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THE INTERNSHIP EXPERIENCE

This handbook defines the internship requirements for the Master’s degree in Health Care Administration at The University of Texas at Arlington (UT Arlington). The handbook serves as a guide for students, preceptors, and faculty to provide the highest educational valued of the internship experience.

Healthcare administration is a rapidly changing field. The speed and direction of major alterations in utilization, reimbursement, operations, competition, regulation, and technology make it difficult for an administrator to learn from a series of academic courses alone to be adequately prepared for success in today’s environment. A graduate of a healthcare administration program must possess the knowledge and theory necessary to understand and adapt to these rapidly changing times. At a minimum, a student should be prepared to deal effectively with:

- Economic Change
- Information Processing
- Capital Scarcity
- Competitive Market/Managed Care
- Demographic Trends
- Governmental Agencies
- Productivity

The role of the academic institution is to provide the fundamental knowledge, theory, and competencies needed for adaptive administrative behavior. The Health Care Administration Department (HCAD) at UT Arlington provides courses in:

- Health Care Administration
- Healthcare Economics
- Service Marketing Management
- Healthcare Financial Management
- Financial Accounting for Health Care Industry
- Health Care Quality Assessment
- Managerial Accounting for Health Care Industry
- Healthcare Legal Issues
- Statistical Methods for Health Care Administrators
- Healthcare Information Systems
- Strategic Management of Health Care Organizations
- Residency/Internship or Research Project
- Healthcare Ethics, Human Resource Management Leadership and Teamwork

UT Arlington recognizes that merely possessing knowledge and theory, however, does not ensure that students can successfully translate what they have learned into practice. The process of translation is the function of the internship assignment. The experience facilitates the synthesis of classroom theory into practical application and better prepares the graduate to enter the workforce.

The internship is an integral part of the HCAD designed to supplement coursework and give each student the opportunity to receive guidance from a well-qualified, practicing healthcare administrator; to apply and test administrative theory in practical work situations; and to develop the ability to assume major responsibility in a healthcare organization. The internship demands that the student demonstrate leadership competencies that contribute to the profession of health care administration. The preceptor becomes the key player in this transition. The preceptor is an advisor, teacher, role model, tutor, mentor and guide.
The preceptor joins the faculty to assist the intern in developing a philosophy of administration, a code of values and ethics, and a life-long professionalism. In this role, the preceptor will guide the intern toward:

- Improved skills and capabilities
- Strengthening interpersonal attributes
- Becoming a manager and leader
INTRODUCTION

ORGANIZATIONAL STRUCTURE
The Health Care Administration Department (HCAD) is located in the College of Business (COB) at the University of Texas at Arlington (UT Arlington).

HISTORY AND OVERVIEW
The HCAD began with these objectives: To provide graduate students an integrated, contemporary, and multidisciplinary education with diverse topics integrated into the curriculum, research and practical experience to provide:

1. An understanding of the modern health industry.
2. Knowledge, skills and abilities to assume administrative roles in various organizations in the health industry.
3. Opportunities to develop leadership skills.
4. Interactions with diverse specialists in the health industry to evaluate and resolve administrative problems.

The completion of an internship is a primary component of the program for students who do not have prior appropriate professional work experience in a health-related organization. The internship provides students the opportunity to acquire firsthand professional knowledge of and experience with the functioning of a health-related organization. The working internship requires the completion of 240 hours of approved work experience in a professional capacity and a final portfolio, documenting the student’s experience. The internship is supervised by a member of the UT Arlington faculty.

INTERNERSHIP ALTERNATIVE
A student who has a minimal of five or more years of (in) substantial and acceptable work experience in a supervisory or professional position may qualify for the internship substitute. The substantial experience includes: Ethics, Leadership and Teamwork, Human Resource, Service Marketing, Financial Accounting, Information Systems and Statistical Methods for Health Care Administrators. Work experience must be approved by the Graduate Advisor. This experienced student may choose to design, conduct and complete a supervised research project or a research graduate course with relevance for the student’s professional field of specialty.

ACCREDITATION
The COB is fully accredited in business and accounting at both the undergraduate and graduate levels by The Association to Advance Collegiate Schools of Business (AACSB).

FACULTY
Faculty assignments bring diversity to the HCAD Program. One-third of the classes are taught by HCAD faculty with health care experience and backgrounds. One-third of the classes are taught by UT Arlington business faculty to broaden the students’ perspective and apply business principles in the healthcare environment. The final third of the curriculum is taught by practitioners in the field of health care administration. These experienced professionals are brought to UT Arlington as adjunct faculty.

STUDENT ORGANIZATIONS
The HCAD Program is affiliated with both the American College of Healthcare Executives (ACHE), National Association of Health Services Executives (NAHSE), and the Medical Group Managers Association (MGMA).

**HCAD 5399 COURSE DESCRIPTION** – A practicum in healthcare administration and application of concepts and theories to administrative situations in health industry. The completion of an internship is a primary component of the program for students who do not have prior appropriate professional work experience in a health-related organization. The internship provides students the opportunity to acquire firsthand professional knowledge of and experience with the functioning of a health-related organization. The internship requires the completion of 240 hours of approved work experience in a professional capacity and a final written report, related to the student’s experience, supervised by a member of the faculty of the degree program.

**INTERNERSHIP GOALS**
- Provide opportunities for students to synthesize classroom learning.
- Assign students to healthcare facilities for application of HCAD learning.
- Design meaningful learning experiences in a practical setting.
- Demonstrate competence of HCAD students to the healthcare community.

**ARRANGEMENTS**
The internship assignments are varied in keeping with the evaluated needs of each student. The Internship coordinator tries to identify strengths and opportunities for improvement in each student’s level of preparedness. Resources and strengths of affiliation sites and preceptors are also identified. Students are required to explore sites that can best satisfy their individual goals. All site approvals must be submitted to the Internship Coordinator and/or Program Advisor for clearance.

**Worksite Assignments:** In some instances, students may prefer an assignment in an organization where they are already employed. This arrangement offers both advantages and disadvantages.

