

Department of Health Administration and Human Resources
Graduate MHA Program
HAD 580 – Internship in Health Administration
Professor Rita DiLeo, RT(R), MPA
Fall 2012

I. COURSE TITLE: HAD 580 – Internship in Health Administration (3 Credits)

II. REQUIRED TEXTS/READINGS/RESEARCH:

- 1- Nance, JD, John J. Why Hospitals Should Fly. 2008: Second River Healthcare Press, Bozeman, MT
- 2- Bossidy, L., Charan, R. Burck, C.. Execution: The Discipline of Getting Things Done. (2002): Crown Business, New York, NY
- 3- Readings as assigned by Preceptor and Professor.
- 4- Research as required to complete assigned projects.

III. PREREQUISITES : 21 core credits completed

IV. COURSE DESCRIPTION:

A 150 clock hour fieldwork experience under the supervision of a preceptor. It is a significant educational capstone experience which involves a supervised practical experience in a community agency or health services organization. A written report is required summarizing the fieldwork experience as well as the submission of weekly reports.

V. PHILOSOPHY OF FIELDWORK:

The cornerstone of professional education for a career in health administration is a learning process that effectively couples the classroom didactic and field experience components of the educational program. Through field training during an administrative internship, faculty and experienced health care executives pool their expertise for the benefit of students who are preparing for future leadership positions in the health care industry.

In addition to the obvious benefits for students pursuing fieldwork experience, both faculty and preceptors benefit through such an affiliation. Faculty gain an additional opportunity to keep abreast of changes in the field of practice. Preceptors gain benefit and satisfaction in fulfilling their professional duty as teachers or mentors while their organizations realize the many contributions that graduate students in training can make.

With the guidance of a preceptor and the fieldwork faculty advisor, fieldwork allows students the opportunity to apply theories, concepts, principles, and skills learned during the classroom phase of their education in an applied setting. Furthermore, students are offered the opportunity to prove themselves to potential employers, an opportunity not easily accommodated by the traditional employment search process.

Students presently employed in the health care industry have within their work environment the resources necessary to develop the non-academic skills and abilities necessary to excel and succeed in their careers. Fieldwork experience is very important for students without relevant health care experience. Properly structured fieldwork is an important experience in the completion of graduate education, in addition to enabling networking relationships to develop for future career growth and development.

Quite succinctly, the structured exposure to the field of practice is the real distinction between an academic and a professional degree. It is the means by which unexperienced graduate students may become adequately prepared to competently fill management positions upon graduation.

VI. COURSE OBJECTIVES:

At the successful completion of the 150 hour administrative internship, the student shall be able to:

- A. Identify functions and services provided in the health care setting.
- B. Explain how these services and functions relate to the health care industry.
- C. Describe specific learning experiences that relate to career goals.
- D. Examine and understand major departments in the specific healthcare setting.
- E. Observe, experience and be able to identify specific management skills needed to function as a manager.
- F. Understand and explain intradepartmental vs. interdepartmental operations management.
- G. Describe and discuss major policy and procedure manuals and why they exist.
- H. Participate in team meetings, departmental meetings, and select committee meetings.
- I. Rotate through various departments in the healthcare setting.
- J. Identify the health professions involved in delivering services to patients.
- K. Develop skills in expressing opinions, both orally and in writing.
- L. Explain and discuss significant ancillary and support service functions.
- M. Augment classroom learning through practical training experience gained at the worksite.
- N. Understand and experience organizational structure and protocol.
- O. Communicate effectively in a professional relationship.
- P. Stimulate the formation of and identification with a professional role.
- Q. Develop specific points of view needed to interact with professionals in the health care setting.
- R. Integrate and demonstrate concepts, principles, theory and applied knowledge acquired in all MHA curriculum courses during the internship.
- S. Analyze data, evaluate reports and synthesize information in management meetings and applied projects assigned during the internship.
- T. Utilize knowledge of managed care, managed competition and integrated delivery systems and models.
- U. Utilize and demonstrate proficiencies involving computer applications.

- V. Discover new services and systems being implemented.
- W. Inspect, interpret, and organize reports in completing projects.
- X. Attend appropriate meetings, conferences and training sessions.
- Y. Demonstrate leadership skills, apply ethical principles where necessary.
- Z. Assimilate new information in an applied setting while undertaking new projects and activities.
- AA. Manage assigned work duties and responsibilities.
- BB. Prepare and formulate appropriate reports and memos.
- CC. Maintains confidentiality at all times.

VII. MAJOR COURSE ACTIVITIES:

- A. Develop Internship Work Plan with specific goals, objectives, and activities identified.
- B. Maintain an Internship Log which will reflect dates and times worked and journal entries of significant activity.
- C. Books and journals to be read.
- D. Meet the 150 hours of contact time.
- E. Meet with preceptor to discuss issues and experiences and monitor learning activities.
- F. Attend meetings assigned by preceptor.
- G. Submit a written reflection paper discussing the important things learned via the internship and how this experience will help with future management development and career growth.
- H. Biweekly contact with university faculty mentor/advisor.
- I. Complete an internship project in senior management as assigned by the preceptor.
- J. Evaluate the preceptor and organization in writing.
- K. On-site visits by faculty advisor.
- L. Submit all required work to the faculty advisor.
- M. Complete an oral examination with faculty advisor at completion of internship.
- N. Maintain involvement with ACHE and other professional organizations.
- O. Reflect on all learning experiences and discuss with preceptor and academic advisor.

