COURSE TITLE: Health Administration Residency/Internship
COURSE NUMBER: HLAD 8110
CREDIT HOURS: 3.0

UNIT A FACULTY SPONSOR: Ning Lu, PhD. MPH

TERM(S) OFFERED: Fall and spring

CATALOG DESCRIPTION: Provides students an opportunity to apply theories and principles of classroom learning in a healthcare facility. The Residency/Internship provides preceptor-directed experience in the practice of health administration appropriate to the students' career goals for the development, integration, and reinforcement of competence.

PREREQUISITES:

ACCT 6100, HLAD 7101, 7102, 7107, 7108, 7109, 7110, 7111, 7112, 8000, 8101, 8103, 8104, 8105, 8106, 8107, 8108, 8901

EQUIVALENT COURSE: HLAD 8902

RESTRICTIONS: Permission of MHA Program Director and course instructor. Students must have completed 48 MHA curriculum credit hours before conferring the degree. May be taken concurrently with HLAD 8108 and 8901.

COURSE RATIONALE: This course is an alternative to HLAD 8902 Field Experience. HLAD 8110 is a structured, preceptor-supervised residency-like experience in the practice of health administration in a setting appropriate to the student's career goals. It is designed for students who are professionals such as medical doctors, dentists, or pharmacists who are currently practicing and will continue to practice their profession with a goal to pursue health administration leadership positions. Students must actually perform similar duties of their future health administration position for at least 6 months.

INTENDED AUDIENCE: MHA students eligible for Health Administration Residency/Internship

EXPECTED STUDENT LEARNING OUTCOMES: Upon successful completion of this course, students should be able to:

Course Objectives	MHA Competency (Level: K-knowledge; A-application; E-expert)
1. Explain the complexities of the health services industry.	**1.1 Healthcare Environment.** To explain issues and advancements in the healthcare industry. Ability to see information that may be of future use, as well as staying current and seeing best practices for adoption. **(A)** **2.3 Strategic Orientation.** The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization. (A)

	3.4 Organizational Awareness. The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry. (A)
2. Analyze the impacts of organizational culture, structure, service communities, and differentiated workforce configuration in healthcare management practice.	**1.1 Healthcare Environment (A)** **2.3 Strategic Orientation (A)** **3.4 Organizational Awareness. (A)** **4.2 Community Collaboration.** To align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda **(A).**
3. Apply management theories, concepts, and problem solving tools in healthcare management.	**1.1 Healthcare Environment. (A)** **3.3 Analytical Thinking.** Demonstrate and develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. **(A)**
4. Implement management processes and business skills, including human resources management, financial management, project management, critical thinking and strategic planning.	2.1 Human Resources Management (A) The ability to implement staff development and other management practices that represent contemporary best practices, 2.2 Financial Skills (A) The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions. 2.3 Strategic Orientation (A) 2.4 Project Management (A) The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. 2.5 Information Technology Management (A) The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities. 3.1 Performance Measurement (A) The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques. 3.3 Analytical Thinking (A)

5.	Demonstrate strong communication-based competencies, professionalism, and effective interpersonal characteristics.	**5.1 Communication Skills.** Ability to facilitate a group; speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations. **(A)** **5.2 Interpersonal Understanding.** The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. **(A)**
6.	Collaborate with individuals and teams to enhance professional visibility	**6.2 Collaboration.** To work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively. (**A**) **6.3 Team Leadership.** The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results. **(A)**
7.	Develop professional relationships with healthcare professionals by engaging in ethical and professional practices, striving for standards of excellence, and appraising one's strengths and weaknesses.	**1.1 Healthcare Environment. (A)** **5.1 Communication Skills. (A)** **6.1 Professional & Social Responsibility.** The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important. **(A)** **6.4 Change Leadership.** To energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies. **(A)** **6.5 Achievement Orientation.** A concern for surpassing standards of excellence. Standards may involve past performance; objective measures; outperforming others; challenging goals or redefining the nature of the standards themselves. (A) **6.6 Self-Awareness.** To have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches. **(A)**
8.	Apply advanced skills in strategic planning, organizational and professional management tasks, and effective communication.	**1.1 Healthcare Environment. (A)** **2.3 Strategic Orientation. (A)** **3.4 Organizational Awareness. (A)** **5.1 Communication Skills. (A)** **6.1 Professional & Social Responsibility. (A)** **6.2 Collaboration. (A)** **6.5 Achievement Orientation. (A)**

