

Department of Health Administration and Human Resources  
Graduate MHA Program  
Panuska College of Professional Studies  
**HAD 581 - ADMINISTRATIVE RESIDENCY**  
Rita DiLeo, MPA, CRA, RT(R)  
Michael Costello, MBA, JD

AY 2011-2012

I. COURSE TITLE: HAD 581 – Administrative Residency (8 credits)

II. PREREQUISITE COURSES: 36 core credits completed.

III. REQUIRED TEXTS:

Goldsmith, M. (2007). What Got You Here Won't Get You There. Hyperion, New York.  
Groopman, J. (2007). How Doctors Think. Houghton Mifflin Company, Boston.  
Nance, J. (2008). Why Hospitals Should Fly. Second River Healthcare Press, Bozeman, Montana.  
Capko, J. (2010). The Secrets of the Best-Run Practices 2<sup>nd</sup> Edition Greenbranch Publishing, Phoenix.  
Read, N., Bistriz, S. (2010) Selling to the C- Suite. McGraw Hill.

IV. REQUIRED READINGS:

- A. Fieldwork Manual, MHA Program, University of Scranton.
- B. Readings as assigned by Preceptor and Professor as posted on Angel.
- C. Research & readings as required to complete assigned projects
- D. Prior MHA course texts as needed.
- E. Facility policy and procedure manuals.

V. COURSE DESCRIPTION:

A 1000 hour fieldwork experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff and medical staff. Exposure to governing board functions, governmental forces and community influences. The administrative resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. The preceptor may also assign supervisors at designated times throughout the administrative residency. Several minor projects are required in addition to a required major project. The administrative residency is completed over several semesters, usually within 6 months.

The administrative residency shall be tailored to meet the needs of the administrative resident and host facility. A comprehensive residency workplan is developed and used to guide the residency process. The general purpose of the administrative residency is to provide the resident with an opportunity to develop basic skills and learning experiences in health care management. The focus is on application and integration of knowledge, skills, abilities and competencies. Initially, time will be spent completing a comprehensive orientation to facility operations. The resident is exposed to all of the management staff and operating functions on a rotational and project basis. Frequent and regular contact with department heads, the administrative staff and the medical staff is encouraged. Exposure to board and governance is required. The administrative resident is encouraged to attend a variety of medical staff, management, and governing board functions and meetings. Additionally, each resident is given the opportunity to gain exposure to the governmental forces, community influences, regulatory bodies, and other external areas that have an impact on facility operations.

As the year progresses, the administrative resident is assigned progressively more complex and important projects. At a minimum, the projects expose the administrative resident to productivity, budgeting, planning, marketing, financial, MIS, quality management, ancillary services, and human resource

management issues. In many cases, the projects assigned correspond with an interest expressed by the resident. The administrative resident is expected to manage a broad array of projects, participate in administrative on-call responsibilities, and perform at least one major project/program evaluation. Normally projects involve working with several departments.

The administrative resident reports to an assigned senior manager in his capacity as preceptor; however, a major strength of the residency rests in the fact that the entire administrative team is dedicated to the professional development of each resident. The administrative resident needs to gain exposure to a wide variety of experience levels, management styles, and perspectives concerning the facility and health care issues in general.

The focus is on development and refinement of knowledge, skills, abilities and competencies through application and integration of graduate coursework and professional experiences in an applied setting under supervision. The cognitive competencies and learning outcomes focus on knowledge, comprehension, application, analysis, synthesis and evaluation. The affective competencies focus on receiving, responding, valuing, organization and internalization. Several drafts of the workplan are reviewed with the faculty member in order to finalize the workplan. Preceptor input is necessary to make the final workplan viable and realistic. Normally, the student begins preparing for the residency 6 months in advance of the anticipated starting date.

#### VI. 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 residency, 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. External mentors are also involved in guiding the resident during their fieldwork training.

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. Applied projects at the facility help the resident demonstrate competencies, and acquire new knowledge, skills and competencies.

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 personal 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 sole means by which inexperienced graduate students may become adequately prepared to competently fill management positions upon graduation, to acquire competencies, and demonstrate acquired knowledge and skills in an applied setting.

Students are expected to consult with their external mentors and remain actually involved with their professional organizations during the fieldwork experience.

