

2026-2027

Healthcare Science

Internship Policy & Procedures

Manual

MISSION

Guided by Franciscan values and the ideal of “knowledge joined with love,” and rooted in the Catholic and liberal arts traditions, Alvernia is a rigorous, caring, and inclusive learning community committed to academic excellence and to being and fostering broadly educated, life-long learners; reflective professionals and engaged citizens; and ethical leaders with moral courage.

VISION

To Be a Distinctive Franciscan University, Committed to Personal and Social Transformation, Through Integrated, Community-based, Inclusive, and Ethical Learning.

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Faculty Internship Supervisors

HERE

Introduction

This manual is provided to all Alvernia Healthcare Science students participating in an internship experience and to the director or supervisor of the agency where students are placed. The purpose of this manual is to provide a clear understanding of the objectives of the internship; the responsibilities of the student, the agency and the University; and the procedures for the successful completion of the student's practicum.

Internships or field experiences are a significant part of a student's preparation for professional practice. The field experience offers placement in a live agency environment concurrent with classroom activity. It is through the internship that the integration of classroom learning and real-world application takes place.

The Healthcare Sciences Program at Alvernia University

The Healthcare Science (HCS) Program prepares graduates for meaningful and impactful roles in today's evolving healthcare environment. Grounded in the university's Franciscan values, the program develops broadly educated, lifelong learners who are committed to service, community engagement, and the promotion of health and well-being for all individuals—regardless of ability, socioeconomic status, or background.

Through an interdisciplinary curriculum, students gain the knowledge and skills needed to advocate and promote health for individuals and communities that are underserved or under-informed on issues related to health, wellness, and healthcare systems. The program emphasizes critical thinking, scientific literacy, and applied learning, equipping students to address real-world health challenges with compassion and competence.

HCS students often pursue concentrations or minors in areas such as business, communication, or biology to further tailor their educational experience and craft their future. Others engage in specialized tracks (medical imaging, surgical tech, ultrasonography) or prepare for continuing graduate studies within physical or occupational therapy, athletic training, or physician associate programs.

An Alvernia University Health Care Science graduate is prepared for a career across a wide range of healthcare settings—including agencies, organizations, and a variety of clinical environments—as educators, counselors, advocates, and managers. Through coursework, service learning, and practical field experiences, students develop expertise in health behavior, education strategies, and community outreach. Career pathways may lead to roles in primary healthcare, healthcare advocacy, policy analysis, research, and consumer or community health organizations.

Agency Affiliations as Internship Sites

The Healthcare Science Program requires a signed Agency Affiliation Agreement between the clinical/agency site and the University prior to a student's participation in an internship

experience. The University will provide the agency with a certificate of liability insurance, naming the agency as an additional insured for the duration of the student's placement. Affiliation Agreements may be obtained through the Healthcare Science Program Chair.

Criteria For Agency Selection

Factors considered in the selection of clinics or agencies for student placement include:

- A. Compliance with applicable licensure or accreditation requirements.
- B. Commitment of agency personnel to student learning, including the time, expertise, and supervision necessary to provide quality field instruction.
- C. Availability of appropriate physical facilities and resources to support the student experience.
- D. Ability to provide a meaningful and appropriate learning environment.
- E. Alignment with the mission, values, and philosophy of Alvernia University, the Healthcare Science Program, and the healthcare profession.
- F. Commitment to relevant professional codes of ethics and the University's nondiscrimination policies.

Criteria For Field Placements

Students seeking to complete an internship

HOW ARE STUDENTS SELECTED, CHOSEN, VETTED, MATCHED RELATIVE TO THEIR ACADEMIC GOALS?

COULD WE POSITION AGENCY/SITES as WE ARE FULFILLING A COMMUNITY NEED?

Employment Based Field Placements

Students seeking to complete an internship at their current place of employment must meet the following program standards:

- Internship responsibilities must be **distinct from and in addition to** the student's regular job duties.
- Internship must meet the Course Objectives & Responsibilities of an Internship Experience.
- Students must be supervised by **qualified personnel who are not their current supervisor**.

- Internship hours must be completed **outside of regular work hours**.

Students seeking to complete an internship at their current place of employment must submit the **Request for Employment-Based Field Placement** Form, located in the Appendix II of this document.

Internship Experience Course Objectives & Responsibilities

The Alvernia University Health Care Sciences internship experience is a fundamental component of preparation for professional practice.

Internship Objectives

Students are expected to demonstrate proficiency in the following areas:

1. Analyze the role of the practicum agency within the community healthcare system and describe how the agency and its staff address healthcare needs.
2. Apply legal and ethical standards in practice, maintain appropriate professional boundaries, and demonstrate sound judgment in collaboration with field supervisors.
3. Integrate academic knowledge with professional practice and actively engage in activities that enhance professional competence.
4. Demonstrate self-awareness, reflection, and cultural competence, including critical assessment of personal values, beliefs, and biases in professional interactions.
5. Exhibit initiative, professionalism, and responsibility, contributing to personal, professional, and civic development within the practicum setting.

Responsibilities of the University

The University is responsible for ensuring that all internship experiences meet academic, professional, and compliance standards that support student success and client safety.

1. Ensure that only students who have successfully completed all prerequisite coursework are assigned to internship placements.
2. Provide an Internship Supervisor who serves as liaison between the University and the facility, including scheduled site visits, consultation, and ongoing availability by phone or email.
3. Ensure that students provide the facility with all required personal and academic documentation.
4. Ensure that students meet all University-established health requirements.
5. Ensure completion of all required background checks prior to placement.
6. Maintain records of student health status, immunizations, and background clearances.

