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### Instructor Information

Name:

Office:

Telephone:

Email:

Zoom Meeting ID number:

Password:

### Course Prerequisites

Must be completed during the last semester at WCU – Capstone course

### Purpose of Course

The Exercise Science internship course is an **approved Speaking Emphasis (SE) designation course** and **capstone experience** that permits students to **apply their academic training and develop oral communication skills** under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. While classroom input is inherent in educational programs at West Chester University, the application of academic theory gives the student experiences that will add to their personal and professional maturity. The internship is a requirement for all students in the Exercise Science Division of the Kinesiology Department.

The internship provides the student with the opportunity to ask pertinent questions, make observations, and participate in agency activities that normally would not be possible for a paid, full-time employee. All internship experiences must be undertaken in an agency that guarantees to provide the student with supervision by an exercise specialist, physical therapist, occupational therapist, chiropractor, or physician's assistant possessing appropriate academic and certification credentials as well as licensure, appropriate to the student's concentration of study.

The internship is important to the student because it:

- Brings the student into contact with professionals on the job
- Enables the student to test classroom theories and techniques
- Offers challenges and stimuli to learn and investigate
- Allows the student to communicate Exercise Science information orally to patients/clients/athletes
- Tests the student as a potential professional in the fitness field and/or clinic
- Offers entry into the professional field as a gradual growth process
- Provides opportunity to evaluate the choice of a profession

### Required Text

There are no required texts or materials. It is expected that the students will use texts and notes from past courses within the major as references and apply them to this internship experience.

### Required Hours

A total of **125 documented hours at an approved internship site** plus an additional 10 hours of assignment work are required for the 3-credit course. Three credit hours are earned from the successful completion of the internship with a grade of C- or better.

### Additional Hours

**165 documented hours at an approved site** plus an additional 15 hours of assignment work = 4-credit course  
**205 documented hours at an approved site** plus an additional 20 hours of assignment work = 5-credit course  
**250 documented hours at an approved site** plus an additional 20 hours of assignment work = 6-credit course  
 The credit hours are earned from the successful completion of the internship with a grade of C- or better.

### General Education Statement

**EXS 490 is an approved Speaking Emphasis (SE) designation course in the WCU General Education program.**

Beyond the practical experience in a fitness-related facility, this class is designed to provide the student with effective scientific presentation skills and practice for graduate school and/or employment opportunities. In this course, students are required to work at an approved fitness-related facility to utilize their academic knowledge in a practical setting. Additionally, they are required to orally communicate scientific information about an injury/disease/disorder and present a case study to analyze an individual's fitness-related needs. Students will be taught how to adapt their presentation style to better suit their client's needs. Class sessions will include a complete discussion on effective scientific communication styles, with examples and expectations included. Furthermore, class sessions will focus on effective interview skills. Students will be given time to prepare and practice for all speaking emphasis assignments in this class and detailed feedback for each assignment will be provided to the student following each presentation. To that end, this course is designed to meet the following General Education goals:

General Education Goal 1: Students will be able to communicate effectively.

Student Learning Outcomes (SLOs) relevant to this goal are: 1c) express oneself effectively in presentations and 1d) demonstrate comprehension of and ability to explain information and ideas accessed through reading. The following assignments contribute to the development of this goal: brochure oral presentation, mock interview, and case study presentation.

General Education Goal 2: Students will be able to think critically and analytically.

Student Learning Outcomes (SLOs) relevant to this goal are: 2c) reach sound conclusions based on a logical analysis of evidence. The following assignments contribute to the development of this goal: brochure oral presentation and case study presentation.

### Course Schedule

The day-to-day schedule for the intern will be discussed and agreed upon by the student intern and site supervisor. The student's University professor and the Exercise Science Coordinator should give their approval. Conflicts in scheduling should be resolved by the intern and site supervisor with intervention by the professor or Exercise Science Coordinator only if needed.

### Student Learning Outcomes

The Exercise Science internship is both a **capstone course** and an experiential program that permits students to apply their academic training under the direction of credentialed and/or licensed professionals. The student should be able to apply **all the ACSM performance domains and associated competencies** as identified by the Committee on Accreditation for the Exercise Sciences (CoAES) at their internship.

