

# Student Manual MHA Internship (HADM 6400)



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## Rationale & Context

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

The MHA Program internship provides a structured opportunity for students to apply theories, ideas, principles, and skills learned in the classroom to healthcare practice. The internship experience also provides students an opportunity to better understand 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}



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## Purpose

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

### Objectives of the Internship Experience

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 and 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 only considered for experienced senior level healthcare managers.

The following is a brief summary of the internship experience.

### Prerequisites

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

### Internship Requirements

1. MHA Students are expected to identify an organization and negotiate for an internship with that organization. The student's advisor and/or the MHA Coordinator can suggest organizations meeting a student's specific interests and support the student in this process.
2. In consultation with the practice site or organization, the student must develop a short, formal proposal of the work or project to be accomplished by the student during the internship (Appendix A).
3. This proposal will be refined in consultation among the student, the practice site preceptor, and the MHA Coordinator during the first week of the internship. The goal is to ensure that the all stakeholders benefit from this arrangement, including the student, the agency, the university, and (foremost) the community served by the organization. A registration permit will be issued once this preliminary information is available.
  - a. This information will be used to generate the university required preceptor agreement and/or affiliation agreement.
    - i. This 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. Given the unpredictability of this timeline, students are strongly advised to plan well ahead.
    - ii. Appendix B is the checklist the MHA Coordinator must use to ensure administrative requirements are met prior to requesting the preceptor letter from the College.
    - iii. ALL students engaging in an internship must purchase and provide proof of student professional liability insurance. See details below and visit: <http://publichealth.uncc.edu/student-resources/internship-requirements>
    - iv. 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. See <http://publichealth.uncc.edu/student-resources/internship-requirements> for details.

- b. 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 C 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 Coordinator or designee after 20 hours (goals) and after approximately each 40 hours of effort (4-5 in total).
6. The MHA Coordinator or designee may make one site visit or request a teleconference during the internship, especially for internships involving first time preceptors.
7. The student will prepare a final report describing the administrative internship experience that will be evaluated by the MHA Program Coordinator or designee. A detailed outline for the report is provided later in this document.
8. The preceptor will evaluate the student using a structured assessment tool. (Appendix D)
9. The student will evaluate him/herself and the internship experience using a structured assessment tool (Appendix E).
10. The MHA Coordinator 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 serves as a model for the students to observe and advise the student routinely. The preceptor consults with the MHA Coordinator as needed about the student's progress. The preceptor completes a student evaluation form at the end of the internship experience. A preceptor-friendly summary of the internship is included Appendix F.

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 should not be current UNC Charlotte MHA students.

- The preceptor works 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.

- The preceptor plans the internship experience and directs the student's on-site experience.
- The preceptor serves as a role model for the student and routinely advises the student.
- The preceptor periodically consults with responsible faculty on the student's progress.
- The preceptor completes a student evaluation form at the end of the internship experience.

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

### **Role of Faculty Advisor**

The faculty 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 coordinator

### **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 synopsis appendix for preceptors) with potential preceptors and to involve the MHA Coordinator, as needed, when planning the internship experience

The timeline below outlines recommended deadlines for completing various tasks related to the internship. Failure to meet these deadlines may delay the start of an internship (one cannot begin until the preceptor letter has been signed) 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.

- **Two months (or more) prior to the start of the internship.** Plan the internship. Identify an Agency and Preceptor. Develop a preliminary plan for the internship. Discuss plans with advisor and then communicate proposal to the MHA Coordinator. Ascertain from the MHA Coordinator or support staff whether the agency has an existing affiliation agreement with the university. **[Students are strongly encouraged to select from agencies with existing agreements when possible as the time to establish a new agreement can be unpredictably lengthy.]** Provide requisite information to generate the College's letter of agreement with Agency. The information provided to the MHA Coordinator must include (see Appendix A: Internship Contact Form):
  - Student name, Banner ID, date of birth, and UNC Charlotte email address
  - Semester registering for the internship course
  - Name and mailing address of Agency [including county if an affiliation agreement is needed]
  - Name, title, phone, fax and email of preceptor
  - Name and title of Agency signing authority (if different from above)
  - Planned start/end dates and approximate weekly hours to be spent on internship
  - Brief summary of goals and objectives for the internship, including planned activities/projects (**IMPORTANT**: see discussion on objectives below)
  