**WORK SITE INTERNSHIPS**

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenience of location</td>
<td>Missed opportunity to learn a new organization</td>
</tr>
<tr>
<td>Familiar relationships</td>
<td>Missed opportunity for new experiences</td>
</tr>
<tr>
<td>Build on existing skills</td>
<td>Limited to work-related assignments</td>
</tr>
<tr>
<td>Already on location</td>
<td>Difficult to distinguish work time from internship time</td>
</tr>
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**Paid Assignments:**
Participation in an internship is not predicated on a stipend of any minimum amount. Students should plan for an unpaid experience. While payment might be preferred, it carries inherent disadvantages. In a paid setting, the student becomes an employee of the facility and could have assigned duties unrelated to the internship objectives. As a paid employee, the student would be obligated to fulfill job assignments and could jeopardize the attainment of internship competencies. The disadvantages of a worksite assignment then will apply here as well.
However, the internship period can be viewed as probationary since during this time the organization has the opportunity to evaluate the student in anticipation of future employment. It is also a time when the student can consider the facility as a place for future opportunities.

HCA COMPETENCIES

Internship assignments, projects and experiences are designed to provide additional development of these competencies recognized by the American College of Healthcare Executives (ACHE), The American College of Medical Practice Executives (ACMPE) and the Medical Group Managers Association (MGMA):

- Structuring/marketing/positioning healthcare organizations
- Financial Management
- Leadership, interpersonal & communication skills (professionalism)
- Managing information resources
- Collecting/analyzing & using information in decision making (including epidemiological)
- Statistical/quantitative/economic analysis applied to business & clinical decisions
- Health policy formulation/implementation
- Assessment of health status in populations
- Management of health risks
- Development of health systems in diverse communities (business & clinical operations)
- Business & health outcomes measurement
- Governance (organizational, technical/professional knowledge)

Competencies have been categorized into technical, administration and institutional (see appendix). Students are required to address each category during the internship assignment with a minimum of three competencies in each category. In some cases, a specific project may not be assigned for a competency. However, students can develop the competency through observations and interaction at the site. These experiences should be documented and related to the appropriate competency.

HCA CODE OF ETHICS

Students are expected to adhere to a professional code of ethics during the internship assignment and in their professional careers. Codes of ethics are available for ACHE, MGMA and ACMPE. Students should refer to the ACHE website and others for the complete codes and guidelines. The ACHE preamble follows:

The purpose of the Code of Ethics of the American College of Healthcare Executives is to serve as a guide to conduct for members. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include members of the healthcare executive’s organization and other organizations. Also included are patients or others served, colleagues, the community and society as a whole. The Code of Ethics also incorporates standards of ethical behavior governing personal behavior, particularly when that conduct directly relates to the role and identity of the healthcare executive.

The fundamental objectives of the healthcare management profession are to enhance overall quality of life, dignity and well-being of every individual needing healthcare services; and to create a more equitable, accessible, effective and efficient healthcare system. Healthcare
executives have an obligation to act in ways that will merit the trust, confidence and respect of healthcare professionals and the general public. Therefore, healthcare executives should lead lives that embody an exemplary system of values and ethics.

In fulfilling their commitments and obligations to patients or others served, healthcare executives function as moral advocates. Since every management decision affects the health and well-being of both individuals and communities, healthcare executives must carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard and foster the rights, interests and prerogatives of patients or others served. The role of moral advocate requires that healthcare executives speak out and take actions necessary to promote such rights, interests and prerogatives if they are threatened.
PROGRAM POLICIES

ELIGIBILITY
The internship experience is designed to be completed at the end of the HCAD curriculum as a capstone course. Students must have completed a minimum of eight courses (24 hours) in the HCAD Program. The 24 hours must include HCAD 5301 (Health Care Administration I), HCAD 5306 (Managerial Accounting) and FINA 5315 (Health Care Financial Management). The student must be in good academic standing having met the GPA requirement of 3.0.

COURSE REQUIREMENTS
• Meet eligibility requirements
• Submit forms 2 and 3 for approval
• Apply for Internship placement by deadline
• Attend orientation and seminars
• Sign confidentiality agreement and attend workshop
• Engage in projects based on ACHE competencies
• Document 240 hours in time log
• Meet internship coordinator for on-site visit
• Compile portfolio demonstrating competencies
• Evaluate site, preceptor, course and self.
• Participate in internship showcase
• Receive grade (Pass/Repeat)

SCHEDULING
The minimum number of hours for the internship assignment is 240 contact hours. These hours must be documented on the HCAD time log.

Since HCAD strives to meet the needs of working professionals, flexibility exists in scheduling internship hours. After approval, students may begin the assignment as soon as eligibility criteria are met. The hours can be worked in a variety of schedules. The student can work full time consecutively for six weeks to accumulate the 240 hours. The student can also work intermittently with as many hours per week as possible. This will result in a longer time required to complete the 240 hours. All time must be documented in the time log. If students need to spread out the hours over multiple semesters, registration for HCAD 5399 should take place in the final semester when completion of all hours is anticipated.

AFFILIATION SITE SELECTION
Site and preceptor selection are vital to a successful internship. The student is responsible for identifying his/her strengths and areas in need of strengthening. These are communicated to the faculty coordinator and the site preceptor in the form of objectives. The faculty coordinator and student will work together to identify a site that best provides the opportunity to meet the student’s objectives.

The first step of student assessment of strengths and weaknesses is crucial in identifying the best match of a student’s experience. The student is expected to complete this first step prior to contacting faculty or sites for placement. The assessment should be based on performance in the classroom and previous experience as well as future goals.
Initial contact with a potential site can be made by the student or the faculty coordinator. The student cannot make any commitments without approval of the coordinator. When approaching a site, the student should follow these procedures:

- Ascertain strengths and improvements needed.
- Write specific objectives for the internship experience.
- Identify a site that has the best potential to meet the objectives.
- Update resume.
- Contact the site. Speak with the health care administrator, not human resources.
- Make an appointment to interview for the position.
- Decide if the site is appropriate to meet your objectives.
- Send a thank you to the site indicating if you will be submitting information for approval to the coordinator.
- Inform site of approval.
- Complete all required documents.
- Schedule work time.
- Complete internship with excellent work.
- Evaluate experience.
- Present site with appreciation certificate at Showcase.

To ensure that every student is placed in a suitable learning environment, the Health Care Administration Program has established the following guidelines for site assignments.

