Student Manual
MHA Internship (HADM 6400)

UNIVERSITY OF NORTH CAROLINA CHARLOTTE

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Rationale & Context

Health Administration focuses on the design, delivery, quality, and costs of healthcare for individuals and populations. A health administration professional will apply knowledge and skill from the core content areas of health administration (leadership, critical thinking, science/analysis, management, political and community-stakeholders development, and communication) to address the challenges of a changing healthcare environment.

The MHA Program internship provides a structured opportunity for students to apply theories, ideas, principles, and skills learned in the classroom to healthcare practice. Additionally, the internship experience provides students an opportunity to improve their understanding of healthcare organizations, their culture, management systems, operations, resources, products, services, markets, service areas, and specialty areas.

The internship affords students an outstanding opportunity to enhance the skills needed to become successful healthcare administrators. As life-long learners and healthcare management practitioners, students will continue to develop and grow knowledge, skills, professionalism, and competencies.

This manual, provided to students at orientation and available via the department website, serves as the main required reading for the internship "course". Additionally, MHA internship resources are available through Canvas. The Canvas MHA Internship Resources site contains the current internship manual and syllabi, and information and exemplars relevant to planning, conducting, and reporting on the internship experience.

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Purpose

The MHA internship documents students' mid-program administrative experience in a health/healthcare setting. The practice experience occurs in a carefully selected health/healthcare organization approved by the MHA Director. Students are encouraged to select an internship position based on their career interests. In almost all instances, the MHA Director supervises the internship in tandem with a qualified preceptor at the internship site. Our goal is that the preceptor serves as a mentor for the student.

Internship Experience Objectives

After successfully completing this course, students should be able to:

1. Create innovative strategies for decision-making and problem-solving; strategies should incorporate perspectives of various stakeholders and be responsive to our increasingly diverse workforce and society.

2. Demonstrate effectiveness in examining data qualitatively and/or quantitatively, in utilizing methods appropriate for the project to analyze information, and in identifying patterns and trends.

3. Articulate and model professional and ethical behavior in the healthcare workplace.

4. Demonstrate effectiveness in working with others in the organization, with particular emphasis on racial, ethnic, and cultural sensitivity, and the ability to work effectively with personnel with diverse backgrounds.

5. Demonstrate effectiveness in working as part of a team, listening and responding effectively to the ideas of others, and successfully use negation and conflict resolution skills.

6. Demonstrate effectiveness in organizing, synthesizing, and articulating ideas and information in writing and orally.

Internship Prerequisites and Requirements

Our goal and emphasis for the internship is the integration and application of newly acquired knowledge and skills into one's professional practice. Consequently, we seldom consider waivers of this requirement, and then **only** for concurrently employed **experienced, senior level** healthcare managers.

Prerequisites

The MHA Director manages enrollment in HADM 6400 Internship on a "permission only" basis. Before permission is given, students must have completed successfully 18 graduate credit hours in the program, including HADM 6100.

Internship Requirements

1. Students must contact the MHA Program Administrator to schedule an internship consultation appointment prior to enrolling in the MHA Internship.

2. MHA students are expected to identify an organization and negotiate for an internship with that organization.

   a. The student's academic advisor and/or the MHA Director can suggest organizations meeting a student's specific interests and support the student in this process.

   b. The internship Canvas project site contains additional materials supporting the identification and development of an internship placement.

   c. Students may conduct an internship at their current place of employment provided their internship responsibilities are 1) outside their current scope of duties and 2) their internship preceptor is someone other than their current supervisor.

   d. Paid internships and those secured from formally advertised internship programs may have earlier (organizational) deadlines and processes. Such internships, however, enjoy a streamlined placement process by the university.

3. In consultation with the practice site or organization, students must develop a short, formal proposal of the work or project they will undertake during the internship (Appendix A: Internship Contact Form, Google form available on the MHA Internship Resources Canvas project site –a paper version is provided as an appendix to this manual for informational purposes). The student will refine the proposal in consultation with the practice site preceptor and the MHA Director prior to receiving a permit for the course. Students finalize their objectives during the first week of the internship. Our goal is to ensure all stakeholders benefit from this arrangement,

including the student, the agency, the university, and (foremost) the community served by the organization.

The MHA Program will issue a registration permit once the student has submitted and the MHA Program Director has approved [the Appendix A: Internship Contact Form](#). The Program uses this information to generate the university required preceptor agreement and/or affiliation agreement. Please note the following:

- For voluntary positions (outside a student's place of employment), a formal affiliation between the agency and our college is required. The affiliation agreement process can take as little as one-two weeks to one-two months or longer depending on the levels of approval required by both organizations in completing their due diligence and meeting their respective legal requirements.

    We cannot officially place students in a voluntary internship until an agreement is signed and the student has complied with all requirements outlined in that agreement. {Students are free, however, to 'volunteer' at the agency, provided the agency will permit them to do so ahead of the formal internship placement.}

    Given the unpredictability of this timeline, we strongly caution students to plan well ahead.

- The program provides all students placed in internships professional student liability insurance.

- Many organizations require criminal background checks, drug screens, and proof of immunization (including influenza and COVID-19), among other organization-specific requirements. Unless borne by the organization and so noted in the affiliation agreement, the student is responsible for these costs. The College and University have specific requirements for how these assurances should be gathered and paid for if they are not conducted by the organization. These requirements are not modifiable by the program, the preceptor, or the student, and might duplicate prior efforts. See https://hmp.charlotte.edu/student-resources/internship-common-administrative-requirements for details. Note: *Criminal background checks of international students typically can 45 days -or longer- to complete and incur additional fees/require active intervention by the student applicant. Therefore, we encourage international students who _might_ end up in an unpaid internship to begin the criminal background check process as soon as possible (e.g., the fall prior to a planned summer internship), even before finalizing their internship location and preceptor. Please contact Ms. Julie Howell to begin this process.*

- As noted on the online acknowledgement form electronically signed when first accessing the internship Canvas project site upon matriculation into the program, students unable to arrange an internship due to issues surrounding the criminal background check, drug-screen, or other requirements will be

disenrolled from the MHA Program, irrespective of otherwise satisfactory academic progress. Please see the policy included as Appendix B in this manual for further details.

4. The student will complete at least 160 hours of administrative internship experience with the selected organization during the semester of enrollment in the HADM 6400 Internship course (or as otherwise approved in advance).

5. The student will submit periodic updates to the MHA Director or designee after 20 hours (refined goals and objectives, if necessary) and at 60, 100, and 160 hours. (see scoring rubrics)

6. If deemed necessary by the MHA Director or the site preceptor, the MHA Director or designee may make a site visit or request a teleconference during the internship.

7. The student will prepare a polished, professional final report (e.g., publishable quality writing) describing the administrative internship experience and documenting attainment of stated objectives. While this report targets the preceptor/agency, the MHA Program Director or designee evaluates this report for completeness and acceptability (see scoring rubric). We provide a detailed outline for the report later in this document. Students are advised to adhere to the outline and take note of the scoring rubrics.

