



NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT AND NYC PUBLIC SCHOOLS

HEALTHCARE INTERNSHIP FRAMEWORK

Summer Youth Employment Program (SYEP)

A comprehensive implementation guide for employers hosting high school students in healthcare-focused internships.

[PROVIDER PLAYBOOK](#)

[6-WEEK FRAMEWORK](#)

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SUMMER YOUTH EMPLOYMENT PROGRAM

A No-Cost Way to Build the Next Generation of Talent



New York City's Summer Youth Employment Program (SYEP) connects young people across the five boroughs to summer work experiences that build career readiness and expose them to potential career paths. Through the program, employers host high school students for six weeks, up to 25 hours per week, with wages fully covered by the City. For healthcare organizations, this offers a no-cost and low-risk opportunity to introduce students ages 16–21 to healthcare careers while expanding non-clinical team capacity.

What is SYEP?

- A six-week summer internship program (July–August) for New York City youth, with internships offered in person, remote, or hybrid
- A structured program that exposes young people to real workplaces, industries, and career pathways
- A partnership with community-based partners that prepare students and support supervisors throughout the program

Who Are the Students?

- New York City high school students, ages 16-21
- Often in their first or second job, they benefit from clear expectations, consistent supervision, and well-defined, age-appropriate tasks
- Many have a strong interest in healthcare and human services and are eager for authentic exposure to hospitals, clinics, community health organizations, and administrative teams

Students Are

- Academically prepared and creative innovators, critical thinkers, effective communicators, global citizens, and reflective and future-focused
- Motivated to learn, curious about career paths, and willing to contribute with the right structure and support
- Committed to building workplace skills such as punctuality, teamwork, and professional behavior
- Equipped with entry-level strengths, including digital fluency, organization, customer service, note-taking, data entry, basic research, and comfort working with diverse populations

Common Healthcare SYEP Settings

- Non-clinical, supervised roles such as greeter or customer service support, administrative assistant, data entry, HR support, patient experience support, and project-based roles
- Short-term assignments that build skills and confidence, especially when paired with shadowing, team meetings, and regular feedback

Why Hire an SYEP Student?

- Build an early talent pipeline while introducing local youth to your organization and the healthcare field
- Support short-term staffing and project needs with supervised, entry-level assistance
- Strengthen community impact while helping young people build employability, confidence, and career direction

Bottom Line: SYEP students are emerging workers—not expected to have extensive professional experience—but able to succeed with structure, meaningful tasks, and coaching.

With wages covered by the City and ongoing support from community-based program partners, SYEP offers healthcare employers a practical, low-risk way to invest in the next generation of talent.



PROFESSIONAL AND TECHNICAL SKILLS PROFILE

Meet Students Where They Are and Help Them Grow



SYEP students begin their six-week healthcare internships with foundational job-readiness training and pre-internship coaching. They are emerging workers who are eager to learn and contribute. Some participants have prior work or internship experience while others are entering a professional setting for the first time.

What Preparation Do Students Receive?

- Preparation for the transition from school to the workplace
- Foundational training in professional behavior, workplace expectations, critical thinking, and communication skills
- Exposure to key workplace norms, including punctuality, appropriate dress, professionalism, and collaborating with a supervisor
- A clear understanding that healthcare SYEP internships are structured, closely supervised, and generally non-clinical for high school aged participants

Professional Skills Students Bring

- Willingness to learn, curiosity about careers, and openness to feedback
- Developing habits in punctuality, attendance, effective communication, and professionalism
- Emerging skills in teamwork, listening, asking questions, and following directions
- Growing confidence in customer service, problem-solving, and representing an organization appropriately

Technical and Entry-Level Workplace Skills

- Comfort with basic digital tools, including email, student research, shared documents, and data entry
- Ability to organize information, take notes, and complete routine administrative tasks with guidance
- Readiness for structured support roles such as reception support, patient-facing hospitality, scheduling assistance, inventory support, and project-based tasks

What May Vary by Student

- Prior experience: Some have held internships, volunteer roles, or part-time jobs; others are new to the workplace
- Technical confidence: Comfort with digital tools varies and may require step-by-step onboarding
- Career clarity: Some arrive with a clear interest in healthcare; others are still exploring pathways

How to Think About Readiness

- SYEP students are early-career learners with baseline employability skills—not advanced technical expertise
- They succeed when expectations are clear, tasks are well defined, and supervisors model professional standards

What Employers Can Build in Six Weeks

- Strong communication
- Critical thinking and creative innovation
- Empathetic and collaborative leadership
- Ethical and global citizenship
- A clearer understanding of healthcare careers, workplace culture, and future pathways

Bottom Line: Most SYEP students ages 16–21 enter healthcare internships with foundational job-readiness skills, emerging professional habits, and useful entry-level digital and administrative abilities. They are ready to contribute when provided with structure, coaching, and age-appropriate responsibilities.



THE ONBOARDING PROCESS

Get Off to a Great Start



The first days of an SYEP internship set the tone for the six-week experience. A clear job description and onboarding process help students understand expectations, feel welcomed, and begin contributing in age-appropriate ways. For many SYEP participants, this is their first work experience so structure, support, and clarity are important.

What a Strong Job Description Includes

- Clear start and end times, work location, sign-in/out procedures, timesheet expectations, and breaks
- A defined list of responsibilities, deadlines, and performance expectations written in student-friendly language
- A mix of meaningful tasks, combining routine duties with healthcare-related activities to complete, observe, or practice under supervision
- A scheduled weekly supervisor check-in and backup contact

Tips for Quality SYEP Experience Design

- Provide structure with flexibility by setting clear expectations while encouraging questions and support-seeking
- Include both short-term responsibilities and a longer-term project to connect daily work to broader goals
- Plan for early finishes or challenges by preparing additional tasks or a clear check-in process

Prior to Onboarding

- Coordinate early with your SYEP provider partner and the student to confirm all requirements—such as vaccinations, background checks, and any necessary health clearances—well in advance of the internship start date
- Collaborate with IT, Human Resources, and other relevant departments to ensure the student is set up with the appropriate access to software, email, and computer systems needed for their role, while also limiting access to any confidential or inappropriate information

- If you're part of a larger healthcare institution, consider partnering with the volunteer department, which may offer a more streamlined onboarding process for SYEP students compared to traditional hiring pathways

Onboarding Students

- Create a strong first impression with a worksite tour, prepared workspace, and staff introductions
- Set expectations with a clear overview of a typical workday
- Explain workplace norms, including dress, technology use, confidentiality, patient interaction, and personal item storage
- Use a high-expectations, high-support approach with clear guidance and regular feedback
- Set age-appropriate expectations, recognizing many students are new to professional and healthcare environments

Build Connection to the Workplace

- Build an early talent pipeline while introducing local youth to your organization and the healthcare field
- Support short-term staffing and project needs with supervised, entry-level assistance
- Strengthen community impact while helping young people build employability, confidence, and career direction

Why This Matters

- Clear expectations reduce confusion and build confidence, professionalism, and independence
- Thoughtful onboarding shapes how students view work, education, and careers in healthcare

Bottom Line: A strong SYEP experience begins before the first task. Clear roles and intentional onboarding create a more meaningful experience for students and a smoother, more productive six weeks for your team.



SAMPLE SCHEDULE FOR HEALTHCARE INTERNSHIPS

6 Weeks • Monday–Friday, 9:00 am–3:00 pm • 1-hour Lunch Break



Here is a suggested weekly schedule for non-clinical SYEP internships in healthcare settings. Students have no clinical duties or access to confidential information.

