

School of Health Administration
Residency/Internship Student Field Placement Handbook



**School of Health Administration
Texas State University
601 University Drive
San Marcos, Texas 78666**

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Send suggested changes to Joe Topinka
josephtopinka@txstate.edu

School of Health Administration Faculty

Dr. Brad Beauvais

Associate Professor
PhD, Penn State University
MBA, Colorado State University
MA, University of Oklahoma
BS, Colorado State University

Dr. Jose Betancourt

Associate Professor of Health Administration
Incoming BSHS Program Director (8/21)
DrPH, George Washington University
MS, US Army War College
MS, Defense intelligence College
MS, Troy State University

Dr. Matthew Brooks, FACHE, CPH

Professor of Health Administration
Associate Dean of the College of Health Professions
BS, Kennesaw State University
MPH, Virginia Commonwealth University
PhD, University of South Carolina

Dr. Larry Fulton

Associate Professor of Health Administration
BSHS/BHA Program Director
PhD, University of Texas at Austin
MMAS, US Army War College
MS, University of Texas at Austin
MHA, Baylor University
MS, Troy University
BSCJ, Texas State University

Dr. Paula Stigler Granados

Associate Professor
MPH Program Director (8/21)
PhD, University of California, San Diego &
San Diego State University
MSHP, San Diego State University
BA, University of Texas at Austin

Dr. Lloyd Green

Senior Lecturer of Health Administration
BS, MS, Kent University
EdD, The George Washington University

Dr. Clemens Scott Kruse, FACHE, CPHIMS, SSGB, MCSE

Professor of Health Administration
Director of School of Health Administration
BS, United States Military Academy
MBA, University of Texas at San Antonio
MSIT, University of Texas at San Antonio
PhD, Virginia Commonwealth University

Dr. Kimberly Lee, PT, FACHE

Assistant Professor of Health Administration
MHA Program Director
BA, Texas Lutheran College
BSPT, Southwest Texas State University
MSHP(MHA) Southwest Texas State University
PhD University of Incarnate Word

Dr. Cristian Lieneck, FACHE, FAHM, CMPE

Associate Professor of Health Administration
BS, Xavier University
MHA, Texas State University
PhD, Texas State University

Mr. Todd Mackenzie

Clinical Assistant Professor
BBA, University of North Texas
MS, University of North Texas

Dr. Michael Mileski

Assistant Professor of Health Administration
LTCA Program Director
BA, University of South Florida
DC, Texas Chiropractic University
MPH, Kaplan University

Dr. Michael Nowicki, FACHE, FHFMA

Professor of Health Administration
BA, Texas Tech University
MHA The George Washington University
EdD, University of Kentucky

Dr. Jerry Pacheco

Assistant Professor
DPH, University of Texas Health Science Center
Houston
MPH, University of Texas Health Science Center
Houston
MS, University of Texas San Antonio
BS, University of Texas El Paso

Dr. Zo Ramamonjarivelo

Associate Professor of Health Administration
Incoming BHA Program Director (8/21)
PhD, University of Alabama at Birmingham
MBA, University of Alabama

Dr. Oren Renick, FACHE

Professor of Health Administration
BA, Mississippi College
MA, Mississippi College
JD, Mississippi College
ThM, New Orleans Baptist Theological Seminary
MPH, Tulane University

Dr. Ram Shanmugam

Professor of Health Administration
S.Sc. University of Madras
M.S. Brigham Young University
M.S. Rensselear Polytechnic Institute

Dr. Joseph Topinka, FACHE, FHFMA

Clinical Assistant Professor of Health Administration
BA, University of Illinois at Champaign-Urbana
JD, College of Law, Northern Illinois University
MBA, Saint Martin's University
LLM, US Army Judge Advocate General's School
MHA, Chapman University
LLM, School of Law, Loyola University Chicago

Dr. Ruth Welborn

Professor of Health Administration
Dean of the College of Health Professions
BSN, University of Texas Medical Branch
MA, University of Texas at San Antonio
PhD, Texas A&M University