8. The preceptor will evaluate the student using a structured assessment tool (Appendix C). (see scoring rubric; note the assessment's scoring is not influenced by the preceptor's praise or criticism)

9. The student will evaluate him/herself and the internship experience using a structured assessment tool (Appendix D). (see scoring rubric; note the assessment's scoring is not influenced by the preceptor's praise or criticism)

10. The MHA Director or designee will assign a final grade for the course commensurate with the scores (points) earned using the standard graduate decile grading system.

Role of Preceptor

The preceptor is responsible for the student's learning during the internship experience. The preceptor should be master's prepared in health administration or a related field [or be bachelor's prepared and hold a relevant professional certification (e.g., CPA) and have at least three years of professional practice experience] and currently be engaged in professional health administration practice. Preceptors cannot be current UNC Charlotte MHA students. The preceptor's responsibilities include:

• Working with the student to define the expected activities and deliverables, consistent with the organization's needs and capacity, the student's interests, and the requirements and expectations of the MHA Program.

• Planning and directing the student's on-site internship experience.

• Serving as a role model for the student and routinely advising the student.

• Periodically consulting with responsible faculty on the student's progress.

- Completing the Preceptor Evaluation of the Internship Experience (Appendix C) at the end of the internship experience.

A summary of the internship process from the preceptor's perspective is included as Appendix E. Students are encouraged to provide the summary and a link to (or a copy of) this manual to prospective preceptors when negotiating an internship. We also advise students to encourage prospective preceptors to contact the MHA Administrator or the MHA Director to clarify any issues the student is unable to address.

Role of Faculty Advisor

The faculty academic advisor assists students in the identification of participating organizations and worthwhile experiences as part of the regular advising and course planning process. Advisors may assist students in preparing the initial Appendix A form to submit to the MHA Director.

Student Responsibilities

As a graduate experience, students are expected to take the initiative in identifying an appropriate organization and initiating the planning for the internship in a timely manner. This requirement ensures the organization selected is most appropriate to assist the student in integrating and applying his or her knowledge and skills in a practice setting consistent with the student's career aspirations.

The internship experience is one of several "portfolio building" activities within the MHA program. Such experiences, professional contacts, and interactions can enhance one's employability following graduation. These benchmarks are provided to the student to facilitate planning of the internship and communicating expectations with preceptors. Students are encouraged to share this manual (at least the summary in Appendix E) with potential preceptors and to involve the MHA Director and/or MHA Administrator, as needed, when planning the internship experience.

The following timeline outlines recommended deadlines for completing various tasks related to the internship. Failure to meet these deadlines may delay the start of an internship or prompt assignment of a course grade. Reminder – deadlines are intended to signal the last date at which a task should be completed. Early submission is welcomed and encouraged.

Students are expected to treat the internship seriously (e.g., as if it were a paying job) and to conduct themselves accordingly: their conduct and professionalism reflect not only on themselves, but also on the program and all of its graduates.

Preparatory Knowledge and Skills

Microsoft Office. We expect students entering the MHA Program to be proficient in Microsoft Office applications, especially MS Word, MS Excel, and MS PowerPoint. Most MHA internships require a high level of skill in Microsoft Office. Students are strongly encouraged to review the Microsoft Office training and self-assessment modules provided free of charge by the Goodwill Community Foundation at

https://edu.gcfglobal.org/en/topics/office/ linked from the student resources tab on the department website (or a comparable resource).

Writing for Public Health Professionals. Students entering our MHA Program should have an understanding of writing skills needed for public health professionals. Students are strongly encouraged to review the Boston University School of Public Health's comprehensive writing guide for students (https://populationhealthexchange.org/teph-public-health-writing-guide/).

Health and Informatics Vocabulary. While required of students entering our sister health informatics and analytics program, MHA students transitioning from non-healthcare careers and programs may find the self-paced, self-enrolling health informatics and analytics vocabulary canvas training course useful. The course is accessed via a link located on the Health Management and Policy website under "student resources." In addition to the training modules, the course also provides links to a statistics self-assessment.

Internship Resources on Canvas

Students can access internship resources through the MHA Internship Resources page in Canvas. This page provides electronic versions of the internship manual and forms, resources for identifying internship opportunities, and examples of progress reports and other resources for students planning their internship experience, or students completing their internship.

Example Timeline for Summer MHA Internship Planning

November-January
- Review MHA Internship Resources page in Canvas
- Identify an agency and preceptor
- Meet with MHA Program Administrator to discuss plans
- Prepare draft goals and objectives (see page 13 for guidance with writing objectives)

March-May
- Finalize Appendix A (via canvas Google form); Register for HADM 6400
- Complete agency requirements/waivers
- Receive notification from Department that you may officially begin internship
- Begin work on Literature Review

0-60 hours
- During the first 20 hours of the internship, finalize internship goals and objectives, and submit with first progress report via Canvas
- Submit Literature Review Attempt 1 via Canvas site

60+hours
- Submit 100 and 160 hour progress reports via Canvas
- Submit Appendix D: Student Evaluation of Internship via Canvas
- Ensure preceptor completes Appendix C: Preceptor Evaluation
- Submit Final Report- Attempt 1 via Canvas
- Submit Final Report -Final Attempt to preceptor and to program via Canvas
- Submit Reflection - Attempt 1 via Canvas
- Submit Reflection - Final Attempt via Canvas

Course Process

Establish Goals and Objectives

At least two months prior to beginning the internship, the student should meet or communicate with the internship preceptor and, using this manual and the course syllabus as a guide, establish the student and organizational goals for the internship. The student should derive internship goals consistent with the MHA program competency domains outlined in the MHA Student Handbook, the minimum competency set for this course (listed in this manual and in the course syllabus), the student's professional development needs and interests, and the organization's capacity and willingness to support the internship. {Students in the dual HIAN PSM also need to ensure the internship includes sufficient health informatics content in order to fulfill those requirements concurrently within the MHA internship. Consultation with the HIAN Director may be required.} The student is encouraged to share a copy of the internship overview (Appendix E), which summarizes the internship process and the responsibilities of a preceptor, during this negotiation.

Once the goals for the internship are established, the student will develop objectives designed to contribute to the achievement of each goal. These objectives need to show **adequate graduate level content** of the planned experience. Please consult references on Bloom's taxonomy of learning objectives and focus on levels 4-6 (Analyzing, Evaluating, Creating). <u>Objectives should begin with action verbs like</u> "Plan", "Assess", "Evaluate", "Interpret", Develop", "Deliver", "Educate", "Execute" or "Implement", "Formulate", "Propose", "Report", "Analyze", and "Prepare". Think in terms of the 'deliverables' ... the tangible products/evidence attached as an appendix to the internship report that will 'prove' the goals were achieved. 'Evidence' can include photos, programs, reports, presentations, email correspondence, and other indicators of service delivery.

