

School of Health Administration
Student Field Placement Handbook



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Guidelines for Field Placements

Overview

The administrative BHA residency and MHA senior residency are full-time, organization-based field placements providing the students with exposure to healthcare administration and experience working on assigned projects, commiserate with the level of degree requirements. The student will be on-site for at least 40 hours per week. All course requirements are described in the associated course syllabi. The field placement begins on the first class day of the semester and concludes at the end of the last class day of the semester. The content of the field placements will differ from one student to another depending upon specific program, the individual needs of a student, and the characteristics of the host organization.

The BSHS internship is a part-time experience to help familiarize the student with the healthcare environment. The specifications are outlined in Appendix B.

Purpose

The purpose of the field placement/internship is to integrate students' academic preparation with participation in and observation of actual management practice in a health or healthcare organization. Students will participate in the experience by exploring the healthcare service and management environment; observing healthcare administrative processes; attending meetings; listening to critical conversations; examining healthcare administrative practice, management, and leadership; and integrating skills and competencies learned in the relevant programs to practical experience and field placement assignments and expectations.

In addition, students will:

- Explore all departments and sections within the organization;
- Explore other organizations within the organizational family;
- Explore other organization types to broaden knowledge;
- Examine the full range of health administration and management; and
- Attend a variety of staff, senior, and executive meetings and activities.

Students are to observe healthcare management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Supporting students and their preceptors is the academic advisor, a Texas State University faculty member responsible to oversee the academic and administrative elements of the field placement.

Objectives

Upon completing the field placement/internship, students should be able to do the following:

1. Demonstrate professionalism, the ability to make decisions through rational methods, and communications skills – both written and oral;
2. Describe how the field placement activities integrate with knowledge acquired in the classroom;
3. Explain the roles and responsibilities of the various administrative positions, departmental functions, and various services provided by the host organization;
4. Identify formal and informal communication processes and aspects of the host organization;
5. Describe the organizational and legal structure of the host organization;
6. Describe the leadership styles and predominant cultures of the host organization;
7. Describe services provided by the host organization; and
8. Describe change management, quality assessment, and the practice of ethics within the host organization.

Additionally, students will complete a major, individual project mutually agreed upon by students and preceptors and approved by the academic advisor. The project will demonstrate that students have a working understanding of project management in support of any particular organizational units or programs of the host organizations.

Placement Process

1. Students will coordinate with the practice coordinator during HA 4141 and HA 5191 and/or prior. Students will engage and network with people in the industry developing contacts and knowledge about different potential placement locations. Students are encouraged to network as soon as they enter the program. BSHS students should coordinate directly with the practice coordinator only after approval from the School of Health Administration Director.
2. The practice coordinator, in consultation with program faculty, will place students with sites that align as closely as possible with students' needs as identified by the students to the practice coordinator.
3. Students are ultimately responsible for finding preceptors and/or organizations. The practice coordinator will contact the preceptor at the designated site to ensure that the preceptor can accept a student for the semester in question.
4. Students will have interviews with potential preceptors. The practice coordinator will check with the sites and the students to ensure compatibility.
5. If a student fails to complete pre-internship academic requirements, such as obtaining necessary immunizations, completing all required health forms, passing the required background checks, and successfully passing the comprehensive exam, the practice coordinator will notify the preceptor and student by registered letter that the field placement will not start until further notice.
6. See Appendices A-C for specific program requirements.

Field Placement at Place of Employment

Students may request to complete their field placements/internships at their place of employment. Field placement/internship will be under the direction of preceptors other than their employment supervisors or other managers reporting to the supervisors. In addition, the field placements/internships will be listed under the HA 4440 internship course and thus be considered part-time. For BHA and MHA students, this part-time residency will be for two semesters, not one. Students are responsible for discussing these requests with the practice coordinator. Students must clearly understand that a key priority of the School of Health Administration and the program is to provide well-rounded field placement/internship experiences. Students must complete all coursework and the exit exam/comprehensive exam before starting the residency.

Liability Insurance, Health Form, and Criminal Background Check

The university pays for liability insurance. Students must submit a completed health form prior to beginning the field placement. There will be no exceptions to this policy and students not in compliance will not be allowed to start their field placements. All students are required to complete a criminal background check. Some field placement sites may require drug screens. In these cases, students will complete the necessary screens as directed. Students will be responsible for all associated costs.

Student Conduct

Students in field placements/internships must conduct themselves in a professional manner and be responsible for understanding and complying with the policies of the host organization. In addition,

students should remember to the university's Academic Honor Code at <https://studenthandbook.txst.edu/rules-and-policies/academic-honor-code.html>.

