

Student Manual

MHA Internship (HADM 6400)

{Cross listed with HCIP 6400 for MHA/HI PSM students}



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<http://publichealth.uncc.edu/>

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 a successful healthcare administrator. 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”. {A syllabus also is provided each semester; a current sample is posted on the department website under student resources}.

A course Moodle site (under Moodle ‘projects’ as internship activities typically span several semesters) launched in Summer 2015. The site contains ‘modules’ with information and exemplars relevant to planning, conducting, and reporting on the internship experience. Details on gaining access to the site are discussed later in this manual.

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Purpose

The MHA internship offers students administrative experience in a healthcare setting. The practice experience occurs in a carefully selected 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, and in utilizing methods appropriate for the project to analyze information, and to identify 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 negotiation and conflict resolution skills.
6. Demonstrate effectiveness in organizing, synthesizing, and articulating ideas and information in writing and orally.

Internship Prerequisites and Requirements

As the emphasis of the internship is on the integration and application of newly acquired knowledge and skills into one's professional practice, waivers of this requirement are seldom considered, and then **only** for concurrently employed **experienced senior level** healthcare managers.

Prerequisites

The MHA Director manages enrollment in HADM 6400 (and HCIP 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 Moodle 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). The student will refine the proposal in consultation with the practice site preceptor and the MHA Director prior to a permit being issued for the course. Students finalize the 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 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 the Appendix A information to generate the university required preceptor agreement and/or affiliation agreement. Please note the following:

- For voluntary positions, 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.

- We require **all students** engaging in a voluntary internship to purchase and provide proof of student professional liability insurance. See details below and visit: <http://publichealth.uncc.edu/student-resources/internship-requirements>.
 - Many organizations require criminal background checks, drug screens, and proof of immunization, among other organization-specific requirements. Unless borne by the organization, 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 or student and might duplicate prior efforts. See <http://publichealth.uncc.edu/student-resources/internship-requirements> for details. *Note: Criminal background checks of international students typically take 45 days to complete.*
 - As noted on the acknowledgement form signed 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. 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 after approximately each additional 40 hours of effort (4-5 total).

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 final report describing the administrative internship experience. The MHA Program Director or designee evaluates this report for completeness and acceptability. We provide a detailed outline for the report later in this document. Acceptance of the final report typically requires multiple rounds of revision.
8. The preceptor will evaluate the student using a structured assessment tool (Appendix C).
9. The student will evaluate him/herself and the internship experience using a structured assessment tool (Appendix D).
10. The MHA Director or designee will evaluate the student's overall performance in the internship and assign a grade of pass or unsatisfactory.