The student and preceptor will update and finalize, as needed, the goals and objectives of the internship within the first 20 hours of effort. Any substantive changes to goals and objectives require the permission of the MHA Director. Students must include their request for substantive changes, along with rationale for the changes in their first progress report (required after 20 hours of effort).

Formal Placement

Once the student and preceptor have reached preliminary agreement, the student completes the Appendix A via Canvas articulating the mutually agreed-upon goals and other agency specific details to the MHA Director or designee for approval. Once preliminary approval is given, the MHA Director issues a permit to register for the internship course.

For paid or formally organized internships, no further actions are needed for formal placement provided the
➢ Student has signed the acknowledgment of the College's criminal background check and drug screening policy. {*normally completed at orientation*}

➢ Student has provided the program a formal letter/email/offer of the position.

As noted under Internship Prerequisites and Requirements, students may not officially begin volunteer internship placements (outside their place of employment), until the affiliation agreement between the college and agency has been confirmed/established, the student has provided proof of compliance with the requirements, and the MHA Program has officially notified the preceptor that the student has been cleared to start.

Students in volunteer internship placements (outside their place of employment) must meet the following requirements before the formal start of the internship:
➢ Student has signed the acknowledgment of the College's criminal background check and drug screening policy. {*completed electronically through Canvas MHA Internship Resources site*}
➢ Student has provided the College any agency-required documentation such as proof of criminal background check, drug screening, HIPAA training, blood borne pathogen training, immunization records, etc.
➢ Preceptor/Agency has signed and returned the affiliation agreement (if needed).

Periodic Progress Reports/Updates

Students are to submit updates via the HADM 6400 Canvas course page after 20 hours (include refined goals and objectives, if necessary), and after every 40 hours of effort. These four updates should summarize:

➢ Key activities conducted or completed during the period,
➢ Status of and progress on stated project objectives,
➢ Barriers to project completion and barriers to learning, and
➢ Progress towards the overall internship goals.

Additionally, students must submit their Literature Review – First Attempt no later than with their second progress report.

The routine reports do not need to be formal or lengthy; relevant and concise reports are preferred. Generally, a sufficient progress report can be completed in less than 30 minutes.

The student is expected to save and aggregate these reports to include them as a single appendix to the final internship report.

While a timesheet/log is not required, a student is expected to have a mechanism to track hours spent on the internship and to defend the assertion that the 160 hours of effort has been met. The preceptor must corroborate this assertion.

Literature Review

Concurrent with or prior to the 60-hour progress report, the student will submit the Literature Review – First attempt. The review is something that should be written prospectively, that is it can be completed before beginning the internship and should be written without including any insights or observations gained once the internship began if not.

Format. The review will consist of a **title page**, similar in content to that described for the final report, followed by the **literature review** (typically 1-2 pages in length), and concluding with **references**.

Referenced literature in the review should be cited consistent with the American Psychological Association (APA) style or another widely accepted style used within the professional setting. Students are admonished to ensure their submissions do not violate the university's academic integrity policy. We treat such violations of academic and/or professional ethics harshly. We encourage students strongly to use plagiarism checker tools (Vericite is one example) before submitting this assignment.

Content. The literature review will be related to a theme or issue related to the planned internship objectives, synthesizing and summarizing relevant knowledge, theories, and recommended practices. The student should include relevant organizational details and context to demonstrate the relevance of the literature cited to the organization and the student's internship objectives. All sources should be appropriately cited in the review and referenced as described below. We require a ***minimum of 5 <u>peer-reviewed</u> references*** among the cited sources.

Revision. Students have two attempts to submit a fully responsive literature review, with the final attempt due within one week (5 business days) of receiving feedback on the first attempt.

Site Visit

The MHA Director may arrange (or the student or preceptor may request) a brief meeting with the intern and the preceptor. For internships outside of the immediate Charlotte area, a phone or video conference may be substituted. Such meetings typically serve one of four primary purposes: 1) ensure the intern is engaged at the site and that the site is providing the experience promised; 2) address any questions/concerns/suggestions the preceptor might have about the student, the process, or opportunities for further collaboration; 3) address questions/concern/suggestions the intern might have about the internship, course expectations, and future opportunities; and/or 4) review course deliverables/expectations vis-à-vis the final report and evaluations. The preceptor may add any other topics of import to this agenda.

Internship Final Report

The Internship Final Report is a substantial assignment, comparable to a capstone project or thesis; students should be prepared to complete ***at least one round*** of self-editing revisions, possibly two, to achieve the desired level of polished writing **before** submitting the "first attempt" of the final report assignment for grading.

The student then corrects the report and submits the second (final) attempt of the final report to the preceptor/agency, providing the Course Instructor proof of this action (by copying the instructor on the transmittal email or having the preceptor attest to its receipt) **AND** submits the report for grading via the course canvas assignment. It is not

necessary for the preceptor to confirm receipt of the final report provided the instructor has been ccd on the email transmitting it to the preceptor at the email address on file (submitted in Appendix A).

To demonstrate accomplishment of objectives and describe the learning experiences, students are required to develop their report using the following format.

Title Page: State a concise professional, descriptive title for the internship project. Include the title, the course number, the semester (e.g., Summer I 2020), name, and the name, credentials, and title of the preceptor. {Title page should not be numbered}

Executive Summary: Concisely describe the internship experience and the essential results and conclusions in about 500 words (single-spaced). Use subheadings: Objectives, Methods, Results, Discussion to organize the content. {No page number or lower-case roman numeral}

Table of Contents: Ensure the Table includes each section enumerated/bolded element for the report, plus reference page and a listing of each appendix. Use of the auto-TOC function via headers/styles in Word is highly recommended. {No page number or lower case roman numeral}

1.0 **Introduction** {first numbered page}

Provide an introductory statement of the management problem(s)/overall goals. *If including content cited from other sources, those sources must be cited.*

1.1 Setting. Describe the internship site (overview of the organization and the specific unit where the internship was based).

1.2 Preceptor. Describe the role(s) of the internship preceptor(s) at the agency. Include relevant information about the preceptor's education and experience.

1.3 Objectives. List the approved internship experience objectives in prose (paragraph form).

2.0 **Methods {***the 'HOW'***}**

Provide an organizational/summary paragraph for the content that follows in this section.

2.1 Procedures. Describe –**by objective** – steps taken toward achieving each objective and barriers to achieving the objective. ***Do not*** describe insights, outcomes, or results in this section. Cite as appendices here only materials used as tools to accomplish the objective (if any).

2.2 Timeline. In 1-2 paragraphs, summarize the major events and describe the progression of the internship (Mandatory: include and refer to aggregated progress reports as a single appendix)

3.0. **Results {***the 'WHAT'***}**

Provide a brief overview paragraph of your products/results of your internship objectives.

Then – **by objective** – restate each objective and describe the extent to which you met the objective (e.g., fully met, partially met, did not meet, abandoned), offering explanations as needed. Provide detail and supporting 'evidence' showing you accomplished the objective. Refer to any included 'evidence' as an appendix.