Students must understand that they are in a learning role and that no line or staff authority may be assumed, even if assigned by preceptors. Students are expected to be fully involved in those projects assigned by their preceptors. If on-site problems occur, preceptors have every right to ask that students be removed. Should that occur, the faculty advisor will help the student understand the reason for the removal and develop personal and professional lessons from it. A grade of Fail may be issued. If a grade of Fail is issued, the student must repeat the placement process. If a grade of fail is not issued, and if sufficient time remains in the semester, an alternative field placement site may be arranged.

The Practice Coordinator

The practice coordinator works with students and partners with program faculty to prepare students for field placements. The practice coordinator works to understand students' interests and geographical needs, while helping to secure residency or internship sites and preceptors. The practice coordinator also serves as a liaison between the programs and potential field placement sites and preceptors. The practice coordinator ensures all forms, background checks, resumes, and agreements are complete prior to arranging interviews between students and potential preceptors of field placement organizations. The practice coordinator routinely visits field placement sites and meets with preceptors via onsite and virtual meetings.

The Faculty Advisor

While day-to-day supervision of the student is the responsibility of the preceptor, academic supervision of the student and oversight of university administrative requirements is the responsibility of the faculty advisor. The faculty advisor is a Texas State University faculty member responsible for overseeing the academic and administrative elements of the field placement. The faculty advisor is responsible for all academic aspects of the field placement: receiving and evaluating weekly reports, receiving and approving the project proposal, receiving and evaluating the project, coordinating end of semester evaluations and forms, and issuing the final grade.

The Preceptor

Preceptors are essential to the success of the School of Health Administration field placement program. Their role is critical to the education of our graduate students.

The preceptor is the chief executive officer or other executive leader or senior manager who provides overall supervision of the student during the field placement. The preceptor may delegate the student's day-to-day supervision and scheduling to another manager or staff person of sufficient seniority and authority to provide a senior-leader experience for the student.

Preceptors are teachers and counselors for our students, and we ask them to meet weekly or bi-weekly with students. Preceptors also set the tone for other leaders and managers who will meet with students during the field placement. Preceptors are asked to include students in a wide variety of meetings, activities, and projects, to include meetings of senior, executive, and governing committees and bodies.

Preceptors will help develop, review, and approve students' schedules for rotations and projects. It is the responsibility of the students to initiate the schedules unless their preceptors have already done so. Students should plan to attend as many of the organization's functions as possible (routine meetings, project planning and implementation events, special activities, etc.). While students' home bases in the organization will typically be a specific department or office, access to the entire organization and its functions is vital to encourage and facilitate an organization-wide schedule of rotations.

Students will provide feedback about the field placement site at the end of the experience. Areas of feedback will include initial orientation, accessibility to meetings, clarity of assigned projects, helpfulness of preceptor and other leaders, and opportunities to improve curriculum programming to meet necessary requirements of both residency and internship, site, and preceptor requirements as well as skill competencies required by accrediting bodies for the designated programs.

The practice coordinator and faculty advisor will maintain regular contact with the preceptors: the practice coordinator as related to the placement process; the faculty advisor as related to the conduct of the residency/internship.

Financial compensation is not a requirement of the field placement/internship, and students have agreed to complete a field placement/internship without financial compensation. Any decision by preceptors to offer financial compensation begins with a request by students. Neither the practice coordinator nor the faculty advisor will involve themselves in this matter or maintain records of past decisions.

The School of Health Administration extends special thanks to preceptors! Our preceptors are the heart and soul of our field placement program and are vital to the success of our students.

Expectations of Excellent and Professionally Composed Written Deliverables

Students are to consider everything that they produce, including **all written communication** including progress reports, memorandums, emails, presentation slides, proposals, and major projects are part of an interview process and **potentially “make” or “break” the likelihood of an employment offer. This is the reality.**

And for this reason, field placement/internship written deliverables will be assessed with rigor and high expectations. Students are to use MS Word “Review” and “Editor” features and websites or programs such as Grammarly for all written deliverables. Students are to proof and re-proof for spelling, grammar, composition, punctuation, APA compliance, and professionalism at least three times before submission.

Major Project

Students in field placements/internships will complete and submit a paper describing a major project undertaken during the field placement/internship. The project topic typically meets an organizational need and is agreed upon by the preceptor and the student. The project proposal is approved by the faculty advisor. While each student’s project is unique, the paper must sufficiently describe the problem, process to address the problem, data or other findings, conclusions, and recommendations. The paper format will adhere to the current (7th) edition of the APA Style Guide. Additionally, the paper must begin with an executive summary.