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

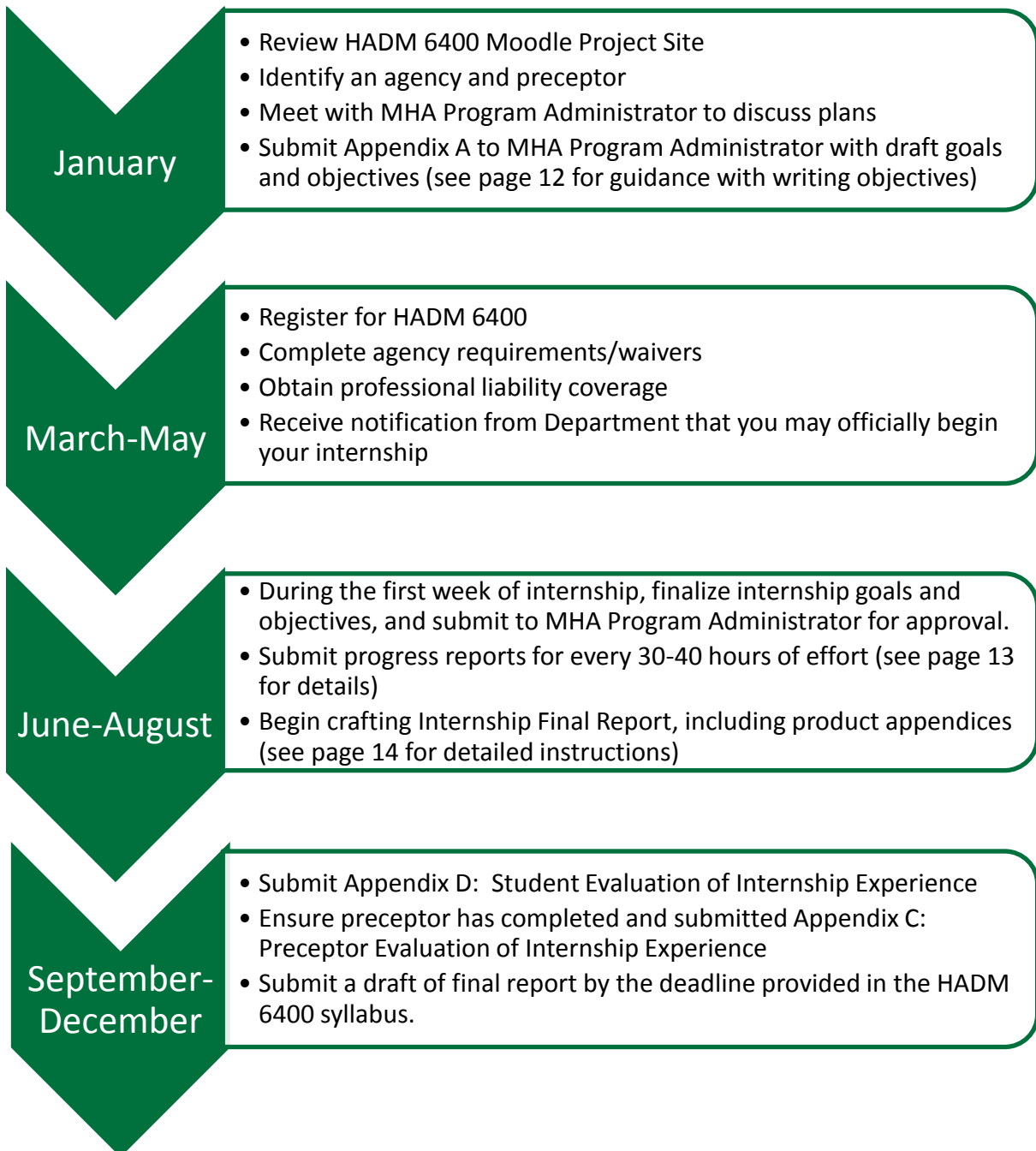
As a graduate experience, students are expected to take the initiative in identifying an appropriate organization and initiating the planning for the internship in a timely manner. This requirement ensures the organization selected is most appropriate to assist the student in integrating and applying 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.

Internship Resources on Moodle

Students can access internship resources through the HADM 6400 Resources Moodle project page. This page provides electronic versions of the internship manual and forms, resources for identifying internship opportunities, discussion forums, and examples of progress reports and final reports for students planning their internship experience, or students completing their internship. To find this page on Moodle, click on "Projects" under "**My Courses**", then click on "HADM 6400-MHA Internship Projects".

Example Timeline for Summer MHA Internship Planning



Course Process

Establish Goals and Objectives

At least two months prior to beginning the internship, the student must 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 HI PSM also need to ensure the internship includes sufficient health informatics content in order to concurrently fulfill those requirements within the MHA internship. Consultation with the HI 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). Objectives should include action verbs like "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 sends a completed Appendix A (or email equivalent) 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.

For volunteer internship placements, as noted under Internship Prerequisites and Requirements, students may not officially begin their MHA internship 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 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. *{normally completed at orientation}*
- Student has provided college proof of professional liability insurance
- 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 to the MHA Director or designee after 20 hours (include refined goals and objectives, if necessary), and after every 30-40 hours of effort. These 4-5 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.