7. Provide access to records upon written request and with student authorization.
8. Maintain professional liability insurance for students of at least \$1,000,000 per occurrence and \$3,000,000 aggregate.
9. Ensure that each student provides proof of personal health insurance coverage.

Responsibilities of the Agency

The agency is responsible for providing a safe, supportive, and educational environment that facilitates student learning while ensuring quality care for patients and clients.

1. Retain ultimate responsibility for ensuring that safe and effective services are provided to relevant individuals, patients, or clients.
2. Maintain sufficient professional staffing to support normal service functions, ensuring that students do not replace regular staff.
3. Provide supervision by licensed and/or qualified personnel (i.e., individuals with appropriate academic and/or experiential qualifications), and allow a minimum of one hour per week, per student, for individual supervision conferences.
4. Evaluate student performance using University-provided forms and submit evaluations to the Internship Supervisor.
5. Ensure that emergency care is available to students in the event of illness or injury; associated costs are the responsibility of the student or their insurance provider.
6. Provide an orientation for students that includes, but is not limited to, patient and personal safety procedures, organizational structure, equipment use, and relevant agency policies.

Shared Responsibilities

The University and the agency share responsibility for ensuring that internship experiences are collaborative, compliant, and aligned with professional, ethical, and legal standards.

1. Follow established organizational structures and communication channels when planning and implementing student clinical experiences, in alignment with learning objectives and available opportunities.
2. Recognize that students are not employees of the agency as a result of their participation in the Healthcare Science Program.
3. Evaluate internship experiences and share feedback to support continuous quality improvement and patient/client safety.
4. Comply with all applicable HIPAA regulations and maintain the confidentiality of patient/client information.

5. Uphold the University's Harassment Policy, maintaining a zero-tolerance stance toward all forms of harassment.
6. Acknowledge that this agreement is governed by the laws of the Commonwealth of Pennsylvania, with jurisdiction in Berks County.

Responsibilities of the Student

Students are responsible for maintaining professional, academic, and ethical standards while actively contributing to their learning and the functioning of the internship setting.

Toward the University

1. Adhere to the ethical standards outlined in the most recent **American Counseling Association (ACA) Code of Ethics**: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. Communicate with the Faculty Internship Supervisor regarding field placement preferences, considering personal background, interests, and educational goals.
3. Complete all required internship hours, following a schedule approved by the agency and faculty advisor.
4. Develop a written learning agreement with the Faculty Internship Supervisor outlining goals, objectives, and responsibilities; submit to the Faculty Internship Supervisor for approval and revise as needed.
5. Communicate promptly any concerns or issues related to the internship with the Faculty Internship Supervisor or Program Director.
6. Actively participate in all course requirements, including class sessions, assignments, logs, and final evaluations or papers.
7. Obtain written permission from all relevant persons for any photographic or video recordings [refer to Appendix II: Forms for relevant form].

Toward the Agency

1. Uphold professional and ethical standards, including the ACA Code of Ethics, and comply with all agency policies and requirements.
2. Participate fully in internship activities and complete all assigned tasks within the designated timeframe.
3. Collaborate with the Internship Supervisor to establish and periodically revise learning goals, objectives, and outcomes.
4. Actively engage in supervision, staff meetings, and the general operations of the agency.
5. Contribute meaningfully to the agency through professional conduct, initiative, and completion of assigned responsibilities.

Toward Self

Students are expected to engage in reflective practice and take an active role in their personal and professional development.

1. Take responsibility for personal and professional growth by actively engaging in learning opportunities throughout the internship.

2. Demonstrate self-awareness by reflecting on personal strengths, limitations, values, and biases, and their impact on professional practice.
3. Seek and respond constructively to feedback to improve performance and professional competence.
4. Maintain personal well-being and professionalism to ensure the ability to provide safe, effective, and ethical service.

Clinical Site and Supervisor Guidelines

Student Role in the Agency

The student's role within the agency is primarily a learning role rather than an employment role, even though assigned responsibilities are an essential component of the field experience. Through these responsibilities, students are expected to integrate academic knowledge with real-world application.

To support this distinction, the following guidelines are recommended:

- Assignments should be appropriate to the student's level of education and experience and should progressively increase in complexity when appropriate.
- Experiences should expose students to a range of agency functions, allowing them to understand the organization and its role within the healthcare system.
- Students should have opportunities to develop and practice skills relevant to the agency's services.
- Students should be involved in direct service activities to the extent appropriate, consistent with agency policy, student ability, and supervision.
- Sufficient time should be allotted for students to complete assigned responsibilities, including required documentation.
- Participation in staff meetings, in-service training, and professional activities is encouraged.
- Internship site supervisors are encouraged to communicate with the University's Faculty Internship Supervisor as needed to support the student's learning and address concerns.

Orientation to the agency's program

Prior to the start of the internship, students should complete an orientation to the agency, including a meeting with appropriate personnel and a review of organizational structure, policies, and procedures. Opportunities for students to participate in or independently engage in elements of the orientation process are encouraged to support familiarity and professional development.

Supervision and Professional Development

Effective supervision is essential to the student's professional growth and successful internship experience.

The Field Supervisor is requested to spend a *minimum* of one hour per week with the student for individual supervisory conferences, which should review and address the following issues:

Supervision should include discussion of:

- Student involvement in agency activities
- Progress toward learning objectives
- Ethical and professional issues
- Integration of knowledge, skills, and values
- Development of critical thinking and professional judgment
- Self-awareness and reflective practice, including an understanding of how their values, beliefs, and behaviors influence professional practice.