Major Project Proposal

Students will submit their major project proposal to the faculty advisor and preceptor by the date listed in the course syllabus. This academic paper will include at least the following information:

- A description of the organization in which the field placement is taking place;
- A description of the student objectives (outcomes) for the field-placement;
- A description of the project to be performed during the placement; and
- A description of the student objectives (outcomes) for the project focusing on how the project relates to knowledge gained from didactic coursework.

Progress Reports

Students will submit a weekly progress report to their faculty advisors, courtesy copy to their preceptors. In these academic reports the student will describe learning activities of the previous week and lessons learned from those activities. The student will demonstrate an integration of the learning activities with the program curriculum. The reports should follow a day-by-day format for the description of learning activities. The lessons learned may be listed day-by-day or in a consolidated fashion. The report will be two to four pages in length and be both descriptive and analytical. The weekly report will be emailed as an attachment by noon each Monday. Students and faculty will maintain complete confidentiality of the reports and organizational information therein.

Preceptor Feedback to Student

The faculty advisor will ask preceptors to perform exit evaluations of students using a web-based preceptor evaluation survey. The faculty advisor and/or students will provide the web link for the form to the preceptors approximately three weeks prior to the completion of the field placement. Students should expect to receive from their preceptors a face-to-face summary of the web-based or organization evaluation. This opportunity is part of the students’ professional development. Preceptor feedback will provide the students’ areas of strength and areas for improvement as well as their competency levels (see program competencies in Appendix A-C relative to specific program).

Student Feedback to Preceptor

The faculty advisor will require students to provide site-specific feedback using a web-based student evaluation survey. Students will also self-evaluate their levels of competency (see program competencies in Appendix A-C relative to specific program).

Grade

Students in field placements/internships are graded on a credit (Pass) or no credit (Fail) basis. Students must complete all requirements to receive a passing grade. The grade is made by the faculty advisor based upon completion of requirements stated in the syllabus and this handbook, and input from the preceptor (primarily through the preceptor's web-based feedback).

Frequently Asked Questions About the Field Placement

1. What is the purpose of the field placement/internship?

The purpose of the field placement/internship is to assist students in integrating and applying didactic learning to an actual healthcare setting. For Bachelor of Health Administration (BHA) and Master of Health Administration (MHA) students, the field placement is a one-semester, full-time (40 hours a week) experience. The Bachelor of Health Sciences (BSHS) internship is a part-time experience (12-15 hours a week).

2. Who must complete a field placement/internship?

All BHA and MHA students must complete a field placement unless the School of Health Administration leadership has approved the writing of a thesis in lieu of a field placement. The BSHS internship is an elective.

3. Why is a field placement necessary?

Good educational practice mandates a blended didactic and experiential learning experience. The field placement provides integration and opportunities for application of lessons developed in the classroom. The Association of University Programs in Health Administration (AUPHA) and the Commission on Accreditation of Healthcare Management Education (CAHME), our accrediting bodies, require an experiential learning experience for accreditation.

4. How is a student placed in a field placement/internship?

Students must network among healthcare executives, but the students are asked to work with the practice coordinator to initiate a discussion about field placements. The process is initiated and completed during HA 4141 or 5191. The step-by-step process is described on page 5, above.

5. If a BHA student is interested in applying for the MHA program, is a BHA Residency required?

Yes. The field placement for the BHA residency fulfills the BHA degree requirements and provides beneficial onsite experience facilitating integration of course knowledge into a “real-world” application. The field experience that students have as undergraduates better prepares them for the rigorous graduate-level curriculum in the MHA program. Students completing the BHA residency will be able to better relate to the theory, concepts, and model in the graduate program coursework.

6. What is an ideal placement?

An ideal placement is an organization that reflects the interests of students, has numerous learning opportunities (not just one department), has been shown to be an excellent site as confirmed by past students, and has a good preceptor with an interest in teaching.

7. What is an ideal preceptor?

An ideal preceptor is a senior executive with a graduate degree, board certified in a health-related specialty, who is willing to commit a reasonable amount of time to mentor you with a helpful attitude. The preceptor provides a good orientation, access to meetings and other leaders in the organization, clarity of assigned projects, and opportunities to improve your communications and professional skills. The faculty wants preceptors to allow students to explore, examine, and attend throughout the organization.