Submit these reports to the MHA Administrator (MHAProgram@uncc.edu). 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 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.

Site Visit

The MHA Director may arrange (or the student or preceptor may request) a brief (usually 1 hour) 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 have 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 4) review course deliverables/expectations vis-à-vis the final report and evaluations. Any other topics of import to the preceptor or student can be added 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 **multiple rounds** of revisions before the MHA Program Director will accept the report as final and issue a passing grade. To demonstrate accomplishment of objectives and describe the learning experiences, students are required to develop a 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., Fall 2015), name, and the names 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. {unnumbered}

Table of Contents

1.0 Introduction {first numbered page}

Provide an introductory statement of the management problem(s)/overall goals

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

1.2 Background. Write a brief review [= synthesis, not summary] of literature relevant to the organization, population, and problems from a **prospective** point of view, meaning it could have been written prior to beginning the internship. Be sure to relate the articles (minimum of 5 peer-reviewed sources in addition to relevant government/agency/news sources used) to an overall theme or idea related to a management problem related to the internship goals/objectives.

2.0 Methods {the 'HOW'}

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

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

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

2.3 Procedures. Describe steps taken toward achieving each objective or barriers to achieving objectives. **Do not** describe outcomes or results in this section.

2.4 Timeline. In paragraph form summarize the major events and describe the progression of the internship (include and refer to aggregated progress reports as an appendix)

3.0. Results {the 'WHAT'}

Provide a brief overview paragraph of your products/results. Next provide the results/evidence that each objective was met (or not) in detail in section 3.1.

3.1 Objective X. By objective, restate each objective and describe the extent to which the objective was met, offering explanations as needed. Provide detail and supporting proof (evidence) that the objective was accomplished. Refer to any included 'evidence' as an appendix.

3.2 Integration and Reflection. Describe and give specific examples of how the internship experience

- Relates back to the literature review

- Integrated MHA course work

- Afforded opportunities to apply skills acquired in the classroom

- Enhanced your training in the MHA program

4.0. **Discussion and 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.

4.1 Socialization. Describe the socialization experiences that the internship opportunity afforded, e.g., helped to teach about professionalism or how to behave in particular roles.

4.2 Mentorship. Discuss the opportunities that the internship provided to learn about the art of mentorship

4.3 Leadership. Discuss the opportunities the internship provided to learn about the art of leadership

4.4 Improvement. Describe shortcoming and recommend options for improving the internship experience and/or student academic preparation for it.

References {starts a new section/page; **a minimum of 5 peer-reviewed references are required**}

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.

Appendices

Include copies of tangible products from the internship experience, etc., as well as a compendium of the progress reports. Specifically introduce and briefly summarize each appendix within the body of the report. 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. 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...

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.

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 and provided as a typeable PDF. As this document is considered a confidential communication from the preceptor to the MHA Director, the preceptor should send (mail, email, fax) the completed form to the MHA Director. 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 form included as Appendix D of this manual and provided as a typeable PDF. The student assessment must be returned (mail, email, or fax) to the MHA Director. This evaluation is NOT to be included as part of the internship report itself.

Course Assessment

The course is graded on a Pass /Fail basis; all components must be acceptable for a passing grade to be posted. To report a passing grade, the MHA Director must find the report acceptable and have received the two preceptor and student evaluations. Posting a final grade is at the sole discretion of the MHA Director (in consultation with the HI PSM Director for dual HI PSM master's students).

Writing Resources Center

Students are strongly encouraged to meet with a writing tutor from the UNC Charlotte Writing Resources Center in the Center for Graduate Life (<http://gradlife.uncc.edu/writing-resources>) prior to submitting the initial draft of their Internship Final Report.