Telephone & Email Directory

<u>Faculty and Staff</u>	<u>Room</u>	<u>Telephone</u>	<u>E-Mail</u>
Dr. Matthew Brooks, Professor & Associate Dean of CHP	260	245-2238	mbrooks@txstate.edu
Ms. Julie Carroll, Administrative Assistant	250	245-3556	carroll@txstate.edu
Dr. Jose Betancourt, Associate Professor & BSHS Program Director (8/21)	263	245-8239	jose.a.betancourt@txstate.edu
Dr. Larry Fulton, Associate Professor & BSHS/BHA Program Director	351	245-3492	larry.fultol@txstate.edu
Dr. Paula Stigler Granados, Assistant Professor MPH Program Director	274	245-6529	psgranados@txstate.edu
Dr. Lloyd Greene, Senior Lecturer	255	245-8685	greene@txstate.edu
Dr. Clemens Scott Kruse, Assistant Professor & Director of the School of Health Administration	251	245-4462	scottkruse@txstate.edu
Dr. Kimberly Lee, Assistant Professor MHA Program Director	260	245-3508	kim.lee@txstate.edu
Dr. Cristian Lieneck, Associate Professor	272	245-6362	clieneck@txstate.edu
Mr. Todd Mackenzie, Clinical Assistant Professor	263	245-9267	mackenzie@txstate.edu
Dr. Michael Mileski, Associate Professor LTCA Program Director	258	245-2389	mileski@txstate.edu
Dr. Michael Nowicki, Professor	273	245-3557	nowicki@txstate.edu
Dr. Zo Ramamonjjarivelo, Associate Professor BHA Program Director (8/21)	256	245-3497	zhr3@txstate.edu
Dr. Oren Renick, Professor	270	245-2460	renick@txstate.edu
Dr. Ram Shanmugam, Professor	262	245-9772	shanmugam@txstate.edu
Dr. Joseph Topinka, Assistant Professor of Practice	266	245-9079	josephtopinka@txstate.edu
Dr. Ruth Welborn, Professor & Dean of the College of Health Professions	201	245-3300	

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 the student, and the characteristics of the host organization.

The BSHA 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 the student's academic preparation with participation in and observation of actual management practice in a health or healthcare organization. The student 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, the student 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 health management in action and participate in assigned projects under the guidance of a preceptor from the host organization. Supporting the student and preceptor 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, the student 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, the student will complete a major project mutually agreed upon by the student and preceptor and approved by the academic advisor. The project will demonstrate that the student has a working understanding of project management in support of any particular organizational unit or program of the host organization.

Placement Process

1. Students will coordinate with the practice coordinator during HA 4141 and HA 5191 or prior.
2. The practice coordinator, in consultation with program faculty, will place students with sites that align as closely as possible with the student's needs as identified on the field placement application.
3. 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. The student will then contact the preceptor or preceptor's office to schedule an interview.
4. After the interview, the practice coordinator will check with both the site and the student to ensure compatibility.
5. If the 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 as long as the field placement hours, physical location, and assignments are beyond what is expected in their job description and in the course of their regular duties. Additionally, the field placement/internship will be under the direction of a preceptor other than their employment supervisor or other manager reporting to that supervisor. The student is responsible to discuss this request with the practice coordinator. The student must clearly understand that a key priority of the School of Health Administration and the program is to provide a well-rounded field placement/internship experience.

Liability Insurance, Health Form, and Criminal Background Check

The university pays for liability insurance. The student 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 the field placement. All students are required to complete a criminal background check. Some field placement sites may require a drug screen. In these cases, students will complete the necessary screen as directed. The student 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. Students must understand that they are in a learning role and that no line or staff authority may be assumed, even if assigned by the preceptor. Students are expected to be fully involved in those projects assigned by the preceptor.

If on-site problems occur, the preceptor has every right to ask that the student 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 the student's interests and geographical needs, while securing a residency or internship site and preceptor. The practice coordinator also serves 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 to oversee 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.

The preceptor will help develop, review, and approve the student's schedule for rotations and projects. It is the responsibility of the student to initiate the schedule, unless the preceptor has already done so. The student should plan to attend as many of the organization's functions as possible (routine meetings, project planning and implementation events, special activities, etc.). While the student's home base 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.

The student 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 a preceptor to offer financial compensation begins with a request by the student. 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.

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 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's objectives (outcomes) for the field placement;
- A description of the project to be performed during the placement; and
- A description of the student's objectives (outcomes) for the project focusing on how the project relates to knowledge gained from didactic coursework.

Progress Reports

Each student will submit a weekly progress report to the faculty advisor, courtesy copy to the preceptor. 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. The student 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 an exit evaluation of the student using a web-based preceptor evaluation survey. The faculty advisor and/or student will provide the web link for the form to the preceptor approximately three weeks prior to the completion of the field placement. The student should expect to receive from the preceptor a face-to-face summary of the web-based or organization evaluation. This opportunity is part of the student's professional development.

The preceptor feedback will ask for the student's areas of strength and areas for improvement as well as the student's competency level (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 the student in integrating and applying didactic learning to an actual healthcare setting. For Bachelor of Health Administration (BHA) and Masters 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 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?

