides.

Self-Assessment
Complete the University Waterloo exercise ([www.cdm.uwaterloo.ca](http://www.cdm.uwaterloo.ca)). Do all steps of “self-assessment”. Print it out and bring it to the next class. Write a reflective 1-2 paragraph essay detailing the skills and characteristics you possess based on your completion of the self-assessment that would be critical for success in your profession of choice.

Class Schedule and Assignments:

January 6  
**Group:** All  
*Location:* 310 Edwards  
*Topics:* Introduction/Orientation to course & Self-Assessment  
*Assignments:*  
1. Complete the University Waterloo exercise listed at [www.cdm.uwaterloo.ca](http://www.cdm.uwaterloo.ca).  
   Do all steps of the “Self-Assessment” section. Print it ALL out and bring to the next class.  
2. Write a reflective essay (approximately 150 words) detailing the skills and characteristics you possess based on the completion of the self-assessment that would be critical for success in your profession of choice (to be turned in at the next class).  
3. Bring a rough draft of a resume to class.  
   **Due: January 13**

January 13  
**Group:** All  
*Location:* 310 Edwards  
*Topics:* Career Related Documents  
*Assignments:*  
1. Create the following documents:  
   Cover Letter-Due January 27  
   Resume-Due February 3  
   Reference List-Due February 3  
These will be graded via the rubrics for the cover letter and resume/references, located in the syllabus and in Blackboard. You will need to schedule a Writing Lab appointment for the Cover Letter critique.

January 20  
**Group:** All  
*Topics:* MUSC, Health Professions Guest Speaker  
*Assignments:* Continue cover letter and resume documents
January 27  **Group:** All  
**Location:** 310 Edwards  
**Topics:** Finish Resume/References Lecture  
**Assignments:**  
1. Finalize Resume and References. Turn in Cover Letter and Writing Lab attendance for Cover Letter.  
**Due:** Resume and References due February 3  
2. Begin preparation of a Career PowerPoint—Research the career(s) you are most interested in and also graduate programs or jobs that you are most interested in. List growth potential and salary range, in addition to other criteria. Include why you are a good candidate for that graduate program/job. Include specific examples of skills or academics that you feel are relevant for this career/program, 15-20 slides.  
**Due:** February 10

February 3  **Group:** All  
**Location:** 106-B Barre Hall  
**Topics:** Portfolio Development  
**Assignments:**  
1. Begin work on your portfolio.

February 10  **Group:** All  
**Location:** 310 Edwards Hall  
**Topic:** Writing Goals and Objectives, Developing a Personal Statement  
**Assignments:**  
1. Prepare three goals with accompanying objectives that you want to achieve this semester. Bring these with you when you come for your individual appointment.  
**Due:** February 15-19 (Baylor-Morrison, A.)  
**February 22-26 (Morrison, H.-Zylstra)  
2. Schedule Writing Lab session for Personal Statement critique

Week of  
Feb 15-19  **Group:** Baylor-Morrison, A.  
**Assignments:**  
1. View HIPAA video in LRC (2nd floor Edwards Hall), complete HIPAA quiz—leave in HIPAA folder in the LRC. **Due:** February 24  

**Location:** 531 Edwards Hall  
**Topic:** Individual meetings to discuss internship in my office (531 Edwards Hall)  
**Assignments:**  
1. Bring your current DPR (Degree Progress Report) to your meeting.  
2. Bring final copy of personal statement and goals/objectives  
**Group:** Morrison, H.-Zylstra  
**NO CLASS!!**
Week of Feb 22-26  
**Group**: Baylor-Morrison, A.  
**Assignments**:  
**NO CLASS!!**  
**Group**: Morrison, H.-Zylstra  
**Assignments**:  
1. View HIPAA video in LRC (2nd floor Edwards Hall), complete HIPAA quiz—leave in HIPAA folder in the LRC. **Due: February 26**  
**Location**: 531 Edwards Hall  
**Topic**: Individual meetings to discuss internships in my office (531 Edwards Hall)  
**Assignments**:  
1. Bring your current DPR (Degree progress Report) to your meeting.  
2. Bring completed Personal Statement and Goals and Objectives to this meeting.