- Accreditation(s) by appropriate, recognized accrediting body(ies).
- Capacity to provide experiences in the defined competency areas.
- A preceptor who is interested in providing time for teaching the student, accessible, committed, knowledgeable, skillful and professionally mature
- A management staff willing to contribute to the administrative internship experience by mentoring, providing opportunities for observation and application of administrative competencies.
- Opportunities which provide productive and varied experiences for the resident and assist the resident in developing marketable skills;
- The preceptor and other key officials must be willing to support the educational policies, requirements, and standards of the healthcare administration program.
- The site must sign an affiliation agreement
- The HCAD faculty must approve the internship site.

**AFFILIATION SITE AGREEMENTS**

To document the site’s willingness to accept a student and provide a meaningful learning experience, each site will be required to sign the Internship/Residency HCAD 5399 Authorization form. This form is in the appendix of this Handbook.

The faculty coordinator will maintain a directory of affiliation sites that have signed agreements. These will comprise the site directory from which future students can make selections for the internship experience each semester. However, students are not limited to this list. Students may research new sites for approval that will be added to the directory after processing the affiliation agreement.
Preceptors, and students are selected, approved, and appointed by the HCAD Internship Coordinator of UT Arlington and cannot be changed without UT Arlington approval. The Internship Coordinator works directly with the site preceptor.

**ROLES AND RESPONSIBILITIES (STUDENT, SITE, and FACULTY)**

**STUDENT RESPONSIBILITIES**
- Study all documents in preparation for internship experience.
- Meet all course requirements.
- Serve as an ambassador representing UT Arlington to the affiliation site.
- Write internship objectives in accordance with educational competencies.
- Meet expectations of UT Arlington and affiliation site.
- Prepare all projects, reports and evaluations, as required for course completion.
- Submit required documents on time as assigned.
- Organize and coordinate site visit for the Internship Coordinator

**SITE RESPONSIBILITIES:**
1) **Mentoring Relationship** - Through a mentoring relationship between the preceptor and the student, the student acquires an in-depth understanding of the preceptor’s attitudes and beliefs concerning quality of patient care, strategic thinking, operations management, interpersonal skills, professional socialization, analysis of political processes, community relationships and medical ethics. Examples of mentoring activities:
   - Participation in debriefing sessions, which follow regular formal/informal meetings.
   - Engaging in discussions that allow the preceptor to evaluate the intern and provide feedback.
   - Working on preceptor-assigned projects that the preceptor evaluates and provides feedback.
   - Participation in discussions with the preceptor regarding his/her views on leadership philosophy and techniques
   - Developing a personal philosophy, value system, code of ethics, and a dedication to high professional standards and ideals desired of a health care administrator through discussions with preceptors and other health care administrators.

2) **Observation/Familiarization** - The student develops an understanding of the organization’s mission, administrative structure, the operation and inter-relationship of major units within the organization, and the means through which the organization carries out its major functions. The student develops an understanding of the operations of decision-making bodies and processes at various levels, including: policy making, medical and professional staff, administrative staff, and important external organizations, such as regulatory, financing, and professional associations.

Objectives include:
- Gain a full understanding of the organization, its mission, goals, and objectives.
- Observe, participate and critically evaluate administrative and policy activities of the institution
- Observe the complex interrelationships within the institution. Develop a knowledge and understanding of the structural and interpersonal relationships between health professionals and health care administrators.
• Develop an understanding of the institution’s influence on its environment and the environment’s influence on the organization.
• Gain exposure to medical staff issues and concerns
• Examine the roles and responsibilities of external healthcare organizations through attendance at external meetings as well as site visits to other managed and owned hospital, public health agencies, extended care facilities, reimbursement agencies, and professional associations.
• Develop an understanding of the institution’s competitive strategies.
• Attend internal meetings at all levels of the organization and participate in some or all of the following ways: observation, preparation of minutes for the meeting, active participation in discussion, or presentation of reports.
• Types of meetings include: department head briefing, coordinating council, quality assurance, community advisory council, board of trustees, executive committee, finance committee, medical staff, tissue committee, medical records, infection control, information management, utilization review, administrative staff, union-management negotiation, risk management, legal interaction, meeting with consultants and long range planning committees.
• Understand the internal operation and policies through reading internal documents. Examples of documents include: strategic planning document, administrative policy manual, personnel manual, disaster manual, medical staff bylaws, rules and regulations, coordination council bylaws, corporate board bylaws, business plan of parent and subsidiaries, and budgets of parent and subsidiaries.

3) Application - The student applies and tests administrative theory and tools in a “real world” setting. Through this application process, the student will build upon knowledge acquired in the didactic curriculum. Activities include:
• Perform projects as assigned. Projects should pertain to one of the identified competencies. Include formal presentations (written and oral).
• Perform studies for the organization. For example: marketing/planning, joint venture projects, evaluation of an operation, evaluation of a proposition and making a recommendation, specific strategic planning activities, and gather internal financial and statistical data.
• Assume responsibilities within the organization. Utilize opportunities to strengthen leadership, judgment, problem solving, decision making, administrative and communication skills. For example: on-call duty, coordination/participation in a regulatory inspection, experience leadership in both large and small groups, department accountability and line responsibility.

PRECEPTOR RESPONSIBILITIES:
• Provide; supervision, guidance, and counseling
• Be an accessible teacher and mentor
• Provide access to vital internal and external resources.
• Notify the UT Arlington Internship Coordinator if the student is not meeting expectations
• Offer continuous feedback to the student, including formal evaluation at the completion of the assignment.

FACULTY RESPONSIBILITIES:
The Internship Coordinator is the assigned UT Arlington faculty responsible for HCAD 5399, Internship. The Coordinator is responsible for the educational quality of internship experiences.

- Develop course information for dissemination to students and affiliation sites
- Assist students with selection of affiliation sites.
- Provide orientation to students and sites in preparation for the internship assignment
- Maintain close contact with preceptors during student assignments
- Conduct correspondence, visits, and conferences as needed with students and/or preceptors.
- Plan events to facilitate positive relationships between UT Arlington and the HealthCare community.
- Develop guidelines for assignments to document the internship experience.
- Grade each student’s performance and assign either pass or repeat at the conclusion of internship assignment.
- Maintain confidentiality of all reports and information from the student concerning the affiliation sites.
PRE-INTERNSHIP PREPARATION

ELIGIBILITY AND OBJECTIVES
No later than one full semester prior to beginning the internship, the student should insure eligibility requirements have been met. Application procedures then can begin. The student should first define his/her objectives for the internship experience. These objectives should be based on the student’s previous experience, background, strengths and weaknesses. Objectives should address each competency area defining what the student would like to accomplish in each category.

