Master of Health Administration Program

FIELDWORK MANUAL

Administrative Residency
(HAD 581)

Department of Health Administration
and Human Resources

University of Scranton
Scranton, Pennsylvania

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I. INTRODUCTION

A. COURSE DESCRIPTION – Administrative Residency (8 credits)

A 1,000 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. Includes exposure to governing-board functions, governmental forces and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is usually completed during two semesters. Prerequisite, 36 core credits completed.

B. PROGRAM OVERVIEW

In order to effectively anticipate and meet the changing requirements of the field, the Master of Health Administration (MHA) Program has undergone many changes since its inception. The curriculum has expanded in both scope and depth. Emphasis is placed on the development of analytical, technical and human skills essential to successful practice as a health care executive. The MHA Degree is a practitioner's degree, requiring skills and exposure beyond the classroom. Therefore, the program requires fieldwork to help ensure that graduates have mastered and can apply the requisite theory, knowledge, skills and values essential to their future career. Fieldwork helps the student develop essential competencies required in the MHA Program. This Fieldwork Manual provides information about the fieldwork requirements and how to fulfill them. The manual is updated annually.

C. 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, administrative internship, administrative externship or directed study, 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 gains 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.

The fieldwork is largely self-directed; therefore, the student has primary responsibility for planning this learning experience in consultation with one’s academic advisor and other faculty. Students are encouraged to involve their academic advisor and external mentor in the planning and selection of fieldwork experiences. Furthermore, students are offered the opportunity to prove themselves to potential employers, an opportunity not available in the traditional employment search process. 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 graduate students may become adequately prepared to competently fill management positions upon graduation.

D. MHA COMPETENCY MODEL & COURSE OBJECTIVES

The MHA program utilizes the ACHE Healthcare Leadership Alliance (HLA) domains and competencies. Through a thorough assessment and input process from key stakeholders, the program faculty have adopted twenty-four (24) core comprehensive standards are expected to develop through the curriculum progress. Various assessment measures are used throughout the program.

Students will be required to complete the ACHE Healthcare Executive Competencies Assessment Tool 2011 three times throughout the Program, in HAD 519 in the beginning of the first year, HAD 508 at the mid-point of the program, and at the end of the terminal fieldwork either HAD 580 or HAD 581.
HLA Competency Model  
Adopted MHA Program Core Competencies

**Domain #1: Communication and Relationship Management**

**Competency**

A. Apply principles of communication and demonstrate specific applications  
B. Present results of data analysis to decision makers  
C. Use factual data to produce and deliver credible and understandable results  
D. Facilitate group dynamics, process, meetings, and discussion  
E. Utilize effective interpersonal skills

**Domain #2: Leadership**

**Competency**

A. Explain potential impacts and consequences of decision making in situations both internal and external  
B. Encourage a high level of commitment to the mission, and values of the organization  
C. Gain physician buy-in to accept risk and support new business ventures  
D. Accurately assess individual strengths and weaknesses

**Domain #3: Professionalism**

**Competency**

A. Understand professional standards and codes of ethical behavior  
B. Uphold and act upon ethical and professional standards  
C. Demonstrate professional norms and behaviors  
D. Engage in continued professional development including reflection and self-directed learning

**Domain #4: Knowledge of the Healthcare Environment**

**Competency**

A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community  
B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies  
C. Use marketing and needs assessment techniques in support of healthcare program development and implementation  
D. Apply principles and methods of health policy analysis

**Domain #5: Business Skills and Knowledge**

**Competency**

A. Integrate information from various sources to make decisions and recommendations  
B. Demonstrate critical thinking, analysis, and problem solving  
C. Apply basic financial management and analysis principles  
D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts  
E. Apply principles of operating, project, and capital budgeting  
F. Use project management techniques  
G. Use statistical and analytic tools to measure and improve performance
II. FIELDWORK OVERVIEW AND SITE SELECTION

ADMINISTRATIVE RESIDENCY (HAD 581)
Prerequisite: Completion of 36 core credits, and approval by the MHA fieldwork coordinator.

A. OVERVIEW

Learning new behaviors in preparation for a career does not simply occur as a result of being in a residency setting. To be effective, learning must be planned, experienced, and evaluated by someone with an understanding of the principles and applied concepts essential for adult learning. Successful learning at the residency site involves the accurate assessment of learning needs, the development of measurable and meaningful learning objectives, and the planning and use of learning activities that support attainment of the resident's professional development objectives. Establishing a purposeful, supportive, multi-faceted, active learning experience can be accomplished through a process involving the student, the fieldwork coordinator, the preceptor, and external mentor.

The student should select a number of prospective residency sites based upon career interests and advice of the fieldwork coordinator. Visiting various sites enables the student to select a setting that meets career objectives and to find a preceptor willing to provide guidance in meeting those objectives.