Internship Supervisors should provide a minimum of one hour per week of individual supervision.

Ethics and Confidentiality

Alvernia University is committed to developing ethical leaders with moral courage. As such, it is essential for students to learn, practice, and be guided by codes of ethical standards most closely associated with the given healthcare profession and the agency.

Supervisors should reinforce the importance of ethical practice, including adherence to professional codes of ethics and agency policies. Confidentiality and HIPAA-related practices should be emphasized in all aspects of student involvement.

Recommended Learning Experiences

Students benefit from experiences in analyzing problems and working towards change. Regardless of setting, students should engage in obtaining information, data and facts, analyzing situations and planning change. This also applies to work with individuals, groups and communities.

Students may benefit from varied and applied learning opportunities within the realm of a given clinical or agency setting.

Clinical Settings

In clinical settings we would ask the Internship Supervisor to have the student enhance the practicum education through observations of and/or participation in the following activities:

- Intake and assessment processes
- Diagnostic and service planning activities
- Collection of relevant client information (e.g., biopsychosocial data)
- Individual, group, or family interventions (as appropriate)
- Case management and coordination of care
- Interdisciplinary team meetings and case consultations

- Development of discharge or continued care plans

Community, Agency and Systems Settings

Students should also gain an understanding of the agency's role within the broader healthcare system, including:

- Participation in interagency or community meetings when possible
- Exposure to community resources and service networks

Problem-Solving and Professional Practice

Students should have opportunities to:

- Identify and assess client or system-level problems
- Analyze situations and contribute to planning interventions
- Understand approaches to change at the individual, group, and community levels

Documentation and Professional Skills

The student will gain experience in recording informational data, summarizing material and documenting activities. Students should develop competency in **the types of** professional documentation and communication **relevant to the agency**, which may include:

- Recording and summarizing relevant information, which may include biophysical data, service or care plans for individuals or groups, staff meeting notes, etc.
- Preparing assessments, plans, and progress notes (as appropriate)
- Participating in professional communication within the agency

Evaluation and Feedback

Ongoing evaluation and feedback are critical components of the internship experience.

- Supervisors should provide regular, constructive feedback throughout the placement.
- Students should be encouraged to engage in self-evaluation and reflection.

The final evaluation should reflect the student's overall progress and development over the course of the internship.

Required evaluation forms, to be completed by both the student and Internship Supervisor, are provided in this manual.

Student Preparation and Compliance Requirements

Students are responsible for meeting all University, programmatic, and agency-specific requirements prior to participation in any internship or field experience. These requirements are established to ensure **legal compliance, safety, and professional readiness**.

Failure to meet any requirement by the designated deadlines will result in **ineligibility to begin or continue an internship placement**.

Selection and Application Process for Internship Agency or Clinical Experience

NEED MEAT HERE – WHAT WILL BE THIS PROCESS? PLANNING IS NEEDED AND AUTHORIZATION FOR HCS 411 WOULD BE NEEDED IN EVERY SITUATION

An employment-based field placement option is available for those students who prefer to complete their field placement in an agency setting in which they are currently employed. The curriculum and learning objectives are identical to non-employment-based field placements. Students may choose to continue employment while completing field placement hours with assignments that are distinct from his or her employment responsibilities.

A student who wishes to pursue this option must complete the **Request for Employment-Based Field Placement** Form, located in the Appendix II of this document.

Background Clearances

Students must obtain all required **criminal background and child protection clearances** in accordance with Pennsylvania law¹ and University policy prior to participating in any field or clinical experience, regardless of setting.

At minimum, required clearances include:

- Pennsylvania State Criminal Record Check (Act 34)
- Pennsylvania Child Abuse Clearance (Act 151)
- Federal Criminal Background Check with fingerprinting (Act 114)

Additional or repeated clearances may be required based on:

- Agency-specific requirements
- Duration of enrollment

¹ Relevant PA law, application LINKS and university access CODES can be found in the appendices of this document

- Changes in legal or regulatory standards

Students are responsible for:

- All associated fees
- Submission of documentation by program deadlines
- Attestation – Students are required to attest to their understanding of responsibilities [Refer to Appendix II: Forms]
 - Background Checks Notification of Policy
 - Criminal Record Acknowledgement
- **Reporting any current or previous criminal charges or convictions** to the Program Director. Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13 (refer to Appendix I).
 - Criminal Record Disclosure [Available in Appendix II: Forms]

Clearances are generally good for 3 years and must remain **current and valid throughout enrollment**.

The University may share clearance results with internship agencies, and **agencies reserve the right to deny placement** based on findings.

Health and Medical Compliance

Students must be cleared by the **University's Health & Wellness Office** prior to participation in any internship experience.

Requirements typically include:

- Proof of immunizations and required health screenings, which may include current TB testing, influenza/flu
- Physical examination and health history
- Ongoing updates as required by the University or agency

Students are responsible for:

- Maintaining current and complete records
- Meeting all deadlines established by the program and/or agency

Failure to meet health compliance requirements will result in **placement delay or denial**.

Mandatory Training Requirements

Students must complete all required **pre-placement training** prior to internship participation.

This may include:

- HIPAA (privacy and confidentiality) training
- Safety and infection control training (e.g., OSHA-related content)
- Any additional training required by the University or agency

Students must submit **documentation of completion** by the designated deadline.