8. Is a field placement/internship ever compensated and, if compensated, how is the amount determined?

The field placement/internship is not a compensated opportunity, it is a university course. The practice coordinator does not ask about or maintain records of past site-specific compensation practices. The practice coordinator will not make assignments based on that factor. Any discussions about compensation occur between students and preceptors. The most critical factor in placement is finding a site that provides an excellent educational experience. Any requirements related to compensation cannot interfere with course objectives. If during a conversation about compensation, the preceptor offers to extend the residency for one year, the School of Health Administration highly encourages the student to accept this condition. The residency will end after one semester and the student will graduate and continue the remainder of the residency. A one-year residency is the standard for many other programs, and it serves as an excellent experience on the student's resume.

9. What is the student's role during the field placement?

The role of students is to observe health management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Students will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of exploring, examining, and attending. Students are to approach each department rotation with a learning attitude and spirit of cooperation.

The student is encouraged to:

- Explore all departments and sections within the organization;
- Explore other organizations within the organizational family;
- Explore other organization types to broaden knowledge;
- Examine the full range of health administration and management; and
- Attend senior leader meetings at the organizational level.

10. How much should the student engage in discussions at executive, governing, and staff meetings?

Student's main focus will be to observe, listen, and watch during meetings. Students should refrain from making suggestions for improvement in any areas, unless asked. Students are not consultants to the institution. This is important to remember.

11. What qualities set a good student apart in the field placement/internship?

Preceptors are looking for students who are energetic, highly interested, willing to expend every effort to succeed, eager to accept or find project assignments, and maintain a very positive attitude. Preceptors expect students to maintain professionalism in appearance and in communications. In addition, this is a formal part of students' curricula, so students are there to learn in an experiential setting. Student should take advantage of this unique opportunity and explore, examine, and attend as much as they can during their placements.

12. What are the faculty advisor's requirements and deadlines for reports and projects?

- A. Students must turn in weekly reports that describe their activities the previous week. The focus is on what they did and what they learned from what they did. Students are to integrate classroom learning, content, models, theories, and applications with weekly activities experienced in the field placement within the weekly reports.

- B. Students must turn in a proposal for a project. This will be a project that is collaboratively developed by the students and their preceptors. The faculty advisor's role is to approve the proposal. See page 8 for details of the proposal.
- C. Students must turn in a final paper describing the project. See page 8 for details about the final paper.
- D. Students must turn in an end-of-semester alumni survey and student evaluation from the field-placement experience.
- E. All due dates are listed in the course syllabus and/or on the Canvas Learning Management System.

13. Who will evaluate the student and based on what criteria?

Preceptors will provide students with feedback using an online survey. The faculty advisor issues the final grade Credit (Pass) or Non-Credit (Fail) based on completion of the requirements of the field placement.

14. When does the student apply for graduation?

A successful residency/internship semester means students graduate at the end of the residency/internship semester. Therefore, students should apply for graduation in accordance with the university's policies and deadlines established for the semester of their residencies/internships. The application opening date and deadline are posted on the university's academic calendar.

15. What are the key dates for the field placement?

Specific calendar dates will be listed on the course syllabus.

16. What essential documents must be submitted at the deadlines specified on the syllabus outline for HA 4141 or 5191 so that the student will be able to register for the BHA Residency in HA 4848 or for the MHA Senior Residency in HA 5840?

The following documents are required:

- A. Immunization form;
- B. Proof of health insurance;
- C. Completion of certified background check;
- D. Drug screening (if necessary);
- E. Resume and professional photo;
- F. Resident Placement Form (submitted after the site-interview); and
- G. Affiliation agreement with facility (coordinator's responsibility)

17. When is it appropriate for a student to commence a job search? Should the student communicate this to his or her preceptor? When is it appropriate for the student to talk with his or her preceptor about the possibility of employment in the organization?

Students should constantly be scanning for future job opportunities. Students may commence a job search anytime but understand that they must be at their field placement full-time (40 hours a week) through the end of the semester. It is appropriate for students to wait until the halfway mark of the semester before talking with their preceptors about the possibility of employment in the organization. In doing so, they may indicate they are starting a job search and ask if any employment possibilities exist within the organization. If not, students may ask their preceptors about their willingness to serve as a reference.

