HPM 393
Internship in Health Policy and Management
(Credit Hours: 2 credit hours)
Department of Health Policy and Management
Gillings School of Global Public Health

Summer 2017

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Office Hours: By appointment

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Phone: 919-966-7390
Office Hours: By appointment

Course Overview

HPM 393 is designed as a planned and supervised learning experience gained through first-hand observations and operational responsibilities in a health services or other health-related organization. The internship allows students to participate in learning experiences that are not normally available in the classroom, but are essential for sound training in health policy and management.

The internship is completed in the summer between the junior and senior year. The internship occurs at this point to allow students to (a) apply the knowledge and skills they gained during their first year in the program, (b) explore specific interests and potential career paths, and (c) identify learning needs to address during their second year in the program.

Students must complete a minimum of 400 hours of work in the field (i.e., the equivalent of 40 hours/week for 10 weeks) with a maximum of 480.

Learning Objectives and Competencies

Students work with their preceptor and faculty advisor to prepare an internship plan detailing specific learning objectives for the internship.

The internship provides an opportunity for all students to further develop the following BSPH program competencies:
- Health Industry Knowledge
- Research, Analysis & Problem Solving Skills
- Communication & Teamwork Skills
- Professionalism

Registration and Tuition

Students register for HPM 393 for 2 credit hours during the Fall following the completion of their internship. In addition, students must pay a $400 field training fee.

Internship Requirements

The internship involves active collaboration among the student, faculty advisor, internship preceptor, program director, and career services coordinator (Cathy Padgett). To receive credit for HPM 393 students must complete the requirements listed below.

Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Deliverable submitted to:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of approved internship plan before the start of the internship</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>May 12</td>
</tr>
<tr>
<td>Communication with faculty advisor and career services coordinator</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>By the end of the 3rd week of the internship</td>
</tr>
<tr>
<td>Facilitate communication between faculty advisor and preceptor</td>
<td>Faculty advisor</td>
<td>By the end of the 3rd week of the internship</td>
</tr>
<tr>
<td>Complete internship evaluation</td>
<td>Submitted online</td>
<td>August 30</td>
</tr>
<tr>
<td>Submit internship plan reflection</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>August 30</td>
</tr>
<tr>
<td>Submit updated resume</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>August 30</td>
</tr>
<tr>
<td>Participate in internship workshop</td>
<td>Send presentation to Cathy Padgett</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Description of Internship Requirements

**Internship Plan.** A detailed and approved internship plan must be submitted to the Career Services Office prior to starting the internship. This plan is an agreement among the student, preceptor, and the department that ensures that each party agrees to all objectives of the internship. All involved parties must sign off on the plan before an internship can start (preceptor, faculty advisor, and program director). If a student’s internship plan is not of sufficient quality, it will be sent back to the student to be improved. It must be resubmitted and approved before the due date, so it is important that students not wait until the deadline to turn in their internship plan. The deadline for submission is May 12, 2017.

Please see Appendix A for a sample internship plan.

**Communication with faculty advisor and career services coordinator.**

- **Student and faculty advisor:** Each student must initiate contact with his/her faculty advisor by the end of the 3rd week of the internship and provide a brief update on his/her internship, including any requested support or guidance. Faculty advisors are also available via phone and e-mail throughout the internship for support.

- **Student and career services coordinator:** Each student must initiate contact with the career services coordinator (Cathy Padgett) by the end of the 3rd week of the internship and provide a brief update on his/her internship, including any requested support or guidance. The Career Services Coordinator is also available via phone and e-mail throughout the internship for support.

**Communication between faculty advisor and preceptor.** Each student must initiate contact between his/her faculty advisor and preceptor by the end of the 3rd week of the internship. The purpose of this communication is to identify any potential concerns or needs and address any questions early in the internship experience. As needed, faculty advisors and preceptors may maintain contact throughout the internship.

**Internship Evaluation.** All students will be sent a survey at the end of his/her internship. Students should submit their evaluation no later than August 30, 2017. This evaluation helps the department evaluate the internship experience and make changes, as necessary.

Please refer to Appendix B for a sample internship evaluation.

