



RICHARD M. FAIRBANKS SCHOOL OF PUBLIC HEALTH

INDIANA UNIVERSITY
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COURSE TITLE: Administrative Internship
COURSE NUMBER: PBHL H 702
LOCATION: Off Site as Arranged/Approved

FACULTY: Steven B. Reed, FACHE
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Office Hours By Appointment

COURSE DESCRIPTION

The **Administrative Internship** is a unique opportunity for MHA students to gain hands-on health administrative field experience in a health service organization. This 12 to 15 week learning experience assists our students/future health care executives with the development of their leadership philosophy and style, as well as understanding the complex problems associated with planning, organizing, managing, leading, financing and evaluating the delivery of health services in numerous settings. The internship is mutually beneficial for the student, the preceptor and the health service organization given the valuable project work and related contributions that students will make to the organizations they serve as an administrative intern.

COURSE PREREQUISITES

Students should have taken or be concurrently enrolled in all previously required courses of the MHA program, unless authorized by the MHA Program Director.

The Administrative Internship is typically taken in the summer after the full-time MHA student's first academic year of course work; however, it can be taken later in the Program as well. Prior to enrolling in the internship program, students will have completed a variety of health-related courses and acquired numerous technical skills during the first full academic year. Courses typically completed include:

Health Care Systems (H501)	Health Care Economics (H514)
Organizational Behavior (H507)	Statistical Methods (H518)
Managerial Accounting & Finance (H508)	Human Resources (H523)
Long-term Asset Finance (H509)	

GUIDELINES

Every Administrative Internship experience is viewed as a unique opportunity for the student and the preceptor. The following are guidelines to provide organization and structure for an optimum Administrative Internship experience.



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- ❑ At the start of the internship the student, in collaboration with the preceptor, should identify objectives for the internship experience. Both the faculty instructor and preceptor must approve the proposed learning objectives (see form contained in the attached Internship Guidelines for this purpose).
- ❑ Students should have an opportunity to rotate through the organization and its key departments or functions to gain a broader, more complete picture of the services provided and the complexity of the organization.
- ❑ Students should have an opportunity to work closely with a variety of upper level executive managers, and observe different leadership styles and organizational decision making processes.
- ❑ Students should have an opportunity to attend a broad variety of meetings, including one or more board, management or medical staff meetings, if possible. Students can be involved in such meetings by taking minutes or fulfilling other comparable duties.
- ❑ An important component of the internship pertains to the student's ability to participate in and complete projects with specific value to the organization. Projects should involve approximately 50 percent or more of the student's time during the Administrative Internship period.
- ❑ Students should periodically discuss their work, experiences and progress, as well as observations made with their preceptor and seek feedback.
- ❑ Students should be involved in learning experiences that are normally not available in the classroom, but are essential parts of health administration training such as attending internal and/or external meetings and presentations pertinent to healthcare administration.
- ❑ Students should have an opportunity to test the validity and applicability of classroom learning in the professional setting.
- ❑ Students should have an opportunity to enhance their professional development and self-confidence, and develop habits for continued career learning and professional development.
- ❑ Students should be exposed to ethical issues that will help them understand some of the complexities and dilemmas involved in healthcare, and develop professional values and ethics.

DESIGN & EVALUATION

Although the Administrative Internship typically occurs between May 15 and August 15 following a student's first year of graduate study, it can be taken at any time after the first full academic year. Administrative Internships must first be approved by the Faculty Internship Instructor. The typical length of a summer internship is 480 hours, generally during 12 or more weeks. **Internships must be a minimum of 300 hours.** Since students typically provide services that benefit the organization, these institutions are encouraged (but not required) to provide a reasonable stipend.

Each preceptor is asked to approve the Internship Objectives sometime around the beginning of the experience, as well as to evaluate the intern at the conclusion of the Administrative Internship by using the Final Evaluation Form. Each student is asked to complete a self-evaluation on the Administrative Internship experience as well using the Final Evaluation Form (included in the attached Internship Guidelines). The Faculty Internship Instructor may contact the Preceptor via telephone call or email around the



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mid-term period of the Administrative Internship to inquire about the internship experience and performance of the student.

