

# SITE SUPERVISOR HANDBOOK

## Kinesiology and Community Health



UNIVERSITY OF  
**ILLINOIS**  
URBANA-CHAMPAIGN

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# Welcome Site Supervisors!

Thank you for your interest, support, and partnership with the Department of Kinesiology and Community Health in the College of Applied Health Science (AHS) at the University of Illinois Urbana-Champaign! By offering an experiential learning experience for our students, you will be supporting 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. By signing this Memorandum, you are agreeing to:

## General Responsibilities of the Site Supervisor

- 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.
- Allow the Intern to attend meetings that the Supervisor is attending, when feasible.
- Communicate with the Internship Coordinator or Internship Faculty 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. These forms should be reviewed with and provided to the student.
- Complete an 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.

## **How to be Successful with the College:**

- Participate in the planning process. This includes interviewing with 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 University 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 students' 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 students' hourly log sheet and make sure they are reaching their hours

## **What Students will need to Know:**

Ideally the student will receive expectations in written form or by email before or the day of orientation with the site. These expectations should include:

### **When and Where will the student be working?**

- 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.
- Where will the student work? Will they have a desk or an office?
- Where and when 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 a specific workplace training (e.g. sexual harassment, mandated reporter training, CPR, BLS, etc.)

### **What are the general workplace 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

Many students have relatively narrow understandings of their desired careers and struggle to understand how different site tasks might relate. They tend to be more invested in the learning experience when they have a clearer understanding of the purpose of their work for your site.

- *What knowledge is the student coming with?*

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 your intern 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:**

- ★ Set a good example of professionalism at all times.
- ★ 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 trouble-shooting 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**

### **Faculty Internship Coordinators:**

**Beth Frasca-** [bfrasca@illinois.edu](mailto:bfrasca@illinois.edu)

**Kristen DiFilippo-** [kdifilip@illinois.edu](mailto:kdifilip@illinois.edu)

**Caitlin Clarke-** [vitosky@illinois.edu](mailto:vitosky@illinois.edu)

**Allison Musser-** [amusser3@illinois.edu](mailto:amusser3@illinois.edu)

**Cassandra Meinert-** [cmeinert@illinois.edu](mailto:cmeinert@illinois.edu)

### **With Questions about the legal agreements and other overall issues:**

Coordinator of Internship Programs for AHS, Julia Hartman ([juliahar@illinois.edu](mailto:juliahar@illinois.edu))

## **Terms and Definitions**

Academic advisor – the Kinesiology and Community Health staff person who provides recommendations of courses for a student during their college career.

Coordinator of Internship Programs – College level staff that helps with contracts, grievances and learning experiences across the College

Faculty Internship Coordinators – the Kinesiology or Community Health faculty member who guide the students through professionalism training, applying and interviewing, then completing an experiential 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](#)