**Internship Plan Reflection.** The internship plan reflection provides students an opportunity to reflect on their learning objectives for the internship and describe major accomplishments and projects. Copies of project reports and/or other examples of the student’s work should be included if available and non-confidential.

The deadline for submission is no later than August 30, 2017. If a student’s reflection is not of sufficient quality, it will be sent back to the student to be improved. It must be resubmitted and approved before the due date, so it is important that students not wait until the deadline to turn in their reflection.
Please see Appendix D for a sample internship plan reflection.

Updated Resume. Students must update their resume to include information about their summer internships. Updated resumes should be sent to Cathy Padgett and the student’s faculty advisor. The updated resume is due no later than August 30, 2017.

Internship Workshop. An Internship Workshop will be held early in the fall semester for juniors entering the program. All seniors are required to attend and discuss their internship experience. The date will be announced no later than the week before classes start. Students are expected to plan accordingly and must be in attendance. Only official excuses from the Dean’s office, Campus Health Services, or a signed doctor’s note will be accepted.

Students must create a PowerPoint presentation with 4 – 7 slides outlining his/her summer internship and projects. Presentations should be sent to Cathy following the internship workshop. Below is a suggested outline for the presentations:

Slide 1: Student’s name and name of internship organization  
Slides 2 and 3: Basic outline of major responsibilities and projects  
Slide 4: How and when student found his/her internship  
Slides 5, 6 and 7: These slides can be used for extra projects, can be used to “showcase” a main project, show pictures, OR can be used to highlight any other important information

See Appendix E for a sample presentation.

Preceptor Evaluations

Preceptors will receive a survey from the Career Services Office at the culmination of the internship (or shortly before) asking for feedback on the internship experience and student performance. Preceptors are encouraged to discuss their feedback with the students.

See Appendix C for a sample preceptor evaluation.

See Appendix F for details regarding the internship guidelines for preceptors.
# Evaluation Method

Students will receive a grade for HPM 393 based on satisfactory and timely completion of the internship requirements described above and listed below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of 400-480 hour internship</td>
<td>50%</td>
</tr>
<tr>
<td>Note: Preceptor reports of poor performance or other problems (during internship or through preceptor evaluation) may result in a lower grade.</td>
<td></td>
</tr>
<tr>
<td>Submission of approved internship plan</td>
<td>12.5%</td>
</tr>
<tr>
<td>Communication with faculty advisor and career services coordinator</td>
<td>2.5%</td>
</tr>
<tr>
<td>Facilitate communication between faculty advisor and preceptor</td>
<td>2.5%</td>
</tr>
<tr>
<td>Complete internship evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Submit internship plan reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Submit updated resume</td>
<td>2.5%</td>
</tr>
<tr>
<td>Participate in internship workshop and submit presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- Failure to submit a requirement by the specified deadline will result in a 15% penalty per late week for that requirement. Internship requirement deadlines can be extended in certain circumstances with approval from Cathy Padgett. In this situation, students must communicate with Cathy Padgett prior to the deadline.

- The quality of the submitted materials is also important. Failure to submit a high quality product may result in a lower grade. Samples of high quality projects are included in the appendices.
UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu)

Recognizing, Valuing and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.
Appendix A – Sample Internship Plan

Department of Health Policy and Management
HPM 393 Student Internship Plan

Student Name: Madison Colcord

Faculty Advisor: Dr. Kristen Reiter

Preceptor Name: Barbee Whisnant-Burgess

Preceptor Email and Phone #: (704)-888-8888; B_Whisnant @carolinashealthcare.org

Organization Name: Carolinas Healthcare System (CMC – Main)

Organization City/State/Country: Charlotte, NC

Internship Start and End Date: May 27 – August 16

Stipend Amount $ (if any): $8.50/hour

Section 1: Internship Description

Please provide a brief description of your proposed internship (i.e. what you will be doing):

For my internship I will be assisting the Assistant Vice President, Professional Development and Nursing Excellence (and others) with the following tasks:

1. Coordination of events in an acute care hospital (tertiary and quaternary level facility)
2. Entry and analysis of patient outcomes data
3. Entry and analysis of health care provider data
4. Team meeting coordination
5. Review the literature for applicable research and evidence-based practice requests

Section 2: Internship Learning Objectives

A. BSPH Program Competencies

Please briefly describe how you hope to further develop the following BSPH program competencies through your internship.