STUDENT ORIENTATION
Students should attend the internship orientation session and review the internship guidelines on the HCAD website. Dates are available on the HCAD website under the Events Calendar link. It will also be helpful to attend the Internship Showcase to view graduating students’ internship portfolios and poster presentations. The Showcase is also an opportunity to hear firsthand experiences from students completing internships.

RESEARCH AFFILIATION SITES AND APPLICATION PROCEDURE
The student needs to update the resume in preparation for site interviews. The process of researching and choosing a site then begins. The affiliation site directory can be a starting point. The directory is on the HCAD website and lists all sites that have signed an affiliation agreement. There is a link to the site’s home page. Students can begin to match site resources with student needs/objectives. However, the student can contact a site that is not in the directory. After approval, the site will be asked to sign an affiliation agreement and that would place it in the directory. The student should make an appointment to interview with the potential site preceptor and both parties can make a decision about the internship. The internship coordinator is available for assistance throughout this process. When this agreement is reached, the Internship/Residency HCAD 5399 Authorization form should be submitted to the internship coordinator. After approval, the hours may be scheduled.

CHECKLIST
A checklist has been provided to guide the student through the process prior to assignment, during the assignment and following completion of the assignment. The checklist is in the Appendix of this Handbook and is a valuable tool.
ACTIVITIES DURING INTERNSHIP

TIME DOCUMENTATION
Each student is required to complete a time log documenting how time is spent at the affiliation site. The minimum on-site hours are 240. This time log also serves as a chronological journal of the internship experience and competencies learned. The Time Log is located in the Appendix of this Handbook and can be duplicated. The time log must be signed by the student and preceptor and is submitted to the Internship Coordinator in the Portfolio.

CONFIDENTIALITY
Health care facilities are required by federal law to protect the patients’ right to privacy of their healthcare information. As an intern in an affiliation site, students can access confidential information. UT Arlington assures affiliation sites that students are knowledgeable about the patient’s right to privacy and agrees to abide by the federal guidelines outlined in the HIPAA legislation.

Students are required to demonstrate training in the HIPAA requirements or take a competency examination developed by the Internship Coordinator. A PowerPoint presentation on HIPAA is available for review on the HCAD website. Each student is required to sign a confidentiality statement prior to beginning an internship assignment. Students should read the AHIMA practice brief “Protecting Confidentiality in Healthcare Education Programs” located in the Appendix.

PROFESSIONALISM
Professionalism extends to appearance, language, and competence. Students are expected to adhere to the professional code of ethics. Professionalism includes but is not limited to:

- Respect the rights and dignity of all individuals.
- Compliance with all laws, regulations and standards governing the practice of Health Care Administration.
- Professional excellence through self-assessment and continuing education
- Accurate representation of professional credentials, education and experience.
- Adherence to the mission, and values of the profession.
- Protect the confidentiality of healthcare information.
- Advocate change to improve the quality of health care.

SAMPLE INTERNSHIP ACTIVITIES
- Rotate among all major services/activities of the affiliation site.
- Attend regularly scheduled administrative meetings.
- Request attendance at any events that will support competency development
- Complete major management/problem-solving project, monthly reports, or evaluations.
- Visit external healthcare facilities
- Attend local, regional and other professional organization meetings.
- Observe the preceptor in daily operations.
- Participate in organizational decision-making as assigned.
- Engage in professional reading on healthcare topics.

SAMPLE COMPETENCY ACTIVITIES
1. Structuring/marketing/positioning healthcare organizations
   Strategic planning
Business Plan
Marketing Plan
Monitor & Evaluate plan effectiveness
Partnerships & alliances
Visioning
Management flexibility
Critical Thinking
Goal setting

2. Financial Management
Managerial Accounting
Capitation & Reimbursement Cost Accounting
Physician compensation strategies
Cost containment
Budgeting
Managed Care Relationships
Contracting
Financial statements
Investment planning
Fee schedules
Tax laws

3. Leadership, interpersonal & communication skills (ethics, professionalism, human resource management)
Interpersonal relationships
Ability to motivate personnel
Written and Verbal communication skills
Leadership ability
Decision Making
Physician Relations
Human Resource Management/Networking
Team Building skills
Negotiation Skills
Compensation & Benefits Programs
Workforce Development
Performance Evaluation
Conflict Resolution
Employment Laws

4. Managing information resources
Statistical reporting
Report development
Target monitors
Information system needs analysis
Procurement & installation
Training & support
Database management & maintenance
Information security

5. Collecting/analyzing & using information in decision making (including epidemiological)
Analyzing and synthesizing data
Objectivity
Pattern identification
Outcomes analysis
Electronic education

6. Statistical/quantitative/economic analysis applied to business & clinical decisions
   Computer skills
   Marketing
   Analyze at-risk activities
   Auditing
   Clinical support services development

7. Health policy formulation/implementation
   Risk Management
   Legal competency
   Staff Training
   Legal compliance

8. Assessment of health status in populations
   Implementation of survey methodologies
   Community Needs assessment
   Responsive plan development
   Community Outreach
   Patient satisfaction

9. Management of health risks (risk management)
   Awareness of the environment
   Special services administration
   Prevention Activities
   Liability insurance
   Communication systems
   Credentialing for staff

10. Development of health systems in diverse communities (business & clinical operations)
    Organizational knowledge
    Operations Management
    Acquisitions & Mergers
    Diversity Training
    Resource networks
    Patient Flow processes

11. Business & health outcomes measurement
    Effectiveness evaluations
    Patient satisfaction
    Performance evaluation
    Business operations planning
    Inventory control

12. Governance (organizational, technical/professional knowledge)
    Practice improvement
    Change management
    Bylaws, policies, procedures
    Stakeholder relationships
    Quality assurance programs
INSTRUCTOR CONFERENCES, SITE VISIT
The Internship Coordinator will make at least one visit during the internship period. A typical visit is brief with the first 30 minutes spent with the student, discussing the projects and experiences. The second portion will be spent with the student and the preceptor discussing the student’s performance. If pertinent, additional time may be spent visiting other co-workers familiar with the student’s performance. Additional visits can be scheduled as needed and can be structured to accommodate the need.