Note: This is a sample schedule. Specific tasks, priorities, and activities may vary from week to week, as will percentages of time spent on various elements. As an example, week 1 may include more time spent on onboarding and orientation, and week 6 may include time spent on preparing and presenting a capstone project.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00–9:30	Supervisor check-in, weekly goals	Daily check-in and planning	Daily check-in and workflow review	Daily check-in and project planning	Weekly wrap-up, feedback, next steps
9:30–11:00	Workplace tasks: resource prep, admin support	Workplace tasks and deliverables	Skill-building / shadowing	Workplace tasks and deliverables	Project-based work: final edits / prep
11:00–12:00	Skill-building / shadowing	Team huddle / collaboration	Workplace tasks and deliverables	Skill-building / shadowing	Team collaboration / share-out
12:00–1:00	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>
1:00–2:30	Project-based work: research / planning	Project-based work: materials or guides	Project-based work: deliverable development	Project-based work: revision and refinement	Workplace tasks and deliverables
2:30–3:00	Reflection and documentation	Reflection and documentation	Team collaboration / check-out	Reflection and documentation	Reflection and documentation

Recommended Weekly Time Allocation

CATEGORY	PERCENT	HOURS	WHAT IT INCLUDES
Workplace tasks and deliverables	30%	7.5	Patient-facing materials, resource organization, and support tasks
Project-based work	24%	6.0	Guides, posters, process maps, improvement ideas
Skill-building and shadowing	20%	5.0	Career exposure, care setting workflow observation, role shadowing
Team collaboration and meetings	10%	2.5	Huddles, staff meetings, care-team coordination, presentations
Reflection and documentation	6%	1.5	Journals, task logs, learning summaries, résumé notes
Supervision and feedback	10%	2.5	Check-ins, coaching, progress reviews, weekly feedback



SUPERVISION AND FEEDBACK

Best Practices for Weekly Oversight



Support Students to Learn and Grow

Center the Student Voice

Ask the student what went well, what felt challenging, and what support would help them grow.

Review Work and Habits

Review assignments, completed tasks, open questions, attendance, timesheets, and professional communication.

Set up the Week Ahead

Clarify priorities, upcoming projects, shadowing opportunities, and next steps before the meeting ends.

Required Evaluations

SYEP requires all students to receive two formal evaluations: one at the midpoint of the internship and one at its conclusion. These evaluations are done using forms developed by the NYC Department of Youth and Community Development (DYCD). You can access these forms by logging into the DYCD Worksite portal [HERE](#).

In addition to required evaluations, we strongly encourage you to check in with your SYEP student weekly. Here are some tips for effective feedback and supervision, as well as forms to capture successes, challenges, and action steps.

What to Cover in a 20–30 Minute Weekly Check-In

- **Successes and accomplishments:** Highlight specific tasks, progress, or moments of persistence in the healthcare setting
- **Challenges and blockers:** Identify where the student got stuck and what support is needed
- **Professional habits:** Attendance, punctuality, communication, responsiveness, and workplace conduct
- **Work quality:** Accuracy, attention to detail, follow-through, and understanding of healthcare-related instructions
- **Learning and exposure:** New skills developed, workflows observed, or shadowing experiences
- **Next week's goals:** Align on priorities, deliverables, and points of contact for questions

Note: Document serious concerns after the conversation and share them with the appropriate coordinator when needed. Keep the tone supportive, direct, and focused on growth.

How to Give Effective Feedback to a High School Student

- **Be timely.** Address concerns within 24–48 hours. Do not wait for the weekly meeting if the issue affects safety, conduct, or the student's ability to succeed
- **Be specific.** Describe the exact behavior observed rather than general traits. Replace “be more professional” with clear guidance on what to start, stop, or continue doing
- **Be actionable.** End with one or two concrete next steps the student can practice in the coming week
- **Balance praise and coaching.** Recognize growth and effort while clearly addressing areas for improvement
- **Deliver developmental feedback directly.** Use in-person or video conversations rather than email or text for performance-related coaching

Youth-Friendly Feedback Language

- **Start with what worked:** “You handled the front desk greeting calmly and respectfully”
- **Name the gap:** “The task was accurate, but it came in after the deadline we discussed”
- **Show the path forward:** “Next week, send me a quick update if you think you may need more time”
- **Check for understanding:** Ask the student to restate the next step in their own words
- **Invite feedback:** “What support or clarification from me would help you do this well?”



WEEKLY SUPERVISION AND FEEDBACK FORM

A STRUCTURED CHECK-IN TEMPLATE FOR SYEP STUDENTS AND SUPERVISORS

Student Name:

Supervisor:

Week of:

Site/Department:

Attendance, punctuality, timesheets:

- Excellent
- Good
- Needs attention

Communication and professionalism:

- Strong
- Developing
- Needs support

1. STUDENT REFLECTION

Biggest Success this week:

Challenge or question:

Major learning:

2. SUPERVISOR FEEDBACK

Keep doing:

Area to improve / next step:

Support, coaching, or resources for next week:

3. STUDENT FEEDBACK TO SUPERVISOR

What support helped most / what else would help?

Questions for supervisor:

4. GOALS AND NEXT STEPS

Priority / task / learning goal:

Owner / due:



SYEP COMPLIANCE AND STUDENT SAFETY

A Guide for Healthcare Worksites



Worksite must follow all guidelines in the **DYCD Worksite Handbook**. Please review the handbook, shared by your SYEP provider, before the start of the program. Failure to comply may result in removal from SYEP as a worksite.

Best Practices for Student Onboarding

- Review and sign the SYEP Participation Agreement
- Complete safety orientation and emergency contact form
- Assign workstation or device
- Set up company email and required accounts
- Conduct office tour and team introductions
- Review internship project, responsibilities, and goals
- Sign technology use and confidentiality agreements
- Establish Week 1 goals with supervisor

Best Practices for Documenting Student Performance

- Weekly timesheets signed by supervisor and submitted each Friday
- Daily attendance log with sign-in and sign-out
- Mid-program evaluation completed by end of Week 3
- Final evaluation completed by end of Week 6
- Exit survey completed before final day
- Incident reports submitted within 24 hours
- Report any safety incidents within 24 hours

STUDENT SAFETY

- Students must never be alone at the worksite; at least two adult employees must be present at all times
- Students must not be left alone with patients, residents, clients, or visitors
- Meetings should take place in spaces with auditory privacy and visual transparency (e.g., open door or visible window)
- Students should be reminded to secure personal belongings and avoid bringing valuables
- Review building exits, evacuation procedures, and safety equipment during onboarding
- Clearly communicate lunch plans, including where food can be stored and eaten

Note: Document serious concerns after the conversation and share them with the appropriate coordinator when needed. Keep the tone supportive, direct, and focused on growth.



EMPLOYERS AND SYEP PROGRAM PROVIDERS

Work Together to Support Successful Student Experiences



Every SYEP employer is paired with a community-based provider, creating a built-in partnership that supports both the worksite and the student. Providers serve as a consistent point of contact, help address challenges early, and ensure a smoother, more effective SYEP experience from start to finish.

Before the SYEP Experience

- Connect early with your worksite coordinator—your primary partner throughout the program
- Align on learning goals, age-appropriate responsibilities, and the type of healthcare exposure the student will receive
- Clarify the workplace habits and transferable skills that matter most in your setting
- Refine the job description with provider input to ensure clarity and alignment
- Establish a clear communication plan for questions, updates, and any issues that may arise

During SYEP

- Hold regular check-ins with the coordinator and student to review progress and address concerns
- Reinforce feedback consistently, ensuring alignment between supervisor and provider
- Share successes, challenges, and teachable moments to support the student's development
- Flag attendance, performance, or support needs early so they can be addressed promptly
- Complete required evaluations and review them with both the student and provider

After SYEP

- Capture key outcomes, lessons learned, and opportunities for improvement
- Assess the impact of the internship on both the student and your organization
- Debrief internally with staff involved in supporting the student
- Share feedback with your coordinator to strengthen future internships

Tip: Stay in close contact with your provider. Early, consistent communication helps resolve issues quickly, better support the student, and ensure a successful experience for everyone.



SUGGESTED ACTIVITY: JOB SHADOWING

Open Students' Eyes to New Career Possibilities



Job shadowing is a structured career exploration experience where a student is paired with a staff member to observe the workday, ask questions, and gain exposure to real-world healthcare environments. Through this experience, students build a practical understanding of healthcare roles, care settings, workplace expectations, and the professional skills required to succeed.