4.0 Conclusions

Summarize general conclusions drawn from the internship experience. Describe any new avenues of inquiry that the internship experience suggested to be a more effective manager. Indicate any exposure to or observation of operational or practice issues that will affect future course selection. Include insights or recommendations to the preceptor/agency if appropriate.

References <<OMIT IF NOT NEEDED>> {*starts a new section/page if present***}**

Referenced literature in the report should be consistent with the American Psychological Association (APA) style or another widely accepted style used within the professional setting. Students are admonished to ensure their submissions do not violate the university's academic integrity policy. We treat such violations of academic and/or professional ethics harshly.

Appendices <<REQUIRED>>

Include copies of tangible products from the internship experience, etc., as well as a compendium of the progress reports. These appendices serve as the 'proof' that a given objective was accomplished. Agency/preceptor permission might be needed (or content redacted) to ensure that the agency's or its clients' confidentiality/proprietary interests are maintained.

- Specifically introduce and briefly summarize each appendix within the body of the report. If the appendix is not introduced in the report body it effectively does not exist.
- Each appendix should be titled and begin on its own page.
- Appendices should be labeled and sequenced based on the order in which they first appear in the report text. The first appendix referenced in the report is Appendix A; the second is Appendix B...
- Do not include appendices without ensuring they are cited in body of the report.

Be sure to distinguish by positioning and place cited in the report body appendices that document procedures (e.g., content given to work with or as a guide, and best cited in procedures) from appendices that document deliverables (e.g., products or intermediate products created by the intern and best cited in Results).

Report Presentation

The report is generally between 14 to 18 pages long, excluding the title page, executive summary, and appendices. Except for the executive summary, the report should be double-spaced, using Times New Roman, 12-point font. Use 1-inch margins on all sides. Paginate the report, i.e., include page numbers, beginning with the introduction.

NOTE: Unlike most other technical writing assignments, **use of first person is expected and necessary in this report.** The report must clearly document what steps the student took, what decisions/actions the student took, and what the student produced. Minimize use of passive voice, avoid.

Reflection

Concurrent with the final progress report, the student will submit the Reflection-First Attempt.

Format. The Reflection will consist of a **title page**, similar to that described for the final report, the **reflection** (typically 2-3 pages in length), and, if needed, references.

Content. The Reflection assignment will follow this format to present its content.

1.0 **Integration**. (provide an introductory sentence or brief paragraph)
    1.1 Describe and give specific examples of how the internship experience relates back to the literature review {How was/was not your experience consistent with your review of the literature}
    1.2 Describe at least four MHA competencies applied during the internship {Explicitly reflect on at least four MHA competencies, <u>not</u> domains [see the MHA program manual for a complete listing]. Describe the course(s) in which you developed some aspect of each of those competencies, how you applied them (successfully or not) in your internship experience, and the adequacy of your preparation}
    1.3 Describe how the internship enhanced your training in the MHA program
2.0 **Reflection** (provide an introductory sentence or brief paragraph)
    2.1 [Socialization](#). Describe the socialization experiences that the internship opportunity afforded, e.g., helped to teach about professionalism or how to behave in particular roles, imparted organizational culture and norms.
    2.2 Mentorship. Discuss the opportunities that the internship provided to learn about the art of mentorship (given, received, and/or observed)
    2.3 Leadership. Discuss the opportunities the internship provided to learn about the art of leadership (observing, engaging in)
    2.4 Improvement. Describe shortcomings and recommend options for improving the internship experience and/or student academic preparation for it.
    2.5 Final thoughts. Sum up the Reflection, providing any concluding thoughts, insights, or recommendations

Students have two attempts to submit a fully responsive Reflection.

Preceptor Evaluation of the Intern

At the end of the experience, the student must ensure that the preceptor completes an evaluation of the student using the form shown in Appendix C of this manual (for information purposes) and provided as a Google form. As this document is considered a confidential communication from the preceptor to the MHA Director, if the preceptor needs to complete a paper version of the evaluation, she or he should send (mail, email, fax) the completed form to the MHA Director. While the preceptor is free to share these assessments with the student, the transmittal of the evaluation is considered confidential/secure. This evaluation is NOT to be included as part of the internship report itself.

Student Evaluation of Internship Experience

At the end of internship, the student will evaluate the internship experience using the Google form included as Appendix D of this manual (for informational purposes) via the HADM 6400 Canvas course page. This evaluation is NOT to be included as part of the internship report itself.

Course Assessment

The course is evaluated on a letter grade basis. The scoring rubrics and expectations for each graded element are provided in the course syllabus and on the course canvas site. *Exemplar rubrics are provided below as reference.*

For the few students legitimately failing to complete the internship report in the same semester the course is taken, the MHA Director assigns an IP (in progress grade). The MHA Director will communicate to the student an expected completion timeline. With cause, students may ask for extensions/modifications to those deadlines; however, students failing to make satisfactory progress may find their grade changed to that earned based upon the graded elements submitted to date, even if that grade is a U - unsatisfactory/failing.

Note: unresolved incompletes automatically default to a U one year after the course term ended, but may converted to a U earlier if the date set by the faculty member is passed.

Writing Resources Center

As evident in the rubrics below, quality, academic writing is needed to earn an A for this course. Students are strongly encouraged to meet with a writing tutor from the UNC Charlotte Writing Resources Center in the Center for Graduate Life ([Schedule a Tutoring Appointment – The Thomas L. Reynolds Center for Graduate Life & Learning (charlotte.edu)](charlotte.edu)) prior to submitting the initial draft of their Internship Final Report.

Assessment Rubrics

Below are exemplar rubrics. Students will be graded using the rubrics published in the syllabus/canvas site for the semester in which they register for internship.

Mutually established goals and objectives (5%)

	Fully	Partly	Minimally
Completed Appendix A: Internship Contact form [2]	2	1	0
Completed all necessary administrative requirements to be placed in the internship [1]	1	0	0
Submitted revised objectives or affirmed original objectives as final as part of Progress Report 1 [2]	2	1	0

Progress reports/updates (4 @ 5% each)

	Fully	Partly	Minimally
Summarized key activities during period [1]	1	0.5	0
Provided status of each objective [2] *	2	1	0
Described barriers encountered and other notable observations [0.5]	0.5	0	0
Summarized progress toward overall internship goals [0.5]	0.5	0	0
Indicated cumulative hours to date [0.5]	0.5	0	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [0.5]	0.5	0.25	0

*Progress Report #1 must address finalization of objectives to receive full credit

Intern organizational assessment (student evaluation of internship experience) (10%)

10 points   Complete and submitted on time

7 points   Complete and submitted within 1 week of initial deadline

4 points   Complete and submitted within2 weeks of initial deadline

2 points   Complete and submitted, but after 2 weeks of initial deadline

Regardless of lateness, we consider an internship incomplete/in progress without a student assessment. An Incomplete will be assigned to students lacking this element until such time as circumstances either merit award of U or the earned letter grade.