March 3  
**Group**: Baylor, Morrison, A.  
**Location**: 310 Edwards Hall  
**Topic**: Clemson Job Link  
**Assignments**:  
1. Post Resume in Clemson Job Link  
**2. MUST BRING YOUR LAPTOP TO CLASS!!**  
**Group**: Morrison, H.-Zylstra  
**Location**: Career Center—3rd floor Hendrix Student Center  
**Topic**: Interviewing Skills  
**Assignments**:  
1. Complete a mock interview using Interview Stream and complete a critique of your interview experience. Bring this critique to me. **Due: March 10**  
2. **Bring laptop to class—March 10**

March 10  
**Group**: Baylor-Morrison, A.  
**Location**: Career Center—3rd floor Hendrix Student Center  
**Topic**: Interviewing Skills  
**Assignments**:  
1. Complete a mock interview using Interview Stream and complete a critique of your interview experience. Bring this critique to me. **Due: March 24**  
**Group**: Morrison, H.-Zylstra  
**Location**: 310 Edwards Hall  
**Topic**: Clemson Job Link  
**Assignments**:  
1. Post Resume in Clemson Job Link  
**2. MUST BRING YOUR LAPTOP TO CLASS!!**
March 17  **SPRING BREAK!!**

March 24  **Group:** All  
  **Location:** 310 Edwards Hall  
  **Topic:** Interviewing Skills & Informational Interviews  
  **Assignments:**  
1. Contact someone of professional interest with whom to complete an informational interview.  
**Due: In your submitted portfolio—April 14**  
2. Review general education competencies.

March 31  **Group:** All  
  **Location:** 310 Edwards Hall  
  **Topic:** Blending your Gen Ed and Professional Portfolio: Dr. Gail Ring  
  **Assignments:**  
1. Have 2 artifacts that you feel are worthy of submitting for general education competencies.  
2. **Bring laptop to class.**  
   Note: Individual meetings with spring/summer interns will be scheduled this week as needed.

April 7  **Group:** All  
  **Location:** 106 Barre Hall  
  **Topic:** Portfolio Development

April 14  **Group:** All  
  **Location:** 310 Edwards Hall  
  **Topic:** Intern Panel Presentation  
  **Assignments:**  
1. Finalize Portfolio  
**Due: April 14 by 11:59 pm**  
Note: Individual meetings with spring/summer interns will be scheduled this week as needed.

  
  **Late Submissions will result in a letter grade reduction for each day it is late. All links must work—if I can’t view it, I can’t grade it.**
Diversity Training Information
Gantt Intercultural Center

You must attend 1 diversity training session. These fill up quickly, so sign up as soon as possible! You must ask for the Diversity Training Certificate at the end of your session. This certificate should be scanned into your portfolio. This will serve as your proof of attendance.

Gantt Intercultural Center
NCBI Diversity Workshops

Part of striving to become a more diverse and inclusive University is learning to appreciate and respect our differences. By providing “welcoming diversity” workshops for faculty, staff, and students, Clemson’s NCBI Team (through the Gantt Intercultural Center) is helping to accomplish this goal. Objectives of the sessions, led by certified trainers, are:

- To identify the information and misinformation we have learned about other groups
- To heal the scars of internalized oppression and reclaim pride in one’s own background while building bridges with others
- To hear personal stories about the various ways different groups experience discrimination
- To learn effective ways to intervene when confronted with prejudicial jokes, remarks, and slurs

Workshop facilitators create a supportive atmosphere where feelings are not censored and all input is valid. Everyone pledges to keep anything that is said confidential.

Sessions to be scheduled are:

January 28
February 11, 22
March 3

*All sessions are from 6:00-8:00pm*

For more information or to register, complete the registration form by clicking on the desired workshop below or e-mail NCBI-L@clemson.edu or call 656-3174. Space is limited in each session. Walk-ins (unregistered participants) will not be accepted into any workshops. No-show participants (registered but did not cancel before 4:30pm the day of their scheduled workshop) cannot be guaranteed a space in future workshops.
Possibility of H1N1 Flu Absenteeism

In reaction to expected H1N1 flu outbreaks among students, Clemson University has decided to become more lenient in terms of absenteeism among students. Faculty and staff have been asked to respect the needs of students to isolate themselves and miss class, should they contract the flu this semester.

As a temporary measure, Redfern Health Center will be validating student treatment for flu with a special stamp on the receipt that students receive when seeking medical treatment at Redfern. Students may also obtain documentation from their personal physician or off-campus medical facility. As a precaution, students are asked to stay away from class if they have a fever of over 100 °F. If, after 24 hours, their fever is below 100 °F, the student may return to class.

For a student to receive an excused absence, this stamp or documentation MUST be handed into me upon their return.