COURSE OBJECTIVES & COMPETENCIES

The Administrative Internship experience is a unique opportunity for the student to apply competencies learned in class during the first half of their MHA Program in a real health service organization and setting. The Program recognizes that each Administrative Internship experience is unique; however, the initial Internship Objectives, along with the Final Internship Evaluation, shall account for appropriate program competencies exercised, developed, enhanced, demonstrated and assessed during the Administrative Internship experience.

PRIMARY COURSE OBJECTIVES	PROGRAM COMPETENCIES (1)
Expose student to health administration through a structured, supervised field experience.	Demonstrates a broad knowledge of legal and economic contexts for health administration.
Expose student to a health service organization, its leadership, various leadership styles, facets of its operations including direct patient care (if applicable), management structure, management decision-making; strategies, organizational culture, etc.	<p>Demonstrates skills in relationship/team building.</p> <p>Understands the principles of effective recruitment and personnel management.</p>
Opportunity for student to develop & enhance his/her professionalism, leadership philosophies, management style and professional network.	<p>Demonstrates verbal and written communication and negotiation skills.</p> <p>Understanding of the principles of effective management leadership.</p> <p>Demonstrates skills in relationship/team building.</p> <p>Self-assessment and professional development including external assessment.</p>
Observe committee meetings, processes and flow of information including board, management and medical staff (if applicable).	<p>Understanding of the principles of effective management leadership.</p> <p>Understands principles of sound capital investment decisions.</p> <p>Understands and appreciates how information technology supports business and clinical security and issues.</p>



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<p>Complete one or more meaningful projects to apply classroom learning and technical knowledge in a real-life situation. Make contribution to the organization through project work including presentation of project deliverables to appropriate internal audiences (if applicable).</p>	<p>Demonstrates verbal and written communication and negotiation skills.</p> <p>Demonstrates skills in relationship/team building.</p> <p>Understands the process of organizational development and change management.</p> <p>Identifies the most appropriate business strategies, develops business plans around these strategies, and follows through with effective project management.</p> <p>Working knowledge of statistical analysis.</p> <p>Evaluates health care process improvements and performance.</p> <p>Demonstrates analytical skills for effective decision making using economics and management science.</p> <p>Demonstrates command of the basic skills of accounting and financial management (e.g. prepares and manages budgets).</p>
<p>Observe conversations regarding how the organization fits into, interacts, and relates with its external environment including other social and health service organizations in the community.</p>	<p>Understanding of how decisions are made within the private, non-profit, and government sectors; understand connections across these sectors.</p> <p>Sensitive to diversity in the population and its implications for health care delivery.</p> <p>Able to measure and assess health status and health risks.</p>
<p>Observe and apply professional conduct and behaviors. Be exposed to the norms and mores of healthcare administration.</p>	<p>Understands unique criteria of ethical standards and values for the profession.</p> <p>Understands unique criteria of ethical standards and values for the profession.</p>

(1) Note: Program Competencies are listed with the corresponding letter above in the Program Competencies section below.

These primary course objectives will be achieved through a structured, organized Administrative Internship experience as outlined in the Internship Objectives and approved by the preceptor and faculty instructor.



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Due to the nature of Administrative Internship, students must display a high degree of self-initiative, time management, organization and professionalism. Moreover, students will be working in a collaborative fashion with a health services preceptor, as well as other healthcare personnel, and therefore subject to that organization's culture, policies, procedures, and resources.

The Administrative Internship is designed to build upon a foundation and advance knowledge, skills, and abilities that students will use in future health service administrative roles.

PRINCIPLES OF GRADUATE AND PROFESSIONAL LEARNING

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees.

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
- Thinking critically, applying good judgment in professional and personal situations.
- Communicating effectively to others in the field and to the general public.
- Behaving in an ethical way both professionally and personally.

These Principles of Graduate and Professional Learning are expanded and made more specific for this course under the following Course Competencies section.

COURSE ASSESSMENT AND GRADING

Pass/Fail Course

The Administrative Internship is a formal part of the MHA curriculum, and is considered a "Pass – Fail" course. Students fulfilling all requirements of the Administrative Internship, including Internship Objectives approved by the preceptor; five appropriate Journal Entries logging hours worked for a total of at least 300 hours; and the Final Evaluation form with the respective sections completed by both preceptor and student as appropriate. All Administrative Internships must first be approved by the Faculty Internship Instructor, and then the student can register for the H702 Internship Course. It is recommended that students register for H702 for the semester in which they plan to complete all requirements. Students successfully completing all requirements will be awarded an "S" for satisfactory completion of the internship experience.