INSTRUCTIONAL MODALITY (IES): Supervisory

The course is an organization project-based experience in a health services or related organization. Students are required, in consultation with the field site preceptor, to identify a management project at the organization, to which the student will apply analytic skills and tools developed through the MHA Program.

TEXTS/LEARNING MATERIALS: Griffith, J. R., & White, K. R. (2019). The well-managed healthcare organization. Chicago: Health Administration Press, 9th ed, Chicago. AUPHA/HAP Press, ISBN-13: 978-1567937213, ISBN- 10: 1567937217

ACTIVITIES/ASSIGNMENT/REQUIREMENTS:

STUDENT PERFORMANCE EXPECTATIONS:

Students are responsible for the arrangement of activities of their residency or internship and the ultimate responsibility for finding a placement rests with the student. The Department has information to assist students in identifying residency or internship opportunities in appropriate organizations, given the student's professional background and interests. Students should browse the placement list and of the past placement sites.

   The Residency or Internship may not duplicate current or previous work experiences. Students may complete the Residency or Internship at their current place of employment per course Instructor's permission. The permission is given if working outside of a student's current scope of responsibilities while fulfilling all College and Department requirements and expectations.

Students must submit the Residency/Internship Application to the course Instructor that identifies the site, the preceptor's name and title, the goals and objectives of the Residency/Internship for approval. Students who are approved for residency or internship are required to perform at least 120 hours of work for a minimum of 3 academic credits.

When engaging in a residency, a student is an official representative of the Program and the University. Each student is expected to conduct him/herself professionally at all times. This includes, but is not limited to, professional attire, demeanor, and behavior.

ASSIGNMENTS

All students registered for HLAD 8110 are required to submit the following documents:

I. Residency or Internship Application: The Residency or Internship Application with the work plan or project proposal is the formal agreement between the student, Residency Preceptor, and the course Instructor. At a minimum, the application must identify the following:

- Residency site, Preceptor's name and title
- The outline of the Project Proposal or Work Plan.
- The required number of competencies that will be attained by the experience. Each competency that is identified must have specific objectives, proposed activities, and target products or materials that will demonstrate attainment.

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The residency/internship site Preceptor and the course Instructor must approve the residency or internship experience site and all objectives, activities, and products. Signing off the Application by each party indicates approval and allows the student to begin the residency/internship experience. Residency/Internship Applications must be submitted to the course instructor.

II. Residency or Internship Work Plan or Project Proposal: The residency or internship work plan or project proposal must contain at least the following:

- Goals and objectives: The goals should focus on the big picture and objectives should be specific and tangible.
- Responsibilities and tasks: The responsibilities and tasks during the residency or internship must be clearly stated. For example, you may involve in managing the financial health of an organization or project, managing human capital, including policies for hiring, performance evaluation, staff schedules, etc., or ensuring an organization's compliance with medical and legal regulations and internal policies.
- Timeline: Approved Residency or Internship requires students to perform similar duties of their future health administration or management profession for at least 6 months. Thus, the timelines are essential for keeping tasks down and for fulfilling MHA degree requirement. Students are required to submit a clearly developed timeline for completing residency or internship requirement. The timeline should allow you to achieve the specific objectives by carrying out the residency or internship activities.

III. Periodical Reports: Students are required to submit written periodical report throughout the residency/internship. The frequency of submitting the periodical reports should be consulted with the course instructor prior to the start of the residency or internship. The periodic reports should address the following Activities and Learning Experience Components:

- Activities:
    1. Describe most important activities of the period. Only include dates for clarity
    2. Describe interesting meetings, including group meetings or individual meetings
    3. Describe duties performed, other organizations or facilities visited, training completed, projects worked on, and other significant activities.
    4. Do not submit a log of all activities. Describe in narrative form (not bullet points) selected activities and why they are important, and how they are related to the competency attainment.