B. CONSIDERATIONS USED IN SELECTING RESIDENCY SITES

In assessing and selecting residency locations, the following factors are considered:

- The professional qualifications of the individuals who would serve as preceptor and their perceived commitment to providing an excellent learning environment and experience.
- The administrative staff support and other resources that will be available to the preceptor in providing a stimulating learning environment for the resident.
- The expressed interest of the preceptor in building a long-term relationship with the department as a residency location.
- The willingness of the preceptor and other key officials to support the educational policies, requirements, and standards that are set forth by the MHA program.

C. ASSIGNMENT OF STUDENTS TO RESIDENCY SITES

The residency assignment process is competitive. Most of the time students will compete for sites of their choice. Preceptors will compete for students of their choice as well. This competitive process will in most cases result in a match of student and preceptor that is satisfactory to both parties; however, in the event that a match does not occur through the usual process, the fieldwork coordinator has the final responsibility to make residency assignments. In making these assignments, the fieldwork coordinator will consider the preferences of the students and the preferences of the preceptors. In any case a student will not be assigned to a residency location that is determined to be unacceptable. A student will not be assigned to a residency where the preceptor has rated the student as unacceptable.
III. DUTIES & RESPONSIBILITIES

A. STUDENT DUTIES & RESPONSIBILITIES

1. Review this manual (Fall Semester-2nd year).

2. Attend all mandatory meetings scheduled in Fall/Spring semesters of 2nd year course work
   - August Introductory Meeting (Fall semester-2nd year)
   - February Planning Meeting (Spring semester-2nd year)
   - Mid Spring semester Registration Meeting (Spring-2nd year)
   - Other meetings (as announced)

3. Update or develop resume to review with fieldwork coordinator (Fall semester-2nd year)

4. Meet with fieldwork coordinator and advisor to discuss (Fall semester-2nd year)
   - Type of fieldwork to do.
   - Type of organization in which to do the fieldwork.
   - Discussion of potential preceptors.
   - Career goals and strategies.
   - Fieldwork course requirements and pre-requisites.
   - Specific semester(s) selected for the fieldwork as well as the specific time commitment possible such as total number of hours, number of hours per week and number of weeks.
   - Site visits, interviews at facilities, and interviewing skills.
   - The specific process of establishing the fieldwork.

5. Assignment Process
   Detailed steps involved in the actual residency matching process are as follows:
   - The MHA faculty compiles and makes available to students a list of available residency sites and student reviews the list.
   - Students learn about prospective residency locations by reviewing available information via the organization’s websites, graduate program, residency files, the annual AHA Guide, AUPHA information, discussions with former students, discussions with faculty members, guidance from external mentors, and discussions with adjunct faculty.
   - Students identify one or several residency locations they would like to visit. The choice may come from the available list or from another source of personal preference.
   - Students submit their choice(s) to the fieldwork coordinator.
   - The fieldwork coordinator considers and approves the choices. Modifications, if necessary, are made only after consultation with the student.
   - Students communicate with preceptors to make arrangement for an interview/visit.
   - Students visit prospective residency locations and meet with prospective preceptors and other relevant members of the organization.
   - Students contact their preceptors and make arrangements at their mutual convenience to begin residency planning.

6. Prerequisites for Residencies Prior to Enrollment in HAD 581 (Spring semester-2nd year)
   - Must complete 44 credits into order to starting administrative residency
   - Selection of site and preceptor by March 1 of 2nd year
   - Completion of the residency checklist by April 1 of 2nd year (Appendix A)
   - Submission of workplan hours and goals and objectives, April 1 of 2nd year (Appendix B and B-1)
   - Approval of workplan goals and objectives by fieldwork coordinator by May 1 of 2nd year
   - Submission of full workplan pursuant to the workplan outline (By residency start date) (Appendix C and C-1)
• Completion of all site specific on-boarding requirements (please consult your fieldwork coordinator)
• Maintain ACHE Membership
• Establish and Maintain Health Insurance coverage for the duration of the residency fieldwork experience

7. Enrollment and Site Confirmation
• Enroll at the University of Scranton for HAD 581 - Administrative Residency for eight (8) credits.
  - Complete Course Registration Form.
• Secure confirmation for residency assignment from the health care institution’s preceptor specifying:
  - Designation of the senior manager assigned to act as the preceptor supervising the resident during the residency experience.
  - Commitment of preceptor for guidance and supervision of the resident for one thousand (1000) hours.
  - Willingness to provide meaningful experiences and exposure in areas of health care governance, medical staff, senior management and operations.
• Have letter sent to the fieldwork coordinator confirming fieldwork experience acceptance by the preceptor and host institute.