Knowledge
• Health Industry Knowledge:
During my internship, I hope to learn more about the operations and events that occur at an acute care hospital. I will be exposed to many different departments and be able to see the
administration, finance, quality control, and other aspects of the hospital. I think my knowledge from my courses in the school of public health will help me learn even more as I will be able to apply them to real situations in the hospital. For example, reimbursement from Medicare, Medicaid, and third-party payers, hospital readmission rates, the impacts of the Affordable Care Act on hospitals, and more.

**Skills**

- **Communication and Teamwork Skills:**
  One of the tasks that I will be assisting with this summer will be team meeting coordination. I have learned in HPM 352 how to lead a meeting with my classmates, but helping coordinate and/or lead weekly team meetings at the hospital will help me develop those skills even further. These skills include meeting invitations and reminders, developing an appropriate meeting agenda that respects the time of others, addressing the questions of those present, concluding the meeting on time, and providing any necessary follow-up information. This will require teamwork to conduct the meetings as well as effective communication skills.

- **Research, Analysis & Problem Solving Skills:**
  Another task that I will be working on this summer is the entry and analysis of patient outcomes data and health care provider data. This will help me further develop my analysis and problem solving skills. By entering and analyzing the data, I will be able to notice trends or gaps in the data and determine how to address them.

- **Business Skills (as applicable, based on your internship)**
  - Financial Management
  - Information Management
  - Human Resources Management
  - Strategic Planning and Marketing
  - Organizational Understanding
  - Leadership

During my internship, I will be able to develop many business skills. The most applicable to my internship will be leadership, organizational planning, and information management. I will be assisting with meetings, organizing and managing information, and learning more about the organization and how it functions, including the coordination of events. I may also learn more about human resources management as I work with employees in nursing, including nurses, nursing assistants, and unit secretaries.

**Behaviors**

- **Professionalism**
  Professionalism will be a skill that I can develop every day at my internship. I will need to present myself in a way that represents me and my program well. I will also be able to develop relationships with and learn from many professionals in the field. This internship will give me the opportunity to have a clean and neat appearance, work productively with others, and communicate effectively and appropriately in the workplace.
B. Career Exploration

Please briefly describe how you will use your internship to explore your career interests.

This is a great internship for me because I hope to work in a hospital after I graduate, first in administration and eventually as a Physician Assistant. I will be able to learn how a large hospital functions, the various departments, and the common issues that large hospitals face and how to address them. I will learn about how hospitals are affected by the Affordable Care Act and the measures they are taking to stay solvent. I will also be able to connect with many health care professionals and learn from them. This will help me develop my career interests and specifically what department I would like to work in in the future.

Plan approved, in the following order, by:

1. Faculty Advisor /Date ________________________ (Signed)

2. Preceptor/Date ____________________________ (Approval can be submitted email)

3. Program Director/Date ________________________ (Signed)
Appendix B – Sample Student Internship Evaluation

We hope you had a wonderful summer and internship experience! We would like to gather some feedback from you regarding your internship.

Your individual responses to this survey will be shared with Cathy Padgett (Career Services Coordinator) and Melanie Studer (Program Director). Aggregate results from the survey may be shared with others in the Department and/or the School.

Completion of this survey is a requirement of your internship and you will not receive credit for HPM 301 unless your survey is submitted. Please note, however, your specific responses will NOT have any effect on your course grade in HPM 301.

*1. Your Name:

*2. Name of organization in which you completed your internship:

*3. Your Preceptor’s Name:
Part I. Support Provided by the Department

4. Please rate the support provided by the Department, i.e. Cathy Padgett, your faculty advisor, and/or other faculty members in the department

<table>
<thead>
<tr>
<th>Support provided</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I did not request support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support was available to help me find an internship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I was able to get help with my resume, cover letter, and/or interview preparation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I received clear instructions regarding the internship requirements</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Support was available to me during the internship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I felt well prepared for the internship (i.e., my coursework helped me develop the necessary knowledge and skills)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

If you responded "Disagree" or "Strongly Disagree" to any of the above questions, please explain in some detail.