Sample Job Shadowing Activities

- **Observe & Note:** Shadow a staff member for 30–60 minutes. Document key tasks, tools or systems used, communication with patients and colleagues, and one unexpected takeaway
- **Patient Journey Mapping:** Observe how a patient moves through the facility—from check-in to check-out—without accessing private information. Map each step and identify staff roles involved
- **Professional Communication Log:** Track examples of professional communication (e.g., greeting patients, answering phones, team interactions)
- **Medical Vocabulary Journal:** Record 5–10 healthcare terms each week. With supervisor approval, define them in plain language and compile a final glossary
- **Healthcare Technology Observation:** Observe technology used in a department (e.g., scheduling systems, diagnostic tools) and summarize their purpose and impact
- **Clinical Shadowing:** While students will largely be working on non-clinical projects, the opportunity to participate in rotations alongside different clinical staff, or even scrubbing in to shadow more intensive clinical work (especially in a hospital setting) could be especially valuable. Students could also participate in demonstrations with relevant technology, such as automated defibrillators or training mannequins

For additional ideas for shadowing opportunities, please visit [this article from Northwell Health](#), offering detailed information on job shadowing exercises for high school students.

What Job Shadowing Should Provide

- Exposure to real healthcare roles, workflows, and workplace culture
- Exploration of a field or role of interest
- Understanding of academic, technical, and professional skill requirements
- Opportunities to practice observation, communication, and workplace readiness

Tips for the Employee Being Shadowed

- Engage the student in safe, age-appropriate activities—not observation alone
- Highlight the skills, judgment, and professionalism your role requires
- Adjust participation based on the student's readiness
- Ensure safety, privacy, and operations are never compromised

During the Job Shadow

- Provide access to meaningful work and, where appropriate, small supervised tasks
- Follow all worksite policies, including confidentiality and safety requirements
- Conclude with feedback, evaluation, and suggestions for growth



How to Make It Meaningful

- Create a welcoming, engaging experience
- Connect observations to workplace expectations and transferable skills
- Ask about the student's interests, learning, and career goals
- Have a champion within your team responsible for serving as a liaison between hospital staff, students, and SYEP providers, who can arrange shadowing opportunities and communicate goals and expectations to both students and staff

Why It Matters

For Students

- Clarifies career interests through real-world exposure
- Connects academic preparation to workplace application
- Builds confidence and effective communication skills

For Your Team

- Supports development of future healthcare talent
- Provides a meaningful staff engagement opportunity
- Builds coaching and mentorship skills among employees

Questions or concerns?

Your supervisor and community-based provider are available to support planning, logistics, and any issues before, during, or after the experience.



SUGGESTED ACTIVITY: INFORMATIONAL INTERVIEWS

Talk to Students About Career Opportunities



Informational interviews are structured, one-on-one conversations between a student and an employee that introduce healthcare careers through real-world experience. These conversations help students understand what a role involves, how to enter the field, the education or training required, and the day-to-day responsibilities that support care delivery and healthcare operations.

What the Interview Should Cover

- A realistic view of the role, including what a typical day actually looks like beyond the job title
- The pathway into the field—education, training, credentials, and early career steps
- The realities of the work: responsibilities, challenges, rewards, and expectations
- The range of roles and career pathways within the organization and across healthcare
- Practical advice for a high school student considering this field

Tips for the Employee (During the Interview)

- Describe your day-to-day work in clear, concrete terms
- Be candid—share challenges, setbacks, and how you navigated them
- Talk through your career journey, including key decisions and turning points
- Explain what it takes to get hired and succeed in your role

After the Interview

- Share feedback with the student's supervisor to strengthen future experiences
- Reflect on how this engagement supports your organization's community presence
- Identify opportunities to stay connected with students and early talent
- Explore next steps such as job shadowing, guest speaking, or internships

How to Make It Meaningful

- Use plain language and encourage questions throughout
- Connect your experience to transferable skills (e.g., effective communication, critical thinking, creative innovation, teamwork, reliability, problem-solving)
- Highlight multiple entry points into healthcare—not just a single path



SUGGESTED ACTIVITY: ON-THE-JOB TRAINING

Give Students Practical, Real-World Experience



On-the-job training provides students with structured, hands-on learning that builds both skills and workplace confidence. In healthcare settings, this means introducing students to non-clinical tasks in a safe, supportive environment—demonstrating expectations, allowing time for practice, and offering consistent feedback.

As students gain familiarity, responsibilities can gradually increase with appropriate supervision. The focus is not on speed, but on developing strong habits, accuracy, and professionalism.

Effective on-the-job training helps students build real-world skills, understand workplace expectations, and prepare for future education and employment in healthcare.

Sample Training Activities

- **Professional Greeting Practice:** Practice welcoming patients, visitors, and staff using appropriate tone and language
- **Phone Etiquette Simulation:** Role-play answering calls using scripts or key talking points
- **Appointment Workflow Practice:** Learn scheduling and confirmation steps using training systems, dummy data, or paper workflows
- **Wayfinding & Visitor Support:** Assist with directing patients and visitors to common locations
- **Data Entry Practice:** Use sample or approved data to practice accuracy, error-checking, and record matching
- **Team Huddle Exercise:** Attend a staff huddle and capture key takeaways such as roles, priorities, and next steps
- **Participating in Staff Training:** Participate in staff training offered in-house (such as CPR, first aid, or other medical/healthcare training), if it is available and financially feasible

What It Looks Like

- A staff member models each task clearly—even those that seem simple
- The student observes, asks questions, and practices with supervision
- Tasks are introduced in manageable steps to build accuracy, confidence, and consistency

How to Check for Understanding

- Ask the student to explain the task in their own words
- Observe the student completing the task with support
- Use targeted follow-up questions to assess understanding of purpose, steps, and quality

Tips for Supervisors and Staff

- Assign age-appropriate, workplace-relevant tasks (e.g., administrative support, customer service, data entry, organization, outreach, inventory)
- Explain how each task connects to patient care, team function, and operations
- Build in time for repetition, reflection, and questions throughout the day

Acknowledge Growth

- Recognize effort, improvement, and initiative
- Treat mistakes as part of the learning process—and model how to correct them professionally
- Provide brief, specific feedback to guide next steps

Why It Matters

Effective on-the-job training helps students build real-world skills, understand workplace expectations, and contribute meaningfully. It also strengthens your organization's ability to develop and engage future healthcare talent.



SUGGESTED ACTIVITY: CAPSTONE PROJECTS

Help Students Apply What They Learn



A capstone project is a short, hands-on assignment that allows a student to apply what they have learned to solve a real problem or create something meaningful. For SYEP participants exploring a new sector, such as healthcare, capstone projects make learning more practical by connecting daily tasks to a clear final goal.

Capstone projects also help students build confidence, demonstrate skills to supervisors and mentors, and develop a concrete example of their experience to share in future school or job opportunities. At their strongest, capstone projects are introduced early in the SYEP experience, intentionally aligned with the student's day-to-day tasks and career exploration activities, and revisited at weekly check-ins and through interim milestones and deliverables. The experience culminates in the student presenting their final project at the end of the six-week program.

Here are a few examples of potential capstone projects:

SYEP Student Working in Behavioral Health Program

- **Group Engagement & Environment Project:** Observes how group sessions are prepared and supported, then identifies simple ways to make the space more organized, welcoming, and engaging. Final deliverable may include a setup checklist, engagement guide, or brief improvement plan
- **Wellness Resource Navigation Project:** Organizes approved wellness and community resources so they are easier for participants and staff to use. Final deliverable may include a clear print or digital resource guide

- **Program Participation & Logistics Project:** Supports scheduling, reminders, or participation tracking and identifies simple patterns that may affect attendance or engagement. Final deliverable may include a short memo or visual summary with practical improvement ideas
- **Professionalism & Boundaries Reflection Project:** Reflects on professionalism in a behavioral health setting, including confidentiality, respectful communication, and role boundaries. Final deliverable may include a reflection memo or tip sheet demonstrating growth in judgment and self-awareness

SYEP Student Working in Medical Office

- **Patient Check-In & Front Desk Workflow Project:** Reviews steps involved in greeting and checking in patients and preparing front desk materials. Final deliverable may include a workflow guide, checklist, or welcome resource
- **Appointment Scheduling & Reminder Project:** Supports scheduling tasks and examines how reminders and calendar systems support office flow. Final deliverable may include a reminder tracker, scheduling checklist, or process guide
- **Forms & Information Organization Project:** Reviews commonly used forms and materials to improve clarity and organization. Final deliverable may include an updated filing system, forms reference guide, or materials checklist
- **Patient Communication & Professionalism Project:** Observes how staff communicate with patients and identifies practices that support respectful, professional service. Final deliverable may include a guide, script bank, or reflection memo

Note: These are sample roles and capstone projects. Projects can be adapted based on the worksite, role, age, and skill level of the student while remaining supervised, non-clinical, and appropriate for minors.