8. Residency Reporting and Assignments (During 1000 hour residency)
• Maintain a Residency Log with dates and times worked and journal entries of significant activities. Submit weekly and monthly progress reports to your fieldwork coordinator. (Appendix D and D-1)
• Complete a major Residency Project in senior management as assigned by the preceptor, including a professionally written report submitted to the fieldwork coordinator. (Appendix E and E-1)
• Complete 10-14 minor projects during the various departmental rotations as assigned by the preceptor, including report submitted to fieldwork coordinator (Appendix E & E-2).
• Complete a sustainability project as assigned and agreed by the preceptor, including report submitted to fieldwork coordinator (Appendix F).
• Reading of all books as assigned in the syllabus including completion of assignments/exams on designated readings as assigned by fieldwork coordinator.
• Adhere to code of ethics and Confidentiality Agreement.
• Complete required reading and other assignments designated by the residency preceptor.
• Attend all assigned and appropriate meetings, including board, medical staff, and management committee meetings.
• Complete ACHE Competencies Self-Assessment Tool (Pre-residency start date & post-residency completion).
• Prepare a Residency Summary Paper which summarizes the resident’s analysis of his/her residency experience and discusses the significance of specific activities contained in the Residency Log. This summary paper must include a reflection that illustrates cura personalis and Magis.
• Maintain regular telephone contact and email contact. Submit weekly and monthly progress reports to faculty member.
• Evaluation of preceptor and site. (Appendix E)
• Submission of the final document file to fieldwork coordinator at completion of residency. The project requirements:
  - (1) major project
  - (10-14) minor projects
  - (1) Sustainability
  - Assigned Readings
  - Daily logs/weekly reports/monthly reports
• Send thank you notes when appropriate to people that contribute to your fieldwork experience.

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 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.
B. **PRECEPTOR RESPONSIBILITIES**

The preceptor’s role in preparing students for their careers is essential. As educators, they transmit ideas, stimulate thinking, guide the fieldwork, and help with professional growth. The preceptor has the following responsibilities:

- Help the student clarify goals and objectives for the fieldwork experience.
- Create and maintain a supportive learning environment that includes resources needed, accessibility to all aspects of the organization, instructive assignments, challenging experience, responsive feedback and professional guidance.
- Assign appropriate reading materials, journals, and/or books during the fieldwork experience to augment appropriate learning.
- Monitor student progress in meeting fieldwork experience course requirements.
- Interact with the graduate program through providing constructive feedback in the individual’s academic preparation, by advising the faculty regarding the curriculum, and by taking an active role in teaching the student at the fieldwork site.
- Evaluate the student, recommend course grade, and forward documentation to the faculty.
- Review all work assignments and reports completed for accuracy and adequacy.
- Assign meaningful and relevant projects.
- Provide the student with an initial orientation to the organization, history, policies, procedures and personnel requirements of the health care facility.
- Introduce the student to staff and members of the community.
- Arrange conferences with the student to discuss work related issues, progress of the fieldwork experience, projects and assignments.
- Provide exposure to learning experience in the community and other health-related agencies.
- Review the student’s Administrative Residency Work Plan and approve this plan.
- Complete the Administrative Residency Assignment Form.

C. **FIELDWORK COORDINATOR RESPONSIBILITIES**

- Develop affiliations with reputable health care organizations for fieldwork experience.
- Advise and assist the student in selecting the appropriate level of fieldwork training and selecting an appropriate site that will meet professional growth and learning requirements identified by the student.
- Facilitate an effective transition for the student from the classroom to fieldwork site.
- Approve course registration.
- Confirm fieldwork experience and preceptor in writing.
- Execute Affiliation Agreement for Fieldwork Experience.
- Maintain open communication with preceptor and student during the fieldwork experience; review and monitor progress reports.
- Resolve any problems that may occur in the fieldwork experience.
- Ensure that the student understands what is expected during the fieldwork experience and assignments.
- Maintain contact with student and preceptor through phone calls, emails, and site visit.
- Discuss career goals.
IV. OTHER ITEMS

A. RESOLUTION OF PROBLEMS

Problems which arise during the fieldwork experience should be resolved immediately and at the lowest level possible. Normally, most issues will be resolved by the student and preceptor. If however, problems cannot be resolved at the first level, then the fieldwork coordinator should be contacted to assist in the problem solving process. The preceptor and host site have the option of terminating the student’s fieldwork experience if serious problems cannot be resolved. The fieldwork coordinator may consider transferring the student to another fieldwork site if so requested by the student, assuming an acceptable site is available.

B. SUGGESTED FIELDWORK ACTIVITIES

Rotation through all departments is highly recommended as part of any fieldwork experience. The length of time spent in each area will depend on the student’s prior experience, fieldwork goals, work assignments, and preceptor’s recommendations. In addition to rotation through the organization, the following activities are suggested for the student as part of the fieldwork experience.

1. Proper orientation to facility and senior management.

2. Review organizational policies and procedures, articles of incorporation, and medical staff bylaws, rules and regulations.