18. What are some of the things the student should keep in mind regarding professionalism and common courtesies?

Students' professionalism will be on display every day. Students are to be aware that they will be watched and observed in every action or inaction. Students should dress conservatively, with men wearing suits or blazers and slacks and women wearing suits. Students may relax that standard upon seeing how executive staff commonly dress after a few weeks at the site. At social functions, students are to remember that they represent the preceptor, the organization, the university, the School of Health Administration, including alumni, students, faculty, and peers. Students should refer to the university's Academic Honor Code <https://studenthandbook.txst.edu/rules-and-policies/academic-honor-code.html>.

19. What is meant by proprietary information and why is confidentiality so important?

Proprietary information is any information the organization wants to keep secret for business, competitive, or other reasons. It is essential that students maintain complete confidentiality with all proprietary information, whether they feel it would provide the recipient a competitive advantage or not. In fact, students must keep complete confidentiality with all internal information. That means that students will never share information concerning the field placement organization with anyone other than the faculty advisor, as a part of the weekly report or final paper. The faculty advisor is held to the same strict standard. On another note of confidentiality, this time interpersonal confidentiality, it is never appropriate to share one person's confidential comments with anyone else in the organization. The trust one loses when violating the rule of confidentiality is almost never regained.

20. What should a student do to prepare for an interview?

It is important to learn as much as one can about the institution so that students will be able to demonstrate interest in and knowledge about the organization and understanding of its mission. Students should also learn about their preceptors or other person(s) conducting the interview, so they can talk about shared interests or values. In both cases, this research will ease concerns, help students be more confident, and allow students to ask appropriate questions and be engaged in the conversation. It is also important to review and practice the interviewing skills taught in HA 4141 and 5191 and gleaned from other resources and reading. The more students practice, the more at ease students will be. The Career Services Office at Texas State University is a valuable resource. Being at ease allows students to be comfortable and confident.

21. Are criminal background checks and drug screens required?

The School of Health Administration utilizes a third party to conduct routine background checks on all students planning to participate in the administrative residencies, senior residencies, and internships. Students will be given instructions in HA 4141 or HA 5191 on how to apply for a background check. Specific field placement sites may require additional drug screens. Students should speak with the practice coordinator if they anticipate that a background check or drug screen will result in a report showing a criminal offense or positive drug result. The faculty's goal is not to prevent students from a field placement/internship, but to work with them relative to a potential problem.

22. What behaviors increase the likelihood of being removed from the field placement?

Major offenses such as misuse of funds, unprofessional relationships, sharing of proprietary information, disclosure of confidential information, gossiping about office relationships, and showing up consistently late may well result in a preceptor directing the departure from or terminating the field placement. While avoiding these and similar activities makes common sense, occasional student offenses have previously

occurred (being asleep at one's desk, spreading rumors, or otherwise being disruptive to the business on site). Students are to inform the faculty advisor immediately if they perceive that an action may become a problem.

23. What happens if a student does not complete the field placement?

The field placement is a required course in the BHA and MHA degree plans. There is no mechanism for ending the field placement early for any reason. There are no exceptions. Accepting a job that requires students to start before the semester's last class day is not a valid reason to end the field placement early. If students do not successfully achieve the course requirements, they will be given a grade of "Fail."

24. What happens if there is an issue that results in the student not being able to complete the field placement?

This rarely occurs, but if it does, the first step is for the faculty advisor and practice coordinator, working with the preceptor, to investigate and fully understand the reason(s) for the situation. Based on that understanding, the faculty advisor, practice coordinator, and preceptors (if appropriate) will work with students to determine the best way to proceed. The plan may include students receiving a grade of "Incomplete" and continuing their field placement in a subsequent semester and at a different organization.

25. How can the student appropriately show gratitude to his or her preceptor at the beginning and end of the residency/internship?

After an interview, the faculty recommends that students send a personal, hand-written note to their potential preceptors, expressing appreciation for the interview. At the end of the field experience/internship, students should also write a personal, hand-written note to their preceptors. It is also appropriate to present a professional gift, such as a nominally priced professional book, to preceptors.

26. How long is the residency? Can I earn extra hours and complete the residency sooner? Do school holidays apply to the residency?

Students will be on-site for at least 40 hours per week. If students have to miss hours one week, they must make up those hours later in the semester. While students may volunteer to work additional hours, there are no "banking" hours so that the residency period can be shortened. The residency begins on the first day of the semester and ends on the last day of the semester. School holidays are not necessarily recognized by preceptors and/or placement organizations (e.g., Spring Break). If students arrange to take time off during these periods, the lost hours will be made up later in the semester.