Using AI to Develop Capstone Projects

AI tools—such as ChatGPT, Google Gemini, and Anthropic’s Claude—can serve as valuable thought partners as you and your SYEP student design a capstone project. They can help generate ideas, refine concepts, and outline clear, achievable deliverables.

Below are sample prompts you can use to guide project development and structure:

PROMPT 1 – CAPSTONE PROJECT IDEA GENERATOR

Start by providing a brief, one-sentence overview of your organization (e.g., “We are a large Bronx-based hospital” or “We are a doctor’s office in Brooklyn, NY”), along with details about your SYEP student (e.g., age, school level, role, and any specific interests).

Then prompt: ***“Based on the student’s role, age/school level, interests, and the organization’s needs, propose 3–5 feasible capstone project ideas that can be completed within six weeks. Each idea should create meaningful value—such as improving patient experience, staff workflows, or community outreach—be appropriate for the student’s skill level, and avoid access to or use of personally identifiable information, any other sensitive patient data, or any confidential material. Briefly describe the goal, potential impact, and what success would look like for each idea.”***

PROMPT 2 – CAPSTONE DELIVERABLES PLANNER

Once a project idea is selected, use the following prompt to map out execution:

“Given the selected capstone project, outline a clear six-week plan of deliverables. Include specific outputs (e.g., report, presentation, tool, or process improvement), key weekly milestones, and methods for measuring success or impact. Ensure the plan is realistic, well-structured, and aligned with the organization’s priorities.”



HEALTHCARE SYEP GUIDE

High School Students • Ages 16–21 • 6 Weeks • 150 Hours
Non-Clinical • No Access to Confidential Patient Information



The following SYEP outlines are tailored to a range of healthcare settings across New York City. Each one includes sample week-by-week activities for supervisors, along with key learning areas and aligned career development opportunities to deepen student engagement.

Tasks emphasize observation, structured support work, health communication, and career exposure, ensuring they are appropriate for high school students and manageable for busy healthcare teams. Career development activities can be integrated at the worksite or incorporated into broader career readiness programming.

Each sample SYEP guide also includes a capstone project that is introduced early, developed in small steps each week, and finalized at the end of the internship. Capstones are designed to fit a wide range of non-clinical student roles within the same setting, so supervisors can adapt the deliverable without changing the overall learning arc. Potential tasks, career exploration, and mentorship activities should support the capstone whenever possible.

Note: High school students should not handle confidential medical records or access sensitive patient, client, or employee information.

INTRODUCING THE SETTINGS

Hospitals

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO LARGE HEALTHCARE SYSTEMS, PATIENT NAVIGATION, AND HOSPITAL CAREERS WITHOUT INVOLVING CLINICAL WORK.

Sample Roles

- **Inpatient Unit Supplies & Inventory:** Helps the unit stay organized by tracking and restocking approved non-clinical supplies and keeping storage areas labeled and tidy.
- **Patient Experience Support:** Supports non-clinical comfort and service improvements by organizing feedback themes and creating a welcome resource sheet (no complaint handling solo).
- **Lab Operations Admin:** Helps the lab team stay organized by maintaining logs, labeling storage areas, and filing non-sensitive documents.
- **Pharmacy Customer Welcome:** Helps manage lines and directions at the pharmacy area and share approved what-to-bring guidance (no medication advice).

Sample Capstone Project

Create a patient- or visitor-facing improvement resource, orientation tool, or workflow-support guide that helps people better navigate the hospital experience.



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> Attend onboarding covering professionalism, safety, infection control awareness, and privacy expectations appropriate for minors Tour major hospital departments such as reception, admitting, patient transport, food and nutrition, environmental services, rehabilitation, and administration Begin the capstone by identifying a patient, visitor, or hospital-navigation challenge the student notices during orientation Help assemble visitor packets, wayfinding materials, or public-facing wellness resources and note examples that may inform the capstone 	<ul style="list-style-type: none"> Understand the hospital as a large, team-based system rather than just a place where doctors and nurses work Recognize the difference between inpatient, outpatient, support, and administrative functions Learn why privacy, professionalism, and clear communication are especially important in a high-volume urban setting See how early observations can be turned into a practical capstone idea that supports patient or visitor experience 	<ul style="list-style-type: none"> Create a hospital careers map naming at least five roles observed Participate in a short Q&A with a staff member about their job and training path Write a reflection on what surprised the student most about hospital operations in NYC Draft a one-sentence capstone goal and identify the audience it is meant to help
Week 2	<ul style="list-style-type: none"> Shadow patient services, guest services, transport, scheduling, or front-desk support staff Observe how patients and visitors are greeted, directed, transported, and discharged without accessing confidential information Assist with organizing signage, visitor guides, appointment reminder materials, or general waiting-area resources Collect approved examples of strong communication, signage, or resource gaps that could shape the capstone 	<ul style="list-style-type: none"> Learn how patient flow works in a large healthcare institution and how non-clinical staff shape patient experience Understand that organization, timing, and communication are essential to keeping care moving smoothly See how language access and navigation support are especially important in a diverse city Learn how observation and evidence-gathering strengthen a capstone concept 	<ul style="list-style-type: none"> Create a simple patient journey diagram from arrival to discharge or transfer Meet with an administrative staff member to discuss common barriers patients face in navigating a hospital Reflect on how hospitals make large, unfamiliar systems feel more accessible List two or three capstone directions and discuss which one seems most useful and realistic
Week 3	<ul style="list-style-type: none"> Observe team huddles or non-confidential meetings Shadow one or two additional roles, such as rehabilitation support, food services coordination, community outreach, or patient experience staff Help prepare non-patient-specific educational displays or staff materials. Choose a capstone direction and outline what information, visuals, or examples will be needed to complete it 	<ul style="list-style-type: none"> Understand that hospital care depends on collaboration across many departments, not only direct medical treatment Learn how communication, coordination, and professionalism support quality care. Recognize the variety of entry-level and long-term career paths inside hospital systems See how a strong capstone should reflect real workflow and input from multiple roles 	<ul style="list-style-type: none"> Conduct informational interviews with two staff members in different roles Compare their daily tasks, education requirements, and workplace environment Complete a short exercise on which hospital roles seem most aligned with the student's interests Share a capstone outline with the supervisor and refine the scope based on feedback



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 4	<ul style="list-style-type: none"> • Help review, organize, or create patient-friendly materials on topics such as visiting the hospital, healthy habits, preventive care, or how to locate common departments • Observe how staff explain information clearly to patients and families who may be stressed, confused, or new to the healthcare system • Support a patient-experience or wayfinding task such as checking brochure stations or reorganizing public-facing resources • Draft or prototype part of the capstone using plain language and audience-appropriate design 	<ul style="list-style-type: none"> • Learn about health literacy and why public-facing communication must be simple, respectful, and accessible • Understand how patient experience is shaped by many small details, including signage, directions, tone, and written materials • See how hospitals in NYC often need to communicate across language and literacy differences • Practice translating observations into a first capstone draft that is clear and useful 	<ul style="list-style-type: none"> • Evaluate one patient-facing handout for readability and accessibility • Discuss with a supervisor what makes communication effective in high-stress healthcare settings • Reflect on how empathy appears in non-clinical hospital work • Gather feedback on the capstone draft and note revisions that would make it more practical
Week 5	<ul style="list-style-type: none"> • Continue building the capstone by revising content, improving organization, and checking that it matches the needs of patients, visitors, or future students • Test the capstone against real hospital workflow by confirming approved language, audience, and format with the supervisor • Continue assisting with basic support tasks as needed • Prepare a near-final draft and presentation notes 	<ul style="list-style-type: none"> • Apply earlier observations to a concrete systems-focused capstone • Practice organizing information for a real audience and thinking about access, clarity, and usability • Learn how improvement ideas in large institutions must fit real operational needs. • Understand how revision and supervisor feedback strengthen a final deliverable 	<ul style="list-style-type: none"> • Present a draft capstone to the supervisor and revise it based on feedback • Ask a staff member how hospitals identify service gaps or patient navigation challenges • Prepare talking points for the final presentation • Identify what evidence from the internship best shows why the capstone matters
Week 6	<ul style="list-style-type: none"> • Finalize and present the capstone to the supervisor or a small staff group • Help wrap up materials for future students or patient-facing use • Update a résumé with key skills such as professionalism, communication, observation, and teamwork • Complete a closing reflection on urban healthcare, hospital careers, and how the capstone connects to hospital operations 	<ul style="list-style-type: none"> • Strengthen presentation skills and leave with a clearer understanding of hospital-based careers • Identify transferable skills gained through observation, organization, and communication work • Recognize how large healthcare systems respond to the needs of NYC communities • See how a capstone can turn internship learning into a concrete work sample 	<ul style="list-style-type: none"> • Receive final feedback on strengths and growth areas • Discuss next steps such as future internships, college majors, certifications, or volunteer opportunities • Complete a short career action plan • Write a brief note on how the capstone could be improved or used by future students