Relevant/Related Policies & Procedures

The Department of Public Health Sciences, 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 Public Health Sciences 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 (see <http://graduateschool.uncc.edu/academics/catalog.html>), and the University (university-level policies can be found at <http://www.legal.uncc.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** (<http://www.legal.uncc.edu/policies/up-406>)
- ◆ **The Code of Student Academic Integrity** (<http://www.legal.uncc.edu/policies/up-407>);
- ◆ **Sexual Harassment Policy and Grievance Procedures** (<http://www.legal.uncc.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

In order 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.
- ♦ **Responsible Use of University Computing and Electronic Communication Resources** (<http://www.legal.uncc.edu/policies/up-307>).

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 it is sent.

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_1AUG2015.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 temporarily suspend the student 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 Public Health Sciences, 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)

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 Public Health Sciences, 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* and return it to Julie Ann Howell in the Department of Public Health Sciences, CHHS 431 [jhowel35@unc.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 Compliance on the college's website at <http://publichealth.unc.edu/student-resources/internship-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,



**Michael E. Thompson, MS, DrPH
Director, Master of Health Administration Program**

**UNC CHARLOTTE COLLEGE OF HEALTH AND HUMAN SERVICES
CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY
STUDENT**

1. Introduction

It is a condition of initial enrollment in the College of Health and Human Services (CHHS) Programs, and a condition of eligibility to continue enrollment, that CHHS students meet all academic and other requirements imposed by CHHS, as well as all requirements of each external health and human service facility where CHHS attempts to place the student in a given semester.

CHHS must secure the cooperation of independent external health and human service facilities (“Facilities”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Facilities will not accept students who do not meet requirements that apply to employees at the Facility, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Facilities now require that CHHS students who will intern at their sites successfully complete criminal background checks and drug screening.

Many public and private schools and social services facilities also require criminal background and drug screening of CHHS students who interact with elementary/high school students and social service clients. Thus, in addition to meeting all CHHS academic and other requirements, students have the additional responsibility to meet requirements imposed by each Facility where they will receive clinical or field education, including internships.

A student who is rejected by one or more Facilities because of failure to meet that Facility’s criminal background and/or drug testing requirements may be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

2. Facility Criminal Background Check Requirements

- a. Comply with the criminal background check requirements at each Facility to which students are assigned.

In some cases, the Facility will undertake criminal background checks. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that the student has been accepted or rejected by the Facility.** If a student is rejected, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

- b. Undergo a criminal background check by a CHHS-approved agency.

Some Facilities require that students obtain criminal background checks on their own. In these cases, CHHS will help facilitate students’ obtaining their criminal background checks through a CHHS-approved criminal investigation agency. The criminal background check will be conducted at the student’s expense. The criminal investigation agency will provide the background check results to a CHHS employee, who will share the results with the student. If the Facility has provided CHHS with specific directives regarding appropriate background check results for acceptance to Facility’s field experience, then CHHS will document whether or not the student’s background complies with those standards and communicate to the Facility whether the student’s background complies with those standards. If the Facility has not provided explicit standards to CHHS, then CHHS will share all

positive results of a student's criminal background check with the Facility. CHHS will document its communications with the Facility, the Facility's directives concerning any positive results, and CHHS's actions in response to the Facility's directives. If a student is rejected from a Facility, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

3. Facility Drug Screening Requirements

a. Comply with the drug screening requirements at each Facility to which students are assigned.

In some cases, the Facility will undertake drug screening. Students will usually bear all expense associated with meeting these requirements. **CHHS will receive notice only that a student has been accepted or rejected by the Facility.** If a student is rejected from a Facility, CHHS will attempt to assign the student to another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

b. Undergo drug testing by a CHHS-approved drug screening laboratory.