PORTFOLIO
The written documentation for the internship experience is compiled into a portfolio. This serves to provide evidence of the student’s experience and activities during the internship assignment. It also provides a valuable resource for the student to document skills, which will be useful in the job search after graduation. The portfolio should include the minimum requirements as outlined in the table of contents but should reflect the depth and breadth of the experience. It may also demonstrate a student’s ability to communicate in the written style and incorporate creativity.

The Portfolio is divided into these sections:

- About the site – describes the site including types services offered and organizational structure.
- About the student – includes the personal career goals and student’s philosophy.
- About the internship – recounts the projects, activities and learning experiences organized by competency areas.
- Evaluations – gives feedback from the site preceptor and the student.

Portfolios are due no later than one week prior to the Internship Showcase each semester.

The due date will be announced by the Internship Coordinator. A table of contents for the Portfolio is included in the appendix of this Handbook.
POST- INTERNSHIP ACTIVITIES

SUBMIT PORTFOLIO
The Internship Coordinator or Program Director will announce the deadline date for the portfolio. Late assignments will not be accepted. The Portfolio can be mailed or personally delivered to the Internship Coordinator’s office. All components must be present for grading. The Internship Coordinator will complete an evaluation form and return the feedback at the Showcase.

EVALUATION
Evaluations need to be based on personal observation, not solely on written reports or second-hand information. They should be seen as a useful learning tool and should be discussed with the student prior to submission to the Internship Coordinator. Both preceptor and student should sign evaluations.

Preceptor Evaluation of the Student: The evaluation form will be given to the preceptor by the student to be completed and submitted to the Internship Coordinator. The preceptor and student will sign each report. Delay in submission of the report will result in an incomplete grade. The preceptor should make special reports or calls to the Internship Coordinator whenever the progress or performance of the student is considered to be deficient.

Student Evaluation of the Preceptor/Site: At the end of the internship, each student will complete and return to the Internship Coordinator, one copy of the evaluation form. This evaluation will be kept in the strictest confidence. The comment section should be used for any pertinent information, and to explain ratings. This feedback will be used to evaluate the suitability of a site for future placements.

Student Self-Evaluation: Each student will compare actual experience with objectives and evaluate the assignment. The student should also perform an evaluation of his/her projects, activities, professionalism and demonstrated abilities during the assignment.

SHOWCASE
At the conclusion of the internship, each intern will participate in a showcase. The purpose is to share the experiences with future interns, UT Arlington faculty, site preceptors and other interns and guests. It is also an opportunity to thank the preceptors and affiliation sites for generously welcoming students into their facilities and donating their time and expertise to help educate students.

Each intern will prepare a poster presentation depicting the internship experience. Posters are expected to be professional, attractive and informative. Poster guidelines are available in the Appendix.

Interns will form a panel to share experiences and give tips to future interns. At the conclusion of the Showcase, interns will present certificates of appreciation to the site preceptors. Certificates are prepared by the Internship Coordinator. The Showcase is an educational and a social event.
GRADING
Based on the site visit, evaluations, portfolio and showcase, each intern will be assigned a grade of PASS, FAIL or REPEAT. All requirements must be met to receive the passing grade.
Appendix A

Affiliation Site Agreement
INTERNSHIP AFFILIATION AGREEMENT

For
University of Texas at Arlington (UT Arlington) on behalf of its
College of Business (COB)
Health Care Administration Department (HCAD)

And

Insert Your Name

UT Arlington and the organization named above, hereinafter referred to as “Affiliation Site” located at__________________________________________________________, agree to establish an affiliation for the purpose of providing an internship in healthcare administration for identified student(s) seeking a Master of Science Degree in Health Care Administration.

The University and Affiliation Site jointly agree that:

1. The purpose of the internship is to provide opportunities for teaching and learning activities that will enable students to meet stated objectives.

2. There shall be open channels of communication between UT Arlington and the Affiliation Site relative to the internship through the designated UT Arlington faculty member, the internship coordinator.

3. The student will adhere to working hours and procedures of the Affiliation Site; however, UT Arlington will determine beginning and ending dates for the internship assignment.

4. UT Arlington is responsible for selecting and assigning students to the internship. However, the Affiliation Site can interview and choose to accept or decline any student seeking an internship assignment.

5. This agreement shall remain in effect until either UT Arlington or the Affiliation Site provides thirty (30) days written notice of termination.

6. This agreement does not require a monetary reimbursement to any party. However, it does not rule out such payment if both parties and the student agree on the terms and conditions.

7. No UT Arlington faculty member shall be considered employees or agents of the Affiliation Site, unless specified in an additional agreement.

8. Students will adhere to a professional code of ethics while working at the Affiliation Site.

9. For purpose of this Agreement and pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) UT Arlington hereby designates Affiliation Sites as a school official with a legitimate educational interest in the educational records of students covered by this Agreement and to the extent that access to the records are required by Affiliation Site to carry out the purpose of this Agreement. Affiliation Site agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

10. This Agreement and the interpretation of its terms shall be governed by the laws of the State of Texas.
The University agrees to:
1. Assign a faculty member to serve as internship coordinator. The internship coordinator serves as the liaison for UT Arlington and the Affiliation Site. The internship coordinator may make appropriate visits to the Affiliation Site during the semester when a student is assigned for internship.
2. Select students who shall be placed at the Affiliation Site, subject to the approval of the Affiliation Site.
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the Affiliation Site prior to the students’ placement. These will be in the form of a student resume and objectives.
4. Restrict the activities of its internship coordinator from performing any service at the Affiliation Site except in the course of performance of instruction, unless otherwise contracted.
5. Carry final responsibility for the administration of the internship.
6. Respect the mission of the Affiliation Site and require students to accept Affiliation Site clientele, staff, and administrators, regardless of race, ethnic origin, sex, age, religion or political belief.
7. Withdraw, upon Affiliation Site written request, any student whose performance is unsatisfactory or whose conduct is unacceptable to the Affiliation Site.
8. To the extent that UT Arlington personnel have access to the Affiliation Site’s Protected Health Information as that term is defined in the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and as they are amended from time to time, UT Arlington and the Affiliation Site agree that such personnel will be considered part of the Affiliation Site “workforce” for HIPAA compliance purposes only. As such, personnel are subject to compliance with all of the Affiliation Site’s privacy policies adopted pursuant to the Regulations. Both parties agree that neither UT Arlington nor its personnel are Business Associates of the Affiliation Site as that term is defined under HIPAA and the related HIPAA Regulations. UT Arlington personnel shall not disclose any of the Affiliation Site’s Protected Health Information to School or its faculty employees, agents, or representatives. UT Arlington will never access or request to access any of the Affiliation Site’s Protected Health Information under this Agreement.