5. Please describe the support that was most helpful to you in finding or performing in your internship.

6. Please describe one thing the Department might do to improve the internship process or experience.
**7. Please rate your internship organization and preceptor:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization provided adequate training for my role</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My preceptor was available and accessible when I had questions or concerns</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My preceptor met with me regularly and provided constructive, ongoing feedback</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The work I performed was challenging and stimulating</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There were ample opportunities for learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>This experience gave me a realistic preview of my field of interest</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>As a result of my internship, I gained knowledge and skills relevant in the field of health policy and management</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>As a result of my internship, I feel that I am better prepared to enter the world of work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I would recommend this internship to other students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

If you responded “Disagree” or “Strongly Disagree” to any of the above questions, please explain in some detail.

8. Please describe one way in which your internship organization or preceptor could have improved its service to you as an intern, if applicable.
Part III. Additional Information

9. Juniors in the program often want to know how past students found their internships. Please briefly describe how you found your internship, including the resources you used and the timing of the application/interview/offer.

10. Juniors in the program (and prospective students) also appreciate knowing a bit about the types of projects you worked on during your internship. Please provide a brief summary of your internship. This summary will be shared with the juniors in advance of the fall internship session/workshop.
Thank you very much for serving as a preceptor for our student. We sincerely appreciate the time you’ve committed to this role and the learning opportunities you’ve provided.

We would like to request your feedback regarding our student’s performance during the internship. In addition, we welcome any suggestions for improving our summer internship program.

Note: We estimate that it will take 15-20 minutes to complete this survey. It is not possible to save the survey as a draft and return to it later. Please ensure you have sufficient time to complete and submit this survey before beginning.

Thank you for your time.

**1. Your Name:**

**2. Student’s Name:**

**3. Your Organization:**

**4. Please rate the student’s performance in the following areas:**

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliability and accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude and enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment and maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis and problem solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments


2013 Summer Internship Preceptor Evaluation

5. How would you rate the student's overall performance in this internship?

<table>
<thead>
<tr>
<th>Overall performance</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

6. Based on the student's performance during the internship, what do you believe are the student's two greatest strengths? Please explain in some detail how you observed each of these strengths.

Comments

7. What do you believe were the student's two greatest areas of improvement during the internship? Please explain in some detail how you observed each of these improvements.

Comments

8. What two suggestions for further growth and development would you like to offer the student?

Comments
9. How would you rate the level of communication and support from the Program during the internship?

- [ ] Very Good
- [ ] Good
- [ ] Average
- [ ] Poor
- [ ] Very Poor

Comments

*10. Would you be willing to serve as a preceptor again next year?

- [ ] Yes
- [ ] No

If no, please explain.

11. Do you have any suggestions for how we could better prepare students for the internship experience?

12. Do you have any suggestions for how we could better prepare students for the next decade of their professional work?
13. We welcome any additional comments or suggestions for improving our internship program.
Appendix D – Sample Internship Plan Reflection

Department of Health Policy and Management
HPM 393 Student Internship Form

Student Name: HPM Student

Faculty Advisor: Melanie Studer

Preceptor Name: Jacob Carr

Preceptor Email and Phone #: jcarr@jhmi.edu; (410) 888-8888

Organization Name: The Johns Hopkins Hospital

Organization City/State/Country: Baltimore, Maryland, United States

Internship Start and End Date: May 20, 2012 – August 6, 2012

Stipend Amount $ (if any): $12/hour

Section 1: Internship Description

Please provide a brief description of your proposed internship (i.e. what you will be doing):

At the Johns Hopkins Hospital, I will be working in their Departments of Medical Affairs and Health Information Management as an administrative intern. I will be assigned projects to be completed with the help of senior leadership and clinical and non-clinical staff. Although there will be flexibility in the assignment specifics, the projects will likely address patient care, business improvement, and program development. Former interns have worked on projects related to delivery of care, quality of care, expense analysis, and organizational staffing. I am looking forward to learning about these topics, as many are unfamiliar to me. I am especially excited about projects related to patient safety, quality of care, and patient satisfaction. Though I have learned about these topics in the classroom, hands-on experience will be hugely beneficial in truly understanding them.