Some Facilities require that students obtain a drug screening on their own. In these cases, CHHS will help facilitate students' obtaining their drug screenings through a CHHS-approved independent drug screening laboratory. The drug screening will be conducted at the student's expense. The independent drug screening laboratory will provide the drug test results to the student, who will provide those results to the specified CHHS employee. If the Facility has provided CHHS with specific directives regarding appropriate drug test results for acceptance to Facility's field experience, then CHHS will document whether or not the student's results comply with those standards and communicate to the Facility whether the student's results comply with those standards. If the Facility has not provided explicit standards to CHHS, then CHHS will share all positive results of a student's drug screening with the Facility. CHHS will document its communications with the Facility, the Facility's directives concerning any positive results, and CHHS's actions in response to the Facility's directives. If the result is positive, and the Facility rejects the student, CHHS will attempt to place the student at another Facility. If no Facility accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

4. General Principles for CHHS Process

- a. CHHS makes no judgments about what is relevant with respect to criminal background checks and drug screenings. Every positive result is communicated to the Facility unless the Facility has provided a list of specific results that should be reported.
- b. CHHS carefully documents communication transmitted to the Facility (exactly what is sent/said, to whom, how, when, etc.). CHHS also documents what the Facility tells CHHS to do in response to the positive result as well as what actions CHHS takes.
- c. CHHS keeps information regarding the communication of positive criminal background or drug screening results separate from and inaccessible to the faculty who may play a role in evaluating CHHS students, unless CHHS must take action based on the positive results in accordance with the CHHS Academic Dismissal Policy.

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

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

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

Appendix C: Preceptor Evaluation Form



UNC CHARLOTTE
College of Health and Human Services
Department of Public Health Sciences

MHA INTERNSHIP EVALUATION BY PRECEPTOR

Thank you for your sponsorship of this intern. Please complete this evaluation form and return it to the MHA Program (by mail, email, or fax).

Michael E. Thompson, MS, DrPH

Director, MHA Program
UNC Charlotte, CHHS 427D
9201 University City Blvd
Charlotte, NC 28223-0001
methomp1@uncc.edu
704.687.8980 (phone)
704.687.1644 (fax)

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.

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 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
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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
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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 and Critical Thinking	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated professionalism in value systems, ethics, and in interactions with others.	5	4	3	2	1	NA
2. Demonstrated cultural sensitivity and respect for all employees in the organization.	5	4	3	2	1	NA
3. Demonstrated a high level of emotional intelligence.	5	4	3	2	1	NA

4. Demonstrated that she or he is an effective team player.	5	4	3	2	1	NA
5. Demonstrated the ability to critically analyze information and situations.	5	4	3	2	1	NA
6. Demonstrated the ability to use system and strategic thinking models and methods to make decisions and solve problems.	5	4	3	2	1	NA
Competency Domain – Science and 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 project, qualitative analysis (e.g., case studies) and quantitative analysis (e.g., descriptive statistics, survey analysis) to identify patterns and trends.	5	4	3	2	1	NA
2. Demonstrated the ability to use and manage relevant computer technology.	5	4	3	2	1	NA
3. Demonstrated a working knowledge of management information systems.	5	4	3	2	1	NA
Competency Domain – Management	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated the ability to apply concepts and tools of strategic planning and/or management.	5	4	3	2	1	NA
2. Demonstrated an ability to interpret the impacts of legal, regulatory, and political environments on health care organizations.	5	4	3	2	1	NA
3. Demonstrated an ability to apply a public health perspective to health care management.	5	4	3	2	1	NA

Competency Domain – Political/Community Stakeholder & Communication	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. Demonstrated the ability to identify all of the major stakeholders of health services organizations and understand their interests.	5	4	3	2	1	NA
2. Demonstrated the ability to use negotiation, consensus and conflict resolution to promote relationships in the health care organization and, if appropriate, in the community.	5	4	3	2	1	NA
3. Demonstrated the ability to listen, hear, and respond effectively to the ideas and thoughts of others.	5	4	3	2	1	NA
4. Demonstrated the ability to speak clearly and effectively with individuals and in groups, in formal and informal settings.	5	4	3	2	1	NA
5. Demonstrated the ability to write clearly and effectively.	5	4	3	2	1	NA