Failure to complete required training will result in **ineligibility for internship placement**.

Professional and Legal Accountability

Students are expected to comply with:

- All **federal and state regulations**
- All **University policies**
- All **agency-specific policies and procedures**

This includes requirements related to:

- Confidentiality and protected information
- Professional conduct and ethical behavior
- Safety and risk management

Students should be aware that **agency requirements may exceed University minimum standards** and must be followed as a condition of placement.

Additional Agency Requirements

Internship agencies may require additional compliance items, which may include:

- Additional background screening or drug testing
- Site-specific training or orientation
- Documentation of certifications or competencies

Students are responsible for completing all such requirements prior to the start of the internship.

Documentation and Verification

Students must:

- Submit all required documentation to the program as directed
- Maintain copies of all compliance records
- Provide documentation to agencies when required

Incomplete or delayed documentation may result in:

- **Delayed placement**
- **Reassignment**
- **Course failure if requirements are not met within designated timelines**

Professional Standards for Students in Internship

Professional Appearance And Hygiene

All field students will maintain a dignified professional appearance while they are in the field setting and also when attending related classes or activities

Hygiene

All students will maintain a clean and neat appearance which includes:

<i>Hair:</i>	washed and combed with natural looking colors.
<i>Body:</i>	shower and use deodorant before each field work day.
<i>Mouth:</i>	brushed teeth and clean breath.
<i>Face:</i>	washed <i>Women – minimal to moderate makeup</i> <i>Men – Neat and trimmed facial hair</i>
<i>Nails:</i>	clean and trimmed <i>moderate polish or moderate manicures are acceptable for women</i>

Body Fragrances

Body fragrances need to be subtle or non-existent, as some individuals around you may be allergic to strong fragrances.

Jewelry/Piercing/Tattoos

Jewelry: Moderate jewelry can be worn in field.

Piercings: One earring may be worn in each ear. All other visible earrings must be removed.

Tattoos: Tattoos and body art may not be visible during field placement and/or seminar classes.

Acceptable Field Dress

Skin Coverage

Men – Skin will be covered between the base of the neck and the bottom of the foot, the arms will be covered at a minimum of polo length shirt coverage (no tank tops).

Women – Skin will be covered between the base of the neck and the bottom of the foot or the top of the knee if a skirt is worn. The arms will be covered at a minimum of polo length shirt coverage (no tank tops or spaghetti straps).

Shoes

Students will wear moderate, professional looking shoes with closed toes and backs and with sensible heels (approximately 2" or less).

Undergarments

Undergarments (bra straps, thongs, and underwear) must be completely invisible, covered by clothing at all times. Students need to be able to stretch, sit and squat without any undergarments showing. Clothing should not be extremely tight fitting on any part of the body.

Dress to Agency Standards

All students will dress according to the style of professional or professional-casual dress of their agency.

Professional Dress

Male – suits, sport coat, collared dress shirt and tie, long dress pants in solid kaki, blue, grey, black or other conservative colors.

Female – pant suits, blazers, skirts, blouses, pullovers, long slacks in solid kaki, blue, grey, black or other conservative colors.

Professional Casual Dress

Male – collared shirt or polo shirt, sweaters with collared shirts, long pants in solid kaki, blue, grey, black or other conservative colors.

Female – long slacks in conservative colors, capris, dresses, culottes, blouses, sweaters, pullovers, polo shirts.

Criteria For Internship Removal, Course Failure, And Program Dismissal

The following behaviors constitute serious violations of professional, academic, and ethical standards. Depending on severity, frequency, and context, these behaviors may result in removal from the internship site, failure of the internship course, and/or dismissal from the Healthcare Science Program. Program dismissal is final unless there is evidence of the program not following program established policy.

The following examples are illustrative and not exhaustive.

1. Mandatory Attendance and Accountability (Critical Requirement)

- Attendance at all scheduled internship hours is mandatory. Due to federal attendance requirements and the University's legal responsibility for student accountability during clinical placement, no unexcused absences are permitted.
- In the event of illness or emergency, students must notify the Internship Faculty Supervisor or Program Director in advance of the scheduled internship time, in addition to following agency-specific notification procedures.
 - Vacations are not considered an approved absence
 - Bereavement absences will follow university guidelines [Student Handbook]
- Failure to provide appropriate and timely notification may result in immediate removal from the internship site and/or course failure.
- Absences, tardiness, or failure to meet required hours may result in failure of the internship course and may jeopardize continuation in the program.
- Students may not "bank" hours at their placements in order to take time off later in a semester.

2. Professional Competence and Conduct

Demonstrated inability to:

- Interact appropriately with clients, peers, supervisors, or faculty
- Exercise sound professional judgment
- Perform responsibilities in a professional manner
- Demonstrate the knowledge, skills, and values required for Healthcare Science practice

may result in removal from the internship site and/or course failure and may lead to program dismissal if not remediable.

3. Ethical Violations

Significant violations of Franciscan values or the American Counseling Association (ACA) Code of Ethics, including but not limited to:

- Breaches of confidentiality
- Boundary or dual relationship violations
- Failure to demonstrate cultural competence or respect for diversity

may result in immediate removal from the internship site, course failure, and/or dismissal from the program depending on severity.

4. Harmful or Unprofessional Behavior Toward Others

Behaviors that violate the rights, dignity, or safety of others, including:

- Harassment, discrimination, or intimidation
- Verbal, physical, or emotional abuse
- Any conduct that endangers clients, staff, or peers

may result in immediate removal from the site and potential program dismissal.