APPENDICES

APPENDIX A - BHA Program Documents and Resources

APPENDIX B - BSHS Program Documents and Resources

APPENDIX C - MHA Program Documents and Resources

APPENDIX D - List of Field Placement Sites and Preceptors

APPENDIX E - List of Certifications Available to Students through Programming

APPENDIX F - Service-Learning Excellence Program Course Designation

APPENDIX A

BHA Program Documents and Resources

Specific Internship Requirements:

Description

The field placement is designed for students during their final semester of study who have limited or no previous background in healthcare management/ administration.

Prerequisites

Final semester of study.

Course Objectives

Upon completion of the residency, students should be able to:

1. Assess needs of the organization and with the preceptor select a major management-oriented project that will be beneficial to both the resident and the organization;
2. Evaluate program curriculum in an experiential disciplinary setting;
3. Prepare a written proposal which will serve as the guideline for the respective semester's field placement experience and incorporate the selected project; and
4. Plan, implement, and evaluate the major project.

Levels of Assessment

The levels of assessment are as follows:

Knowledge (K):

- Facts: Cites findings; recalls pertinent names and terms; identifies relevant facts; recalls and uses theories, events, and sequences; correct uses subject matter vocabulary.
- Comprehension: Discusses alternatives; solves problems; makes accurate decisions based on facts; has full command of area terms, concepts, and principles; explains area to others

Application (A):

- Determines and applies appropriate knowledge, makes decisions, and takes action
- Solves problems independently
- Utilizes others for expertise and decides when a consultant is required
- Conducts research in the field

Expert (E)

- Utilizes experience in applying knowledge in an operational setting
- Takes independent action
- Writes and publishes in the field
- Evaluates and critiques the works of others in the field

APPENDIX B

BSHS Program Documents and Resources

Specific Internship Requirements:

Description

The internship is a part-time experience for students with specialization in management who participate in a health services based practicum. The internship provides opportunities for observation, participation, and practical application of administrative or management skills in the institutional setting are required.

Prerequisites

Students must have a 2.25 major GPA and have completed all junior year major courses.

Course Objectives

Upon completion of the internship, students should be able to:

1. prepare a written proposal which will serve as the guideline for the respective semester's internship experience;
2. effectively organize and implement the activities specified in the proposal and document those activities in weekly progress reports;
3. continually control (evaluate) the activities in order to ensure successful achievement of the proposal; and
4. prepare an acceptable final report at the end of the experience which thoroughly and accurately describes the internship experience, the problems encountered, and an assessment of the overall quality of the experience.

APPENDIX C

MHA Program Documents and Resources

Required Courses for the MHA:

HA 5300. Healthcare Organization and Delivery. A survey of the organization and delivery of health services focusing on the history and development of health systems as they relate to the overall health and medical care systems. Major attention is given to governing bodies, patient care organizations, and executive management structures.

HA 5301. Healthcare Administration Research Methods. A study of research methodology as it pertains to healthcare administration. Included are hypothesis forming, designing research, and the collection, manipulation and analysis of data. Knowledge of numeracy and statistics is essential.

HA 5303. Information Systems Management in Healthcare. This course provides a comprehensive introduction to information systems management for healthcare organizations. It covers the determination of information required by whom, design of information flows, procurement of information systems technology resources, assurance of information security, and management of systems integration.

HA 5304. Healthcare Economics and Financial Theory. **A study of economic theories that have an impact on the healthcare industry. Special emphasis will be placed on emerging economic research and its impact on potential policy ramifications.** **HA 5316. Healthcare Financial Management.** An introduction to healthcare financial management including the financial management in healthcare organizations, healthcare payment systems, financing and investment decisions, and financial planning, analysis, and control. Prerequisites: accounting, economics, and statistics.

HA 5321. Healthcare Law. An in-depth analysis of healthcare law and its effect on the relationships between the patient, the patient's family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

HA 5325. Health Care Quality Improvement Concepts and Tools. This course teaches the concepts of quality in health care and the use of quality improvement tools. Quality management will be explored using Lean Six Sigma continuous process improvement methodologies. This course is intended to help students learn and translate health care quality management theory, concepts, and knowledge into practice.

HA 5334. Operational Decision Making for Healthcare Managers. An introduction to the fundamentals of selected operations research techniques essential to the analysis of healthcare managerial problem situations, the design of new and improved systems, and the implementation of systems to achieve desired systems performance.

HA 5335. Public Health for Healthcare Administrators. This course introduces the healthcare manager to public health and its role in preventing illnesses and improving the health of the community. Students will learn the role of the manager in disease prevention and how to participate and lead community efforts for the wellness of the community.