Preceptor evaluation of the intern (20%)

20 points   Complete and submitted *

While students will not be penalized for non-responsiveness by their preceptor, we consider an internship incomplete/in progress until the course instructor receives a completed preceptor evaluation or determines that one – through no fault of the student – is forthcoming. Students facing difficulty in securing a preceptor evaluation must work closely with the course instructor. Failure on the student's part to take timely, proactive action in coordination with the course instructor are subject to point deductions.

Literature Review - First Attempt (5%)

	Fully	Partly	Minimally
>5 Peer-reviewed Sources [1]	1	0.5	0
Opened with overall theme linking problem, organization, objectives [1]	1	1	0
Synthesized relevant literature [1]	1	0.5	0
Provided a concluding paragraph summarizing salient evidence and linking back to stated theme/issue [1]	1	0.5	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [0.5]	0.5	0.25	0
Consistently and appropriately used an established citation style [0.5]	0.5	0.25	0

Literature Review - Final Attempt (5%)

	Fully	Partly	Minimally
Addressed all comments/corrections raised in Attempt 1 review [3]	3	2 or 1	0
Consistently and appropriately used an established citation style [1]	1	0.5	0
>5 Peer-reviewed Sources [1]	1	0.5	0

Final Report – First Attempt (10 points)

	Fully	Mostly	Partly	Minimally
Followed all formatting instructions (per internship manual) [1]	1	1	0	0
Body content complete and appropriately detailed [4]	4	3	2	0
Provided sufficient and appropriate appendices to document attainment of each objective [4]	4	3	2	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [1]	1	1	0	0

Final Report – Final Attempt (15 points)

	Fully	Mostly	Partly	Minimally
Corrected all formatting errors [4]	4	3	2	0
Corrected all body content errors [4]	4	3	2	0
Provided sufficient and appropriate appendices to document attainment of each objective [3]	3	2	1	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [4]	4	3	2	0

Reflection – First Attempt (5%)

	Fully	Partly	Minimally
Reflected upon and provided supporting details for at least four MHA program competencies [2]	2	1	0
Reflected upon and provided supporting details regarding Socialization, Mentorship, Leadership, and Improvement [2]	2	1	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [1]	1	0.5	0

Reflection - Final Attempt (5%)

	Fully	Partly	Minimally
Addressed all comments/corrections raised in Attempt 1 review [3]	3	1-2	0
Provided sufficient supporting details for at least four MHA program competencies and Socialization, Mentorship, Leadership, and Improvement [1]	1	0.5	0
Wrote in complete sentences using active voice, no grammatical or typographical errors [1]	1	0.5	0

Relevant/Related Policies & Procedures

The Department of Health Management and Policy, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the MHA Program. Because of the nature of professional health administration, the Department of Health Management and Policy has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective health administration professionals. All MHA students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the MHA policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School, and the University (university-level policies can be found at https://legal.charlotte.edu/policies/. UNC Charlotte policies apply to students while at an internship site. Directly relevant university-level policies that students should know and abide by while at an internship site include the following:

 - **The Code of Student Responsibility** (https://legal.charlotte.edu/policies/up-406)

 - **The Code of Student Academic Integrity** (https://legal.charlotte.edu/policies/up-407);

 - **Sexual Misconduct and Interpersonal Violence** (https://legal.charlotte.edu/policies/up-502)

According to the University of North Carolina at Charlotte Sexual Harassment Policy (May 1998), Harassment on the basis of sex is a violation of Section 703 of Title VII, which states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when --

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment

Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual

Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment

To report sexual harassment, a student needs to:

 - Keep a written record of the time, place, person, and action

 - Discuss the offense with the Agency Preceptor and MHA Director/designee

 - If a resolution cannot be reached, the student will be removed from the placement and an alternative placement will be sought.

◆ **UNC Charlotte Standard for Responsible Use**

The purpose of this standard is to establish the university's standards for acceptable use of information resources and assets. (http://itservices.charlotte.edu/iso/standard-responsible-use).

Professionalism

Conduct

Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Students should know and abide by the professional responsibilities outlined in the MHA Student Manual.

Students should treat the internship like a job. They should be timely and dependable. Absences and delays need to be communicated to preceptors in advance. Likewise, they should dress and conduct themselves consistent with the organization's requirements and culture for managers.

Students can be dismissed from the internship if they demonstrate behavior that conflicts with professionalism essential to Public Health practice. This behavior may include, but is not limited to: displaying problems for which the student does not respond to appropriate treatment or counseling within a reasonable period of time; engaging in public health practice for which the student has not been authorized; displaying conduct which violates the Code of Student Academic Integrity, or threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself.

Electronic Communication Courtesies

Students sending UNC Charlotte-related communications should do so as responsible professionals. Electronic communications are far more prone to misinterpretation than many other forms of communication. Their brevity and lack of non-verbal cues heightens this possibility. Writing good electronic communications requires students to raise dramatically their level of sensitivity to the potential reactions (misinterpretations) of diverse readers. When communicating electronically, always take "the high road" of graciousness and sensitivity. If you are in doubt, do not send the email as it provides a permanent record. Students should bear in mind that for communication to be effective, the message must be meaningful and understood by the recipient and should not require great effort on the recipient's part, especially if the student is requesting action or response as a result... make it easy for the recipient to respond.

Email etiquette: Ensure the email contains a brief descriptive subject line. Include a proper salutation, e.g., "Dear Dr. ...." Compose a brief, organized message that is appropriate in tone and formality given its purpose and recipient. Close the message with your name (and title if appropriate and not included as part of a signature block). Ensure the message is spell-checked/proofed before you send it.

Do not compose email messages in all caps: USING ALL CAPS IN AN EMAIL MESSAGE IS OFTEN INTERPRETED AS YELLING. Instead, use an underscore at the first and last letters of a word you wish to emphasize, like _this_. Furthermore, avoid (or judiciously use) colloquialisms and 'text speak' shorthand.

Attachment etiquette. Use commonly available formats (e.g., *.doc [many organizations might not yet support *.docx formats], *.pdf, * xls). Ensure attachments have meaningful file names for the message's recipient. For example, a student named Carmen Diaz, knowing that her professor would receive 50 attachments named "report.doc," would name her internship report "Diaz_Cameron_InternshipReport_1AUG2016.doc."

Violations of Expectations

When a student may have violated one or more of the expectations for interns, the MHA Director/designee will determine whether the violation warrants a **warning and follow-up** or **dismissal**. MHA Director may suspend the student temporarily from further course or internship involvement pending the issuance of the written and oral warning or the outcome of the procedure for dismissal.

Warning and Follow-up

Where the MHA Director determines that violation of any of the standards should be addressed through warning and follow-up, the MHA Director and/or Agency Preceptor will provide the student with oral and written warnings outlining the exact nature of the behavior, standards, and changes the student needs to make. Written evaluation of necessary changes shall be carried out by the MHA Director and/or Agency Preceptor and shared with and signed by the student. Should the student subsequently fail to meet any of the standards or changes stated, dismissal from the internship and/or the MHA Program may be invoked.