VII. COURSE OBJECTIVES:

At the successful completion of the 8 credit (1,000 hours) Administrative Residency, the participant shall be able to:

- A. Explain the functions of major departments within the facility.
- B. Discuss and utilize specific management skills, strategies, styles, problem solving models and decision-making skills, communication systems, information systems used at the facility.
- C. Understand administrative, organizational, medical staff and governance structures and systems; participate in appropriate meetings.
- D. Explain the roles of board, medical staff and administration. Understand responsibilities of each in relation to committees, oversight, fiscal, quality of care and community relations.
- E. Identify current key issues/problems confronting the facility, health care managers, and health care system.
- F. Understand the mission of the facility.
- G. Discuss the services of the facility provided in the community and explain how the facility interacts with other health care providers and health care systems.
- H. Demonstrate skills in expressing their opinions, both orally and in writing.
- I. Analyze applied management experiences and knowledge acquired.
- J. Develop career opportunities and pathways in health services administration.
- K. Explain and utilize important ancillary services at the facility.
- L. Demonstrate the importance of regulatory agencies, health laws, MIS, budgeting, planning, marketing, human resource management, reimbursement systems, community influences, and essential operating systems.
- M. Utilize specific points of view needed to interact with professionals in the health care industry.
- N. Integrate and demonstrate concepts, principles, theory and applied knowledge acquired in all MHA curriculum courses during the residency.
- O. Analyze data, evaluate reports and synthesize information in management meetings and applied projects assigned during the residency.
- P. Utilize knowledge of managed care, managed competition and integrated delivery systems and models.
- Q. Utilize and demonstrate proficiencies involving computer applications. Utilize IS/IT functions and applications at healthcare facilities.
- R. Discover new services and systems being implemented.

- S. Inspect, interpret, and organize reports in completing projects.
- T. Attend appropriate meetings, conferences and training sessions.
- U. Demonstrate leadership skills, apply ethical principles where necessary.
- V. Assimilate new information in an applied setting while undertaking new projects and activities.
- W. Manage assigned work duties and responsibilities.
- X. Prepare and formulate appropriate reports and memos.
- Y. Maintain confidentiality at all times.
- Z. Demonstrate specific competencies, knowledge and skills.

VIII. MAJOR COURSE ACTIVITIES:

- A. Develop with the preceptor and academic advisor, a written Residency Work Plan containing goals, objectives, activities and outcomes. This is a detailed document that provides direction during the residency experience. This incorporates information and activities from HAD 508 – Leadership in Healthcare Organizations and HAD 509 – Administrative Issues.
- B. Maintain an Administrative Residency Log which will reflect and contain (chronologically) learning experiences, interviews, issues encountered, personal impressions, activities, progress notes, and other relevant information which documents the important areas and aspects of the fieldwork experience such as names of people met or interviewed, departmental observations, meetings attended, readings, research, progress on projects, documentation of hours, etc.
- C. The administrative log will also include self reflection, critical thinking and discernment (Appendix A).
- D. Complete monthly progress reports, project reports, and maintain a record of residency hours worked (Appendix A).
- E. Read course texts.
- F. Complete readings assigned by preceptor and faculty advisor.
- G. Complete numerous projects assigned by preceptor (usually 12-15 minor projects).
- H. Conduct a major project for the facility and submit a written report on the project.
- I. Meet the 1,000 hour requirement (6 months in residency).
- J. Develop with preceptor a work schedule and rotation schedule.
- K. Attend meetings assigned by preceptor and complete administrative rounds.
- L. Weekly supervisory meetings with preceptor.
- M. Bi-weekly contact with university faculty mentor/advisor assigned to supervise residency.

- N. Two meetings scheduled with administrative resident, preceptor and faculty: mid-semester and at end of semester.
- O. The preceptor shall evaluate in writing the administrative resident using the institutions evaluation system, and recommend an academic grade for the resident to the faculty advisor.
- P. The resident shall complete in writing an assessment of the overall residency experience, evaluate the preceptor, and evaluate the residency site.
- Q. Adhere to the personnel policies and procedures of the host facility and other procedures as defined by the preceptor; maintain confidentiality at all times.
- R. Complete university forms and register for coursework.
- S. Submit all required work to the academic advisor; submit progress reports and up-dates on projects during the residency to the academic adviser.
- T. Complete an oral examination with academic advisor at completion of residency.
- U. Maintain involvement with ACHE and other professional organizations.
- V. Maintain all work papers on projects and compile a compendium of all minor and major projects.
- W. A written assessment of achievement of workplan goals, objectives and outcomes.
- X. Maintain contact with external mentor(s).
- Y. Complete a project on sustainability (Appendix B).

IX. COURSE EVALUATION:

The main purpose of the course evaluation, activities and assignments will be to assess to what extent the administrative resident has achieved specific goals, objectives, activities, and outcomes as contained in the Residency Work Plan; assess how well the facility and preceptor assisted the resident in achieving stated learning objectives; and to assess management competencies. All projects and activities must be documented in order to be properly evaluated.