Skilled Nursing Facility

Sample Roles

- **Supplies & Inventory Support:** Helps the facility stay organized by tracking and restocking approved non-clinical supplies and keeping storage areas labeled and tidy.
- **Resident Experience Support:** Supports non-clinical comfort and service improvements by organizing feedback themes and creating a “welcome” resource sheet.
- **Visitor Welcome & Wayfinding:** Helps families and visitors find the right unit spaces using approved directions and a calm, friendly approach.

Sample Capstone Project

Create a resident- or family-facing resource, activity support tool, or communication aid that helps make the facility more welcoming, understandable, and engaging.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, respectful communication, privacy, and infection control awareness • Tour the nursing home, including resident common areas, dining areas, recreation rooms, therapy spaces, reception, and administrative offices • Meet staff in recreation, nursing, social services, food service, housekeeping, and administration • Begin the capstone by noticing what helps residents and families feel welcome, informed, and included in daily life 	<ul style="list-style-type: none"> • Understand how long-term care differs from hospitals by focusing on routine, relationships, dignity, and quality of life over time • Learn that elder care includes medical support, social engagement, recreation, dining, and family communication • Recognize how NYC nursing homes serve residents with many languages, cultures, and family situations • See how early observations can shape a capstone focused on resident or family experience 	<ul style="list-style-type: none"> • Create a chart of staff roles and what each contributes to resident well-being • Participate in a mentoring conversation about what respectful elder care looks like • Reflect on how the environment affects residents' comfort and sense of community • Draft a capstone audience statement identifying whether the final project is mainly for residents, families, staff, or future students
Week 2	<ul style="list-style-type: none"> • Shadow recreation, reception, or social services staff to observe the daily rhythm of the facility • Help set up non-clinical activities such as arts and crafts, music, reading groups, games, or seasonal events • Prepare calendars, flyers, and room materials for activities • Collect examples of communication tools, routines, or resource gaps that could inform the capstone 	<ul style="list-style-type: none"> • Learn how routine and engagement support emotional health, social connection, and overall well-being in long-term care • Understand that activities are not just entertainment; they are part of resident-centered care • See how staff adapt programming to a diverse resident community • Learn how observation and comparison help narrow a capstone idea 	<ul style="list-style-type: none"> • Create a daily or weekly activity map showing how different parts of the day support residents • Interview recreation or social services staff about how they plan programs • Reflect on what makes an activity welcoming and inclusive • List two or three possible capstone directions and discuss which one would be most useful in this setting



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> • Support preparation for group programs by organizing supplies, posting announcements, setting up shared spaces, and helping staff welcome residents and families • Observe how staff communicate patiently and respectfully with older adults, including residents with memory loss, hearing changes, or limited mobility • Assist with bulletin boards, celebration events, or family-facing materials that do not contain private information • Select a capstone direction and outline the content, visuals, or resources needed to complete it 	<ul style="list-style-type: none"> • Understand the role of communication, patience, and flexibility in working with older adults • Learn that quality long-term care involves social and emotional support in addition to health-related services • Recognize the value of family connection and culturally relevant programming • See how a capstone should reflect the real routines and relationships that shape resident experience 	<ul style="list-style-type: none"> • Meet with an activities coordinator, social worker, or resident services staff member to discuss their role • Complete a short compare-and-contrast exercise on recreation, social services, and nursing home administration careers • Reflect on what skills are needed to make residents feel seen and respected • Review the capstone outline with a supervisor and refine it based on feedback
Week 4	<ul style="list-style-type: none"> • Observe how different departments coordinate around meals, recreation, therapy schedules, family visits, and shared spaces • Help assemble family information packets, event reminders, seasonal calendars, or resident community boards • Support light organization projects in common areas that make the environment easier to navigate and more welcoming • Draft or prototype the capstone using clear language and an audience-appropriate format 	<ul style="list-style-type: none"> • Learn that resident experience in long-term care is shaped by coordination among many departments • Understand how communication with families and clear shared routines support trust and continuity • See how the environment and operations affect dignity, safety, and engagement • Practice turning observations into a first capstone draft that is practical and easy to understand 	<ul style="list-style-type: none"> • Create a resident-experience map showing how multiple departments contribute to one day in the facility • Discuss with a supervisor how family communication matters in elder care • Reflect on how teamwork supports both residents and staff • Gather feedback on the capstone draft and note revisions that would improve clarity or usefulness
Week 5	<ul style="list-style-type: none"> • Continue building the capstone by revising content, improving organization, and checking that it matches the needs of residents, families, or staff • Continue helping with activity setup and other non-clinical support tasks • Test the capstone with the supervisor for tone, practicality, and fit with the facility • Prepare a near-final draft and presentation notes 	<ul style="list-style-type: none"> • Apply observations about aging, engagement, and communication to a practical capstone • Learn how long-term care settings can improve quality of life through thoughtful programming and clear communication • Practice designing materials for residents, families, or staff • Understand how revision makes a capstone more realistic and supportive 	<ul style="list-style-type: none"> • Review the capstone midweek with a supervisor and revise it based on feedback • Ask staff what residents or families most often need help understanding • Prepare a final presentation focused on resident experience • Identify internship examples that explain why the capstone matters
Week 6	<ul style="list-style-type: none"> • Finalize and present the capstone to the supervisor or a small staff group • Help organize materials so they can be reused by staff, volunteers, or future students • Update a résumé with skills such as professionalism, communication, cultural awareness, observation, and teamwork • Complete a final reflection on community health, nonprofit healthcare careers, and how the capstone connects to neighborhood-based care in NYC 	<ul style="list-style-type: none"> • Strengthen confidence in public speaking and reflection • Leave with a clearer understanding of careers in elder care, recreation, social services, administration, and rehabilitation support • Recognize how long-term care settings support both health and community • See how a capstone can become a concrete example of service-oriented work 	<ul style="list-style-type: none"> • Receive final feedback and discuss possible next steps, including volunteering, healthcare pathways, social services, or gerontology-related careers • Complete a short career plan identifying one or two roles to explore further • Write a brief note on how the capstone could be improved or reused in the future



Doctor's Office

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO OUTPATIENT WORKFLOWS, FRONT-OFFICE OPERATIONS, PREVENTIVE CARE COMMUNICATION, AND SMALL-PRACTICE TEAMWORK.

Sample Roles

- **Patient Check-In Support:** Helps front-desk staff welcome patients, organize non-confidential check-in materials, and understand how patients move through an outpatient medical visit.
- **Preventive Care Education:** Supports the creation or organization of approved materials on topics such as annual checkups, vaccinations, nutrition, healthy habits, and preparing for appointments.
- **Clinic Communication & Resources:** Helps make office instructions, forms, and patient-facing resources easier to understand by reviewing materials for clarity, plain language, and organization.