Update 5/31/13: Throughout the summer, I will be working on several projects within Health Information Management, as well as a few in Operations and Medical Affairs. Within HIM, I will be working on MROP reporting, Psych ITP Reports, Clinical Pertinence Reporting, and Medical Records space. I will also have the opportunity to work with Chase Roberts from Operations on a project related to allocation of and supplies in resident call rooms across the hospital. I may be able to work with Tammy Snyder or Anna Scheinberg on projects within the Medical Affairs department. In addition to these projects, I will also have the opportunity to gain a comprehensive understanding of the Johns Hopkins Hospital and its operations by shadowing administrative leaders, attending various meetings, attending a Patient Safety Summit, touring
other departments of the hospital, and even observing a medical procedure. Furthermore, I may be able to shadow Conan Dickson in his new position at Sibley Hospital in Washington D.C.

*Update 8/30/13: Projects within HIM:*

- Medical Record Warehouse: I analyzed the need for expanded medical record storage, identified secure storage options, evaluated financial and logistical components of each option, and presented recommendations.
- Psychiatry Audit Survey: I worked with a company called VSurvey to develop a survey for use by administrators in the Department of Psychiatry to assess physician compliance with medical record documentation requirements.
- Monthly Report of Operations: I put together a report of the monthly operations for the four sections under Jacob’s supervision. This report provided a comprehensive summary of the workflow and productivity of each section individually.
- Other projects: Put together a summary of clinical pertinence reports for ancillary departments, took inventory of the supplies in the call rooms and ordered missing components, created an updated dictation card for physicians in the oncology department.

*Projects in other departments:*

- Pressure Ulcer Risk Analysis: Compiled data from 400 patients into a Microsoft Excel file to support the investigation of the relationship between specific patient and surgical factors and the development of pressure ulcers.
- Briefing/debriefing Compliance: Compiled data to demonstrate physician noncompliance with documentation requirements in the surgical units. We were able to show that documentation compliance was about 10%, and we presented this finding to the head nurses in surgery. We discussed ways these forms could be improved, and ultimately decided to create electronic versions of the forms.

**Section 2: Internship Learning Objectives**

**B. BSPH Program Competencies**

Please briefly describe how you hope to further develop the following BSPH program competencies through your internship.

**Knowledge**

- Health Industry Knowledge:
  
  I have gained some introductory knowledge about the U.S. health care system through the health policy courses I have taken in the past year. Until now, I have only had the opportunity to work in small clinics and specialty offices. I am looking forward to experiencing the health industry first-hand in a large hospital system. I will learn how large hospitals like Johns Hopkins strive to provide high-quality, efficient care to all patients as well as how their strategy is affected by recent health legislation.

*Update 8/30/13: Working in a large hospital setting, I was able to strengthen my knowledge about how a hospital system manages day-to-day operations as well as long-term goals and planning. There are so many people, supplies, regulations, and processes that must be in place to
make hospital operations run smoothly, and I was constantly impressed by the complex, yet efficient, daily workflow. The Johns Hopkins Hospital is also currently preparing for a visit by the Joint Commission. To ensure complete readiness, they began holding weekly preparation meetings to ensure that all hospital departments were aware of their respective requirements. In witnessing these preparations, I learned about the preparation and certification processes that hospitals undergo. In working on projects and attending patient safety classes, I learned exactly how administrators identify gaps or faults in patient care, demonstrate a need for change, propose solutions, and present their findings to clinicians. Although administrators can identify room for improvement, it is their job to work with clinicians to form solutions that will be most effective. I also appreciated the knowledge I gained about workflow challenges, clinic dynamics, and employee needs. Through various projects I began to recognize struggles common to many departments. For example, clinicians often experience emotional trauma as a result of medical error or sentinel events; however, this stress is rarely addressed. When seeking to improve quality of care, it is also important to address the mental and psychological health of clinicians. I’m glad that I had the opportunity to learn about operations on a small (department-level) scale as well as for the hospital as a whole.

**Skills**
- Communication and Teamwork Skills: Communication and teamwork will be vital in successful completion of administrative projects. Although I have developed strong interpersonal skills through team experiences thus far, I will be challenged to collaborate effectively with diverse staff in the hospital. I anticipate that I may need to send email updates, give brief presentations, meet with supervisors, and communicate with teammates. Through these requirements, I will further develop professional and efficient teamwork skills.