- **Agency requirements/waivers.** The College ensures that students comply with ALL requirements stipulated in the college-agency affiliation agreement (**even if duplicative or in cases where a student is employed elsewhere in the agency**) before a student is cleared to begin an internship. Requirements typically include a criminal background check, drug screen, TB test, and proof of immunization. Many organizations have additional requirements such as specific immunizations, HIPAA training, blood borne pathogen training, or security clearances. Such information is coded into our administrative agency affiliation database. If an agreement already exists with the college, we can advise the student of those requirements when considering the placement. If an agreement must be reached with an agency, the information will be communicated to the student when the agreement has been completed. The student is responsible for complying with these additional requirements before being formally cleared to begin the internship experience.
  
- Obtain professional liability coverage. [see <http://publichealth.uncc.edu/student-resources/internship-requirements> ]
  
- **One month prior to start of internship.** Secure any needed organizational requirements such as background checks, drug screenings, and immunization records. Review College's policy on criminal background checks and drug screening (Appendix C). Provide CHHS Advising Center office a copy of one's immunization record, recent TB test, etc. Note: These efforts can take time (and money), so **plan ahead**

- **Within 20 hours or one weeks of starting internship.** “Finalize” goals/objectives for internship and submit to MHA Coordinator for approval.
- **Prior to midpoint of internship.** The student or preceptor may contact the MHA Program Coordinator to request a site visit/teleconference. These optional meetings generally last one hour and involve both the student and the preceptor. In some cases (especially for first time preceptors or first time placements within an agency), the MHA Coordinator may request a site visit.
- **Periodically (following every 30-40 hours).** Submit a brief email progress report/update to the MHA Coordinator. Save these reports to include in final report as an appendix (minimum of 3 required).
- **Last week of internship.** Submit the following items to the MHA Coordinator by beginning of Finals Week for a timely grade: Student Internship Report, Preceptor evaluation of student (Appendix D), and Student evaluation of internship experience (Appendix E). Delays may result in a grade of IP (in progress) or I (incomplete) being reported.



## 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 HIT certificate 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 HIT Coordinator may be required.}

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 (application-synthesis/evaluation). Objectives should include action verbs like "Plan", "Assess", "Evaluate", "Develop", "Deliver", "Educate", "Execute" or "Implement", "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 is encouraged to share a copy of the internship overview (Appendix F), which summarizes the internship process and the responsibilities of a preceptor, during this negotiation. Preceptors are sent a copy of this document with their preceptor letter.

Once the student and preceptor have reached preliminary agreement, a completed Appendix A (or email equivalent) articulating the mutually agreed-upon goals and other agency specific details are sent to the MHA Coordinator or designee for approval. Once preliminary approval is given, the MHA Coordinator issues a permit to register for the internship course and determines what administrative steps are needed to generate an affiliation agreement (if needed) and the formal preceptor letter.

In the interval between the issuance of the permit and the formal start of the internship, the student must ensure the following requirements have been completed/documented. [The internship MAY NOT BEGIN until these requirements have been completed.]

- Student has signed the acknowledgment of the College's criminal background check and drug screening policy (expected to be completed during the first two weeks of matriculation into the program).
- 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, and blood borne pathogen training) and/or immunization records, etc.
- Preceptor/Agency has signed and returned preceptor agreement (if needed)

The student and preceptor will update and finalize, as needed, the goals and activities within the first twenty hours/one week of the internship, providing written documentation to the MHA Coordinator and requesting permission for substantive changes, as far in advance is practicable.

### **Periodic Progress Reports/Updates**

Students are to submit updates to the faculty advisor 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.

These updates should be emailed to the MHA Coordinator. The routine reports do not need to be formal or lengthy; relevant, concise, and succinct reports are encouraged. As a guide for the student, a sufficient progress report can be completed in less than 30 minutes. As the weekly hours spent vary across internship, reports are expected after the first 20 hours (finalizing goals) and after every 30-40 hours of efforts thereafter (e.g., 4-5 reports in total).

