Norfolk State University
Department of Nursing and Allied Health
HSM 494-Health Services Management Internship
Administrative Internship in Health Services Management

PURPOSE

The internship course was developed to provide training for Health Services Management senior students and to enrich their academic experiences. The course is a planned and supervised learning experience gained through direct observation and actual practice of administrative responsibilities and processes in a selected health care organization. Students will complete their internship with an assigned preceptor through a Memorandum of Understanding between the health care organization and the University, as well as a clear line of communication between the faculty advisor and the preceptor.

Assignments may differ depending on the students learning style and/or the health care facility. Each health care organization will offer different learning opportunities. However, the following goals should be accomplished:

1. Students will gain knowledge, skills and abilities which are not available in the classroom but helpful for training in the field of health services management.
2. Students will apply what they have learned from their undergraduate health services management program while making a contribution to the health care organization.
3. Students will develop a sense of professional responsibility while enhancing their growth and building their confidence.

Note: Students must not perform patient care.

STUDENT LEARNING OUTCOMES AND ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Method</th>
<th>Person Responsible for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge of the internal and external environment in which health services managers practice</td>
<td>Final Written Report</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>Students will develop competency skills in the functional areas of planning, organizing, staffing, and leading</td>
<td>Senior Project</td>
<td>Preceptor</td>
</tr>
<tr>
<td>Students will demonstrate professional and ethical behavior in the management internship experience</td>
<td>Field Observation</td>
<td>Preceptor</td>
</tr>
<tr>
<td>Student will be able to reflect and write a weekly report on what they have observed and learned during their internship experiences</td>
<td>Weekly Reports</td>
<td>Faculty Advisor</td>
</tr>
</tbody>
</table>

Revised fall 2016, MStr
FINAL WRITTEN REPORT

Students will write and submit a final report to the faculty advisor and preceptor during the last week of the internship experiences. The written report will be graded based on each item on the scoring rubric to include the following:

1. Familiarity with the agency’s management practices of planning, organizing, directing and coordinating.
2. Experiences with the different areas of administration such as personnel, fiscal services, support services, and general administration.
3. Familiarity with the administrative governance structures, funding, and enabling legislation of the assigned agency.
4. A description of the client population.
5. A summary of the agency philosophy, mission, and goals.
6. Description of the role of the preceptor within the agency.
7. Description of the type of health care organization and services provided.
8. Description of the procedures for hiring, evaluating, disciplining and terminating personnel.
10. Information organized in a clear and understandable way.

NOTE: The written report must be typewritten (double-spaced, securely fastened and neatly done) and labeled carefully.

SENIOR PROJECT

Students will develop and submit a senior project to the preceptor during the last week of the internship experience. The project will be graded based on a rubric documenting and providing artifacts on each item of the scoring rubric. The items included in the rubric are the management concepts of:

1. Planning
2. Organizing
3. Staffing
4. Leading

FIELD OBSERVATION

Through field observation, the preceptor will rate the professional and ethical behavior of students during the internship experiences. The students will be graded on a rubric with the following criteria:

1. Time Management
2. Respect
3. Preparedness
4. Quality of Work
5. Teamwork
WEEKLY REPORTS

Students will write and submit weekly reports to the faculty advisor and preceptor about the activities experienced during the internship experiences. The student should be rotated through all administrative and budgetary units. The students’ reports should contain the following:

1. Summary of work activities and participation in meetings.
2. Specific work experiences, procedures, and policies assigned.
3. Professional knowledge and skills acquired.
4. Analysis of selected management practices observed and experienced.
5. Summary of problems or issues the student encountered.

ROLES AND RESPONSIBILITIES OF STUDENTS

1. Register for the internship course, HSM 494 and collaborate with your faculty advisor for placement with a preceptor at an approved health care organization.
2. Complete background check six weeks prior to entering the internship experience.
3. Meet with the preceptor for an interview.
4. Familiarize yourself with the learning outcomes expected from the internship.
5. Collaborate with the preceptor to identify a senior project to satisfy learning outcome.
6. Develop a commitment to the values of the profession and respect for the values of the people served.
7. Work within the practice and procedure of the Agency and be prepared to discuss aspects of policies and procedures with appropriate Agency personnel.
8. Be in regular attendance at the Agency as required, adhering to the same workday hours as the professional staff and make up time lost due to illness.
9. Contact the preceptor at least one hour prior to lateness and absences.
10. Prepare for and participate in supervisory conferences and bring to the attention of the Agency supervisor any obstacles interfering with the learning process.
11. Participate in school sponsored student seminars.
12. **Must not perform patient care.**