HA 5346. Healthcare Strategic Management. This capstone course examines mission, vision, strategy, and operations from both the formulation and implementation perspectives. Emphasis will be on the role of the manager/leader in strategic management analysis, creativity, and action. This course is available to HA majors only.

HA 5355. Human Resource Management in Healthcare Facilities. A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

HA 5356. Policy Development in Healthcare Arena. Prospective healthcare administrators analyze changing healthcare paradigm to determine decision-points where policies can be affected. Course allows students to apply existing skills to real world policy issues at state and national levels and to analyze policy development from numerous stakeholders' viewpoints.

HA 5362. Healthcare Organizational Behavior/Theory. This course is a study of theory and concepts drawn from the behavioral and social sciences. These concepts are applied as a foundation and conceptual framework for the analysis, diagnosis, prediction and guidance of human behavior in healthcare organizations.

HA 5371. Marketing of Health Services. A study of marketing functions and principles as they relate to the healthcare delivery system. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.

HA 5191. Field Experience Orientation. This course will assist the student to prepare for the field experience and to prepare for the comprehensive exam. An extensive orientation to the field experience will be provided to better enable students to move from the classroom setting to a workplace scenario.

HA 5399A. Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis, HA 5399B.

HA 5399B. Thesis. **This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. HA 5840. Administrative Field Placement.** A one-semester, full-time field experience which allows students to apply their foundational didactic education by means of rotations, experiences, and projects in a healthcare organization. **Specific Senior Residency**

Requirements:Program Competencies

The field placement provides an opportunity for the MHA student to develop along the entire range of professional competencies as adopted for graduate students by the School of Health Administration. The program competencies are in keeping with the industry standard of the Healthcare Leadership Alliance (HLA) associations, the American College of Healthcare Executives (ACHE) 2020 Competencies, and the Commission of Accreditation for Healthcare Management Education (CAHME). The levels of competence range from Novice 1 (1) to Expert (5). At the conclusion of the field placement senior residency, MHA graduate students are expected to achieve a level of Competent I (3) or Competent II (4).

The Skill Competence Levels are as follows:

Novice I (Level 1) – The individual understands and comprehends the key components needed for the specified skill and is able to define, cite, repeat, recall, and recognize the skills, concepts, theories, and models relative to the skill. The individual requires help and guidance when explaining key concepts, models, and aspects relative to the specified skill competency.

Novice II (Level 2) – The individual fully understands and comprehends the skills and components needed and is able to classify, describe examples, report, explain to others, and discuss alternatives. The individual seeks additional reading, resources, and material when attempting to provide examples or explanations about current concepts, models and issues relative to the skill competency.

Competent I (Level 3) – The individual determines and applies appropriate knowledge, makes decisions, and takes action independently in most cases pertaining to the skill competencies. The individual may need coaching or prompting and may seek out experts relative to complexities or dilemmas with the skill competency.

Competent II (Level 4) – The individual solves problems, makes decisions, and acts independently relative to the skill competency and does so on a consistent basis. The individual experiments appropriately with various techniques, seeks out resources appropriately, and conducts research and writes in the field.

Expert (Level 5) – The individual designs, leads, solves problems routinely, innovates, recognizes and acts on patterns, and instructs others with the skill competency in a job role.

The levels of competence are evaluated on 24 standardized skill competencies within five domains (Communications and Relationship Management, Leadership, Professionalism, Knowledge of the Healthcare Environment, and Business Skills and Knowledge).

The five domains with the associated skill competencies are listed below:

1. Communications & Relationship Management

- Relationship Management
- Communication Skills
- Negotiation

2. Leadership

- Leadership Skills & Behavior
- Operational Climate & Culture
- Communicating Vision
- Managing Change

3. Professionalism

-
- Personal & Professional Accountability
- Professional Development & Lifelong Learning
- Contributions to the Community and Profession

4. Knowledge of the Healthcare Environment

- Healthcare Systems and Organizations
- Healthcare Personnel
- The Patient's Perspective
- The Community & Environment
- Knowledge of the Legal Environment

5. Business Skills and Knowledge

- General Management
- Financial Management
- Human Resources Management
- Organizational Dynamics and Governance
- Strategic Planning & Marketing
- Information Management
- Risk Management
- Quality Improvement
- Quantitative Analysis

Prior to the residency, students will have the opportunity to self-assess their mastery of the 24 competencies in the five domains, receive feedback from their faculty advisors and other faculty, discuss strengths and areas for development with their faculty advisors, and create a leadership development plan using a standard School of Health Administration (SOHA) assessment tool. Students will repeat this self-assessment and assessment process upon

completion of the residency.