5. Criminal Conduct

Engagement in criminal activity during enrollment, including violations involving illegal substances, may result in immediate removal from the internship site and possible dismissal from the program.

Students are required to report any criminal charges or convictions to the Program Chair.

6. Impairment Affecting Performance or Safety

Untreated or unresolved conditions (e.g., mental health concerns or substance misuse) that impair safe and effective performance may result in removal from the internship site, course failure, and/or required leave or dismissal from the program, depending on circumstances.

7. Academic Dishonesty

Acts such as lying, cheating, or plagiarism in coursework or fieldwork will result in academic penalties, including failure of the course, and may lead to program dismissal.

8. Failure to Meet Program or Internship Requirements

Failure to:

- Complete assigned tasks
- Meet deadlines
- Adhere to professional expectations

- Maintain satisfactory performance

may result in failure of course and may impact continuation in the program.

University Policies and Student Support

Non-Discriminatory Policy

The Healthcare Science Program adheres to Alvernia University's commitment to providing an educational environment free from discrimination. The program does not discriminate on the basis of race, color, religion, creed, gender, national or ethnic origin, age, disability, sexual orientation, or other protected status in any aspect of its educational activities or clinical experiences.

Alvernia University complies with all applicable federal, state, and local nondiscrimination laws in the administration of its programs, services, and employment practices. Students, employees, and clinical partners are expected to uphold these standards in all interactions.

For complete information regarding nondiscrimination policies, equal opportunity practices, and procedures for reporting concerns, please refer to the official University Student Handbook and Employee Handbook, or contact the Office of Human Resources.

Special Needs and ADA Accommodations

The Healthcare Science Program supports Alvernia University's commitment to providing equal access for students with disabilities. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), reasonable accommodations are provided to students with documented disabilities.

Students seeking accommodation are responsible for contacting the Office of Disability Services and providing appropriate documentation as early as possible, ideally prior to the start of the semester. Accommodations are coordinated through this office and must be communicated to instructors to ensure timely implementation. While course requirements remain consistent, reasonable accommodations are made to support student success.

For full details regarding eligibility, documentation, and procedures, please refer to the University Student Handbook or contact:

Office of Disability Services

Phone: 610-568-1499

Email: disability.services@alvernia.edu

Multilingual Student Success

The Office for Multilingual Student Success provides academic support for culturally and linguistically diverse students. Services include assistance with writing, presentations, communication, and study strategies.

Students are encouraged to schedule appointments for support in person or virtually. For more information or to make an appointment, contact:

Office for Multilingual Student Success

Location: Franco Library, Room 203

Email: multilingual.support@alvernia.edu

Harassment Policy in Academic Field Experiences

The Healthcare Science Program adheres to Alvernia University's policies regarding harassment, discrimination, and professional conduct. These policies apply to all student activities, including academic coursework and internship (field) experiences, both on and off campus.

Alvernia University maintains a zero-tolerance policy for harassment, including sexual harassment, and expects all students, faculty, staff, and affiliated clinical agencies to uphold standards of respect, dignity, and professionalism. Students participating in internship experiences are expected to comply with both University policies and the policies of the host agency.

Students who experience or witness harassment or other inappropriate conduct during an internship are encouraged to report concerns promptly through appropriate University channels (e.g., Program Director, Department Chair, or other designated University officials) and to follow the procedures outlined in the Alvernia University Undergraduate Student Handbook.

For complete definitions, reporting procedures, investigative processes, and student rights, refer to the Undergraduate Student Handbook.

Professional Boundaries and Fraternization

Students are expected to maintain appropriate professional boundaries at all times during internship experiences. Personal relationships or behaviors that compromise professional judgment, objectivity, or the integrity of the learning environment are strictly prohibited.

Examples of inappropriate conduct may include, but are not limited to:

- Social or personal relationships with clients or patients, during or after internship hours
- Inappropriate physical contact or gestures
- Unprofessional communication or behavior, including flirting
- Interactions that could be perceived as boundary violations

Failure to maintain professional boundaries may result in **removal from the internship site, course failure, and/or dismissal from the program**, in accordance with program policies.

Grievance Policy for Dismissal

Students have the right to appeal academic or programmatic decisions, including dismissal from the internship or the Healthcare Science Program. All grievance procedures are governed by the policies outlined in the **Alvernia University Undergraduate Student Handbook**.

Students are expected to follow the formal process and timelines described in the Handbook. Typically, concerns should first be addressed at the program level (e.g., with the Program Director) and, if unresolved, may be elevated through the appropriate academic channels.

For detailed procedures, requirements, and timelines, students should consult the **Undergraduate Student Handbook** and may seek guidance from the Program Director or Department Chair.

Failure to follow the official grievance procedures as outlined in the Handbook may result in forfeiture of the right to appeal.

Academic Grievance Procedures

The Healthcare Science Program adheres to Alvernia University's policies regarding academic grievances. Students who wish to appeal a grade or other academic decision must follow the procedures outlined in the **Alvernia University Undergraduate Student Handbook**.

In general, academic concerns should be addressed through the appropriate sequence of communication, beginning with the course instructor and, if necessary, progressing through departmental and college-level administration. Formal grievances may be reviewed by the University's Student Grievance Committee in accordance with established policies.

Students are responsible for adhering to all timelines, procedures, and documentation requirements as described in the **Undergraduate Student Handbook**.

For complete information, students should consult the Handbook and may seek guidance from the Program Director or Department Chair.