Background Check Instructions for Students

Complete background check six weeks prior to entering the internship experience. Allied Health Division has selected CastleBranch Inc to perform the background check. Students are responsible for payment to the vendor. Students may access the vendor’s site at [https://portal.castlebranch.com/NU77](https://portal.castlebranch.com/NU77) to complete the background check. If you need assistance, contact the vendor’s service desk at 888-723-4263.
Internship Sites

The faculty advisor has an approved list of internship sites that will be distributed to eligible students. If you prefer to use another site that is not on the list, an affiliation agreement must be established prior to entering the internship experience. It is your responsibility to provide the faculty advisor with the name of the health care organization and the person responsible for signing the affiliation agreement, as well as the telephone number for the contact person. The faculty advisor will follow up on the information. There is no guarantee that an internship will be offered to you even though the affiliation agreement is signed between Norfolk State University and the health care organization. The following table provides information on the semester you are eligible to enter internship and the time frame you must submit the information to the faculty advisor if a new affiliation agreement is needed.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Timeframe to submit information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>April of previous year</td>
</tr>
<tr>
<td>Summer</td>
<td>October of previous year</td>
</tr>
<tr>
<td>Fall</td>
<td>February of the same year</td>
</tr>
</tbody>
</table>

Instructions during Inclement Weather

Students should follow the University’s instructions in the event of University closure during inclement weather and must notify their preceptors.

ROLES AND RESPONSIBILITIES OF FACULTY ADVISOR

1. Ensure that there is a Memorandum of Understanding between NSU and the internship site.
2. Ensure that students have completed the background check prior to entering the internship experience.
3. Provide information about NSU policy and guidelines regarding internship to the student and the preceptor.
4. Provide quality instructions to the preceptor regarding learning outcomes for a successful internship experience.
5. Maintain regular contact with students and preceptor and make at least one on-site visit.
6. Set up office hours to be available for students to receive their assignments and address questions and concerns.
7. Take the necessary steps to withdraw students from the internship when organizational rules and policies are violated.
8. Provide clear information about the dates assignments are due.
9. Grade weekly and final written report and provide feedback in a timely manner.
10. Ensure clear communication that students must not perform patient care.
ROLES AND RESPONSIBILITIES OF PRECEPTOR

1. Provide the internship experiences in a health care organization or related agency.
2. Offer job experiences in the professional skills methods and practices of health services management such as planning, organizing, staffing, leading, and controlling.
3. Ensure students complete a minimum of 250 work hours.
4. Provide for a rotation through all major departments of the organization.
5. Require student’s observation of and, when appropriate, participation in the policy and decision process.
6. Require student’s attendance at departmental or unit meetings.
7. Offer exposure to other health care organizations and attendance at selected conferences or professional related activities.
8. Provide opportunities for students to attend committee and supervisor meetings.
9. Review the rubrics to evaluate students’ performances on the senior project and professional and ethical behavior skill component.
10. Complete a formal conference with students at the beginning and the end of the internship experience to provide feedback about their strengths and areas for improvement.
11. Complete the timesheet on a weekly basis to calculate the number of hours the student spent on internship.
12. Students must not perform patient care.

GRADING COMPONENTS

Each faculty advisor in conjunction with the agency preceptor will be responsible for determining the student’s final grade according to the following relative values:

a. Weekly Reports 10%
b. Final Written Report 15%
c. Preceptor Evaluation
   • Project 50%
   • Professional Skills and Ethical Behavior 25%

The agency preceptor will submit to the faculty advisor a brief evaluation of the student and the internship experience.
SUGGESTED ACTIVITIES FOR STUDENTS

NOTE: Assignments should be of benefit to both the students and the agency. They should be actual tasks related to the work of the department or unit.

- Committee Meetings: Making arrangement for meeting
  Agenda preparation
  Taking and preparing minutes
- Prepare a written project at the end of training
- Prepare written reports of meetings or conferences attended jointly with the preceptor.
- Participate in activities with the Health Administrator and Medical Staff.
- Attend a Department Head meeting.
- Work with Emergency Room and Outpatient Departments.
- Assist with budget preparation if possible. If not, discuss this activity.
- Write or re-write job descriptions and/or procedures.
- Prepare or participate in an In-service Training Program.
- Develop proposals for new equipment and/or programs.
- Become acquainted with the patient billing procedures.
- Observe all shifts in the agency.
- Make decisions about various types of correspondences.
- Rotate through the various auxiliary departments, such as Admissions, Emergency Room, Outpatient, etc.
- Work on a medical care evaluation study.
- Work on a policy manual for the agency.
- Develop an orientation and training plan for new employees.
- Become familiar with agency involvement in total quality management (TQM) and continuous quality improvements (CQI) activities.
- Provide information concerning human resources management
  a. Describe the procedures for hiring, evaluating, disciplining, and terminating personnel. Attach forms that are utilized. Describe methods for adding a new position.
  b. Tell how job analysis and job evaluation are performed in the agency.
  d. Discuss any in-service training given to employees. Describe how opportunities for upward mobility of employees are provided.
  e. Note the role of labor unions in the agency.
  f. State who develops job descriptions for a particular department, and how often they are reviewed to determine if revisions are needed.
  g. Discuss any personnel problems which administrators frequently experience.
- Provide information concerning the agency’s management practices of planning, organizing, staffing, leading, and controlling.