Learning Outcomes	Assessment	Department Objective
1. Students will demonstrate content knowledge and critical thinking skills reflective of the ACSM performance domains and associated competencies.	Weekly Logs Midterm/Final Evaluations via Site Supervisor	Content Knowledge
2. Students will demonstrate competence in the skills needed to apply knowledge of exercise science theories, principles, and practice identified by ACSM within a professional setting.	Midterm/Final Evaluations via Site Supervisor	Professional Behavior/Professionalism
3. Students will demonstrate the ability to communicate both orally and in written form information relative to the Exercise Science discipline.	Weekly Logs Brochure Presentation Mock Interview Case Study Presentation Critique Paper	Communication
4. Students will demonstrate the ability to locate and use resources and information which will assist in the	Brochure Presentation	Information Literacy

successful completion of class assignments.	Case Study Presentation	
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## EVALUATIONS

Midterm Evaluation (from site supervisor)	60 points (20%)
Final Evaluation (from site supervisor)	60 points (20%)
Weekly Logs	30 points (10%)
Brochure Oral Presentation Video	40 points (13.3%)
Mock Interview	40 points (13.3%)
Case Study Oral Presentation	40 points (13.3%)
Critique Paper	30 points (10%)
<b>Total</b>	<b>300 points (100%)</b>

\*\*\*All grades will be posted in D2L in a timely manner. \*\*\*

120 points (40%) out of 300 points are from 3 oral communication assignments.

## Grading:

Standard College grading.

100 – 93 (279-300 points) = <b>A</b>	76 – 73 (219-230 points) = <b>C</b>
92 – 90 (270-278 points) = <b>A-</b>	72 – 70 (210-218 points) = <b>C-</b>
89 – 87 (261-269 points) = <b>B+</b>	69 – 67 (201-209 points) = <b>D+</b>
86 – 83 (249-260 points) = <b>B</b>	66 – 63 (189-200 points) = <b>D</b>
82 – 80 (240-248 points) = <b>B-</b>	62 – 60 (180-188 points) = <b>D-</b>
79 – 77 (231-239 points) = <b>C+</b>	Below 60 (179 and below) = <b>F</b>

## DETAILED REVIEW OF CLASS EVALUATIONS

### Midterm and Final Evaluations (from site supervisor)

During the internship period, your site supervisor will evaluate your work two times. The **midterm evaluation** should be completed when you have completed **half** of your required hours and the **final evaluation** should be completed when you have completed **all** required hours. You are responsible for ensuring that your site supervisor has received the evaluation link from your WCU professor at the appropriate times. **Each evaluation is worth 60 points for a total of 120 points (40% of final grade).**

### Weekly Logs

It is your responsibility to upload your weekly log to D2L every week. Before you start your internship hours, your WCU professor will explain to you what they expect to be included in your weekly log and when they expect to receive it from you every week. Your logs should detail the work that you do at your internship. The weekly logs should include the days and hours that you worked, a description of the project(s) you worked on that day, your contributions to the projects, and any personal reflections you wish to make. Your daily entries should also include a description about the courses or class concepts that helped you perform your internship duties. **Weekly logs in total are worth a total of 30 points (10% of final grade).** Please refer to the *Internship Logs Grading Rubric*.

### Brochure Oral Presentation

- 1) Select a common injury/disease/disorder that you may witness in your field (i.e. runner's knee) and create a brochure about the problem.
- 2) Research your selected modality and include facts about the modality, exercise tests that are performed to diagnosis the problem, and an exercise plan. Additional sections can also be included. The brochure should be informative, colorful, and include references.
- 3) The brochure must have three columns on each page and include a front and back.
- 4) Present your brochure verbally in a recorded video

*First Oral Communication Assignment for Speaking Emphasis Course Objectives.* **Brochure oral presentation is worth 40 points (13.3% of final grade).** You may add this video to your ePortfolio. Please refer to the *Brochure Oral Presentation Grading Rubric*.

### Mock Interview

- 1) Arrange a mock interview with your professor.
- 2) The interview will be based on your next career path (i.e., a typical graduate school entrance interview or an interview for a potential job in the field).
- 3) The interview will take place over Zoom and be recorded.

*Second Oral Communication Assignment for Speaking Emphasis Course Objectives.* **Mock interview is worth 40 points**

**(13.3% of final grade).** Please refer to *Mock Interview Grading Rubric*.

### **Case Study Presentation**

- 1) Follow one person at your internship site and write a case study.
- 2) Please include the following in your case study:
  - a. Clearance
  - b. Diagnosis, if clinical
  - c. Exercise tests results
  - d. Exercise prescription
  - e. Treatments, medications, and modalities used, if clinical
  - f. Progression and evaluation of progress
  - g. Patient/client confidentiality has been maintained
- 3) Orally present your case study to your professor.

*Third Oral Communication Assignment for Speaking Emphasis Course Objectives.* **Case study presentation is worth 40 points (13.3% of final grade).** Please refer to *Case Study Presentation Grading Rubric*.

### **Critique Paper**

At the end of the internship, write a final critique paper describing and evaluating the internship experience, focusing on what it has taught you about your field. Note: your critique is not graded on your opinion, but rather the depth of your discussion. There is no specific length of this paper. **Critique paper is worth 30 points (10% of final grade).** Please refer to *Critique Paper Grading Rubric*.

