SITE SUPERVISOR HANDBOOK

College of Applied Health Sciences

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN

Welcome Site Supervisors!

Thank you for your interest, support, and partnership with the College of Applied Health Science (AHS) at the University of Illinois Urbana-Champaign by offering an experiential learning experience for our students. As the student's site supervisor, you will be assisting the student in achieving their academic and career goals.

Before the student begins their experience with you, we ask you to read and sign the Memorandum of Understanding. At mid-term and the end of the semester, we also ask that you complete a student evaluation. We will also request feedback from you on how we can improve our process at the end of the learning experience.

General Responsibilities

- Provide overall supervision of the learning experience
- Work with the Intern to identify learning objectives/goals and identify meaningful projects to be completed during the learning experience.
- Meet with the Intern regularly to discuss progress, problems, and questions.
- Assist Interns with professional and career development.
- Allow the Intern to attend meetings that the Supervisor is attending, when feasible.
- Communicate with the Internship Coordinator or Assistant Director of the master's programs if problems or concerns arise.
- Complete two evaluations with the student: one at the midpoint of the learning experience and one at the end of the learning experience.
- Complete a Site Evaluation form to provide feedback on your experience as a Supervisor.

Portrait of a Successful Experiential Learning Experience

Organizations providing an experiential learning placement play a major role in the professional growth and development of a student. The designated site supervisor assumes these responsibilities:

How to be Successful with the College:

- Participate in the planning process. This includes interviewing potential students and identifying programs, services, and resources that match the student's educational interests.
- Participate with the student in the evaluation process and provide the college coordinator with a written evaluation.
- Keep the internship coordinator informed as to the student's progress. Consult with the coordinator regarding concerns or problems.
- Report any changes in the organization that affects the placement or student's learning goals
- Sign and return all College of AHS related documents.

How to be Successful with the Student:

- Provide a comprehensive orientation to the placement site at the start of the learning experience.
- Provide information regarding safety processes and procedures within the organization. Thoroughly discuss precautions students should consider while engaging in the daily activities of the learning experience.
- Participate with the student in identifying and clarifying individual learning needs and interests, identifying, and mobilizing organizational training resources, describing educational objectives and activities, and evaluating the student's progress in relation to the educational objectives.
- Commit a regularly scheduled weekly time for supervision - the minimum expectation is a once a week check-in, use the opportunity to sign a student's hourly log sheet and make sure they are reaching their hours

What Students will need to Know:

Where possible, provide clearly outlined general expectations. This should occur during the Week 1 Orientation with the Site Supervisor. However, ideally, the student will receive these expectations in written form or by email. These expectations should include:

When will the student be working?

- The Student is responsible for providing their class schedule to the Internship Site Supervisor. They cannot be required to complete learning experience hours during a scheduled university class time.
- The Student is responsible for sharing any additional obligations they may have and for working with the site supervisor to determine a detailed semester and weekly schedule.
- The Student is responsible for adjusting their schedule to meet the required on-site hours.
- When should the student arrive at the site each day?
- Who should the student contact when they will need to miss a shift?
- Acceptable reasons for missing a shift and any potential disciplinary action if this occurs multiple times.
- How frequently the Site Supervisor will meet with the student for check-ins (minimum weekly).

Are there any required documents, background checks, or training?

- Does the student need to submit specific vaccination records?
- Does the student need to have a background check?
- Does the student need to complete specific workplace training (e.g. sexual harassment, mandated reporter training, CPR, BLS, etc.)

What are the general internship site expectations?

- Appropriate attire and any specifically banned clothing or accessories.
- Where to store food or medication.
- Where to park and if there is a cost associated with parking. Any recommendations for commuting to the site from Campus?
- Names and roles of other employees the student might interact with.

When, where, how, and who to ask for help.

- Who should the student seek help from when there is a question?
- How should they contact this person (or multiple people)?
- Where is their office if the person is needed immediately?
- When should the student seek help if they have a problem? If this is not an emergency, what is your expectation regarding how they should approach trying to solve a problem?

Tips for a Successful Experience

Students may have a narrow understanding of their desired careers and have difficulty understanding how different site tasks might relate to their desired careers. These students may be more invested in the learning experience when they have a clearer understanding of the purpose of their tasks.

➢ *How did you, the Site Supervisor, come to this position?*

Many students are interested to hear how and why their site supervisors ended up in the roles they serve. Sharing your past experiences can open new avenues for connecting and for allowing the students to consider the many ways a person might travel along their career path.

➢ *How did you become passionate about health (as it relates to your position and organization)?*

Many learning experience opportunities are health-related but may not be directly public health positions. Yet so many organizations are serving our community's health needs. Any time spent having conversations around this topic and explaining how your organization serves the health needs of communities will help reinforce what the students are learning in their courses on campus.

- *Ask the student what they are learning or have learned in their courses on campus that might relate to your organization's mission.*

  There are many connections between our coursework and your organization. Sometimes the students need to be prompted to think deeply about where these connections are. Any time spent on this topic will help the students reflect on the purpose of the organization as well as reinforce what they are learning on campus.

- *Ask the students what they want to do when they graduate.*

  Many students are so focused on completing the learning experience that they sometimes forget to look to their future and plan their applications for full-time jobs or to graduate school. We encourage all our site supervisors to introduce students to alumni who have progressed to health careers or continued their studies in higher education. Speaking with someone who has been through what the current intern is experiencing can be extremely helpful for the current student.

- *Recommendation Letter*

  We encourage students to ask their Site Supervisors about writing letters of recommendation or serving as a reference before they list them as one on an application. You may determine whether it is appropriate to provide these to individual students. However, we ask that you indicate to the student what performance expectations you have for writing a strong letter of recommendation for student interns.

Supervisory Best Practices:

- ★ Always set a good example of professionalism.
- ★ Explain what you're doing, how you're doing it, and why you're doing it.
- ★ Repetition and routine are helpful for student's growth, but don't be afraid to ask the student to stretch their skills and/or provide the student with a variety of responsibilities.
- ★ Set goals in small attainable steps to support success. Engage the student in the process and review progress on a regular basis.
- ★ Build the student's independence by providing them with troubleshooting tips and talking the student through problem-solving steps. Rather than always intervening when problems arise, let the student practice solving problems.

Who to Contact

With questions/concerns about students:

The Coordinator of Internship Programs for AHS, Julia Hartman (juliahar@illinois.edu) or your individual internship coordinator.

Terms and Definitions

Academic advisor – the AHS faculty or staff person who provides recommendations of courses for a student during his/her college career. This person may or may not be the student's Internship Coordinator

Coordinator of Internship Programs – AHS staff that helps with contracts, grievances and all the learning experience programs of the College of AHS

Internship Staff – the AHS staffer or faculty who works closely with the student and their learning experience

Experiential Learning Experience – the hands-on work experience chosen by the student and their internship planner.

Site supervisor – the full-time professional hired by the employer to whom the student reports

Forms

Link to MOU

Link to Agreement Examples

Link to Student Agreement Form

Link to Student Learning Plan

Link to Specific Department Handbooks