The Affiliation Site agrees to:
1. Accept students for the internship and provide that the students may participate in overall site programs and activities as appropriate.
2. Accept students without regard to race, ethnic, origin, sex, age, or religious or political belief.
3. Provide appropriate instruction by a qualified site representative, known as the “preceptor”.
4. Allow the preceptor time to prepare for conferences with students; to maintain conferences with students and to consult with the internship coordinator.
5. Provide suitable space, equipment and materials for the intern.
6. Inform the University of changes in Affiliation Site policy, procedures and staffing that affect internship courses.
7. Allow withdrawal of the student by the University when the placement fails to be in the best interest of the student, site or University.
8. Provide reimbursement, to the student where possible for travel, equipment and supplies expended by the student at the request of the Affiliation Site.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties hereto, in their capacity as stated, affix their signatures and declare their intentions effective the date signed.

AFFILIATION SITE

By: ____________________________  By: ____________________________
Printed Name: ____________________  Printed Name: ____________________
Date: ____________________________  Date: ____________________________

UNIVERSITY OF TEXAS AT ARLINGTON

By: ____________________________  By: ____________________________
Printed Name: ____________________  Printed Name: ____________________
Date: ____________________________  Date: ____________________________
Appendix B

AHIMA Practice Brief:

Protecting Confidentiality in Healthcare Education Programs
Protecting Confidentiality in Healthcare Education Programs

For decades, medical education programs and student affiliations have served as an important means of preparing students to move into professional roles contributing to our nation’s healthcare services. The value of real world experience is evident, as individuals are guided and mentored to deal with human lives directly and indirectly after graduation. Didactic and hands-on education approaches are an immeasurably valuable combination for learning. Multiple types of academic healthcare programs are structured to include both methods of instruction, among them programs in HIM, nursing, medical doctor programs, osteopathic doctor programs, physical therapy, occupational therapy, and laboratory technology.

The high national incidence of hospital medical errors enumerated by the Institute of Medicine’s November 1999 report “To Err is Human” encourages serious reflection on the importance of high-quality educational programs. Healthcare employers commonly seek recruits with demonstrated experience, but seasoned individuals are not always available due to healthcare worker shortages. Educational programs include practical experience sought by employers. The need for high quality, meaningful educational programs cannot be overstated.

An important element of educational programs is the expectation for protection of trainee-acquired confidential information. Federal privacy regulations implemented through HIPAA in April 2003 have prompted covered entities (CEs) to re-evaluate affiliation practices and raise new concerns about organizational risk from exposing the trainee population to protected health information (PHI).

Traditionally, patient privacy rights have been protected through affiliation agreements between university or college medical education programs and healthcare practice sites. Commonly, a confidentiality statement has broadly addressed the trainee obligation in a secondary manner, placing it in the shadow of the more focused concern—physical liability protection. This brief will address HIPAA privacy and security rule interpretations related to educational program affiliations where students/trainees are exposed to PHI.

Legal and Regulatory

State and Federal

Prior to HIPAA, healthcare organizations/education affiliation sites have been governed by privacy guidance within state laws, healthcare licensing acts, and applicable federal regulations. Like all healthcare workers, students have been required to adhere to these laws through compliance with organizational policies, procedures, and practices on which they were based. Because many state privacy laws are more stringent than HIPAA privacy regulations, state laws preempt the privacy rule and must continue to be upheld via an organization’s administrative directives, even as HIPAA requirements are added.
HIPAA Privacy Regulations

The privacy rule reminds us approximately 180 times of the intention that CEs implement “reasonable” privacy procedures and practices. The overarching spirit of the rule is to protect privacy rights at the same time appropriate healthcare activities continue uninterrupted.

The topic of education programs is not conveniently located within the privacy and security standards. However, considered collectively, several definitions and references create comfortable and safe conditions for addressing confidentiality concerns within educational program affiliations. These HIPAA considerations work in tandem with state and federal privacy obligations previously in place for healthcare organizations:

1. Trainees are part of the healthcare work force
   Privacy rule definitions describe “work force” as “employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, whether or not they are paid by the covered entity.”

2. Education programs are part of healthcare operations
   In Section 164.501, Definitions, the privacy rule addresses training programs in the definition of “healthcare operations”: “Healthcare operations means any of the following activities of the covered entity to the extent that the activities are related to covered functions...conducted training programs in which students, trainees, or practitioners in areas of healthcare learn under supervision to practice or improve their skills as healthcare providers.”

Standard 164.508, “uses and disclosures for which an authorization is required,” further clarifies the acceptability of the use of psychotherapy notes in training programs without authorization: “Authorization required: psychotherapy notes...except: (B) Use or disclosure by the covered entity for its own training programs in which students, trainees, or practitioners in mental health learn under supervision to practice or improve their skills in group, joint, family, or individual counseling.”

The December 3, 2002, Privacy Guidance similarly reiterates the expectation of PHI-sharing with students and trainees when addressing minimum necessary applicability to training programs. It states that “Covered entities can shape their policies and procedures for minimum necessary uses and disclosure to permit medical trainees’ access to patients’ medical information, including entire medical records.”

3. Most training program relationships do not require business associate agreements from stated provisions, it can also be concluded that when students are considered part of the work force, compliance with the business associate standards is not required. The privacy rule defines a business associate as “with respect to a covered entity, a person who, on behalf of such covered entity or of an organized healthcare arrangement...but other than in the capacity of a member of the work force...performs or assists in the performance of a function or activity involving the use or disclosure of individually identifiable health information...” The absence of a business associate agreement indicates the work force definition applies.