The practice coordinator is the only one authorized to contact a preceptor regarding a placement. A student may network among healthcare executives, but the student is 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. BSHS student coordinate directly with the practice coordinator. 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 the student has as an undergraduate better prepares the student for the rigorous graduate-level curriculum in the MHA program. The student 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 the student (as expressed in the application), 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. We want the preceptor to allow the student 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 the student and preceptor. 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.

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

The role of the student is to observe health management in action and participate in assigned projects under the guidance of a preceptor from the host organization. The student will participate by interacting with senior level executives, departmental managers, and staff under the philosophy of explore, examine, and attend. The student is 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?

The student's main focus will be to observe, listen, and watch during meetings. He or she should refrain from making suggestions for improvement in any areas, unless asked. The student is not a consultant to the institution, but a student. 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 a student to maintain professionalism in appearance and in communications. In addition, this is a formal part of the student's curriculum, so the student is there to learn in an experiential setting. The student is to take advantage of this unique opportunity and explore, examine, and attend as much as he or she can during the placement.

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

- A. The student must turn in weekly reports that describe the student's activities the previous week. The focus is on what the student did and what the student learned from what he or she did. The student is to integrate classroom learning, content, models, theories, and applications with weekly activities experienced in the field placement within the weekly reports.

- B. The student must turn in a proposal for a project. This will be a project that is collaboratively developed by the student and the student's preceptor. The faculty advisor's role is to approve the proposal. See page 8 for details of the proposal.
- C. The student must turn in a final paper describing the project. See page 8 for details about the final paper.
- D. The student 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?

The preceptor will provide the student 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 the student graduates at the end of the residency/internship semester. Therefore, the student should apply for graduation in accordance with the University's policies and deadlines established for the semester of your internship. 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. Application for field placement
- B. Health form
- C. Completion of certified background check
- D. Resume and cover letter with professional photo
- E. Resident Placement Form (submitted after the site-interview)
- F. 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?

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

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

The student's professionalism will be on display every day. The student is to be aware that he or she will be watched and observed in every action or inaction. The student is to dress conservatively, with men wearing suits or blazers and slacks and women wearing suits. The student may relax that standard upon seeing how executive staff commonly dress after a few weeks at the site. At social functions, the student is to remember that they represent the preceptor, the organization, the University, the School of Health Administration, including alumni, students, faculty, and peers.

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 the student maintain complete confidentiality with all proprietary information, whether the student feels it would provide the recipient a competitive advantage or not. In fact, the student must keep complete confidentiality with all internal information. That means the student 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 the student will be able to demonstrate interest in and knowledge about the organization and understanding of its mission. The student should also learn about the preceptor or other person(s) conducting the interview, so he or she can talk about shared interests or values. In both cases, this research will ease concerns, help the student be more confident, and allow the student 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 a student practices the more at ease the student will be. The Career Services Office at Texas State University is a valuable resource. Being at ease allows the student 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 the student anticipates that a background check or drug screen will result in a report showing a criminal offense or positive drug result. Our goal is not to prevent a student from a field placement/internship, but to work with the student relative to a potential problem.

22. How can a student create a poor relationship with a preceptor? 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, showing up consistently late, and not paying full attention by frequently checking electronic devices during conversation or at a meeting 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). The student is to inform the faculty advisor immediately if he or she perceives 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 a student to start before the semester's last class day is not a valid reason to end the field placement early. If a student does not successfully achieve the course requirements, he or she 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 preceptor (if appropriate) will work with the student to determine the best way to proceed. The plan may include the student receiving a grade of "Incomplete" and continuing his or her 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 the student's interview, we recommend that the student send a personal, hand-written note to his or her potential preceptor, expressing appreciation for the interview. At the end of the field experience/internship, the student should also write a personal, hand-written note to his or her preceptor. It is also appropriate to present a professional gift, such as a nominally priced professional book, to the preceptor.

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

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, the student 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.