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ADMINISTRATIVE INTERNSHIP PROCESS

- 1) At the start of an approved Administrative Internship, the student must complete the Internship Objectives Form. The Faculty Internship Instructor and Preceptor must approve these. The Faculty Internship Instructor shall review and approve the Internship Objectives after they have been approved by the preceptor.
- 2) The student must complete a minimum of five (5), one (1) page (or longer) journal entries and submit to the faculty instructor. Each journal entry should be written approximately every two (2) weeks or thereabouts and include the number of hours worked for that time period. Journal entries should be based upon activities, observations, experiences, lessons learned, and related activities that create student learning and development. The student may compare the content from their classroom experience versus the organization's approach to problems encountered, issues addressed, and decisions made, implemented and evaluated including leadership philosophies and styles observed.
- 3) There may be a mid-internship phone conversation or email between the Faculty Internship Instructor and the Preceptor, if needed, with pertinent comments placed in the student's file.
- 4) The Preceptor will submit a final evaluation of the student's performance.
- 5) The student will submit a final report evaluating his/her internship experience.

IU RICHARD M. FAIRBANKS SCHOOL OF PUBLIC HEALTH POLICIES

The Syllabus Addendum, which is attached to this syllabus, explains academic policies for Academic Misconduct, Civility and Disorderly Conduct, Communication between Faculty and Students, Course Withdrawal, Incompletes, Grade Changes, Students Called to Active Duty, and the Final Exam Schedule. Each student is responsible for understanding and following all school policies.

All students are expected to observe the Indiana University honor code in all segments of this class. Plagiarism or any other form of cheating or deception will not be tolerated.

ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Conduct*, <http://www.iupui.edu/code/#page>.



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ADDITIONAL COURSE POLICIES SYLLABUS ADDENDUM

Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G).

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. This has occurred in both individual work and work completed as part of a group project or paper. Students who work in group projects should know that they are equally responsible for ensuring that their project/paper does not contain plagiarized material. Each student is responsible for ensuring literature reviews prepared by the group are properly reference and are not plagiarized. Students should also know that taking credit for work they did not do as part of a group project is representing someone else's work as their own. Be aware that 'not knowing' does not excuse academic misconduct – every student is responsible for knowing the rules.

The IU School of Education's 'How to Recognize Plagiarism' is an on-line tutorial that can help you ensure that your work is not plagiarized. This tutorial can be accessed at <http://www.indiana.edu/~istd/>. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

All faculty have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students" and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the code can result in expulsion from the University.

Faculty in the Department of Public Health take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. All students should read about their responsibilities for academic integrity in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that they understand what these terms mean and what penalties can be issued for academic misconduct.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz.
 - c. A student must not steal examinations or other course materials.



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- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
- f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Civility and Disorderly Conduct

Students are expected to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/> in order to understand their responsibilities as a student.



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Communication between Faculty and Students

Consistent with campus policy, a student's campus email address is the official means of communication between current Department of Public Health students and Department of Public Health staff. For email communication with Department of Public Health faculty, current Department of Public Health students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Students can forward IUPUI email to another account and still meet the requirements of this policy. Instructions for forwarding IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>.

Students Called to Active Duty

The Department of Public Health encourages any student who is in the Indiana Military Reserves and is called to active duty, specialized training, or as part of disaster relief efforts to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, if they meet certain requirements. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please contact the Director of Undergraduate Education.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, the Department of Public Health does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Administrative Withdrawals

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with the course instructor if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting the course instructor, you may be administratively withdrawn from this course.



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Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact the course instructor.

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. Students should contact their instructor to determine if they are eligible for the incomplete. **Poor performance in a course is not grounds for an incomplete.** The Department of Public Health follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html> in awarding incompletes. Incompletes must be removed within a time period specified by the instructor, but the time period may not exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if not completed within the specified timeframe.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **In the Department of Public Health, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, the Department of Public Health may consider petitions filed after this date. The Department of Public Health will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams should not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate Education or the Associate Chair for Academic Programs and Alumni Services. See the Office of the Registrar's website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.