3. Participate in a survey by any applicable surveying or accrediting body.

4. Attend corporate board, medical staff, management staff, and respective committee meetings. Attendance as an observer (or member) and recorder is recommended for a wide range of meetings such as the following and depending on the type of organization:
   - Management staff meetings, at all levels of the organization.
   - Medical Staff Meetings
   - Executive Committee.
   - Medical Records Committee.
   - Utilization Committee.
   - Infection Control Committee.
   - Tissue Committee.
   - Monthly Professional Staff Conference.
   - Fire, Safety, and Disaster Committee.
   - Budget Committees.
   - Strategic Planning Committee.
   - Also, chairmanship of some committee or task force is recommended
   - Board of Trustees and its committees.
   - Joint Conference Committee.
   - Public Relations Committee.
   - Quality Assurance Committee.
   - Pharmacy Committee.
   - Ethics Committee
   - IRB Committee.
   - Performance Improvement Committee
   - Other related Committees

5. The student should have an opportunity to observe other institutions and organizations such as:
   - a third-party payor.
   - the local medical society.
   - hospital association.
   - local and/or state planning councils.
   - a skilled nursing facility.
   - public health department.
   - home health agency.
   - neighborhood health center.
   - health maintenance organization, IPA
   - mental health center.
   - hospital.
   - physician’s office.
   - MSO, PHO, etc.
   - safety-net program.
   - health promotion organization.
   - other appropriate health agencies and organizations.
6. Attend association meetings, conventions, educational seminars and institutes.

7. Participate in administrative rounds.

8. Share rotational operational assignments (i.e., administrative call) with other administrative personnel.

The extent of this involvement should be indicated in the fieldwork plan.

C. EVALUATING PERFORMANCE AND GRADING

Appraisal of the fieldwork experience by the preceptor, student, and fieldwork coordinator 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 academic regulations of the University of Scranton as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior/Outstanding</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Fair</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Passing Grade</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Minimal Passing Grade</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The fieldwork coordinator will monitor the student's progress during the fieldwork experience through: site visit, telephone contacts, email, fieldwork experience reports, and preceptor’s evaluation. The final grade is assigned by the faculty member in consultation with the preceptor will be based on the Grading Rubric as provided in Appendix G.

A student may be given an "Incomplete" by the fieldwork coordinator. "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 Administrative Residency Evaluation Form can be used by the preceptor to evaluate the student (Appendix H). 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. Students should be very open and receptive to feedback, criticism, and evaluation by preceptors.
# APPENDIX A
Department of Health Administration and Human Resources
HAD Residency Program – HAD 581
Residency Checklist (to be completed by April 1, ____)

**Student Name:** ___________________________________________

## MHA “Other Requirements” Checklist (All must be completed prior to residency start date):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHE Competency Assessment as of January ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity Tutorial</td>
<td></td>
<td></td>
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<tr>
<td>Clinical Observation</td>
<td></td>
<td></td>
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<tr>
<td>Computer Skills Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Mentor (Name: _________________________)</td>
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<td></td>
</tr>
<tr>
<td>Professional Association</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Residency Fieldwork Requirements Checklist (All to be completed pre-start date):

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume (updated as of date: __________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript Copy (updated as of date: __________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Assignment Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Site Name: __________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Site Location: __________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Preceptor Name: __________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplan Hours Submitted and Agreed</td>
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<td></td>
</tr>
<tr>
<td>Workplan Goals and Objective Submitted</td>
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<td></td>
</tr>
<tr>
<td>Updated Leadership Paper</td>
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<td></td>
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<tr>
<td>HAD 581 Course Registration with Registrar</td>
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<td></td>
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<tr>
<td>Student Health Insurance Coverage</td>
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</table>

## Residency Site Specific Documentation Requirements (All to be completed pre-start date):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation Agreement (Master ___ Site/Student Specific ___)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance Certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug Clearances (Number of Panels Required ______)</td>
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<td></td>
</tr>
<tr>
<td>Immunization Record Copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis Testing Required (__________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis Testing Required (______________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBI Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Abuse/Sexual Abuse Record Check</td>
<td></td>
<td></td>
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</tbody>
</table>

## Post Residency Final Documentation Requirements (All to be completed after all 1000 residency hours are completed)

<table>
<thead>
<tr>
<th>Requirement</th>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper (2-3 pages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals and Objectives Achievement Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor Evaluation Form Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACHE Final Competency Testing Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Survey Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation Binder Submitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note this is to include copies of final workplan, all weekly and monthly reports, all minor project reports copies, major report copy, sustainability report copy and final workplan hours logs (excel table signed by student)
APPENDIX B
FORMAT OPTION FOR MHA WORKPLAN AND HOURS ALLOCATIONS

1. Orientation
   • Employee Mandatory Education

2. Accreditation/Licensure/Regulatory
   • JCAHO
   • DOH
   • CMS (Core Measures)
   • HEDIS/Other Insurance Related
   • CLIA