APPENDIX 1 – Compliance Links, Access Codes, and Relevant Law

Access links and codes

1. **Act 34 – PA State Police Criminal Record Check** (<https://epatch.state.pa.us>). Please **do not** check “Volunteer,” you are not considered a volunteer you are an “intern.”
2. **Act 114 – FBI Clearance** (<https://uenroll.identogo.com>). Use service code **1KG756**
3. **Act 151 – PA Child Abuse History Clearance** (<https://www.compass.state.pa.us/CWIS>)

Please have all clearances **sent to you**. Submit a **copy** to the Program Director.

Clearances will be good for a total of 3 years.

Since these clearances are mandated by the state of Pennsylvania, students **will not** be permitted to begin any field experience until the above paperwork is completed and returned to the HCS Program Director with the proper clearance approval.

Relevant Laws

Law	Description	Requirement	Mechanism of Checking
Older Adults Protective Services Act OAPSA Act 169 (1996) and Act 13 (1997) (www.aging.state.pa.us)	Affects employees/students in nursing homes, personal care homes, domiciliary care homes, adult daycare centers and home health care providers	Submit to a criminal record background check Report the suspected abuse of any person who is receiving care from the agency regardless of age	PA Criminal Record Check For students who have not been residents of PA for two consecutive years immediately preceding the date of application, a Federal Bureau of Investigation (FBI) Criminal History Background check on the required Department of Aging Form (FD-258 and PDACBC-1) (8/31/07 Department of Aging Memo)
PA Department of Public Welfare Child Protective Services Law Section 6344 Title 23 Pa. Chap. 63 Act 73 (www.dpw.state.pa.us)	Affects any individual with a significant likelihood of regular contact with children in the form of care, guidance, supervision or training.	Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check	PA Child Abuse History Clearance Form (CY-113-UF) PA Criminal Record Check FBI Criminal History Background Check via Cogent Systems

PA Department of Education Act 34 (1985) amended by Act 114 (2006) (criminal background) Act 151 (child abuse) Section 111 of Public School Code and Chapter 8 of State Board of Education Regulations (www.teaching.state.pa.us)	All student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children must provide a copy of PSP, FBI reports no more than 1 year old	Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check	PA Child Abuse History Clearance Form (CY-113-UF) PA Criminal Record Check FBI Criminal History Background Check via Cogent Systems
PA Department of Education Background Checks (Act 114 and Act 24) Changes to Section 111 of School Code September 28, 2011	Act 24 of 2011 contains a number of significant changes to the PA School Code that are designed to enhance the safety of school children. Section 111 applies to all student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children.	Required reporting within 72 hours of any arrest or conviction of an offense listed in Section 111e that has occurred after September 28, 2011.	PA Child Abuse History Clearance Form (CY-113-UF) PA Criminal Record Check FBI Criminal History Background Check via Cogent Systems PDE reporting form 6004

Criminal History – Outline of Prohibitive Offenses

Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997

<u>Offense Code</u>	<u>Prohibitive Offense</u>	<u>Type of Conviction</u>
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any

CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft By Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft By Deception	1 Felony or 2 Misdemeanors
CC3923	Theft By Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft By Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft By Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful Use of a Computer	1 Felony or 2 Misdemeanors
CC3934	Theft From a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene or Other Sexual Materials to Minors	Any
CC5903D	Obscene or Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A36	Illegal Sale of Non-Controlled Substance	Felony
CS13A37	Designer Drugs	Felony

HIPAA Training – Procedures and Links

Procedures:

1. Access the online HIPAA for Healthcare Workers program by MEDCOM TRAINEX through the website: <http://www.medcomrn.com/alvernia> . Any computer with online access may be used.
2. Create an account following directions on the screen. There is not an Alvernia identifier, so use any ID and Password you wish.
3. Enter personal registration information following directions on the screen. Identify yourself having a License in PA and enter “RN” in the Type of License Window.
4. Proceed to program instructions. NOTE: you may need to install the free version of RealPlayer for the streaming video to work. There is a link on the screen.
5. Complete all three (3) programs:
 - a. HIPAA for Nurses: An Overview
 - b. HIPAA for Nurses: The Privacy Rule
 - c. HIPAA for Nurses: The Security Rule
6. Complete all three posttests, program evaluations and print certificates.
7. Provide the HCS Program Director with all three (3) program certificates by the communicated due date.

FAQ:

1. What if I have already attended a HIPAA program?
 - a. There are no exceptions to this policy; however, if you are competent in the HIPAA content, you may take the posttests without viewing the videos. Print certificates and submit to the program secretary.
2. What if I encounter problems with the online program?
 - a. Contact the MEDCOM Technical support as directed on your screen
 - b. If you have unresolved questions after working with the MEDCOM technical support staff, report the specific issues in writing to your program secretary.

APPENDIX II: Internship Forms

BACKGROUND CHECKS NOTIFICATION OF POLICY

(Initials in all boxes)

I acknowledge receipt of the background check policy.

I acknowledge that if convictions/charges are documented on the background check reports, it is my responsibility to notify the school/clinical/field facility of these infractions.

I acknowledge my responsibility to make Alvernia University aware of any changes to my record after the initial background check is completed.

I acknowledge that my failure to adhere to the background check policy, or to make the required disclosures to Alvernia University, shall subject me to disciplinary action up to and including dismissal from any academic program in which I am participating and my removal from the University.

I acknowledge that I am aware of the provisions of Act 24 and that certain enumerated convictions result in an individual being prohibited from working in the Pennsylvania Educational System and that the prohibition may be for a period of years or even a lifetime ban from working in the educational field.