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**

At some point during the internship, the MHA Coordinator may arrange (or the student or preceptor may request) a brief (usually 1 hour) meeting with the intern and the preceptor. For internships held outside of the immediate Charlotte area, a phone or video conference may be substituted. Such meetings are routinely held with first-time preceptors/agency placement. The meeting has 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

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 2012), name, and the names of the faculty advisor and preceptor.

### Table of Contents

**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

#### 1.0 Introduction

1.1. Statement of the management problem(s)/overall goals

1.2 Objectives of the internship experience

1.3 Review of the relevant literature – *references to at least 5 peer reviewed items are required*

#### 2.0 Methods

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

2.2 Methods. Describe steps taken to achieve each objective or barriers to achieving objectives

2.3 Preceptor. Describe the role(s) of the internship preceptor(s)

2.4 Timeline. Summarize the major events throughout the internship (include and refer to aggregated progress reports as an appendix)

#### 3.0. Results

Introduce the objectives and results then review/summarize each objective in detail

3.1 Objective X. Restate each objective and summarize how the objective was met, referring to any included 'evidence' as an appendix. Indicate the extent to which each objective was/was not achieved, offering an explanation as needed.

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

Relates back to the literature

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:**

4.1 Summarize general conclusions drawn from the internship experience

4.2 Describe any new avenues of inquiry that the internship experience suggested to be a more effective manager

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

4.4 Discuss the opportunities that the internship provided to learn about the art of mentorship

4.5 Discuss the opportunities the internship provided to learn about the art of leadership

4.6 Describe how the internship or student preparation for it might be improved

#### **References {A Minimum of 5 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 of 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.

#### **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 executive summary.

#### **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 D of this manual and provided as a typeable PDF. The preceptor should send (mail, email, fax) the completed form to the faculty advisor.

#### **Student Evaluation of Internship Experience**

At the end of internship, the student will evaluate the internship experience using the form included as Appendix E of this manual and provided as a typeable PDF. The student assessment must be returned (mail, email or fax) to the faculty advisor.

## **Course Assessment**

The course is graded on a Pass /Fail basis; the final grade will be determined by the MHA Coordinator (in consultation with the HIT coordinator for HIT certificate students) and will be based on each student's performance on the following criteria:

**Mutually established goals between the preceptor and student**

**Progress reports/updates**

**Intern organizational assessment**

**Preceptor evaluation of the intern**

**Student internship 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 Internship Coordinator

- ♦ 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 can be dismissed from the internship if they demonstrate behavior which conflicts with professionalism essential to Public Health practice. This 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, violating the Code of Ethics for the Health Educators, 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\_.

*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\_1AUG2011.doc."

## **Violations of Expectations**

When a student may have violated one or more of the expectations for interns, the Internship Coordinator will determine whether the violation warrants a **warning and follow-up** or **dismissal**. The Internship Coordinator 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 Internship Coordinator determines that violation of any of the standards should be addressed through warning and follow-up, the Internship Coordinator 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 Coordinator 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 Internship Coordinator 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 Coordinator 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 Coordinator will notify the student of the decision.

### **Post-dismissal Procedures**

Refer to the MHA Student Manual 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 No: _____

### Agency Information

Agency/Organization: _____	
Address _____	
_____	
Phone No: _____	Fax: _____

### Preceptor Information

Preceptor Name: _____	
Title: _____	
Phone No. _____	Fax: _____
Email: _____	

Semester/Year of Registration: \_\_\_\_\_

Proposed Start Date: \_\_\_\_\_ Proposed End Date: \_\_\_\_\_

Proposed Internship Objectives:

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# Appendix B: Checklist

## College of Health and Human Services Checklist for Program Coordinators For Clinical Rotations/Internships/Field Placements

Student Name: \_\_\_\_\_

**Course Information**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_

**Agency:** \_\_\_\_\_

**\*Use the Agency name listed on the AA spreadsheet\***

I checked the list of CHHS affiliation agreements on the J: drive and verified that we have a current agreement with this agency (indicate type by checking one box):

1 Year Agreement-Need Signed Preceptor Letter	5 Year Agreement – Need Signed Preceptor Letter	5 Year Agreement –Do Not Need Signed Preceptor Letter

**Initial that you have checked all of the following that apply:**

**\*Double check AA for requirements\***

\_\_\_\_\_ I have attached documentation that the student is current on:

BBP Training	CPR Training	Criminal Background Ck <sup>1</sup>	Drug Screen	First Aid Certification	Immunizations (date to Univ)
Liability Insurance	Other (please specify)	Special Type of Immun. (list)	2 Step TB	Valid NC Drivers License	Valid NC - RN License

\_\_\_\_\_ Student has signed a criminal background check and drug screen policy statement. A copy is in the student's file.