Sample Capstone Project

Create a patient-facing readiness, navigation, or health communication resource that helps visitors better understand how to prepare for, move through, or follow up after a clinic visit.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, privacy, phone etiquette, scheduling basics, and front-office expectations • Tour the doctor's office, including reception, waiting areas, exam rooms, staff workspaces, and administrative areas • Meet the office manager, front desk staff, medical assistants, and providers • Begin the capstone by noticing where patients may need clearer preparation, instructions, or navigation support during a visit 	<ul style="list-style-type: none"> • Understand the workflow of outpatient care and how appointments drive the pace of the practice • Learn how front-office, support, and provider roles connect in a smaller healthcare setting • Recognize that many NYC patients face insurance, language, transportation, or scheduling barriers before they even see a provider • See how early observations can shape a capstone focused on patient readiness or communication 	<ul style="list-style-type: none"> • Create a simple office workflow diagram from patient arrival to departure • Participate in a Q&A with the office manager or front desk staff about what keeps the office running well • Reflect on how small practices build trust with patients • Draft a one-sentence capstone goal and identify the audience it is meant to support
Week 2	<ul style="list-style-type: none"> • Shadow front desk or scheduling staff to observe appointment reminders, check-in, check-out, and general patient flow • Practice mock scheduling exercises using fictional scenarios, such as new-patient visits, follow-ups, or same-day concerns • Help restock public forms or organize waiting-room information in multiple languages if available • Collect examples of common patient questions, pain points, or confusing steps that could inform the capstone 	<ul style="list-style-type: none"> • Learn how scheduling and communication affect access to care in an outpatient setting • Understand that the first patient experience often happens at the front desk, not in the exam room • See how smaller practices must balance efficiency with patient support • Learn how evidence-gathering and pattern spotting strengthen a capstone idea 	<ul style="list-style-type: none"> • Create a patient journey map showing the path from reminder call to check-out • Discuss with staff what makes appointment scheduling difficult in a busy NYC office • Reflect on how staff reduce confusion or stress for patients • List two or three capstone options and discuss which one is most realistic and useful for the clinic



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Observe approved elements of exam room turnover, non-confidential room preparation, and the coordination between front office and medical assistants Learn about common tools, supplies, or procedure types at a general level without handling restricted materials independently Help stock non-sensitive supplies, organize educational displays, or prepare public-facing resource packets Choose a capstone direction and outline the content, visuals, or workflow examples needed to complete it 	<ul style="list-style-type: none"> Understand the distinction between clinical and administrative work while seeing how both are necessary for care Learn that small offices rely heavily on teamwork and fast transitions between patients Recognize the range of career options in outpatient healthcare, from provider roles to administration and allied health See how a strong capstone should reflect the real pace and needs of a clinic 	<ul style="list-style-type: none"> Interview a medical assistant, nurse, or provider about their career path Compare the education and day-to-day work of at least two office roles Reflect on whether the student is more interested in direct service, administration, or public health communication Review the capstone outline with the supervisor and refine the scope
Week 4	<ul style="list-style-type: none"> Help organize, revise, or create patient education materials on topics such as preventive care, vaccinations, nutrition, healthy habits, or how to prepare for appointments Observe how staff explain forms, follow-up instructions, and preventive care recommendations using plain language Support waiting-room education displays or simple outreach materials for diverse NYC patients Draft or prototype the capstone using plain language and a format that works for patients or families 	<ul style="list-style-type: none"> Learn about health literacy and the importance of making healthcare information understandable and practical Understand how doctor's offices support prevention and continuity of care, not just one-time visits See why culturally responsive, plain-language communication matters in community-based care Practice turning observations into a first capstone draft that is clear, organized, and useful 	<ul style="list-style-type: none"> Revise one patient handout to make it more teen-friendly or easier to read Meet with a staff member to discuss common patient questions and misunderstandings Reflect on what makes medical information feel helpful rather than overwhelming Gather feedback on the capstone draft and note needed revisions
Week 5	<ul style="list-style-type: none"> Continue building the capstone by revising content, improving organization, and making sure it fits real clinic needs Continue supporting office organization and patient-facing materials Review the near-final capstone with the supervisor to confirm that it is accurate, practical, and non-clinical Prepare a short presentation explaining how the capstone supports patient readiness or navigation 	<ul style="list-style-type: none"> Apply earlier observations to a practical communication-focused capstone Learn how even small improvements in forms, instructions, or patient preparation can improve care experiences Practice creating materials for a real outpatient audience Understand how revision and staff feedback strengthen a final deliverable 	<ul style="list-style-type: none"> Do a mid-project check-in and revise the capstone based on staff input Ask what patients most often forget, misunderstand, or need explained again Prepare a short explanation of how the capstone helps the office Identify internship examples that support the capstone's purpose
Week 6	<ul style="list-style-type: none"> Finalize and present the capstone to office staff or the supervisor Assist with internship wrap-up and leave organized materials behind for future staff or students Update a résumé with outpatient office skills such as professionalism, organization, communication, and observation Write a final reflection on community-based care, patient communication, and how the capstone connects to clinic operations 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of outpatient healthcare careers Recognize how physician offices act as a key entry point into the healthcare system Identify transferable skills gained through observation, organization, and communication work See how a capstone can become a concrete work sample from the internship 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps, including healthcare administration, medical assisting, nursing, medicine, public health, or community health careers Complete a short career action plan Write a brief note on how the capstone could be improved or reused in future internships



Physical Therapy Office

BEST FOR EMPLOYERS THAT WANT STUDENTS TO EXPLORE REHABILITATION, MOVEMENT-BASED CARE, PATIENT MOTIVATION, AND CLINIC OPERATIONS.

Sample Roles

- **Rehabilitation Clinic Flow:** Helps the clinic run smoothly by observing patient movement through the space, organizing shared materials, and supporting non-clinical workflow tasks.
- **Movement & Wellness Resources:** Helps create or organize general-audience wellness materials such as posture tips, stretching reminders, warm-up guidance, hydration messages, or movement-break ideas.
- **Exercise Equipment & Patient Support Materials:** Helps keep approved handouts, equipment areas, and educational displays organized while learning how PT staff support recovery, motivation, and safe movement **routines**.

Sample Capstone Project

Create a general-audience rehabilitation, clinic-readiness, or wellness communication resource that helps new or returning visitors understand the PT setting and support healthy movement habits.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, clinic safety, privacy expectations, and infection control awareness • Tour the physical therapy office, including front desk, treatment spaces, exercise areas, equipment storage, and staff work areas • Meet physical therapists, physical therapist assistants, front desk staff, and the clinic manager • Begin the capstone by noticing what helps new or returning patients understand the clinic, their routines, and general wellness expectations 	<ul style="list-style-type: none"> • Understand that physical therapy clinics focus on rehabilitation, mobility, pain management, and recovery over time • Learn how PT differs from hospitals and doctor's offices by centering movement, exercise, and repeated visits • Recognize that NYC patients may arrive with work-related injuries, sports injuries, post-surgical needs, or chronic pain from many different life situations • See how early observations can shape a capstone focused on clinic readiness or supportive wellness communication 	<ul style="list-style-type: none"> • Create a clinic roles chart and identify what each team member contributes • Participate in a Q&A with a therapist or assistant about why patients come to PT • Reflect on how rehabilitation connects health, movement, and motivation • Draft a one-sentence capstone goal and identify the audience it is meant to help
Week 2	<ul style="list-style-type: none"> • Shadow front desk or clinic support staff to observe scheduling, check-in, and patient movement through the clinic • Watch how treatment spaces are prepared and how staff transition between patients • Help organize exercise handouts, equipment storage, waiting-room materials, or general clinic resources • Collect examples of questions, routines, or communication gaps that could inform the capstone 	<ul style="list-style-type: none"> • Learn how patient flow and time management shape the rhythm of a PT clinic • Understand that clinic operations support both safety and patient confidence • See how a structured environment helps therapists focus on individualized recovery goals • Learn how evidence-gathering and observation strengthen a capstone idea 	<ul style="list-style-type: none"> • Create a patient flow map from arrival to departure • Discuss with front desk staff what makes scheduling PT visits challenging • Reflect on how organization affects the experience of recovery • List two or three capstone options and discuss which one would be most useful and realistic