*Update 8/30/13:* The need for clear, direct communication in a complex hospital environment is immeasurable. Clear communication allows a project to move forward much more quickly, and reduces the likelihood of errors, misunderstandings, and inconsistencies. While working on projects at Hopkins, I strengthened my email communication skills as I needed to send concise email updates frequently. In attending hospital committee meetings, I witnessed both effective and ineffective methods of verbal communication. Furthermore, I communicated frequently via telephone and conference call. I realized how important it is to prepare for meetings, however brief, so that everyone’s time may be used most efficiently. Time is so valuable that it is important to accomplish as much as possible in a short amount of time! The teams I worked on were typically very small; nonetheless, collaboration and teamwork were important. One time, I had to learn to “just go with it” when a teammate changed the format of our data such that our presentation was altered. Though it wasn’t the way I would have presented the data, it accomplished the same goal. I realized that in a teamwork environment, I might not have control over every aspect of the project. When teammates have a different perspective, the end product might look slightly different. This is a good thing, though, and something I need to be more comfortable with.
Research, Analysis & Problem Solving Skills:

Many projects will likely require background research and investigation to fully understand current operations and how they may be improved. Engaging in thorough research and careful analysis will help me to develop better methods of approaching solutions. Effective problem solving is challenging, and I hope to learn how to successfully plan and implement meaningful solutions.

Update 8/30/13: Many of my projects demanded careful research, analysis, and problem solving. The research phase of a project can be daunting, and it’s important to know where to look for information. Asking questions when necessary is key to finding the right resources, but sometimes trial-and-error is the best method of research. My preceptor taught me that in the analysis phase of a project, it’s not vital to have a “perfect” product. The analysis can cover many aspects of the project and may or may not provide the answer to the problem. Analysis allows you to learn firsthand and then inform others. Creativity and flexibility are valuable skills when engaging in problem solving. As I have learned before, sometimes the simplest solutions are the most effective. Contrarily, sometimes it is beneficial to think outside of the box. When solutions are met with resistance, flexibility allows you to adjust the plan such that it is most effective for everyone involved.

• Business Skills (as applicable, based on your internship)
  • Financial Management
  • Information Management
  • Human Resources Management
  • Strategic Planning and Marketing
  • Organizational Understanding
  • Leadership

I anticipate that information management, organizational understanding, and leadership skills will be highly important in understanding the responsibilities of the Operations Department. This summer, I hope to improve my organizational, leadership, and collaboration skills as they relate to the projects I will be completing.

Update 8/30/13: Information management and organizational understanding were the business skills that I strengthened the most during my internship. When working on the medical record warehouse project, I needed to manage information previously gathered by my preceptor as well as information that I acquired personally. Various people supplied me with different information, and sometimes it was a challenge to keep it organized! I summarized the information gathered into reports that could be reviewed briefly by my preceptor and other people involved. Organizational understanding was extremely helpful in grasping the complex structure of the administration at Hopkins.

Behaviors
• Professionalism
At Johns Hopkins, I will be working in a highly professional environment. Working with a variety of hospital staff will require me to act and communicate professionally at all times. I will need to collaborate respectfully, efficiently, and effectively. I will need to express my ideas clearly while listening carefully to the instruction of supervisors and other staff.

**Update 8/30/13:** As anticipated, I worked with a variety of clinical and administrative staff around the hospital. It was important to maintain a professional attitude so that other administrators would respect and trust the work I was completing. Every day, I needed to dress professionally, communicate professionally, and act professionally. Being conscious of other people’s busy schedules, understanding when my input was needed, recognizing when it was important for me to listen or ask questions, and learning as much as I could were all ways in which my professional skills were strengthened.

### C. Career Exploration

Please briefly describe how you will use your internship to explore your career interests.

Since entering the Health Policy and Management program at UNC, I have been exploring hospital administration as a career option. I enjoy being in administrative roles, and I believe that my organizational and interpersonal skills make me well suited for this type of career path. I enjoyed working in a small optometry clinic as a receptionist and technician, but I would like to experience this type of administrative role in a larger hospital setting. I am sure that hospital administration is vastly different from small clinic operations, and I am looking forward to learning how logistical strategy works on a larger scale.