**Several agencies require additional forms to be completed:**

**\*Forms in the J drive are in the Affiliation Agreement folder\***

- \_\_\_\_\_ Area Mental Health (The Tom Ray Center) – Students must complete Intern Field Placement Application form and forward to agency's HR department prior to placement (J: Drive, in agency folder).
- \_\_\_\_\_ Cabarrus Health Alliance – Complete Information Sheet for Student Affiliation (J: Drive).
- \_\_\_\_\_ CaroMont (Gaston Memorial Hospital) – see your program website for "Compliance Document".
- \_\_\_\_\_ Catawba Valley Medical Center – Must provide Learner Orientation Packet (J drive) for each student prior to placement at agency.
- \_\_\_\_\_ Centralina Council of Governments – Complete CCOG Confidentiality Tracking Form (J: Drive) for each student and faculty member that will be going to this agency.
- \_\_\_\_\_ Char Meck Hospital Authority – see your program website (HIPAA, safety module, orientation packet).
- \_\_\_\_\_ CMC-NE – all affiliates: Verification of Clearance form (J: drive). **\*\*Verification of Clearance forms for NP students are to be sent to Michele Kennerly\*\*** **Lauren Bouknight receives undergraduate\*\***
- \_\_\_\_\_ Hugh Chatham Memorial Hospital – The following needs to be to facility **1-2 weeks prior to clinical experience:**  
Checklist to include: BBP, Exposure Control Panel, Infection Control & Standards, Hazardous Materials, Right to Know, Back Safety, Education on Essential Policies, Confidentiality Agreement, Certification and Agreement of Compliance, Standards of Performance, Signs Form, CBC Completed, Drug Urine Screen (within 30 days), Departmental Safety Checklist. Must also have the Administrative policy, Education and Requirements.
- \_\_\_\_\_ Iredell Memorial Hospital – Must complete form at agency for CBC and Drug Screen 2 weeks prior to clinical experience. A letter listing individual by name stating they have had negative TB skin test. Signed declination of Hepatitis B with agency or statement of progress of Hepatitis vaccination. List of students to agency that have completed successful training in the use of respirator. Students must provide proof of auto liability insurance and must provide own transportation to home site visits.
- \_\_\_\_\_ Novant - all affiliates: **\*Per Miranda Ingram, all coordinators are to contact her office prior to placing a student at any site.\***  
Complete Verification Form with dates (J: drive) for all students and faculty that list all requirements, plus tobacco, safety, orientation, etc. (Tobacco Free form on J: drive as PDF). Complete Certification and Consent form, Exhibit D, Clinical Education Agreement, (J: drive) for all students and faculty annually. Also complete Presbyterian Healthcare Resident/Student Information Form.
- \_\_\_\_\_ Piedmont Healthcare – Must complete Schedule 1 (Confirmation of Placement) **prior** to sending students to any site (J: drive).
- \_\_\_\_\_ RAI Care Center – Need completed Confidentiality Statement (J: drive as PDF).

<sup>1</sup> Certifi Background Check includes: SS # validation, State criminal background check, federal criminal background check, OIG and GSA Excluded parties list (Office of Inspector General & General Service Administration) and National Sex Offender Registry.



## Appendix C: 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](mailto:jhowel35@unc.edu), 704.687.7191; 704.687.6122 (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 you 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

**Coordinator, Graduate Public Health Programs**

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

## 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 agency where CHHS attempts to place the student in a given semester.

CHHS must secure the cooperation of independent external health and human service agencies (“Agencies”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Agencies will not accept students who do not meet requirements that apply to employees at the Agency, 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 Agencies 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 agencies 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 Agency where they will receive clinical or field education, including internships.