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Observe therapists explaining general exercises, stretches, or equipment while maintaining patient confidentiality Learn the names and purposes of common tools such as resistance bands, balance equipment, bikes, mats, or treatment tables Help with non-clinical setup and organization of shared equipment areas according to staff direction Choose a capstone direction and outline the content, visuals, or general guidance needed to complete it 	<ul style="list-style-type: none"> Understand that physical therapy combines science, communication, coaching, and consistency Learn that therapists must explain body movement clearly and encourage patients over time Recognize the career connections between PT, athletic training, exercise science, occupational therapy, and rehabilitation support See how a strong capstone should reflect the real pace, tone, and needs of the clinic 	<ul style="list-style-type: none"> Interview a physical therapist or PTA about education, licensure, and daily work Complete a compare-and-contrast exercise between PT and another movement-related career Reflect on which aspects of the field seem most interesting Review the capstone outline with the supervisor and refine the scope based on feedback
Week 4	<ul style="list-style-type: none"> Help organize or create general public wellness materials such as stretching reminders, posture tips, warm-up guidance, hydration messages, or movement-break ideas appropriate for teens or community audiences Observe how therapists turn technical information into simple instructions patients can follow at home Support clinic organization tasks that improve the patient experience, such as tidying educational displays or reorganizing handout stations Draft or prototype the capstone using clear language, supportive tone, and a general-audience format 	<ul style="list-style-type: none"> Learn about health education in rehabilitation and why patient understanding matters for recovery Understand the role of motivation, repetition, and home exercises in progress over time See how PT clinics promote both recovery and long-term wellness Practice turning observations into a first capstone draft that is encouraging and easy to understand 	<ul style="list-style-type: none"> Draft or revise a simple wellness or stretching handout Discuss with staff what makes exercise instructions clear and encouraging Reflect on how healthcare workers support behavior change Gather feedback on the capstone draft and note revisions that would improve clarity or usefulness
Week 5	<ul style="list-style-type: none"> Continue building the capstone by revising content, improving organization, and checking that it fits the clinic's audience and non-clinical boundaries Continue assisting with light organization and educational materials Review the near-final capstone with the supervisor to ensure it is accurate, useful, and appropriate for a general audience Prepare presentation notes explaining how the capstone supports patient confidence or clinic readiness 	<ul style="list-style-type: none"> Apply observations about movement science, motivation, and clinic workflow to a practical capstone Learn how educational tools can improve patient confidence and understanding Practice designing communication that is supportive without becoming clinical advice Understand how revision and supervisor feedback strengthen a final deliverable 	<ul style="list-style-type: none"> Conduct a mid-project check-in with the supervisor Ask staff what information new PT patients often need repeated Revise the capstone based on feedback and clinic priorities Identify examples from the internship that show why the capstone matters
Week 6	<ul style="list-style-type: none"> Finalize and present the capstone to clinic staff or the supervisor Help wrap up internship materials and leave organized resources for staff or future students Update a résumé with skills such as professionalism, organization, communication, and observation Complete a final reflection on rehabilitation, movement-based healthcare, and how the capstone connects to patient support in a PT setting 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of rehabilitation careers Identify transferable skills and possible next steps in healthcare, sports medicine, exercise science, or therapy-related pathways Recognize how PT settings support recovery and long-term function See how a capstone can become a concrete example of communication and service work 	<ul style="list-style-type: none"> Receive final feedback and discuss future exploration options such as PT, PTA, athletic training, exercise science, or healthcare administration Complete a short career action plan Write a brief note on how the capstone could be improved or used by future students



Dentist's Office

BEST FOR EMPLOYERS THAT WANT STUDENTS TO LEARN DENTAL WORKFLOW, PREVENTIVE ORAL HEALTH EDUCATION, PATIENT COMFORT, AND STRONG SAFETY ROUTINES IN A SMALLER HEALTHCARE SETTING.

Sample Roles

- **Oral Health Education:** Helps prepare and organize approved materials on brushing, flossing, preventive dental visits, cavity prevention, and the connection between oral health and overall health.
- **Dental Office Readiness:** Supports non-clinical preparation of the patient environment by organizing brochures, public-facing forms, waiting-room materials, and general supply areas under staff direction.
- **Patient Comfort & Visit Preparation:** Observes how staff help patients feel informed and comfortable, then supports simple materials that explain what to expect before, during, or after a dental visit.

Sample Capstone Project

Create a "Teen-Friendly Guide to Visiting the Dentist," a simple, welcoming, non-clinical resource that helps teens and families understand what to expect at a dental visit, why preventive oral health matters, and how to feel more prepared and comfortable before an appointment.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, privacy, office safety, and infection control awareness • Tour the dental office, including reception, waiting area, treatment rooms, sterilization area, and administrative spaces • Meet the office manager, front desk staff, dental assistants, hygienists, and dentists • Begin the capstone by noticing what helps patients feel informed, comfortable, and prepared for a dental visit 	<ul style="list-style-type: none"> • Understand how a dental office operates as both a healthcare setting and a customer-service environment • Learn the difference among roles such as dentist, hygienist, assistant, and front desk staff • Recognize that many NYC patients face barriers to preventive dental care, including cost, fear, and inconsistent access • See how early observations can shape a capstone focused on patient comfort, readiness, or oral health communication 	<ul style="list-style-type: none"> • Create a dental office team chart describing each role • Participate in a Q&A with a staff member about why oral health matters to overall health • Reflect on how the office environment affects patient trust and comfort • Draft a one-sentence capstone goal and identify the audience it is meant to help
Week 2	<ul style="list-style-type: none"> • Shadow front desk or administrative staff to observe scheduling, reminder calls, check-in, and patient flow • Notice how staff help patients understand appointments, insurance questions, or next steps • Help organize waiting-room information, appointment reminder materials, or multilingual oral health resources if available • Collect examples of common patient concerns, questions, or confusing steps that could inform the capstone 	<ul style="list-style-type: none"> • Learn how front-office operations shape the patient experience before treatment begins • Understand that dental visits can involve anxiety, so communication and reassurance matter • See how scheduling and follow-up support continuity of preventive care • Learn how observation and pattern spotting strengthen a capstone idea 	<ul style="list-style-type: none"> • Create a patient journey map from scheduling to check-out • Discuss with front desk staff what patients most often ask or worry about • Reflect on how practices make care feel more approachable • List two or three capstone options and discuss which one is most useful and realistic for the office



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Observe approved parts of room preparation, room turnover, and sterilization workflow without independently handling restricted instruments Learn the general purpose of common tools and supplies at a high level Help organize labeled supply areas, patient education materials, or public displays related to oral hygiene Choose a capstone direction and outline the content, visuals, or examples needed to complete it 	<ul style="list-style-type: none"> Understand the importance of cleanliness, consistency, and workflow in dentistry Learn that dental support roles are essential to both safety and patient comfort Recognize the range of career pathways within dentistry, from clinical to administrative and public health roles See how a strong capstone should reflect the real concerns and routines of the practice 	<ul style="list-style-type: none"> Interview a hygienist, assistant, or dentist about their training and daily work Compare two dentistry-related careers Reflect on whether the student is most drawn to education, technical work, or patient communication Review the capstone outline with the supervisor and refine the scope based on feedback
Week 4	<ul style="list-style-type: none"> Help organize, revise, or create oral health education materials on brushing, flossing, nutrition, cavity prevention, routine cleanings, or what to expect during a visit Observe how staff explain preventive care in simple, encouraging language Support waiting-room or community outreach materials for youth and families, especially where diverse NYC audiences may need plain-language or multilingual information Draft or prototype the capstone using plain language and a format that supports patient comfort or prevention messaging 	<ul style="list-style-type: none"> Learn about preventive care and the role of patient education in oral health Understand how dental providers help patients build long-term habits, not just solve immediate problems See how oral health communication connects to community health and equity Practice turning observations into a first capstone draft that is supportive and easy to use 	<ul style="list-style-type: none"> Revise one oral health handout so it is more teen-friendly or accessible Discuss with staff what oral health messages patients most need reinforced Reflect on what makes prevention messaging clear and motivating Gather feedback on the capstone draft and note needed revisions
Week 5	<ul style="list-style-type: none"> Continue building the capstone by revising content, improving organization, and checking that it matches real office needs and stays non-clinical Continue supporting organization and patient-facing materials Review the near-final capstone with the supervisor to make sure it is practical, accurate, and appropriate for patients Prepare presentation notes explaining how the capstone supports patient comfort, readiness, or oral health understanding 	<ul style="list-style-type: none"> Apply observations about prevention, communication, and office workflow to a practical capstone Learn how educational tools can reduce fear and improve understanding Practice creating health information that is accurate, supportive, and easy to use Understand how revision and staff feedback strengthen a final deliverable 	<ul style="list-style-type: none"> Conduct a mid-project review with the supervisor Ask staff what questions or misconceptions they hear most often from patients Revise the capstone based on feedback Identify examples from the internship that support the capstone's purpose
Week 6	<ul style="list-style-type: none"> Finalize and present the capstone to office staff or the supervisor Help wrap up internship materials and leave organized resources for future use Update a résumé with skills such as professionalism, communication, attention to detail, and observation Complete a final reflection on oral health careers, preventive care, and how the capstone connects to the patient experience in dentistry 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of dentistry-related careers Identify transferable skills gained through observation, organization, and communication work Recognize oral health as an important part of overall health and community wellness See how a capstone can become a concrete sample of communication and service work 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps such as dental assisting, dental hygiene, dentistry, healthcare administration, or public health pathways Complete a short career action plan Write a brief note on how the capstone could be improved or reused in future internships