Student name (printed)

Date

Student Signature

CRIMINAL RECORD ACKNOWLEDGEMENT

Department/Program _____

Date _____

I hereby acknowledge that I have been informed that the presence of a criminal record may preclude my ability to complete the _____ Program of Study and may preclude placement into a Fieldwork/Practicum/Clinical Experience, which is required in order to complete this Program of Study.

Student

Date

Program Director

Date

Department Chair

Date

CRIMINAL RECORD DISCLOSURE

Department/Program: _____

Date: _____

In accordance with Alvernia University procedures, the presence of a past criminal record must be disclosed by the student to the appropriate personnel at the Fieldwork/Practicum/Clinical site.

I hereby acknowledge that such disclosure has occurred.

Student

Date

Program Director

Date

Department Chair

Date

Clinical Site

Date

PHOTOGRAPHIC/ VIDEO RELEASE FOR CLASSROOM TEACHING & LEARNING

Client Name: _____

I, _____ (client name) or _____, parent or guardian of _____ (client name) hereby agree to allow the use of photographs or video of _____ (client name) in an Alvernia University classroom or for the purposes of university classroom/educational activities. Video may also include audio sound.

Signature

Date

Printed Name

Witness

Class/Laboratory Name and Number:

Purpose of Participation:

**ALVERNIA UNIVERSITY HEALTHCARE SCIENCE PROGRAM
REQUEST FOR EMPLOYMENT-BASED FIELD PLACEMENT**

An employment-based field placement option is available for those students who prefer to complete their field placement in an agency setting in which they are currently employed. The curriculum and learning objectives are identical to non-employment-based field placements. Students may choose to continue employment while completing field placement hours with assignments that are distinct from his or her employment responsibilities.

A student who wishes to pursue this option must complete this form in its entirety.

It is the responsibility of the student to submit this form and ensure that the placement meets the following criteria:

- Designated field placement meets the educational objectives & outcomes as identified in course syllabi and field manual
- Fieldwork responsibilities will differ from those of the student's employment responsibilities
- Proposed supervisor is a licensed and/or qualified personnel

Proposal for an employment-based field placement

Directions: Complete this proposal and submit it to the Healthcare Science office. DO NOT fax or email your application. Keep a copy for your files. Information should be typed or neatly handwritten.

Part I: Student Information

Name: _____

Address: _____

City: _____ State: _____

County: _____ Zip Code: _____

Phone: _____

Part II: Agency Information

Agency: _____

Address: _____

City: _____ State: _____

Phone: _____ Zip Code: _____

Part III: Employment Information [to be completed by current supervisor]

Supervisor: _____

Job Title: _____

Phone: _____ Fax: _____

Email: _____

Student's beginning date of employment: _____

Student's current job title: _____

Description of current job responsibilities:

Part IV: Field Education Information [to be completed by proposed field instructor]

Field work assignments and the supervision of field work must differ from those associated with the student's employment. The student must demonstrate that the student's employment responsibilities and assignments

are separate and distinct from the proposed field assignments. The plan for a field placement must be educationally focused, and not centered solely on agency services.

Proposed Field Placement: _____

Proposed Field Instructor: _____

Describe the educational opportunities that will meet the learning objectives appropriate for the level and type of field placement. A detailed plan for achieving learning goals will be required as part of the learning contract. See the Field Manual for learning objectives.

Part V: Field Education Review

The Internship Supervisor will review this proposal to determine if it meets the requirements of Alvernia University's Healthcare Science Program. Contact the Internship Supervisor with any questions or concerns.

Proposal Approved: _____

Proposal Not Approved: _____

Notes:

Internship Supervisor Signature

Alvernia University
400 Saint Bernardine Street
Reading, PA 19607
Healthcare Science Internship
HCS 441

INTERNSHIP AGREEMENT

Cooperative Education in Healthcare at Alvernia University is designed to assist healthcare science students in integrating their formal classroom learning with the performance expectations of the work world. Alvernia University recognizes that this integration is itself a learning process and therefore, students participating in the program are eligible to receive up to six credits. The awarding of the credits is partly based upon the successful planning, documentation, and evaluation of the student's on-the-job learning. This Employer Agreement is not a formal contract. Rather, it is an agreement outlining the responsibilities of your organization and the Healthcare Science Department at Alvernia University.

1. The supervisor will provide a job description that defines the student's responsibilities and guide the student's progress through the Co-op period.
2. Should any problems develop, the supervisor will inform the Internship Supervisor.
3. The faculty advisor will work to resolve such problems to maintain a good working relationship or terminate the student's continued participation as appropriate. The employer is without obligation to complete the Co-op semester should the student fail to meet expectations. At that time the University will be notified in writing with the reason for termination.
4. The supervisor will agree to write an interim and final evaluation of the student's performance on forms provided by the faculty advisor.
5. The faculty advisor will consult the supervisor for the purpose of student progress and evaluation.
6. If the co-op student is the recipient of a stipend or hourly rate, this agreement does not interfere with the employee/employer relationship. If the co-op student is a non-paying participant in the program, the University assumes no responsibility for the actions of the student in the course of their cooperative opportunity.