VIII. EVALUATING PERFORMANCE AND GRADING:

The appraisal of the effectiveness of the fieldwork experience by the preceptor, student, and fieldwork faculty advisor should be a continuous process based on the satisfactory completion of the activities outlined in the fieldwork work plan, the fieldwork course requirements, and all other projects, reports, and duties that are assigned to the student by the preceptor and faculty advisor. The student will be graded using the adopted academic grading system of the University of Scranton as follows:

Grade	Definition	Quality Points
A	Superior/Outstanding	4.00
A-	Excellent	3.67
B+	Very Good	3.33
B	Good	3.00
B-	Fair	2.67
C+	Passing Grade	2.33
C	Minimal Passing Grade	2.00
F	Failure	0.00

Since fieldwork experience is an essential part of the MHA curriculum as a required or optional experience, the responsibility for establishing and maintaining fieldwork standards rests with the fieldwork faculty advisor of the Graduate MHA Program.

The fieldwork faculty advisor will monitor the student's progress during the fieldwork experience through the following methods:

- Site visit.
- Telephone contacts.
- Scheduled fieldwork experience reports.
- Preceptor's evaluation.

A student may be given an "Incomplete" by the fieldwork faculty advisor as follows:

"I" indicates postponement of the completion of a course. It is given at the discretion of the instructor to a student who is doing satisfactory work but who has not completed all of the course requirements at the end of a given semester. Given such an extension, the student must complete all the required work, unless otherwise agreed, before the midpoint of the next regular semester. Failure to complete the necessary work within the stipulated time results in automatic conversion of the "Incomplete" to a permanent grade of F.

The University of Scranton, Department of Health Administration and Human Resources, MHA Program has developed a Fieldwork Evaluation Form which can be used by the preceptor to evaluate the student. However, the preceptor may elect to utilize another type of evaluation form used by the organization. In any event, a written narrative evaluation is strongly recommended in addition to a standard evaluation form. Appropriate feedback to the student is essential for future development and guidance. Learning is a life-long process.

Requirements for evaluation of the administrative intern include: Completion, submission and review of:

- Internship Workplan goals, objectives, activities, meetings, reading assignments, etc.
- Internship Log.
- Complete 150 hours of service.
- Reading assignments completed.
- Student membership with the American College of Health Care Executives.
- Complete Internship Project(s)

- Internship Summary Paper.
- Contacts with Fieldwork Faculty Advisor (via telephone).
- Results of Site Visit.
- Preceptor Written Evaluation.
- Intern Evaluation of Preceptor and Organization.
- Copies of all projects/reports completed.

IX. COURSE EVALUATION

The preceptor and intern shall evaluate the course to assess the degree to which course objectives have been met, and to provide appropriate feedback to all parties on the relevancy of the experience and course activities.

X. SUPPLEMENTAL READING:

Readings assigned and/or related to projects completed by the student.

XI. INSTRUCTIONAL ASSISTANCE:

The professor will be available to answer questions and help participants. Individual appointments are available upon request. Participants are encouraged to talk with the professor if there are unique problems or questions requiring further discussion or clarification. The professor can be reached by telephone at work (941-7598) or during regular office hours.

If a participant would like to adopt course assignments to their work setting, such arrangements require an appointment with the professor to finalize topics and modifications to the course requirements.

XII. STUDENT RESPONSIBILITIES:

Students are responsible for:

- * acting ethically and professionally, interacting appropriately with professionals.
- * participating in discussions, asking questions as needed.
- * completing reading assignments.
- * attending (on time) and actively contributing to all meetings.
- * completing all course assignments and activities as scheduled.
- * dressing professionally at all times.
- * talking with the preceptor regarding questions or concerns about assignments, activities, or other aspects of the internship.
- * reading and following the university plagiarism policy.
- * maintaining confidentiality.
- * adhering to the "Academic Code of Honesty" standards.
- * adhering to ACHE Code of Ethics.
- * discussing problems in the course promptly with the professor and preceptor.
- * using APA Publication Manual and Style in all written work.
- * preparing all written work on computer using appropriate word processing.
- * knowing how to use a computer.
- * knowing how to use the Library for research purposes.

STUDENT RESPONSIBILITIES

Each intern is required to fulfill the following responsibilities in order to earn appropriate credit for the internship experience:

- Develop and present to the Fieldwork Faculty Advisor a Preliminary Internship Work Plan and Professional Resume.

- Complete one hundred fifty(150) hours of service as an intern.
- Follow the organization's policies and procedures.
- Maintain student membership with the American College of Health Care Executives.
- Complete required reading assignments in areas designed by the internship preceptor.
- Have regular communication with organizational and university supervisors. Seek feedback on a regular basis. Ask for clarification of unclear instructions. Ask for supervisory input when encountering new problem situations. Request fieldwork faculty advisor input when useful.
 - Arrange meeting with the fieldwork faculty advisor during the course of the internship experience as needed.

The following must be maintained and/or completed to earn credit for the internship experience:

1. Maintain an Internship Log which will reflect dates and times worked and journal entries of significant activities. (see Appendix A)
2. Complete an internship project in senior management as assigned by the preceptor. (see Appendix B)
3. Prepare an Internship Summary Paper which reduces to writing the intern's analysis of his/her internship experience and discusses the significance of specific activities contained in the Internship Log. (see Appendix C)
4. Evaluate the Preceptor and Organization in writing. (see Appendix C)
5. Coordinate a final site visit for fieldwork coordinator with preceptor upon completion of 150 hours.
6. Have the Preceptor prepare and complete a Fieldwork Evaluation Form on the intern's performance during the internship. This form will be sent to the student by the Fieldwork Coordinator.

COMMUNICATION MEDIA:

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