**NOTE:** All information to be turned in must be typewritten (double-spaced, securely fastened and neatly done). All work should be labeled carefully.
RUBRIC FOR GRADING FINAL WRITTEN REPORT

1. Learning Outcome: Demonstrate knowledge of the internal and external environment in which health services manager’s practice.

2. Course
   a. HSM 494 – Administrative Internship

3. Assignment – Final Report/Organizational Analysis Paper
   a. Student must address all Rubric criteria.
   b. Please write a clear, understandable and organized report, free of grammatical, spelling and punctuation errors.
   c. Please demonstrate with supporting evidence and examples where criteria items are met.

<table>
<thead>
<tr>
<th>NO</th>
<th>CRITERIA</th>
<th>10 POINTS EXCEEDS EXPECTATIONS</th>
<th>7 POINTS MEETS EXPECTATIONS</th>
<th>4 POINTS NEEDS IMPROVEMENT</th>
<th>1 POINT POOR</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Familiarity with the agency’s management practices of planning, organizing, directing and coordinating</td>
<td>Statement addresses all management practices</td>
<td>Statement addresses three management practices</td>
<td>Statement addresses two management practices</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Experiences the different areas of administration in the setting such as personnel, fiscal services, support services, and general administration</td>
<td>Statement addresses all of the criteria</td>
<td>Statement addresses three out of four criteria</td>
<td>Statement addresses two or less of the criteria</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Description of the administrative governance structures, funding and enabling legislation of the assigned agency.</td>
<td>Statement addresses all of the criteria</td>
<td>Statement addresses two of the criteria</td>
<td>Statement addresses one criteria</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Description of the client population.</td>
<td>Statement addresses demographics of client base</td>
<td>Statement addresses basic description of clients.</td>
<td>Statement provides minimal information about client population</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Summary of the agency philosophy, mission, and goals.</td>
<td>Statement addresses agency philosophy, mission, and agency goals.</td>
<td>Statement addresses two criteria</td>
<td>Statement addresses one criteria</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description of the role of the preceptor within the agency.</td>
<td>Statement addresses title, job description, and number of employees responsible to provide leadership</td>
<td>Statement addresses two criteria</td>
<td>Statement addresses one criteria</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Description of type of health care organization and services provided.</td>
<td>Statement addresses description of type of health care organization and services provided.</td>
<td>Statement addresses a description of type of health care organizations or services provided.</td>
<td>Statement addresses sparse information about type of health care organizations or services provided</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Description of the procedures for hiring, evaluating, disciplining and terminating personnel.</td>
<td>Statement addresses all four criteria</td>
<td>Statement addresses three out of four of the criteria</td>
<td>Statement addresses two out of the four criteria</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Grammar</td>
<td>Correct sentence construction, spelling, and punctuation</td>
<td>Few sentence construction, spelling, and punctuation errors</td>
<td>Many sentence construction, spelling, and punctuation errors</td>
<td>Criteria not met</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Information organized in a clear, understandable way.</td>
<td>Information presented in a clear, sequential, organized, understandable way.</td>
<td>Information presented in a somewhat clear, sequential, organized, understandable way.</td>
<td>Information not presented in a clear, sequential, organized, understandable way.</td>
<td>Criteria not met</td>
<td></td>
</tr>
</tbody>
</table>

Highest possible points= 100

Grading Scale:

- **100-94**: A
- **86-83**: B
- **76-73**: C
- **66-63**: D
- **93-90**: A-
- **82-80**: B-
- **72-70**: C-
- **62-60**: D-
- **89-97**: B+
- **79-77**: C+
- **69-67**: D+
- **<60**: F
RUBRIC FOR GRADING SENIOR PROJECT