3. Administrative/Senior Management

4. Ambulatory/Outpatient
   • Freestanding and On-site Clinics
   • Ambulance
   • Home Care

5. Ancillary Services
   • Housekeeping
   • Dietary/Nutrition
   • Patient Transport
   • Pharmacy
   • Radiology
   • Laboratory

6. Emergency Services/Urgent Care

7. Ethics/Corporate Compliance/Legal

8. Finance
   • General Accounting (accounts payable, accounts receivable, general ledger, cost accounting/reporting)
   • Treasury Management (investment management, bank and bond financing, cash management, Pension management)
   • Budget (annual and project related)
   • Insurance/Third Party Contracting/Reimbursement

9. Governance
   • Board and Medical Staff Meetings

10. Human Resources
    • Salary and Benefits
    • Hiring, Promotion and Discipline
    • Performance Review
    • Employee Satisfaction
    • Training and Development

11. Management Information Systems
    • Administrative Systems
    • Clinical Systems
    • System Integration/Connectivity
• Infrastructure
• In-house/Outsourced

12. Marketing/Philanthropy
• Mode/Media
• Fundraising/Foundation
• Community Events/Support

13. Medical/Clinical Operations
• Hospitalist Services
• Nursing Services
• Operating Room/Anesthesia
• Special Units (Catheterization Lab, Endoscopy, Intensive Care, Cardiac Intensive Care, Stepdown, Telemetry)
• Physical Therapy/Rehabilitation (including distinct part units)
• Admitting and Medical Records
• Disease and Case Management
• Discharge/Continuum of Care Planning

14. Patient Relations
• Patient Advocacy
• Financial Assistance
• Patient Satisfaction Processes
• Community Outreach

15. Physician Relations
• Credentialing
• Physician Integration (joint ventures, employment, contracting)
• Physician Satisfaction
• Physician Liaison

16. Quality
• LEAN
• Continuous Quality Improvement
• Clinical Benchmarking
• Financial Benchmarking

17. Strategic Planning
• Community Needs Assessment
• Project Planning/Capital Planning

18. Support Services
• Plant and Facilities/Engineering
• Security
• Parking

Administrative Rounds Continuous (Do Not Assign Hours)

Note: It is the intent for the Student to allocate and spend hours in each of 18 main Departments listed. Some or all subcategories can be used as noted or additional subcategories can be added upon consultation and approval by and between the Fieldwork Coordinator, the Student and the Preceptor.

Student’s whose residency experience will be achieved in a non-hospital or hospital affiliated setting should consult with their fieldwork advisor for special approval of all hours allocations.
APPENDIX B-1
EXAMPLE OF GOALS & OBJECTIVES
Appendix C

**Workplan Format Outline**

Cover Page Noting Site, Preceptor and Student, Start & End Date

Table of Contents
- Contact Information (see Appendix C-1 attached)

*Self Assessment from Leadership Class* (ensure that it is updated to reflect internship)

Strategic Action Plan
- Vision
- Mission
- Goals
- Measurable Objectives

SWOT Analysis
- Strengths
- Weaknesses
- Opportunities
- Threats

Self-Assessment

Leadership

Competency Assessment

*Work Plan* (See Appendix B & B-1)

Hours Allocation

Goals, Objectives, & Expected Outcomes

Appendix

- Resume
- ACHE Code of Ethics
- ACHE Competencies (test to be taken prior to start of Residency)
- MHA Transcript
- Completed Assignment Form
(Copies of Projects, Supporting Data and Project Summary Submitted upon Completion)

APPENDIX C-1
Sample of Contact Information

II. Contact Information

Administrative Resident:
Name
Local Address
Permanent Address
Telephone/Cell Number
Email Address

Preceptor:
Name of Preceptor
Preceptor Title
Address
Telephone Number
Email Address

Advisor:
Department/University Advisor Name
Department of Health Administration and Human Resources
McGurrin Hall, Room Number
Telephone Number
Email Address

Fieldwork Advisor:
Rita DiLeo, MPA, CRA, RT(R)
Faculty Specialist
Department of Health Administration and Human Resources
McGurrin Hall, Room 407
(570)941-7598
dileor5@scranton.edu

Maggie Koehler, MBA
Faculty Specialist
Department of Health Administration and Human Resources
McGurrin Hall, Room _____
(570)941-7636
APPENDIX D
DAILY LOGS/JOURNAL AND MONTHLY REPORTS

A. DAILY LOG AND JOURNAL (Due to fieldwork coordinator every Tuesday of the subsequent week)

Log: (Factual Information)

The residency log provides detailed and specific documentation on a day-by-day basis. The focus is on tasks performed, activities, meetings, rotations, etc. The log should list the specific days and times you were at your fieldwork site. The total number of hours accrued during the week should be recorded. It should also list the activities engaged in and include such things as specific tasks, meetings attended, names, rotations and reports, projects worked on, assignments, activities, special events, etc. The recorded hours should likewise map to your workplan hours as categorized in Appendix B. The components of the log include:

- Date and hours completed by Departmental category (Appendix B);
- Daily activities and learning, projects, meetings, etc.;
- Daily reading, assignments and research;
- Observations, reflections and critical thoughts.