When students are directly supervised by college or university instructors rather than staff, and the work force definition of “under the direct control of such entity” is not met, affiliate organizations should evaluate the appropriateness of a business associate agreement. When direct
training responsibility is shared by academic instructors and affiliate staff, the affiliate may choose the approach best suited to the circumstances, a business associate agreement or a work force/operations approach with use of an affiliation agreement.

When students are instructed exclusively by university staff within a university teaching hospital setting, a business associate agreement may not be necessary if the hospital and university are considered components of the same organization.

4. Students must be trained in privacy and security relative to the policies, procedures, and practices of the affiliation site and specific trainee position. Training programs are defined in the privacy rule as part of healthcare operations. CEs are required to ensure privacy training for “each new member of the work force within a reasonable period of time after the person joins the covered entity’s work force” and for “each member of the covered entity’s work force whose functions are affected by a material change in the policies or procedures...”

In addition to recognizing security requirements nestled within the privacy rule, the security rule separately provides for “security training for all staff regarding the vulnerabilities of the health information in an entity’s possession and procedures which must be followed to ensure the protection of that information.” As such, CEs must include all trainees in privacy and security training, including initial, broad awareness training and customized training relative to particular areas of affiliation. If signed confidentiality statements are the practice, trainees should likewise be asked to sign. (See “Employee/Student/Volunteer Nondisclosure Agreement”.) For the duration of the affiliation relationship, students should be included in periodic and update training relative to paper-based, hybrid, and electronic environments. Documentation of student training should be retained for the required six-year period, as for all training records.

**Recommendations**

**General**

Security rule section 164.312(a)(1) requires the use of unique user identifiers, an important factor within educational programs. Group passwords and employee shared access are not supportive of a HIPAA-compliant environment where specific accesses must be individually assigned and trackable.

The student segment of the work force must not be overlooked at time of termination. Similar to out-processing steps completed for employees, severance of access to all PHI should be completed immediately at the time of student separation. In addition to discontinuing electronic and physical access, it is recommended that the student be requested to sign a termination confidentiality agreement as a reminder of the ongoing privacy expectation of position-acquired PHI (see “Termination Nondisclosure Agreement for Employees/Students/Volunteers”).

Use of individually identifiable photographs for teaching purposes requires inclusion of policies in a CE’s notice of privacy practices and patient authorizations. These policies must be carefully developed and administered within educational programs (for more information, refer to AHIMA’s Practice Brief “Patient Photography, Videotaping, and Other Imaging (Updated)” available in the FORE Library: HIM Body of Knowledge at [www.ahima.org](http://www.ahima.org)).

Distinction should be made in the approaches taken for exposing students to PHI at affiliation sites versus within the academic setting. Appropriate methods of de-identification for hard copy
records and data scrubbing for electronic data must be applied to PHI adapted for use in classroom instruction. Some academic settings reinforce de-identification efforts by having students sign a confidentiality pledge in the event identifying information is missed in the de-identification process. Likewise, student assignments requiring transport of medical information from the affiliation site to the academic setting should involve only unidentifiable PHI.

Students who volunteer their time in healthcare organizations would be appropriately guided by the CE, as with any volunteer assignment. As members of the work force, volunteers and students require general and customized privacy and security training for adherence to all related policies, procedures, and practices.

Often, educators arrange for student tours within healthcare organizations as part of the educational experience. While students are on site, incidental exposure of PHI may occur. Academic programs and affiliate organizations may mutually wish to address confidentiality expectations of students within affiliation agreements to cover these occasions.

**Academic Settings**

- Create or update affiliation agreements with liability insurers and legal counsel to address intent of student compliance with all affiliate privacy and security policies and procedures, including HIPAA
- Consider addressing confidentiality expectations for student tours within affiliation agreements if appropriate
- Integrate general, pre-affiliation privacy and security training into course syllabi to pre-condition trainees to the importance of this aspect of the affiliation experience
- Encourage students to be vigilant in applying HIPAA knowledge, including accepting only unidentifiable copies of medical information for projects or samples for use in academic settings
- Anticipate an approach for use in affiliation site recruitment. Be prepared to address hesitation due to HIPAA interpretation concerns. Consider the following sample language: “We have investigated HIPAA issues. HIPAA considers training programs to be part of healthcare operations and defines ‘trainees’ as part of a covered entity’s work force. No business associate agreement is required. Our affiliation agreement continues to require student compliance and has been expanded in the area of confidentiality to encompass the new federal law. Likewise, our program preconditions students to the importance of confidentiality by conducting pre-affiliation general training, and we expect student involvement in all privacy and security training and operations directives throughout the affiliation”
Affiliation Sites

- Review current and newly offered student affiliation agreements with liability insurers and legal counsel to ensure adequate coverage of student adherence to all organizational privacy and security policies, procedures, and practices
- Consider addressing confidentiality expectations for student tours within affiliation agreements if appropriate
- Ensure that privacy and security policies and procedures are applied for students as for other members of the work force:
  - Train students on privacy and security, customizing the training to reflect the affiliation position
  - Stress the importance of the ongoing nature of confidentiality, extending throughout the affiliation and after separation
  - Obtain signed confidentiality statements from students during orientation and training and at time of termination if this practice applies to the entire work force (see “Employee/Student/Volunteer Nondisclosure Agreement,” and “Termination Nondisclosure Agreement for Employees/Students/Volunteers”)
  - Orient students to the organization’s legal obligation to carry out enforcement policies
  - Maintain documented student training records for six years
- Ensure consistent, unique user identification assignment and monitoring practices for students with electronic access
- Complete termination or out-processing steps at time of student completion of site affiliation
- Recognize special case conditions for use of identifiable photographs in teaching programs (for more information, refer to AHIMA’s Practice Brief “Patient Photography, Videotaping, and Other Imaging (Updated)” available in the FORE Library: HIM Body of Knowledge)

Affiliation Sites: Business Associate Approach

- Ensure the agreement covers all HIPAA-required elements (refer to AHIMA’s Practice Brief “Letters of Agreement/Contracts (Updated)” available in the FORE Library: HIM Body of Knowledge for more information)
- Require student/trainee participation in all work force privacy and security training as a condition of the business associate agreement. Ensure customized training as appropriate

Training Benefits All

For most CEs, becoming HIPAA compliant has required creation or enhancement of policies, procedures, and training practices to ensure operational implementation by the entire work force. By ensuring that these efforts are extended to the student population, those CEs choosing to be affiliation sites establish an equally appropriate environment for protection of PHI in educational activities. Enhancement of affiliation agreements to encompass HIPAA-related expectations enables comfortable arrangements on the part of both academic programs and affiliation sites. Review of agreement content by professional liability insurers and legal counsel of both parties should ensure bilateral concurrence.