APPENDIX B

BSHS Program Documents and Resources

Required Courses for the BSHS:

General Education Core Curriculum (42 Hours Total)

Core #	Course	Grade	Comments
10	ENG 1310		
10	ENG 1320		
20	MATH 1315, 1319, 1329, 2321, 2417, or 2471		
30	BIO 1330		
30	CHEM 1341		
40	PHIL 1305 or 1320		
50	ART 2313, DAN 2313, MU 2313, or TH 2313		
60	HIST 1310		
60	HIST 1320		
70	POSI 2310		
70	POSI 2320		
80	PSY 1300		
90/91	COMM 1310		
90/94	ENG 2310, 2320, 2330, 2340, 2359, or 2360		

Major Requirements (33 Hours Total)

Course	Grade	Comments
CIS 1323 or CS 1308 (Computer Applications)		
ECO 2301 or 2314 (Principles of Economics or Microeconomics)		
HP 3325, SOCI 3307, PSY 2301, CJ 3347, or MATH 2328 (Statistics)		
HIM 2360 (Medical Terminology)		
HA 3308 (Healthcare Organization)		
HA 3324 (Supervisory Management)		
HS 3374 (Principles of Accounting for Healthcare Managers)		
HS 4327 (Legal Concepts in Healthcare)		
HS 4379 (Financial Management for Health Sciences)		
NUTR 2360 (Nutrition Science)		
PSY 3300 (Lifespan Development)		

Support Courses (Choose 12 Hours)—Choose in coordination with an academic advisor

Course	Grade	Comments
BIO 1331 (Organismal Biology)		
BIO 2430 (Human Physiology & Anatomy)		
BIO 2400 or 2440 (Microbiology or Principles of Microbiology)		
BIO 2451 (Human Anatomy & Physiology I)		
BIO 2452 (Human Anatomy & Physiology II)		
CHEM 1342 (General Chemistry II)		
CHEM 2330 (Fundamentals of Organic Chemistry)		
CHEM 2341 (Organic Chemistry I)		
CHEM 2342 (Organic Chemistry II)		
PHYS 1310 (Elementary Physics)		
PHYS 1320 (Elementary Physics)		
PHYS 1315 (General Physics I)		
PHYS 1325 (General Physics II)		

Prescribed Electives (Choose 14 Hours)—Choose in coordination with an academic advisor

Course	Grade	Comments
AT 3358 (Clinical Pathopharmacology)		
BIO 1130 (Functional Biology Lab)		
BIO 1131 (Organismal Biology Lab)		
CDIS 1331 (Introduction to Communication Disorders)		
CHEM 1141 (General Chemistry Lab I)		
CHEM 1142 (General Chemistry Lab II)		
CHEM 2130 (Lab Techniques for Organic Chemistry)		
CHEM 2141 (Organic Chemistry Lab I)		
CHEM 2142 (Organic Chemistry Lab II)		
COMM 4326 (Health Communication)		
ESS 3117 (Exercise Physiology Lab)		
ESS 3317 (Exercise Physiology)		
HA 3344 (Patient Care Mgmt. & Quality Improvement)		
HA 4305 (Healthcare Services Marketing)		
HA 4322 (Public Health Administration)		
HA 4440 (Practicum Internship A)		
HIM 3311 (Health Informatics, Analytics, and Data Use)		
MC 4322 (Health Communication Campaigns)		
MKT 3343 (Principles of Marketing)		
NURS 3302 (Research and Ethics)		
NUTR 1362 (Food Systems)		
NUTR 3364 (The Science of Nutrition and Exercise)		
PFW 1301 (Social and Behavioral Dimensions of Physical Fitness and Wellness)		
PH 1310 (Foundations of Personal Health)		
PH 1320 (Introduction to Public Health)		
PH 2340 (Community Health)		
PH 3301 (Environmental Health)		
PH 3348 (Prevention of Disease)		
PH 3350 (Consumer Health)		
PH 4336 (Health Behavior Theory)		
PHYS 1110 (Elementary Physics Lab)		
PHYS 1115 (General Physics I Lab)		
PHYS 1125 (General Physics II Lab)		
PSY 3361 (Health Psychology)		
RC 2213 (Introduction to Respiratory)		
SOCI 3300 (Principles of Sociology)		
SOCI 3329 (Life Course Sociology)		
SOCI 3363 (Medical Sociology: The Sociology of Health and Illness Behavior)		
SOCI 3383 (Aging and Society)		
SOCI 3384 (The Sociology of Death and Dying)		

Minor Requirements (18 hours minimum)—Choose in coordination with an academic advisor

Course	Grade	Comments

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University Requirements—Choose in coordination with an academic advisor

Course	Grade	Comments
US 1100 (University Seminar) or an additional elective hour		
Foreign Language Proficiency (Two years of the same language in high school or two semesters in college)		

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, the student 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 of 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, the student will have the opportunity to self assess his or her mastery of the 24 competencies in the five domains, receive feedback from the faculty advisor and other faculty, discuss strengths and areas for development with the faculty advisor, and create a leadership development plan using a standard School of Health Administration (SOHA) assessment tool. The student 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 enhance 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