Journal: (Reflection and Critical Thinking)

The journal should provide personal and reflective comments, thinking and discussion about your experiences. The journal entry provides an opportunity to discuss and document thoughts, feelings, ideas, concerns, etc. in a reflection of daily experiences, knowledge, events, insights, activities and critical thoughts. The purpose of maintaining a log and journal is to take time for reflection and discernment. Listed below are some questions that might be useful in stimulating reflective thought about your administrative residency experiences.

Process:
- What am I learning?
- What is confusing me? What surprises me? Disappoints me?
- What has been of greatest and least interest to me?
- Am I an effective leader? Manager?
- What is the culture of this unit? Of the broader organization?
- Have my academic courses helped me? How?
- How might I have been better prepared for this experience?
- What stresses me? What challenges me? What bores me?
- In what ways am I satisfied and/or dissatisfied with this administrative residency?

Outcome:
- Has this been a useful activity for me? Why?
- What implications does this experience have for my future educational and/or career plans?
- What are your suggestions for continuing and/or improving your experience?
- What could I have done differently?
- How can my preceptor help me?

-Over-
**Hours:**
The administrative resident is responsible for recording hours and time spent on goals, objectives and outcomes. Verification of hours and time is required via a supervisor, executive, and/or preceptor.

**B. MONTHLY STATUS REPORT** (Due to fieldwork coordinator the 5th day of the subsequent month)

This report is normally filed at the end of each 30 day period and refers back to the daily log and journal. The monthly report provides a summary of:

1. Key Events
2. Key Activities
3. Meetings Attended
4. Rotations Completed
5. Hours Per Workplan Area
6. Progress on Goals and Objectives
7. Outcomes Achieved
8. Problems/Concerns
9. Reflections and Critical Thoughts
10. Suggestions
APPENDIX E

MAJOR, MINOR AND SUSTAINABILITY PROJECT GUIDANCE

Please provide a fairly short but detailed description/overview as to what each of the project entails, how long it is expected to take to complete and what the student or organization hopes to accomplish. The Fieldwork coordinator can then determine if the project qualifies as a minor, major or as an acceptable project. (Sometimes a minor project may be extensive enough to count as 2 minor projects, and such will need to be assessed by the fieldwork coordinator.

The information you provide at the onset then becomes part of the final 1-2 page paper that is written and submitted to both the preceptor and the fieldwork coordinator (see attached E1-E2).

By Example:

At the onset, for Major and Minor projects, please submit to the fieldwork coordinator items 1, 2, 4, 5 and 6 from Appendix E-1 and E-2 as you start the project, and then add information for the final submission.

For the Sustainability Project simply prepare a brief overview of the focus, rationale, goal and objective (see Appendix F), and submit this information to the fieldwork coordinator at the onset of the project.
MAJOR PROJECT

All major projects must be summarized in a special report, usually 1-2 pages in length. Each report contains the following information:

1. Title
2. Start Date
3. End Date (Projected)
4. Description of Project
5. Team members
6. Resident Responsibilities
7. Tasks/Activities

This is attached to all work and correspondence related to the project. For example, emails and meeting agenda’s will demonstrate your participation and progression during the course of completing the project.

A major project generally requires 3 or more months to complete and/or set-up. Often times major projects will not be completely finished or fully implemented by the organization when the student has completed the 1,000 hour requirement. It is designed to show the multitude of steps and department integration throughout an organization. This type of project will introduce you to multiple department heads and their staff allowing you to gain an understanding and perspective on the importance of each area in the facility.

These projects are often focused on a department’s or organization initiative.

For example projects that have been submitted by former students include:

1. Feasibility study and subsequent business plan for a Sports Medicine Clinic, part of the organization’s growth strategy initiative.
2. Development of a comprehensive equipment list (for inventory and depreciation) for the finance and material management departments. The organization did not possess a complete listing of equipment that was onsite or aware of all items to be depreciated. The final product was presented in an excel format with detailed graphs and pie charts. Categorized by division first, then department, it contained the following: serial numbers, date acquired, purchase price, and asset number.
3. Research, integration and implementation of a computer based time card. This involved arranging presentations to decision makers by vendors, working with IT to assess system requirements and then developing a training schedule for managers (administrative access) and staff.
   Others include:
4. Bad Debt Review and Charity Care Assessment
5. NICU Design, Development and Promotion
6. EMR integration
7. Detailed assessment of supply costs, and subsequent conversion of vendors completed system wide to decrease expenses.
APPENDIX E-2

MINOR PROJECT

All minor projects must be summarized in a special report, usually 1-2 pages in length. Project reports are filed as they occur. Each report contains the following information:

1. Title
2. Start Date
3. End Date (Projected)
4. Description of Project
5. Team members
6. Resident Responsibilities
7. Tasks/Activities

This summary is attached to all work and correspondence related to the project. For example, emails and meeting agenda’s will demonstrate your participation and progression during the course of completing the project.