Dismissal

Where the MHA Director determines that the procedure for dismissal from the internship and/or the MHA program should be invoked, she or he will provide the student with a written statement of the facts upon which the proposal to dismiss is based. The student will have the opportunity to appear before the Public Health Program Governance Committee (PHPGC) to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. The Program Director and PHPGC will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The MHA Director will notify the student of the decision.

Post-dismissal Procedures

Refer to the MHA Student Handbook and/or the related College and University policies. *Note: Upon dismissal from a course, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services." Per the current [College of Health and Human Services Handbook](), the written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to of the Chair of the*

Department of Health Management and Policy*, following steps 1 and 2 of the "Academic Grievance Policy".*

Appendix A: Internship Contact Form

Student Information

Student Name: _____ Banner ID: _____

Contact Information During Internship:

Email: _____Phone : _____

Agency Information

Agency/Organization: _____

Address_____

_____

Phone No: _____ Fax: _____

Preceptor Information

Preceptor Name: _____

Title: _____

Degrees and professional certifications/designations: _____

Phone No._____ Fax: _____

Email: _____

This internship is (circle one):   paid   unpaid

If unpaid…   is the internship part of an organized internship program? (Yes / No)

Is the internship within current place of employment? (Yes / No)

The internship requires my physical presence at the agency at least once (Yes / No)

Semester/Year of Registration: _____

Proposed Start Date: _____ Proposed End Date: _____

Proposed Internship Objectives:

_____

_____

_____

Appendix B: CBC/Drug Screen Policy

Dear MHA Student:

As a student in the MHA Program in the Department of Health Management and Policy, College of Health and Human Services, you will complete an internship (practical field placement) at an appropriate health agency. Formal relationships with agencies for internships are managed at the college level. Most agencies require our students to complete criminal background checks and drug screening *prior* to entering the agency for any educational experience. Therefore, to complete your program requirements with an agency, you must obtain any required criminal background checks and drug screens (the cost of which is your responsibility) and provide other requisite documentation. In response to these requirements, the College of Health and Human Services has revised its policy regarding criminal background checks and drug screening. (The policy follows this letter.)

Please complete and sign the *Drug Screening and Criminal Background Check Acknowledgement and Agreement* by acknowledging in the Canvas resources site "quiz" or by returning a signed hardcopy to Julie Ann Howell in the Department of Epidemiology & Community Health, CHHS 335 [jhowel35@charlotte.edu, 704.687.7191; 704.687.1644 (fax)] by the end of the add/drop period of your first semester as a matriculated degree student.

You are reminded that you must comply with agency requirements such as obtaining the results of your criminal background check and drug screening BEFORE you begin HADM 6400 Internship or any comparable class. Failure to comply with these requirements in a timely manner may result in an unsatisfactory (failing) grade.

Unless facilitated by your agency, criminal background checks must be performed by the state appointed vendor, Certiphi. Please refer to the Clinical Agency Requirements page on the college's website (https://health.charlotte.edu/student-advising-center/agency-requirements) for specific details. No other agency's criminal background check will be accepted.

Drug screening information is provided on the same webpage. You, as a student, are responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency. UNC Charlotte College of Health and Human Services will not keep records of student results and therefore cannot verify for you or the agency if you are in compliance with the agency's policy. (Our records will only note whether you have complied with these procedures or not; they do not contain their findings.)

If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one attempt to find a replacement site. A student may be dismissed from a program because education affiliation agencies will not accept a student based on the results from the criminal background check and/or drug screen.

Please also refer to your student & internship manual and other related college policies and procedures for other procedural and academic requirements for internships/practica.

Sincerely,

Sandi J. Lane, PhD, FACHE, LNHA
Director, Master of Health Administration Program

**DRUG SCREENING AND CRIMINAL BACKGROUND CHECK
ACKNOWLEDGENT AND AGREEMENT**

**UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES EDUCATION PROGRAMS REQUIRING EXTERNAL
HEALTH OR HUMAN SERVICE FACILITIES**

{to be completed electronically via the Canvas internship project site}

_____ _____
Student's Printed Name   CHHS Program

1. I understand and acknowledge that the UNC Charlotte College of Health and Human Services (CHHS) has affiliated with several health care and human services facilities (hereinafter "Facilities") to provide internships, field placements or clinical experiences for students in the CHHS (hereinafter "Students"). I further understand and acknowledge that the Facilities have a compelling interest in the integrity of their services and the health and safety of their patients, others who may come into contact with Students, and the Students themselves.

2. I understand and acknowledge that in order to protect their interests, many Facilities require Students to comply with their drug testing and/or criminal background check policies and to undergo drug testing and/or criminal background checks as conditions of participating in their education programs. In addition, such Facilities often require that Students submit to the required drug testing and/or criminal background checks at the Students' own expense. I understand that the CHHS will provide Students with information to obtain the drug testing and/or criminal background checks required by the Facilities.

3. I understand and acknowledge that a Facility may, in accordance with its policies, reject or expel a Student from its Facility based on the results of the drug testing and/or criminal background checks.

4. I am or will be enrolled as a Student in the CHHS, and I plan to participate as a Student in an educational experience at a Facility.

5. Because participation in facility-related educational programs is a degree requirement for Students in the CHHS program indicated above, I understand that I may be required to undergo a criminal background check and/or drug screening as a condition of my participation in an internship, field placement or clinical experience at an external health and human service facility.

6. As a condition of participating as a Student in an education program, I hereby agree to comply with the criminal background check requirements at each Facility to which I am assigned. If the Facility facilitates criminal background checks, I agree to comply with such requirements and follow the procedures set forth by the Facility. If the Facility requires that I undergo a criminal background check prior to my placement, I agree to undergo a criminal background check by a CHHS-approved agency at my own expense. I further agree that, if required by the Facility, CHHS may share my criminal background check results with the

Facility.

7. I hereby agree to comply with the drug screening test requirements at each Facility to which I am assigned. If the Facility facilitates drug screening, I agree to comply with such requirements and follow the procedures set forth by the Facility. If the Facility requires that I undergo drug screening prior to my placement, I agree to undergo drug testing by a CHHS-approved testing laboratory at my own expense. I further agree that, if required by the Facility, CHHS may share my drug test results with the Facility.

8. I have read both the CHHS Criminal Background Check and Drug Screening Policy and this Acknowledgement and Agreement, and I understand its contents. I have had the opportunity to ask questions of and discuss the Policy and this Acknowledgement and Agreement with appropriate administrators in the College of Health and Human Services. I understand that I am responsible for meeting the requirements set forth in the Policy and this Acknowledgment and Agreement.

_____ _____
Student's Signature   Date

Effective Date: 8/10/05
Revised 8/09, 3/1/15

Drug Screening and Criminal Background Check Procedure

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All students entering into schools, health care and human service agencies for clinical, field placements, practicum, and/or internships are required by these agencies to obtain criminal background checks and drug screening. (See the Criminal Background Check and Drug Screening Policy). You will need to do this **prior** to beginning your field placement, internship, clinical rotation, or practicum class and entering these agencies. You are responsible for payment of these tests.