At the end of the administrative residency a special course evaluation will be administered. This is in addition to the evaluation of the residency experience, preceptor and site. Normally the student will also be required to complete the MHA Exit Survey during the final residency site visit.

X. DETERMINATION OF COURSE GRADE:

The faculty advisor, in consultation with the preceptor and student, shall meet to determine a final course grade after reviewing all interim evaluations, course activities, assignments, projects, readings, and attainment of workplan goals, objectives, and outcomes.

XI. 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 grading system of the University of Scranton as follows:

<u>Grade</u>	<u>Definition</u>	<u>Quality Points</u>
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 assigns the course grade.

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

- Site visits
- Telephone contacts
- Progress reports
- Scheduled fieldwork experience reports
- Preceptor's evaluation
- E-mails
- Project reports
- Residency logs
- Summary reports

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 professor 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 (Appendix C) 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.

## XII. 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.

## XIII. REASONABLE ACCOMMODATION:

Students with disabilities need to be registered with the Center for Teaching and Learning Excellence (CTLE) at least one to three months prior to the onset of the academic year if they anticipate needing disability-related accommodations and/or support services. In order to register with the Office, the student must self-disclose the presence of a specific disability and provide the appropriate documentation complete with diagnosis and specific limitations. The CTLE will determine appropriate documentation needs. Students with disabilities who are requesting reasonable accommodations should contact the University of Scranton's Center for Teaching and Learning Excellence (CTLE) at 570-941-4038. Students are encouraged to set up an appointment early in the semester to discuss any needs for accommodations.

XIV. STUDENT RESPONSIBILITIES:

Students are responsible for:

- \* acting ethically and professionally at all times and 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 residency.
- \* reading and following the university plagiarism policy.
- \* 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.
- \* maintaining confidentiality.
- \* documenting hours and all projects.
- \* compiling complete workpaper and copies of projects.
- \* self reflection and self evaluation.
- \* must complete all formwork as identified in the fieldwork manual, and obtain appropriate signatures.

XV. COMMUNICATION MEDIA:

FAX: 570) 941-5882

Department: (570) 941-4350  
Secretaries: Joanne Reichle (7:00-3:00) 941-4350  
Michele Heenan (3:00-8:00) 941-4350

Office Address: Rita DiLeo, MPA, CRA, RT(R)  
Department of Health Administration and Human Resources  
University of Scranton  
McGurrin Hall, Room 417  
Scranton, PA 18510-4597  
Telephone: (570) 941-7598 (voice mail)  
Email: [dileor5@scranton.edu](mailto:dileor5@scranton.edu)

Michael Costello, MBA, JD  
Department of Health Administration and Human Resources  
University of Scranton  
McGurrin Hall, Room 405  
Scranton, PA 18510-4597  
Telephone: (570) 340-2021  
Email: [mcostello@mth.org](mailto:mcostello@mth.org)

XVI. OFFICE HOURS:

Participants are encouraged to schedule an individual appointment to discuss the administrative residency. You can use regular office hours during the semester to meet with the professor; however, individual appointments are strongly encouraged.

XVII. ADDITIONAL REQUIREMENTS:

- A. All workplan documents must be properly executed in order to begin the administrative residency.
- B. The faculty member must talk with the preceptor prior to the start of the administrative residency to determine qualifications, discuss course objectives and requirements
- C. Key documents requiring signatures include the Fieldwork Assignment Form, Affiliation Agreement, Confidentiality Agreement, and Signatory Page.
- D. The faculty member must issue the Engagement Letter prior to the start of the administrative residency
- E. All logs, reports, etc. must be submitted in a timely manner to the course professor at the end of each week. Failure to submit reports on time will result in a lower grade for the course.
- F. Students should begin preparing for the administrative residency 6 months in advance of the start date.
- G. Students must attend the fieldwork information session in the fall semester prior to starting the residency.
- H. Supporting documentation is required for all minor and major projects.
- I. The preceptor and faculty member must agree on the depth and scope of the major project assigned to the administrative resident.

XVIII. APPENDICES:

- Appendix A Required Reports
- Appendix B Sustainability Project
- Appendix C Major Projects
- Appendix D Minor Projects
- Appendix E Workplan Format
- Appendix F Grading Rubric
- Appendix G Fieldwork Manual (Separate Handout)
- Appendix H Program Manual (Separate Handout)
- Appendix I MHA Additional Requirements (Separate Handout)
- Appendix J AHCE Competencies