- Learning Experience
    1. Write one or two paragraphs about the key learning experience of the period. Describe how the experience has expanded your knowledge base, and relate it to your coursework or to your responsibility.
    2. Link the activities to specific competencies and how the activity helped you develop the competencies. This will help you when writing your final report.
    3. Describe how the key experience relate to the objectives in your Project Proposal or Work Plan.

Unless stated, the frequency for the reports are monthly and the due date is on the last day of each month. Each report should be submitted on the Blackboard. The length of the report may vary from one to two pages (single-spaced). The journal entries can be a good source for your monthly or periodic reports.

- Journal

Although the submission of the journal entries is not required, each student is required to keep journal entries each time the residency or internship work is performed. Your journals entries should reflect on your goals and objectives, and how experiences help to enhance specific competencies. Write

professionally using correct spelling and grammar. Be honest to yourself and express your thoughts clearly. Use the following "thinking questions" to help guide your journal entries.

Thinking Questions:

Keep your eyes on your long-term goals and use the following questions to guide your journal entries:

- What have you learned so far from the residency or internship experience may help your carrier?
- What have you done that interests you most to pursue in the future?
- What have you done so well that you are most proud of yourself?
- What have you learned that you did not know before or did not learn from the classes?
- What activities you have been doing or have done that helped you to grow professionally and personally?
- Have you notice any of your behaviors or thoughts that prevent you from being the best you can?
- What do you plan to do to improve yourself? What have you done to work toward it?

Think about your residency experience activities and use the following questions to guide your journal entries:

- What activity(s) have you done for this week that excite you?
- What have you learned from the field experience for this week?
- What activities do you think have sharpened your skills as a healthcare administrator?
- What mistakes did you make? What did you learn from your mistakes?
- What are your favorite activities and why?
- What did you do that stands you out from the crowd?
- What would you want to know more about based on an activity or experience?
- Did you change or wanted to change in any way due to the residency or internship experience?

IV. Final Report: All students are required to submit a Final Report at the conclusion of the residency or internship. Consistent with University policy, each Final Report must be approved by three faculty members. The final report should include:

- A summary of major projects and activities engaged in the course of the residency or internship.
- An assessment addressing how competencies selected for the residency or internship were met through the established objectives, activities and deliverables. (This aspect of the final report is the most important and should thoroughly address each of the competencies identified).
- Evaluative statements about the residency or internship Preceptor and the site.
- A thoughtful reflection on how the residency or internship experience contributed to your overall educational experience, competency and professional development. Emphasize insights and lessons learned through the residency or internship experience.

V. Residency or Internship Portfolio: All students are required to submit electronically a Portfolio that contains their Residency or Internship Application, Project Proposal or Work Plan, Monthly or Periodic Reports, and Final Report on Blackboard. Make sure your Portfolio is in one file with a table of contents. A poorly organized portfolio will result in a reduced grade by one letter grade.

The content of the portfolio may vary depending on the organization and the project. The Final Report is the major part of your Residency or Internship Portfolio. The additional components of the Portfolio maybe required by either the course instructor or the residency preceptor.

VI. Preceptor Evaluation: Students will be evaluated by their Residency or Internship Preceptor at the conclusion of the experience (www.surveymonkey.com). The survey link to SurveyMonkey will be provided by the course instructor to the Preceptors. Preceptors' evaluation of the student will be considered in determining the student's term grade for the residency or internship experience.

VII. Self-assessment of competencies: Each student is required to conduct the self-assessment of competencies and enter the result to the JAG. If you are taking HLAD 8901 with the Residency or Internship and have done the self-assessment in HLAD 8901, this requirement is considered completed. If this is your last semester and you took HLAD 8901 any semester prior to the Residency or Internship, you are required to complete the self-assessment of competencies. Although the self-assessment of competencies is not graded, fail to do so will result in your term grade being lower by one letter.