A minor project may require two days to 2 weeks. Sometimes they may take up to 1 month to complete. These may require research and significant detail.

These are completed for an individual, a department or the organization. These projects introduce you to a variety of topics and may be related to components of major projects.

Prior minor projects submitted for credit include the following:

(1) Improving Organization Wide Hand Hygiene
(2) Marketing & Promotion for MS Wine Tasting Event
(3) Improving Intranet Navigation
(4) Joint Commission Preparation Fair
(5) Development of Job Descriptions
(6) Preparation of Powerpoint and Presentation for Board of Directors meeting
(7) Observing Staff Workflow and reporting on findings
(8) Analysis of Patient Satisfaction Surveys
(9) Developing SMART Goals
(10) Completing Surveys
(11) Audits

These projects should demonstrate a mix of activities and department involvement.
APPENDIX F

ADMINISTRATIVE RESIDENCY REQUIRED PROJECT

SUSTAINABILITY IN HEALTHCARE

Course: HAD 581 – Administrative Residency (8 credits)

Focus: Developing and implementing a sustainability project in an applied healthcare setting as part of management training in graduate education. This is a required project to be completed in consultation with the preceptor. The project may consist of developing an administrative policy for the preceptor’s organization, developing and conducting a continuing education program on sustainability for the organization’s employees, conducting an audit of existing sustainability activities, surveying the facilities employees on sustainability efforts or implementing a new sustainability initiative for the organization.

Rationale: The administrative residency (HAD 581) is a required course (8 credits) in the Masters of Health Administration (MHA) program (6 months). Application and integration of healthcare knowledge, skills and abilities requires that the student use projects to demonstrate competencies. Global and environmental health issues are complex problems, especially given the current scientific evidence on the projected impact of global warming. Healthcare organizations have a corporate social responsibility to address population based health issues. Managers and executives prefer to be part of the solution using community based outreach efforts. Leaders stress the importance of social responsibility and encourage efforts that reach vulnerable populations and improve community health. Most organizations support and encourage civic engagement on the part of the management team. Leaders of healthcare businesses appreciate the importance of sustainability as it relates to the environment, economy and society. Graduate training in healthcare management should provide the student with an opportunity to learn about sustainability, and advocate for changes where necessary.

Goal: Provide graduate MHA students with experiential learning specific to global and environmental health, corporate social responsibility and social justice. Each student will undertake a project on sustainability in consultation with their preceptor and demonstrate knowledge, skills, abilities and values consistent with corporate social responsibility and Jesuit pedagogy.

Objectives: The project must have a defined target population, focus, purpose, and approach related to sustainability in the environment, economy and/or society. Relevant activities include:
1. Research and readings on sustainability in healthcare;
2. Reviewing regulatory and accreditation materials;
3. Defining sustainability;
4. Developing operational definition of sustainability;
5. Conducting a sustainability audit;
6. Providing in-service education;
7. Increasing management awareness of sustainability responsibilities;
8. Developing a policy and procedure on sustainability for the facility;
9. Developing a proposal;
10. Convening a team project;
11. Documenting ideas and discussions in the administrative log;
12. Implementing a project; and
13. Assessment, evaluation and outcomes.

-Over-
Process: The student will prepare a project overview on sustainability in the administrative residency workplan, and discuss sustainability ideas with the assigned preceptor. The student will keep the course instructor informed as to the focus and nature of the project to be undertaken. Preceptor approval is needed before proceeding with any project implementation.

Outcomes: As a result of completing this project the student will be able to:

1. define sustainability from an economic, environmental and society point of view;
2. discuss the importance of sustainability in healthcare;
3. understand the relationship of sustainability and social justice;
4. demonstrate knowledge and skills in an applied project on sustainability;
5. develop an administrative policy and procedure;
6. utilize critical thinking and research skills;
7. teach other managers about the importance of sustainability; and
8. evaluate and assess outcomes.
### APPENDIX G