A student who is rejected by one or more Agencies because of failure to meet that Agency’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. Agency Criminal Background Check Requirements

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

In some cases, the Agency will facilitate 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 Agency.** If a student is rejected, CHHS will attempt to assign the student to another Agency. If no Agency 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 Agencies require that students obtain criminal background checks on their own. In these cases, students should apply to a CHHS-approved criminal investigation agency for a criminal background check to be conducted at the student’s expense. The criminal investigation agency will provide the background check results to the student. **Students are responsible for keeping the original criminal background check and sharing the results with each Agency that they are assigned to.** If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

### 3. Agency Drug Screening Requirements

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

In some cases, the Agency will facilitate 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 Agency.** If a student is rejected from an Agency, CHHS will attempt to assign the student to another Agency. If no Agency 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 Agencies require that students obtain a drug screening on their own. In these cases, students should apply to a CHHS-approved independent drug screening laboratory for a drug test to be conducted at the student's expense. **Students will be given the original results, which they are responsible for sharing with the Agency.** If the result is positive, and the Agency rejects the student, CHHS will attempt to place the student at another Agency. If no Agency accepts a student, he/she will be subject to dismissal from the CHHS Program in accordance with the CHHS Academic Dismissal Policy.

6/1/05

**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 AGENCIES**

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Student's Printed Name

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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 "Agencies") to provide internships, field placements or clinical experiences for students in the CHHS (hereinafter "Students"). I further understand and acknowledge that the Agencies 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 Agencies 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 Agencies 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 Agencies.
3. I understand and acknowledge that an Agency may, in accordance with its policies, reject or expel a Student from its Agency 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 an Agency.
5. Because participation in agency-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 agency.
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 Agency to which I am assigned. If the Agency facilitates criminal background checks, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the Agency 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 will then submit my original results to the Agency, which shall determine whether the results of my criminal background check are acceptable.
7. I hereby agree to comply with the drug screening test requirements at each Agency to which I am assigned. If the Agency facilitates drug screening, I agree to comply with such requirements and follow the procedures set forth by the Agency. If the 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 will then submit my original results to the, which shall determine whether the results of my drug screening are acceptable.
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 D: 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**

Coordinator, MHA Program  
UNC Charlotte, CHHS 427D  
9201 University City Blvd  
Charlotte, NC 28223-0001  
[methomp1@uncc.edu](mailto:methomp1@uncc.edu)  
704.687.8980 (phone)  
704.687.6122 (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: \_\_\_\_\_

Date: \_\_\_\_\_

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, and completed internship assignments in the time frame we 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
<b>Competency Domain – Science and Analysis</b>	<b>Strongly Agree</b>	<b>Moderately Agree</b>	<b>Neutral</b>	<b>Moderately Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
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
<b>Competency Domain – Management</b>	<b>Strongly Agree</b>	<b>Moderately Agree</b>	<b>Neutral</b>	<b>Moderately Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
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 E: Student Evaluation Form



### MHA INTERNSHIP EVALUATION BY STUDENT

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

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

Student's Name: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Preceptor's Title: \_\_\_\_\_

Date: \_\_\_\_\_

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
-------------------	-------------------	---------	----------------------	----------------------

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						
<b>I now feel more confident:</b>	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						
<b>I now feel more confident:</b>	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
<b>I now feel more confident:</b>						
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
<b>I now feel more confident:</b>						
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:

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

3. Describe your suggestions to improve the internship experience.

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

Intern's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix F: 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 health administration 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 ([publichealth.uncc.edu](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 generate a formal internship agreement (and, first, 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:

- 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)

### **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 two 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). For first time preceptors or upon a student or preceptor request, near the mid-point of the internship experience, I typically will arrange – through the student – for a site visit to observe the intern in the organization and to discuss the internship and the internship process with you. This meeting 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 (3-page, typeable PDF) 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,

A handwritten signature in blue ink that reads "Michael E. Thompson". The signature is fluid and cursive, with the first name "Michael" being the most prominent.

Michael E. Thompson, MS, DrPH  
Associate Professor, Public Health Sciences  
Coordinator, Graduate Public Health Programs

[methomp1@uncc.edu](mailto:methomp1@uncc.edu)

704.687.8980

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