APPENDIX D

List of Field Placement Sites and Preceptors

Go to <https://www.health.txstate.edu/ha/Current-Students/FAQs-Administrative-Field-Placement-Locations.html> for updated information.

APPENDIX E

List of Certifications Available to Students through Programming

Go to <https://www.health.txstate.edu/ha/Current-Students/Certifications.html> for updated information.

APPENDIX F

Service-Learning Excellence Program Course Designation

All School of Health Administration residencies/internships meet the requirements to receive the Attribute Service-Learning Section designation (SLSD). To receive this designation, a course must meet the following requirements:

- Students are involved in experiential learning, hands-on application of course and/or program learning objectives to benefit a community partner need;
- Community partner can be an individual, organization, for-profit, and/or non-profit on or off campus. The community partner does not need to be in the state of Texas or in the United States; and
- Students complete reflective assignments for deeper learning of material. Reflective assignments can be in the form of pre/post surveys, in class discussions, poster presentations, written assignments, final reports.

The Service-Learning Excellence (SLE) Program was founded in 2001 to promote and strengthen a campus-wide commitment to service learning. The program provides organization educational experiences that meet community needs for an enhanced learning experience. The SLE Program reports directly to the Provost Office.

Fit Within the University Plan

Per the Texas State home page: *"We are a university with a passion for hand-on academic learning and research."*

We are a university with a passion for hands-on academic learning and research.

For more than a century, our university has been united by the belief that through our love of learning and our hard work, we can do great things.



Service-Learning is *hands-on learning and research*. Specifically, SL addresses the following from the 2017-2023 Strategic Plan:

1. Promote the success of all students.

- 1.3 Increase student retention and graduation rates.
- 1.6 Ensure marketable skills are incorporated into curricular and co-curricular experiences.
- 1.7 Prepare students to achieve their career goals and make positive and meaningful contributions as they interact in a diverse and increasingly global society through an inclusive program of learning and engagement, rich with diverse perspectives.

- 1.8 Provide educational programs and co-curricular activities that foster community, service learning, financial literacy, and leadership.
- 1.12 Provide students with quality engagement opportunities that model the values associated with equitable competition, engender university pride, positive community relations, institutional prestige, and promote student well-being and development.

2. Offer high quality academic and educational programming.

- 2.2 Provide quality educational programming that leverages diverse perspectives embedded in an inclusive learning environment.
- 2.4 Improve the capabilities in our learning spaces and learning environments to better foster creativity, enable collaboration, and encourage discovery.
- 2.6 Increase national and international visibility and presence by supporting curricular and co-curricular initiatives that prepare students to be responsible citizens.

3. Achieve significant progress in research and creative activity as measured by national standards.

- 3.3 Encourage and promote student research opportunities.
- 3.5 Foster a university-wide culture that promotes, rewards, and celebrates interdisciplinary research, scholarship, creative activity, innovation, and community engagement.

Benefits of Service-Learning Courses

Academic civic enrichment of SL courses impacts our campus through hands-on/experiential learning benefiting community partners. Specifically, research has shown that SL has the following benefits:

Student

Personal Outcomes

- Positive effect on personal efficacy, personal identity, spiritual growth, & moral development
- Positive effect on interpersonal development and the ability to work well with others, leadership, interpersonal, and communication skills

Social Outcomes

- Positive effect on reducing stereotypes and facilitating cultural & racial understanding
- Positive effect on sense of social responsibility
- Positive effect on commitment to service
- Increased involvement in community service after graduation

Learning Outcomes

- Improves academic performance (writing skills, complexity of understanding, problem analysis, critical thinking skills, & cognitive development)
- They self-report they learned more and were motivated to work harder in a service-learning class
- Improves students' ability to apply what they have learned "brings books to life and life to books."

Faculty

- Provides outlets for faculty professional expertise & opportunities for faculty research
- Increased in satisfaction with quality of student learning
- Enhances teaching quality
- Report increased commitment to research
- Increasingly integrate service-learning into courses
- Enriches and enlivens teaching and learning

Communities

- Increased satisfaction with student participation

- Provides useful service in communities
- Report enhanced university relations

Colleges and Universities

- Service-learning courses increases student retention
- Service-learning courses enhanced community relations
- Students are more likely to graduate
- Service-learning contributes to career development
- Students have stronger faculty relationships