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: _____

Appendix D: Student Evaluation Form



UNC CHARLOTTE
College of Health and Human Services
Department of Public Health Sciences

MHA INTERNSHIP EVALUATION BY STUDENT

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

Michael E. Thompson, MS, DrPH

Director, MHA Program
UNC Charlotte, CHHS 427D
Charlotte, NC 28223-0001
methomp1@uncc.edu
704.687.8980 (phone)
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 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
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2. The preceptor was available and provided information and mentorship during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
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3. My needs for resources, including space and computer equipment, were met during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
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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
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5. My faculty advisor was available to address questions and provide feedback during the internship.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
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Competency Domains. Compare your confidence in your ability at the beginning of the MHA internship to your ability now:

Leadership and Critical Thinking						
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	NA
2. To understand, demonstrate, and reward cultural sensitivity and diversity in the health care sector.	5	4	3	2	1	NA
3. To demonstrate a high level of emotional intelligence.	5	4	3	2	1	NA
4. To use effective team development methods, and be an effective team player.	5	4	3	2	1	NA
5. To critically analyze information and situations.	5	4	3	2	1	NA
6. To use system and strategic thinking models and methods to make decisions and solve problems in health services organizations.	5	4	3	2	a1	NA
Management						
I now feel more confident:	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
1. To understand and apply basic concepts and tools that are integral to strategic planning and/or management in the health care sector.	5	4	3	2	1	NA
2. To understand, monitor, and interpret the impacts of legal, regulatory, and political environments on health care organizations.	5	4	3	2	1	NA
3. To apply a public health perspective to health care management.	5	4	3	2	1	NA

Science and Analysis	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
I now feel more confident:						
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	NA
2. To use and manage relevant computer technology in health services organizations (application software and database technology.)	5	4	3	2	1	NA
3. That I have a working knowledge of management information systems in health care organizations	5	4	3	2	1	NA
Political / Community Stakeholder & Communication	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree	Not Applicable
I now feel more confident:						
1. To identify all of the major stakeholders of health services organizations and understand their specific interests and historical relationships.	5	4	3	2	1	NA
2. To use negotiation, consensus and conflict resolution to promote relationships within health care organizations and in the community.	5	4	3	2	1	NA
3. To listen, hear, and respond effectively to the ideas and thoughts of others.	5	4	3	2	1	NA
4. To speak clearly and effectively with individuals and in groups, in formal and informal settings.	5	4	3	2	1	NA
5. To write clearly and effectively.	5	4	3	2	1	NA

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: _____

Appendix E: Internship Overview for Preceptors

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 public health professional. We aspire to ensure that all of our internships result in positive experiences for all stakeholders involved, including our students, the organization, our program, and –most importantly – your agency’s clients, the public.

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 (<http://publichealth.uncc.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 the preceptor letter, the student will need to ascertain information found on our “Appendix A Internship Contact Form document:

- Name and mailing address of Agency
- Name, title, phone, fax, and email of preceptor
- Planned start/end dates and approximately weekly hours to be spent on internship
- Brief summary of planned activities/projects for internship experience
- 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.

Generally, I will be in contact with preceptors (by email or phone) prior to the start of the internship, but prospective preceptors are encouraged to contact me 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 me 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 lasts 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.

Evaluating the Internship. At the conclusion of the internship, the preceptor is asked to complete a brief (6-page, typeable PDF) confidential assessment of the intern and to return it to me (by mail, email, fax). The student will provide you this form (or it can be found on the Public Health Sciences website).

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

Sincerely,



Michael E. Thompson, MS, DrPH
Associate Professor, Public Health Sciences
Director, Master of Health Administration Program
methomp1@uncc.edu
704.687.8980
www.publichealth.uncc.edu