Community-Based Nonprofit Health Clinic

BEST SUITED FOR EMPLOYERS LOOKING TO INTRODUCE STUDENTS TO COMMUNITY HEALTH, PATIENT NAVIGATION, OUTREACH, HEALTH EDUCATION, AND MISSION-DRIVEN CARE CONNECTED TO NEIGHBORHOOD NEEDS.

Sample Roles

- **Community Health Outreach:** Helps teams prepare outreach materials and support events that connect community members to services
- **Health Education Workshop Assistant:** Helps run health education sessions by setting up materials, supporting activities, and collecting feedback for improvement
- **Community Navigator:** Helps build a verified list of community supports (food, housing, benefits) and keep it updated

Sample Capstone Project

Create a community-facing access, navigation, or health education resource that helps patients and families understand services, supports, and next steps available through the clinic.

WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 1	<ul style="list-style-type: none"> • Attend onboarding on professionalism, privacy expectations, trauma-informed communication, and the mission of a community-based nonprofit health clinic • Tour the clinic's spaces, such as reception, intake areas, exam rooms, counseling or education spaces, outreach materials stations, and administrative offices • Meet staff across roles including front desk, care coordinators, community health workers, health educators, social services staff, and providers • Begin the capstone by noticing what helps patients and families understand services, resources, and next steps in a community clinic 	<ul style="list-style-type: none"> • Understand how a nonprofit community clinic differs from a private practice or hospital by combining healthcare with social support and community outreach • Learn how community clinics often focus on access, prevention, and serving patients who may face insurance, language, transportation, or housing barriers • Recognize the role of mission-driven healthcare in NYC neighborhoods • See how early observations can shape a capstone focused on access, navigation, or community education 	<ul style="list-style-type: none"> • Create a staff role map showing both healthcare and community-support positions • Participate in a Q&A about the clinic's mission and who it serves • Reflect on how health and community needs are connected • Draft a one-sentence capstone goal and identify the audience it is meant to support
Week 2	<ul style="list-style-type: none"> • Shadow front desk, intake, or patient navigation staff to observe scheduling, registration, reminder calls, and referrals without accessing confidential records • Watch how staff help patients understand available services, eligibility requirements, and next steps • Help restock public information tables with materials on health insurance enrollment, preventive services, wellness resources, or local support programs • Collect examples of common patient questions, barriers, or resource gaps that could inform the capstone 	<ul style="list-style-type: none"> • Learn how patient navigation and intake are central to access in community-based care • Understand that nonprofit clinics often do more than treat symptoms: they help people enter and stay connected to systems of care • See how trust, cultural responsiveness, and clear communication affect whether patients return for care • Learn how observation and pattern spotting strengthen a capstone idea 	<ul style="list-style-type: none"> • Create a patient navigation map from first contact to follow-up • Interview a front-desk or navigation staff member about common barriers patients face • Reflect on what makes a clinic feel welcoming and accessible • List two or three capstone options and discuss which one would be most useful and realistic for the clinic



WEEK	POTENTIAL TASKS	KEY LEARNINGS	CAREER EXPLORATION / MENTORSHIP EXERCISES
Week 3	<ul style="list-style-type: none"> Observe or shadow community health workers, health educators, benefits or outreach staff, or care coordinators in approved non-confidential activities Help prepare community outreach materials, workshop sign-in materials, health fair packets, or wellness education displays Observe how the clinic connects patients to resources outside the exam room, such as food assistance, housing referrals, insurance help, or chronic disease education Choose a capstone direction and outline the content, visuals, or resource examples needed to complete it 	<ul style="list-style-type: none"> Understand how community clinics address social determinants of health as part of care Learn that careers in community-based healthcare include outreach, education, navigation, case management, and public health roles in addition to clinical jobs Recognize how nonprofit healthcare settings build trust through ongoing relationships with communities See how a strong capstone should reflect the real needs, language, and priorities of the clinic's audience 	<ul style="list-style-type: none"> Conduct informational interviews with a community health worker, health educator, or care coordinator Compare community-based roles with hospital or private-practice roles Reflect on which careers seem most focused on service, education, or advocacy Review the capstone outline with the supervisor and refine the scope based on feedback
Week 4	<ul style="list-style-type: none"> Help revise or create patient- and family-facing materials on preventive care, chronic disease management basics, healthy habits, appointment preparation, or community resources Review materials for plain language, readability, and cultural relevance for diverse NYC audiences Observe how staff explain services and health topics to patients who may be new to the healthcare system Support preparation for outreach events, workshops, or public health education activities if the clinic hosts them while drafting or prototyping the capstone 	<ul style="list-style-type: none"> Learn about health literacy, community education, and why plain-language materials are especially important in mission-driven clinics Understand how prevention and education reduce barriers to care over time See how nonprofit clinics often act as both healthcare providers and trusted neighborhood resource hubs Practice turning observations into a first capstone draft that is clear, culturally responsive, and useful 	<ul style="list-style-type: none"> Revise one clinic handout to be more teen-friendly or easier to understand Discuss with staff what health topics patients most often need explained clearly Reflect on how education supports equity in healthcare Gather feedback on the capstone draft and note revisions that would improve clarity or usefulness
Week 5	<ul style="list-style-type: none"> Continue building the capstone by revising content, improving organization, and making sure it aligns with the clinic's mission and audience Continue assisting with public-facing materials and light administrative organization Review the near-final capstone with a supervisor to confirm that it supports patient understanding, navigation, or outreach goals Prepare a short presentation explaining how the capstone supports the clinic's mission 	<ul style="list-style-type: none"> Apply observations about access, prevention, and community trust to a practical capstone Learn how clear materials and outreach tools can support both patient understanding and clinic operations Practice designing communication for a mission-driven healthcare audience Understand how revision and staff feedback strengthen a final deliverable 	<ul style="list-style-type: none"> Do a mid-project review and revise the capstone based on staff feedback Ask staff what information new patients most often need or misunderstand Prepare a short explanation of how the capstone supports the clinic's mission Identify internship examples that show why the capstone matters
Week 6	<ul style="list-style-type: none"> Finalize and present the capstone to the supervisor or a small staff group Help organize materials so they can be reused by staff, volunteers, or future students Update a résumé with skills such as professionalism, communication, cultural awareness, observation, and teamwork Complete a final reflection on community health, nonprofit healthcare careers, and how the capstone connects to neighborhood-based care in NYC 	<ul style="list-style-type: none"> Strengthen presentation skills and leave with a clearer understanding of careers in community health, outreach, health education, patient navigation, social services, and nonprofit healthcare administration Identify transferable skills gained through communication, organization, and service-oriented work Recognize how community clinics help reduce disparities by making care more accessible and connected to daily life See how a capstone can become a concrete work sample rooted in mission-driven service 	<ul style="list-style-type: none"> Receive final feedback and discuss next steps such as community health, public health, social work, healthcare administration, nursing, or medicine Complete a short career action plan focused on mission-driven healthcare pathways Write a brief note on how the capstone could be improved or reused by future students



FEEDBACK

We'd love to hear from you!



Please let us know if these frameworks and materials were helpful in the development and execution of your SYEP internship program. We would be grateful for any recommendations you may have for improving these guides for future SYEP hosts.

To provide feedback, please scan the QR code below or visit this [link](#).



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