The format for the paper is as follows:

- Introduction: Describe the internship and identify your major responsibilities.
- Evaluation: This section will be most of your paper. Discuss in detail how well your coursework prepared you for this internship. What classes, theories and/or concepts were most helpful to you in this experience?
- Obstacles: Discuss any problems that you encountered during your internship and how they were solved.
- Are you likely to be hired at this internship site? Why or why not?
- Would you recommend this internship site to other students? Why or why not?
- Recommendations: Discuss ideas for improving the internship program in general and your experience.
- Please make sure you answer the following questions within the paper:
  1. How did WCU prepare you for this internship experience?
  2. What could you have done differently?
  3. What did you learn that helped you?
  4. What are your plans moving forward?

### **ACADEMIC & PERSONAL INTEGRITY**

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website at [www.wcupa.edu](http://www.wcupa.edu).

### **STUDENTS WITH DISABILITIES**

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is [ossd@wcupa.edu](mailto:ossd@wcupa.edu), and their website is at <https://www.wcupa.edu/universityCollege/ossd/>. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations

should contact them at 610-436-2433.

### **EXCUSED ABSENCES POLICY**

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

### **REPORTING INCIDENTS OF SEXUAL VIOLENCE**

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University’s commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <https://www.wcupa.edu/admin/diversityEquityInclusion/sexualMisconduct/default.aspx>

### **INCLUSIVE LEARNING ENVIRONMENT AND ANTI-RACIST STATEMENT**

Diversity, equity, and inclusion are central to West Chester University’s mission as reflected in our [Mission Statement](#), [Values Statement](#), [Vision Statement](#) and [Strategic Plan: Pathways to Student Success](#). We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism. Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time. Resources for education and action are available through WCU’s [Office for Diversity, Equity, and Inclusion](#) (ODEI), DEI committees within departments or colleges, the student [ombudsperson](#), and centers on campus committed to doing this work (e.g., [Dowdy Multicultural Center](#), [Center for Women and Gender Equity](#), and the [Center for Trans and Queer Advocacy](#)). Guidance on how to report incidents of discrimination and harassment is available at the University’s [Office of Diversity, Equity and Inclusion](#).

### **EMERGENCY PREPAREDNESS**

All students are encouraged to sign up for the University’s free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit [www.wcupa.edu/wcualert](http://www.wcupa.edu/wcualert). To report an emergency, call the Department of Public Safety at 610-436-3311.

### **ELECTRONIC MAIL POLICY**

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

### **RECOMMENDED READING/BIBLIOGRAPHY**

Powers, S.K., et al. (2013). *Total Fitness and Wellness*. 6th ed., Boston, MA: Pearson.

American College of Sports Medicine. (2018). *ACSM’s Guidelines for Exercise Testing and Prescription*. Philadelphia, PA: Lippincott Williams & Wilkins.

Code of Ethics. (n.d). Retrieved January 05, 2018, from <http://www.acsm.org/membership/membership-resources/code-of-ethics>

Carnegie, D. (1990). The Quick and Easy Way to Effective Speaking. New York: Pocket Books.

Hillman, R. (1999). Delivering Dynamic Presentations: Using Your Voice and Body for Impact. Boston: Allyn & Bacon.

**Tentative Schedule for EXS 490 – Internship – Semester and Year**

<b>Week</b>	<b>Topic</b>
1	Introduction to Course and Syllabus Review Speaking Assignments Schedule <i>Work scheduled hours at internship site and submit weekly log</i>
2	Overview of Oral Communication and Presentation Skills <i>Work scheduled hours at internship site and submit weekly log</i>
3	Review brochure requirements and give examples <i>Work scheduled hours at internship site and submit weekly log</i>
4	Brochure coaching <i>Work scheduled hours at internship site and submit weekly log</i>
5	<i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Brochure oral presentation video due to D2L Sunday BEFORE midnight</u></b>
6	Overview of interview skills <i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Improved brochure oral presentation video due Sunday BEFORE midnight</u></b>
7	Review mock interview requirements and give examples <i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Midterm Evaluation from site supervisor due</u></b>
8	Mock interview coaching <i>Work scheduled hours at internship site and submit weekly log</i>
9	<i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Mock interview meeting</u></b>
10	Overview on How to Interpret a Case Study <i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Review and discuss mock interview recording</u></b>
11	Review case study presentation requirements and give examples <i>Work scheduled hours at internship site and submit weekly log</i>
12	Case study coaching <i>Work scheduled hours at internship site and submit weekly log</i>
13	<i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Face-to-Face Case Study Presentation</u></b>
14	<i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Second Attempt at Case Study Presentation</u></b>
15	<i>Work scheduled hours at internship site and submit weekly log</i> <b><u>Weekly Log Document due Sunday BEFORE midnight</u></b>
16	<b><u>Final Evaluation from site supervisor due</u></b> <b><u>Critique Paper due Sunday BEFORE midnight</u></b>