Company

Phone Number

Supervisor Name (printed)

Supervisor Signature

Title

Date

Student Signature

Date

Address

Faculty Advisor Signature

Date

Alvernia University
Reading, PA

MID-TERM EVALUATION FORM

HCS 441 Healthcare Science Internship

To the Supervisor:

Since the student had completed half of his/her assignment with you, would you please complete the following evaluation, discuss it with the student and return to me. If you prefer not to discuss the evaluation with the students, please return the employer completed section and return to me:

Marcia Thompson, DPT
Healthcare Science Program Director
400 St. Bernardine Street
Reading,
PA 19607

			Above	
	Poor	Acceptable	Average	Superior
Attendance and dependability				
Communication skills				
Professionalism/Attitude				
Writing Ability				
Planning/Organizing				
Initiative/Drive				

What are the student's strengths:

In which facets of the job does the student need to improve:

What suggestions have you made to the student to improve his/her performance:

Any additional comments or explanations:

Thank you for your time and effort on behalf of this student. If I can assist you in any way, please call Thomas G. Porrazzo at (610) 796-8311 or email tom.porrazzo@alvernia.edu

Supervisor's Signature: _____

Date: _____

To the Student:

Please ask your supervisor to complete this evaluation and discuss it with you. Add your own comments about the evaluation, sign it, and either you or your employer return to me.

Student Signature

Date _____

Name of Employer

Alvernia University
Reading, PA

FINAL EVALUATION FORM
HCS 441 Healthcare Science Internship

Student's Name _____

Organization _____

Supervisor's Name _____

Date _____

Part 1, General Performance

Please circle the appropriate number on the scale below:

1=unacceptable

3=average

5=exceptional performance

Knowledge and understanding of the work environment	1	2	3	4	5
---	---	---	---	---	---

Quantity of acceptable work	1	2	3	4	5
-----------------------------	---	---	---	---	---

Reliability in following through on assignments and instructions	1	2	3	4	5
--	---	---	---	---	---

Neatness and accuracy	1	2	3	4	5
-----------------------	---	---	---	---	---

Attendance	1	2	3	4	5
------------	---	---	---	---	---

Attitude toward work	1	2	3	4	5
----------------------	---	---	---	---	---

Personality: ability to get along with others, tact, sincerity	1	2	3	4	5
--	---	---	---	---	---

Adaptability: ability to handle change and pressure in work environment	1	2	3	4	5
---	---	---	---	---	---

Initiative and drive: ability to set goals and attain them

1 2 3 4 5

Ability to write	1	2	3	4	5
------------------	---	---	---	---	---

General business knowledge base	1	2	3	4	5
---------------------------------	---	---	---	---	---

Ability to edit, spell, punctuate	1	2	3	4	5
-----------------------------------	---	---	---	---	---

Ability to communicate orally	1	2	3	4	5
-------------------------------	---	---	---	---	---

Part 2, Suggestions and Comments

What are the student's strong points?

What areas need improvement?

How has the student's job performance changed since the previous evaluation?

Any additional comments?

Part 3, Student Comments on Evaluation

Part 4, Signatures

Supervisor_____

Student_____Date_____ **HCS 441**

SAMPLE JOURNAL ENTRY

Working Environment

The work environment at Acme Organization is great! The people are all very friendly and willing to help me out if I have questions. I am in a room with Donna, who has been great, very patient and friendly. Donna is a Penn state grad with a CMA and 5 years' experience. Sandy took me around to meet everyone when I stopped by at the end of last week, so I knew everyone when I came in on Monday. I feel very comfortable here.

Work Successes and Problems

I had to attend a mandatory orientation class put on by the organization in order to get my password and account on the network, Donna has been showing me what my job will be for the fall, and she's been very thoughtful by giving me a little at a time. There are enough things to do that if she were to have given it to me all at once on Monday I wouldn't have been able to handle it! By the end of the week, though, I was familiar enough with the process that I could handle it myself. Donna helps me out if I have questions. I was also able to key in some changes suggested by the department, which gave me a little taste of the magnitude of what they do. This was a good introduction because I can become familiar with the operating systems that they use.

Interesting Observations

I had no idea the scope and depth of this organization was entrenched in so many countries! I suppose on some level I recognized that there had to be an organization to provide companies with global expertise, but it's only when you start working here that you realize the intensity and impact. It is impressive to see how much research is involved in one change or legal interpretation before it is distributed to an employer.

General Lessons Learned

- Use of computer system
- Scope and depth of operation
- The amount of research prior to distribution of changes

ESTABLISHING THE PROPOSAL

LEARNING OBJECTIVES

Within the first two weeks of class (depending when the work experience begins), each student is required to submit a proposal for this work experience. This proposal will be developed as a result of the student's career expectations and the nature of the work experience. These inclusive objectives would be based upon what the student expects to gain from the work experience and/or what he/she expects to learn. Content for this proposal should include objectives for the opportunity, both personal and professional, projects, weekly work schedule.

This proposal is the best estimate of what the student wants to accomplish during this work experience. It identifies and adds meaning to work assignments. The proposal will be a useful tool if it includes specific concrete results that will be produced. Using the job description and suggestions from the employer, explain

within the proposal a minimum of three objectives stating what is going to be accomplished, how it will be measured, and when it will be completed. The proposal should provide answers to the question: "How can I clearly demonstrate to my supervisor with concrete evidence that I have attained this objective?"

WEEKLY WORK EXPERIENCE LOG

STUDENT'S NAME:	SUPERVISOR'S NAME:
-----------------	--------------------

TOTAL NUMBER OF HOURS COMPLETED:

Day	Date	Time	Number of Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Supervisor's Initials _____

Course Schedule

The instructor reserves the right to adjust the course requirements and schedule if necessary. Students will be given adequate notification of any alterations.