**HAD 581 Rubric**

**Date:** ________________  
**Rater:** ____________________  
**Course:** ____________________  
**Student:** ________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points Available</th>
<th>Goal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication &amp; Timeliness</strong></td>
<td>As a professional you must be proficient in written and verbal communication. Response time is key.</td>
<td>20 points</td>
<td>Effectively communicates both written and verbal. Always professional and timely.</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly/Monthly Reports</strong></td>
<td>HAD 581 requires weekly and monthly reports that track your time and discuss your activities. Details have been provided in Appendix A.</td>
<td>20 points</td>
<td>Submitted each week on Tuesday for the prior week. The monthly report is due by the 5th of the following month. Format must be detailed and followed.</td>
<td></td>
</tr>
</tbody>
</table>
| **Oral Exam/Assignments**                    | Short Essays and Papers.  
Discussion Boards, article reviews, podcasts, etc. that may be posted to be completed. | 25 points        | Understanding of the material discussed and ability to apply to the Administrative Residency experience and express thoughts orally and in writing.  
Provide feedback on HAD581 experience & additional data to cohort. |       |
| **Projects: Major, Minor & Sustainability**  | All projects must be completed in required format and submitted to include summary sheet. | 25 points        | Ability to assess data, research, discuss & present opportunities & strategies. |       |
| **Submission of Document Folder &Reflection Paper** | Projects and Reflection paper are to be submitted professionally to Department at the conclusion of HAD581 | 10 points        | Clear and proactive understanding of Mission of Organization |       |
APPENDIX H
ADMINISTRATIVE RESIDENCY EVALUATION FORM

Instructions: Rate the student's performance in the specific areas noted below using the following scale:

5  Superior - Performance consistently exceeds normally expected levels. Shows a high degree of proficiency in all aspects of performance. Equivalent to the academic grade of A.

4  Very good - Performance frequently exceeds normally expected levels. Shows a high degree of proficiency in some aspects of performance. Equivalent to the academic grade of B+.

3  Good - Performance is consistently at normally expected acceptable levels. No major areas of necessary improvement can be cited. Equivalent to the academic grade of B.

2  Passing - Performance for the most part is at minimal acceptable standards. Several major areas of necessary improvement can be cited. Equivalent to the academic grade of C.

1  Failure - Performance consistently does not meet minimum standards of acceptability. Numerous major areas of necessary improvement can be cited. Equivalent to the academic grade of F.

Date Completed: _________________________________________________

Student Name: _________________________________________________

Organization Name: _____________________________________________

Preceptor Name: _______________________________________________

Faculty Name: _________________________________________________

Evaluation Time Period: __________________ to _______________________

**PERFORMANCE EVALUATION**

5-Superior; 4-Very good; 3-Good; 2-Passing; 1-Failure

A. **Personal Attributes/Work Habits**

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Dependability (consistency &amp; timeliness of performance)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Adaptability (willingness to adapt to change and ability to deal with others)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Responsibility (ability to work with normal supervision)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Personal growth (increase in self-assurance)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Professional growth (increase in competence)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Judgment (ability to arrive at sound conclusions)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Quality of work (excellence of work performed)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Quantity of work (amount of work performed)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>9</td>
<td>Initiative (going beyond ordinary requirements)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>10</td>
<td>Creativity (finding new and innovative ways of solving problems)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>11</td>
<td>Self-directedness</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Response to supervision by preceptor</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>13</td>
<td>Participation in on-site meetings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>14</td>
<td>Completion of reports and assignments</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Relationships with staff</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Decision-making and problem solving skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
B. Accomplishment of Fieldwork Work Plan

5-Superior; 4-Very good; 3-Good; 2-Passing; 1-Failure

1. Objective #1__________________________ 5 4 3 2 1
2. Objective #2__________________________ 5 4 3 2 1
3. Objective #3__________________________ 5 4 3 2 1
4. Objective #4__________________________ 5 4 3 2 1
5. Objective #5__________________________ 5 4 3 2 1
6. Objective #6__________________________ 5 4 3 2 1
7. Objective #7__________________________ 5 4 3 2 1
8. Objective #8__________________________ 5 4 3 2 1
9. Objective #9__________________________ 5 4 3 2 1
10. Objective #10_______________________ 5 4 3 2 1
11. Objective #11_______________________ 5 4 3 2 1
12. Objective #12_______________________ 5 4 3 2 1
13. Objective #13_______________________ 5 4 3 2 1
14. Objective #14_______________________ 5 4 3 2 1
15. Objective #15_______________________ 5 4 3 2 1

C. Professional Strengths

D. Recommendations for Professional Growth
E. Comments

F. Course Requirements Completed

1. Administrative Residency Workplan
2. Hours: 1000
3. Administrative Residency Log
4. Project(s) and Assignments
5. ACHE or other membership
6. Reading assignments
7. Administrative Residency summary paper
8. Administrative Residency meeting
9. Contacts with fieldwork coordinator
10. Written evaluation of preceptor and organization
11. Fieldwork evaluation form
12. Oral exam with fieldwork coordinator
13. Copies of projects/reports
14. Administrative Residency workplan goals completed
15. Progress reports
16. Other

G. Recommended Course Grade (Circle)

A   A-   B+   B-   B   C   F

Student Signature_________________________ Date____________

Preceptor Signature_________________________ Date____________

Fieldwork Coordinator Signature_____________________ Date__________