For drug screening, students are encouraged to use the two agencies listed on the CHHS Advising Center website under "Agency Compliance" at https://health.charlotte.edu/student-advising-center/agency-requirements . The approximate cost for drug screen is $35.00 and students pay at appointment. Once you obtain your results, you are responsible for keeping the original results to demonstrate compliance at any of the education affiliated agencies.

The University of North Carolina at Charlotte and other UNC universities have contracted with **Certiphi Screening, Inc.** to conduct these criminal background checks. No other investigation agency will be accepted. Once you obtain your criminal background check results from **Certiphi Screening, Inc.**, you are responsible for keeping these results to prove your compliance with agency's policy. The College of Health and Human Services will not keep any records of your completion of these tests. You also are responsible for paying Certiphi Screening, Inc. Below are instructions for the process to obtain your criminal background check from Certiphi Screening, Inc. Please read this carefully.

Certiphi Screening, Inc. Student Instructions

Before you can start the criminal background check process, you must first be given authorization. To receive authorization, **your program coordinator** must provide Ms. Ashley Lopez in the CHHS Advising Center with your name, UNC Charlotte student ID, date of birth, and UNC Charlotte email. Ms. Lopez will provide Certiphi with your information. Once Ceritiphi receives your information, they will then notify you by email (your UNC Charlotte email address) that you've been authorized to complete the background and will provide you with the instructions.

The University of North Carolina at Charlotte has asked that you use Application Station -Student Edition to complete a background investigation. To do so, please follow the instructions below:

1. Type the following link into your browser: http://www.applicationstation.com
2. Enter the Code: **UNCCCHHS** in the Application Station Code field.
3. Create an account for yourself by clicking the "SIGN UP NOW" button. If you have previously created an account, simply click the "SIGN BACK IN" button to login using your Username and Password.
4. Follow the instructions on the Application Station web site to complete your background investigation order.

If you have questions pertaining to the criminal background check process, please

contact Jackie Smith, Certiphi Student Screening Account Manager, by telephone at 888-803-7860, ext. 3171 or via email at jessmith@certiphi.com. If you encounter technical issues with the Application Station site, please contact Application Station Support at: 888-291-1369 x2006

Effective Date: 8/10/05; Revised: 7/17

UNIVERSITY OF NORTH CAROLINA CHARLOTTE

Department of Health Management and Policy

MHA INTERNSHIP EVALUATION BY PRECEPTOR

{reference copy; to be completed via google form [link emailed to preceptor following student's submission of 3rd progress report}

Your evaluation is a key part of the internship process. The information will provide useful feedback for the student intern and help us to better prepare future MHA students. Your evaluation is confidential; we will share only summary information, in a way so that no preceptor or student can be identified. If you have questions or additional comments concerning this form or the internship experience, please contact me by phone or email.

Sandi J. Lane, PhD, FACHE, LNA
Director, MHA Program
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001
sjlane@charlotte.edu
704.687.1644 (fax)

Student's Name:

_____

Preceptor's Name:

_____

Preceptor's Title:

_____

Organization in which the Internship was served, including division/unit if applicable:

_____

Intern Name: _____

Please circle one response for each of the two questions below:

1. The student fulfilled the agreed-upon time commitment (160 hours minimum), and completed
   internship assignments in the time frame agreed on in advance.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

Comments (optional):

2. The student demonstrated professionalism in her or his performance, appearance, and in all
interactions with the preceptor and with other employees in the organization.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

Comments (optional):

Using the scales below, please indicate the degree to which the student demonstrated that she or
he met your expectations for each competency during the internship experience.

Competency Domain: Leadership	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated professionalism in value systems, ethics, and interactions with others.	5	4	3	2	1	N/A
2. Demonstrated cultural sensitivity and respect for all employees in the organization.	5	4	3	2	1	N/A
3. Demonstrated that she or he is an effective team player.	5	4	3	2	1	N/A
4. Demonstrated the ability to use system and strategic thinking models and methods to make decisions and solve problems**.**	5	4	3	2	1	N/A
5. Demonstrated the ability to use social and human relationship skills to address the diverse needs of the community stakeholders.	5	4	3	2	1	N/A

Competency Domain: Critical Thinking	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To view issues from different perspectives	5	4	3	2	1	N/A
2. To develop, organize, and synthesize ideas and information	5	4	3	2	1	N/A
Competency Domain: Science/Analysis	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated the ability to examine data appropriately, including, as appropriate for the internship, qualitatively (e.g., case studies) and quantitatively (e.g., descriptive statistics, survey data, descriptive epidemiology) to identify patterns and trends.	5	4	3	2	1	N/A
2. Demonstrated the ability to use and manage relevant computer technology.	5	4	3	2	1	N/A
3. Demonstrated a working knowledge of management information systems.	5	4	3	2	1	N/A
Competency Domain: Management	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated the ability to apply concepts of organization and work, management, and decision theory.	5	4	3	2	1	N/A
2. Demonstrate an ability to apply a public health perspective to health care management.	5	4	3	2	1	N/A
3. Demonstrated an ability to interpret the impacts of legal, regulatory, and political environments on health care organizations.	5	4	3	2	1	N/A
Competency Domain: Communication	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated the ability to use negotiation, consensus, and conflict resolution to promote relationships within health care organizations and if appropriate, in the community.	5	4	3	2	1	N/A
2. Demonstrated the ability to listen, hear, and respond effectively to the ideas and thoughts of	5	4	3	2	1	N/A

others.						
3. Demonstrated the ability to speak clearly and effectively with individuals and in groups, in formal and informal settings.	5	4	3	2	1	N/A
4. Demonstrated the ability to write clearly and effectively.	5	4	3	2	1	N/A
5. Demonstrated the ability to develop, organize, synthesize, and articulate ideas and information.	5	4	3	2	1	N/A

Comments: Please respond to all of the following:

1. Please provide an example(s) of competency area(s) in which the student demonstrated strengths.

2. Please provide specific examples of the student's behavior or performance in any instances where the student did not meet your expectations for performance (in the competency areas rated above or in other competencies areas).

3. Please describe your overall impression of the student's performance.

4. Please identify any areas where the student's academic preparation for assigned work could be improved.

5. Please describe the value of the internship for your organization.

6. If you have an opportunity in the future, would you consider sponsoring another intern from the UNC Charlotte MHA Program?

Thank you!

Preceptor's Signature:_____

Date: _____

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE

Department of Health Management and Policy

MHA INTERNSHIP EVALUATION BY STUDENT

{reference copy; to be completed via Canvas assignment google form}

Please complete this evaluation form and return it to the MHA Program (by mail, email, or fax).

Sandi J. Lane, PhD, FACHE, LNA
Director, MHA Program
UNC Charlotte
Charlotte, NC 28223-0001
sjlane@charlotte.edu
704.687.1644 (fax)

The information will help us to enhance the MHA internship for future MHA students. Your evaluation is confidential; we will share only share summary information in a way so that no preceptor or student can be identified.