1. Learning Outcome: Develop competency skills in the functional areas of planning, organizing, staffing and leading.

2. Course
   a. HSM 494-Administrative Internship
   b. Assignment- Senior Project or activity at the department level
   c. Student must address all Rubric criteria
   d. Please demonstrate with supporting evidence and examples where criteria items are met

<table>
<thead>
<tr>
<th>NO</th>
<th>SENIOR PROJECT MANAGEMENT CRITERIA</th>
<th>20 POINTS EXCEEDS EXPECTATIONS</th>
<th>15 POINTS MEETS EXPECTATIONS</th>
<th>10 POINTS NEEDS IMPROVEMENT</th>
<th>5 POINTS POOR</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>Set tangible goals and objectives for the project that relates to the department’s mission and purpose</td>
<td>Set goals and objectives for the project</td>
<td>Write objectives that are not tangible</td>
<td>No set goals and objectives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organizing</td>
<td>Delineate clear steps, processes, and time linked to goals and objectives</td>
<td>Delineate steps and processes to accomplish goals and objectives</td>
<td>Aware of needs to write steps and articulate processes to accomplish goals and objectives</td>
<td>Aware of need to articulate steps to accomplish goals and objectives</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Staffing</td>
<td>Discover new and available resources</td>
<td>Use available resources</td>
<td>Identify the need for resources</td>
<td>Aware of need for resources</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Leading</td>
<td>Establish a timeline. Performed the task through completion using available resources efficiently. Use a system of checks and balances to determine how available resources are used, managed and the need for improvement</td>
<td>Establish a timeline to articulate how available resources will be used and managed. Performed the task through completion</td>
<td>Established a timeline. Aware of the need to manage resources</td>
<td>No established timeline. Aware of systems of how resources will be managed</td>
<td></td>
</tr>
</tbody>
</table>
Artifacts

Provide evidence through artifacts the application of management concepts of planning, organizing, staffing and leading to project at a departmental level.

| 5 | Artifacts | Provide evidence through artifacts the application of management concepts of planning, organizing, staffing and leading to project at a departmental level. | Provide evidence through artifacts the application of three management concepts | Provide evidence through artifacts the application of two management concepts | Provide evidence of one management concept |

Highest possible points= 100

Grading Scale:

- 100-94: A
- 86-83: B
- 76-73: C
- 66-63: D
- 93-90: A-
- 82-80: B-
- 72-70: C-
- 62-60: D-
- 89-77: B+
- 79-77: C+
- 69-67 D+
- <60: F
1. Learning Outcome: Demonstrates professionalism and ethical behavior in the management internship experiences.
2. Course: HSM 494 – Administrative Internship
3. Assignment – Student must address all Rubric criteria.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Highly Professional 20</th>
<th>Professional 15</th>
<th>Participating 10</th>
<th>Needs Improvement 5</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>Always arrives on time and stays for entire work period; regularly attends work; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions</td>
<td>Late to work only once or twice; almost never misses work; no unexcused absences, generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions</td>
<td>Late to work more than once every month and regularly attends work; misses two deadlines; seeks exceptions</td>
<td>Late to work more than once/week and does not regularly attend work; demands exceptions</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promptness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Social Skills</td>
<td>Careful not to distract others (socializing, sleeping, leaving early); never uses unapproved electronic devices; respectful towards fellow workers and the work environment</td>
<td>Exhibits behavior that distracts others once or twice; rarely uses unapproved electronic devices; always respectful towards fellow workers and the work environment</td>
<td>Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of fellow workers</td>
<td>Often extremely disrespectful to fellow workers and the work environment</td>
<td></td>
</tr>
<tr>
<td>Preparedness Motivation</td>
<td>Almost always participates in discussions; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion</td>
<td>Regularly participates in discussions; contributions reflect good preparation and are generally substantive, and moderately persuasive</td>
<td>Rarely participates at work, contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, and occasionally persuasive; may dominate discussion with irrelevant comments</td>
<td>No evidence of preparation; when called upon, can’t answer questions in depth, comments made are usually irrelevant</td>
<td></td>
</tr>
<tr>
<td>Contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Criteria  Highly Professional  Professional 15 Participating 10 Needs Improvement Summary
<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; always honest and encourages others to do the same</td>
<td>Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behavior; always honest</td>
</tr>
<tr>
<td>Integrity</td>
<td>Provides work that reflects very little or no effort; shows negative behavior, is often not honest; knowingly violates work policies</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making a genuine effort to work effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role</td>
<td>One or two complaints from team members about lack of contribution</td>
</tr>
<tr>
<td></td>
<td>More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work</td>
<td></td>
</tr>
</tbody>
</table>

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<td>69-67 D+</td>
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