**Update 8/30/13:** Now that I have completed my internship, I am more confident in pursuing a career in health administration. I enjoy the variety of tasks that administrative positions require, and there are many settings where health administration is applicable. Although I am interested in hospital administration, I am also open to management roles in other settings such as small clinics or nonprofit organizations. Prior to my internship, I envisioned going to graduate school immediately after undergrad. After conversations with several people this summer, I realize that working for a few years before entering a master’s program would be extremely valuable. By working in a health care setting, I will be able to gain experiences that will supplement a secondary degree and make future classes more meaningful. Thus, I have decided to apply only for jobs for post-graduation. I am looking forward to using the skills I have learned in HPM in a real job setting!
Appendix E – Sample Presentation for Internship Workshop

Cherokee Indian Hospital
Rachel Holtzman

Rachel Holtzman contact information: rholtzman331@gmail.com
919-724-2559

Teri Morris contact information: Teri.Morris@cherokeehospital.org
828-497-9163

Patient Centered Medical Home

Worked with a consultant to evaluate strengths and weaknesses of the NCQA applications.

Learned about the NCQA Patient Centered Medical Home model through independent, and preceptor-guided, research.

Met as a part of the weekly meetings with the application workgroup.

Compiled relevant policies, and screenshots of the Electronic Health System.
Other Projects

- Created a 100-page **Community Resource Guide** for Enrolled Members of the Cherokee Tribe.
  - Worked with social workers and community members to encompass resources related to health, nutrition assistance, housing, financial assistance, and emergency contact information.
- **Conducted statistical analyses** using the ‘R’ computational tool to determine the driver of recent increases in hospital collections.
  - Determined the principal cost driver to the be increase in enrollment of Cherokee kids in Medicaid/CHIP.
- Created **surveys** to analyze the impact of the hospital’s Language of Caring modules on staff in different departments.
- Conducted **site visits** to evaluate CIHA satellite clinics on Joint Commission standards.

Acquiring the Internship

- **Early Sept**: I spoke with Melanie Studer, Cathy Padgett, and Jeffrey Simms about my interest in American Indian health.
- **Mid Sept**: They put me into contact with a MSPH student who worked on the PCMH project at CIHA the previous summer.
- **Mid Sept**: I reached out to Casey Cooper, the CEO of the CIHA.
- **Late Oct**: I visited Mr. Cooper and the Cherokee Indian Hospital in Western North Carolina for a weekend.
- **Late Oct**: Mr. Cooper offered me a position.
My summer...
Appendix F – Internship Guidelines for Preceptors

INTERNERNSHIP GUIDELINES FOR PRECEPTORS

A. Definition and Purpose. HPM 393 is designed as a planned and supervised learning experience gained through first-hand observations and operational responsibilities in a health services or other health-related organization. The internship allows students to participate in learning experiences that are not normally available in the classroom, but are essential for sound training in health policy and management.

The internship is completed in the summer between the junior and senior year. The internship occurs at this point to allow students to (a) apply the knowledge and skills they gained during their first year in the program, (b) explore specific interests and potential career paths, and (c) identify learning needs to address during their second year in the program.

Students must complete a minimum of 400 hours of work in the field (i.e., the equivalent of 40 hours/week for 10 weeks) with a maximum of 480 hours.

B. Requirement. Students must complete the following requirements as part of the internship:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Deliverable submitted to:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of approved internship plan before the start of the internship</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>May 12</td>
</tr>
<tr>
<td>Communication with faculty advisor and career services coordinator</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>By the end of the 3rd week of the internship</td>
</tr>
<tr>
<td>Facilitate communication between faculty advisor and preceptor</td>
<td>Faculty advisor</td>
<td>By the end of the 3rd week of the internship</td>
</tr>
<tr>
<td>Complete internship evaluation</td>
<td>Submitted online</td>
<td>August 30</td>
</tr>
<tr>
<td>Submit internship plan reflection</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>August 30</td>
</tr>
<tr>
<td>Submit updated resume</td>
<td>Faculty advisor and Cathy Padgett</td>
<td>August 30</td>
</tr>
<tr>
<td>Participate in internship workshop</td>
<td>Send presentation to Cathy Padgett</td>
<td>TBD</td>
</tr>
</tbody>
</table>
C. Roles & Responsibilities. The internship involves active collaboration among the student, faculty advisor, preceptor, program director, and career services coordinator. These responsibilities are as follows:

1. **Role of students.** Students are the primary beneficiaries of the internship and their role must be as active as those of the academic program directors, faculty advisor, and preceptors. Students are expected to:
   
   - develop an understanding of the department’s philosophy, policies, standards, and procedures with regard to the internship
   - gain a proper appreciation of the potential of various internship settings and agencies for meeting individual learning goals through field visits, reading of internship reports of students in previous years, and discussions with second-year students, the career services coordinator, and faculty
   - work actively with the faculty advisor to select an area of interest to develop during the internship, select the internship placement site, and develop an appropriate internship plan (and supplements, when indicated)
   - maintain active communication with the faculty advisor for guidance and monitoring of internship activities
   - provide all appropriate documents to the Career Services Office in a timely manner
   - conduct themselves as responsible and mature professionals during the internship, complying with the agency’s code of conduct, and meeting all obligations and responsibilities according to schedule

2. **Role of faculty advisor.** Faculty advisors are responsible for participating in the planning and supervision of the internship of their advisees. Advisors should:
   
   - help each advisee to identify learning objectives that are best met through the internship
   - increase their knowledge of internship opportunities available for students and subsequently help each advisee to gain a proper appreciation of learning opportunities available in different settings
   - guide the student’s preparation of the internship plan, in consultation with the preceptor and the Career Services Office
   - refer students, when appropriate, to other members of the faculty for advice
   - recommend new preceptors to the Career Services Office
   - respond in a timely manner to any issues that need faculty advisor attention
   - contact the program director and the Career Services Office with particular problems that may arise
• contact their advisees’ preceptors at least once during the summer to check in with them and thank them for their participation

3. **Role of preceptors.** Preceptors are key participants in the internship. The quality of their commitment, interest, and efforts has tremendous influence on the outcome of the internship. Preceptorship implies a dual set of responsibilities. First, preceptors are similar to clinical or laboratory instructors, ensuring a meaningful learning experience for the student with the commitment, zeal, and enthusiasm of a good teacher. The preceptor is also a responsible official in the agency who ensures that students fully comply with its policies and standards. Preceptors should:

• develop an understanding of the department’s philosophy, policies, standards, and procedures pertaining to the internship

• consult in the preparation of the student’s internship plan

• take a proactive posture in all matters pertaining to the internship, including providing the Career Services Office with up-to-date information on their agency for inclusion in the internship resource files and facilitating possible long-term internship arrangements with the department

• make the student feel welcome to the agency, facilitate the student’s orientation, assign appropriate tasks, and provide suitable and regular time for supervisory discussion with the student

• certify completion of internship by the student and return an evaluation of the student’s performance, as well as the department’s internship process, to the Career Services Office

Willing and interested preceptors may serve as future liaisons between the department and their agency.

**A professional chosen as a preceptor should:**

• hold a responsible position within the agency

• recognize the preceptor’s role as an opportunity to teach and mentor students

• be professionally qualified to meet the needs of the student

• participate in the development of the internship plan

• have the ability to assign duties, provide necessary resources to the student, and facilitate communication with others as appropriate

• be able to devote sufficient time to internship activities, including planning, supervision, and evaluation

• be amenable to working and interacting with the faculty advisor
4. **Role of the program director.** The program director is responsible for reviewing and approving completed internship plans and assigning final internship grades. They may also:
   - monitor internship activities to ensure high standards
   - intervene when appropriate in situations that may arise during the placement

5. **Role of the career services coordinator.** The career services coordinator is responsible for facilitating and coordinating internship activities and for serving as a resource to the academic program directors, faculty advisors, students, and preceptors. To this end, the career services coordinator will:
   - serve as a general resource and consultant to the students and to the faculty in all matters of the internship
   - assist with logistics of the internship placement process
   - make initial contacts at new agencies for students
   - make periodic reports to the program director on all matters related to internship activities in the department
   - collect and organize the student’s written work for the internship and deliver it to the program director and the student’s faculty advisor for grading