Student's Name:_____

Preceptor's Name:_____

Preceptor's Title:_____

Organization in which the internship was served, including division/unit if applicable:

_____

Intern Name: _____

Estimate how many hours you spent at the internship site _____

For each of the five questions below, please circle one response:

1. The practice site preceptor fulfilled her/his responsibilities as we had agreed, and as outlined in the syllabus for HADM 6400.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

2. The preceptor was available and provided information and mentorship during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

3. My needs for resources, including space and computer equipment, were met during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

4. The internship and project allowed me to integrate course theory and content presented in the MHA program in a practice setting.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

5. My faculty advisor was available to address questions and provide feedback during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

Competency Domains. Compare your confidence in your ability at the beginning of the MHA internship to your ability now:

Leadership I now feel more confident:	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To articulate, model, and reward professional values and ethics in health care organizations and individuals working in these organizations.	5	4	3	2	1	N/A
2. To understand, demonstrate, and reward cultural sensitivity and diversity in the health care sector.	5	4	3	2	1	N/A
3. To use effective team development methods and be an effective team player.	5	4	3	2	1	N/A
4. To use system and strategic thinking models and methods to make decisions and solve problems in health services organizations**.**	5	4	3	2	1	N/A
5. To use social and human relationship skills needed to address the diverse needs of the community stakeholders.	5	4	3	2	1	N/A
Critical Thinking I now feel more confident:	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To view issues from different perspectives	5	4	3	2	1	N/A
2. To develop, organize, and synthesize ideas and information	5	4	3	2	1	N/A
Science/Analysis I now feel more confident:	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To examine data appropriately, including, as appropriate for the internship, qualitatively (e.g., case studies) and quantitatively (e.g., descriptive statistics, survey data, descriptive epidemiology) to identify patterns and trends.	5	4	3	2	1	N/A
2. To use and manage relevant computer technology in health services organizations (application software and database technology.)	5	4	3	2	1	N/A
3. That I have a working knowledge of management information systems in health care organizations.	5	4	3	2	1	N/A
Management I now feel more confident:	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To understand and apply concepts of organization	5	4	3	2	1	N/A

	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
and work, human resources management, economics, finance and decision theory to health care management.						
2. To apply a public health perspective to health care management.	5	4	3	2	1	N/A
3. To understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations.	5	4	3	2	1	N/A
Communication **I now feel more confident:**	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To use negotiation, consensus, and conflict resolution to promote relationships within health care organizations and within the community.	5	4	3	2	1	N/A
2. To listen, hear, and respond effectively to the ideas and thoughts of others.	5	4	3	2	1	N/A
3. To speak clearly and effectively with individuals and in groups, in formal and informal settings.	5	4	3	2	1	N/A
4. To write clearly and effectively.	5	4	3	2	1	N/A
5. To develop, organize, synthesize, and articulate ideas and information.	5	4	3	2	1	N/A

Please respond to all of the following:

1. Describe any areas in which you believe you were well prepared for the internship:

2. Describe any areas in which you believe you were not well prepared for the internship:

3. Describe specific positive aspects of the internship (e.g., the organization, the preceptor).

4. Describe your suggestions to improve the internship experience.

5. Would you recommend this site for another intern from the UNC Charlotte MHA Program? Why (or why not)?

Intern's Signature: _____

Date: _____

Dear Prospective Preceptor:

Thank you for your interest in supporting a Master of Health Administration (MHA) student through our required internship experience. We realize the effort this requires on your part and appreciate your willingness to volunteer to mentor an emerging health care professional. We aspire to ensure that all our internships result in positive experiences for all stakeholders involved, including our students, the organization, our program, and –most importantly – your agency's clients and our community.

This letter is intended to briefly outline, from the preceptor's perspective, the expectations and processes required of our students in arranging and completing an internship. These expectations are outlined in detail in the student's Internship Manual, which is accessible as a PDF file via our department's website (https://hmp.charlotte.edu/). This summary is divided into three phases: establishing the internship; precepting the internship and evaluating the internship.

Establishing the internship. We expect our master's students, as part of demonstrating their competence to act as a professional, to identify an appropriate site for their internship and to negotiate the specific arrangements, goals, and deliverables. Prior to the start of the internship, the student is expected to develop a preliminary statement of goals and objectives and to identify a number of organizational details that are needed in order for our College to formally place a student into the internship. For internships that are unpaid and outside of formally advertised internship programs, our college requires an agency-level affiliation agreement if one does not already exist. These formal agreements must be in place prior to the start of the internship. Depending on the needs of the agency, this process may involve development of several iterations spanning several months. Thus, students are advised to plan well ahead. To generate our letter to the preceptor formally placing the student in the internship, the student will need to ascertain information found on our Appendix A: Internship Contact Form document:

- o   Name and mailing address of Agency
- o   Name, title, phone, fax, and email of preceptor
- o   Planned start/end dates and approximately weekly hours to be spent on internship
- o   Brief summary of planned activities/projects for internship experience
- o   If an agency affiliation agreement is needed, also required are:
    - ▪   Name, title, and contact information of Agency signature authority (if different from preceptor)
    - ▪   County in which the internship site is located

Agency requirements/waivers

Interns must comply with college and department policies for the internship as well as any agency-specific requirements set forth in the affiliation agreement. **Neither the preceptors nor I can modify the requirements set forth in these agreements.** Modifications to these requirements can only be made by formal amendment of the agreement by the responsible signature authorities for the Agency and the College.

Prospective preceptors are encouraged to contact me with questions or concerns at any point in the process.

Precepting the Internship. Once the preceptor agreement is in place, the student is free to begin the internship. Within the first twenty hours of effort, the student is expected to "finalize" the statement of goals and deliverables with you and report them to me for approval. The preceptor is expected to provide oversight and guidance of the intern throughout the experience. We expect master's student to be self-directed, but recognize that the preceptor will need to provide an orientation to the organization and facilitate acculturation into the organization.

The student intern also is expected to provide brief progress reports following every 40 hours of internship experience. These progress reports can be used to document changes in the planned scope of activities, etc., due to changing organizational needs and priorities (as is typical in professional practice). Preceptors or interns may request a site visit from me to observe the intern in the organization and to discuss the internship and the internship process with you. Such meetings typically last an hour. If a site visit is impractical, a conference call or video conference may be substituted.

You are invited to contact me should any difficulties or concerns regarding the intern or the internship experience arise.

Concluding the Internship. At the conclusion of the internship, the preceptor is asked to complete a brief confidential online assessment of the intern (PDF version available upon request). The student submits an internship report to the preceptor/Agency in a Program defined format. We ask you to review it for accuracy and to verify that no confidential or proprietary information is included in the report. The student copies the course instructor on that transmittal or will ask the preceptor to affirm receipt of it.

Again, thank you for your support of our program and our MHA students.

Sincerely,

Sandi Lane

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