Failure to produce a scholarly and professionally written Final Report will reflect in your final grade.

EVALUATION:

Upon completion of the residency or internship experience, the Instructor will award a letter grade for a student based on completion of the requirements outlined above and any additional requirements outlined in department and college policy, including:

1. Periodical Reports	10%
2. Final Report	20%
3. Residency or Internship Portfolio	20%
4. Preceptor's Evaluation	50%

Total: **100%**

*If a student defaults on the required hours or the terms of the Project Proposal or Work Plan, the student will receive a failing grade.

Grading Scale

A: 100-95%   A- : <95-90%
B+: <90%-87%   B: <87-84%   B- : <85-80%
C+: <80-77%   C: <77-74%   C- : <74 – 70%
D+: <70-67%   D: <67-64%   D-: <64 – 60%
F: Below 60

During the course of the residency or internship, if the Preceptor or the Instructor determines a student is having difficulty functioning in a particular setting, the student may be reassigned or asked to withdraw and retake the residency or internship during a future semester. If the student's behavior is determined to be unprofessional, unethical, or outside the rules of the field site or university, the student may be given a failing grade and thus no academic credit will be received for the residency or internship experience, and/or may be removed from the degree program depending upon individual circumstances.

RESIDENCY OR INTERNSHIP SITE VISIT

Although not required, each student is encouraged to arrange for the course Instructor to conduct an on-site visit. The purpose of the visit is to meet with the Preceptor to discuss student's performance, the project, and any issues related to the residency or internship experience.

Note: In any written submissions, no client or host site individual names should be used without consent. Students must be aware of issues related to patient, client, and organization confidentiality.

University Mission Statement
Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills, and confidence to succeed in a global society.

Diversity, Equity, Inclusion, Accessibility, and Belonging (DEIAB) Statement
Governors State University is committed to supporting a welcoming, richly diverse campus community where all students, faculty, and staff thrive, feel valued, and experience a sense of belonging.

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Academic Honesty Statement
Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at https://catalog.govst.edu/

Artificial Intelligence (AI)
At Governors State University, we acknowledge the growing impact of artificial intelligence (AI) on education and strive to create a learning environment that promotes innovation, academic integrity, and responsible use of technology. All students are expected to adhere to the following guidelines regarding the use of AI in the classroom:

> 1. Responsible AI use: While AI can be a valuable tool for learning, it is essential to use it responsibly and ethically. AI might be used to expand your understanding of course content, not as a substitute for your own work. All work submitted in this course must be your own, completed in accordance with the university's academic regulations.

> 2. Academic Integrity: Using AI-generated content as your own work, including but not limited to essays, assignments, and exams, constitutes academic dishonesty. If you would like to use AI, please obtain prior permission from your instructor before using AI to complete an assignment. Any instances of academic dishonesty may be subject to disciplinary action.

Disability Statement
GSU is committed to providing all students equal access to university programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or a neurological disability such as a learning disability, autism or TBI. You must register and provide documentation with Access Services for Students with Disabilities (ASSD) (https://www.govst.edu/disability-services/) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for students with disabilities contact ASSD before or during the first week of classes.

Emergency Preparedness Statement
In case of emergency, the University's Alert System will be activated. Students should maintain updated contact information using the link on the homepage of the myGSU portal. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at http://www.govst.edu/emergency.

Student Health & Well-Being Statement
As a student, you may experience situations or challenges that can interfere with your learning and personal well-being. GSU has many resources to help with any issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the Counseling & Wellness Center at 708.235.7334 or https://www.govst.edu/wellness/. Assistance with personal

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difficulties, including hunger and housing instability, is available by contacting GSU4U at https://www.govst.edu/gsu4u.

Title IX Statement
Consistent with GSU Policy 78, Title IX and Anti-Sex Discrimination, Harassment and Retaliation Policy, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc... The University has a duty to prevent harassment, post policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Coordinator to report any incidents at titleixofficer@govst.edu **or call 708.534-4100 and ask to speak to the Title IX Coordinator.** For complete Title IX information and resources, visit: https://www.govst.edu/TitleIX/