Through participation in educational programs, healthcare organizations are contributing to the industry’s need for well-trained graduates and to the perpetuation of healthcare privacy. As members of the work force or as business associates, students experience the applied law
firsthand and live the HIPAA environment, preparing them to serve as privacy advocates within the healthcare industry as employees and practitioners.

References


Hjort, Beth. “Practice Brief: Patient Photography, Videotaping, and Other Imaging (Updated).” Journal of AHIMA 72, no. 6 (2001): 64M-Q.


Office for Civil Rights. “Guidance Explaining Significant Aspects of the Privacy Rule.”


Prepared by Beth Hjort, RHIA, CHP

Acknowledgments
Assembly on Education (AOE)
AOE Community of Practice Discussion Thread
Jill Burrington-Brown, MS, RHIA
Jill Callahan-Dennis, JD, RHIA
Claire Dixon Lee, PhD, RHIA
Carol Quinsey, RHIA
Harry Rhodes, MS, RHIA, CHP
HIPAA Community of Practice Discussion Thread
Marsha Steele, RHIA

Article citation:
Hjort, Beth. "Protecting Confidentiality in Healthcare Education Programs (AHIMA Practice Brief)." Journal of AHIMA 74, no.8 (September 2003): 64A-D.
Appendix C

Checklist and Time Log
HCAD 5399 INTERNSHIP CHECKLIST

- Meet eligibility Requirements (complete 8 HCAD courses, minimum GPA)
- Attend Information Session and Showcase (semester prior to internship)
- Write personal objectives for Internship experience
- Develop list of potential sites (website, personal contacts, consult coordinator)
- Interview with potential sites (take objectives and resume, develop plan and projects)
- Select site (classify objectives activities by competency areas)
- Submit Internship/Residency HCAD 5399 Authorization form for approval by deadline
- Present resume and objectives.
- Receive approval from Internship Coordinator
- Schedule 240 contact hours
- Document HIPAA training or take competency examination
- Sign confidentiality statement
- Record 240 hours on time log and document experience
- Compile portfolio demonstrating competencies (Follow table of contents on website)
- Engage in projects/activities based on competencies
- Complete internship objectives
- Evaluate site, preceptor, course and self
- Submit portfolio to coordinator
- Participate in internship showcase
- Receive grade (Pass/Fail/Repeat)
HCAD 5399 – Internship

SAMPLE TIME LINE
Summer – August Graduates or Fall – December Graduates

Visit www.uta.edu/mshcad “Event Calendar”
for the Collection and Show Case Dates

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<th>TASKS</th>
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<td>Pre-Internship Activities</td>
<td>Verify Eligibility/Meet with prospective preceptor/Write Objective</td>
<td>December to May</td>
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<td>Internship Online Orientation/Meeting – Review Handbook</td>
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<td>Acquire Site Approval</td>
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<td>October to November</td>
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<td>Instructor Conferences</td>
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<td>Seminars</td>
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<td>Complete Portfolio</td>
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<td>December</td>
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<td>Internship Showcase</td>
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<td>Receive Grades</td>
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PHASE I: Pre-Internship Activities

- Verify Eligibility/Meet with prospective preceptor/Write Objective
- Internship Online Orientation/Meeting – Review Handbook
- Research Affiliation Sites
- Acquire Site Approval

PHASE II: Intra-Internship Activities

- Complete Portfolio
- Instructor Conferences
- Seminars
- Begin Internship (240 Hours)
- Confidentiality, Ethics and Professionalism

PHASE III: Post-Internship Activities

- Turn in Portfolio and Self & Site Evaluations
- Internship Showcase
Appendix D

Competency Categories
HCAD COMPETENCY CATEGORIES

Students are expected to address each category during the internship assignment. A minimum of three areas should be addressed in each category.

**TECHNICAL**
- Marketing/Positioning
- Financial Management
- Managerial Accounting
- Managing Information Resources
- Statistical Analysis
- Outcomes Measurement

**ADMINISTRATION**
- Leadership
- Professionalism
- Communication
- Decision-Making
- Human Resources
- Governance

**INSTITUTIONAL**
- Policy formulation
- Compliance
- Defining Health Population
- Risk Management
- Developing Health Systems
Appendix E

Confidentiality Statement
Confidential information is defined as any information found in a patient’s medical record. All information relating to a patient’s care, treatment or condition constitutes confidential information. Interns shall never discuss a patient’s medical condition with other personnel, friends or families. Confidential matters should not be topics for conversation at coffee breaks or in areas where they might be overheard. A patient’s presence in the facility could also indicate the nature of the patient’s illness and therefore should not be disclosed without proper authorization.

Any unauthorized disclosure by interns could render the facility and the university liable for damages on grounds of defamation or invasion of the right to privacy.

Any intern who violates the confidentiality of medical information is subject to serious disciplinary action, up to and including dismissal from an affiliation site and/or failure of the internship experience.

I have received a copy of, read, understand and agree to uphold the written policy on matters of confidential information as described above. I also understand that in my daily job duties I will have access to confidential information. Any violation of confidentiality, in whole or in part, could result in disciplinary action, up to and including failure of the internship experience and/or dismissal from the affiliation site. My signature acknowledges familiarity with HIPAA and agreement to comply with its requirements.

UT Arlington further expects students to adhere to a professional code of ethics. The student’s signature below acknowledges review of the code of ethics and agreement to abide by the guidelines.

_____________________________________ _______________________________  
Intern Signature        Date
Appendix F

Portfolio Evaluation
Evaluation by Internship Student
Evaluation of Internship Experience
Self-Evaluation by Internship Student
Internship Time Log
PORTFOLIO EVALUATION - HCAD 5399

Student Name__________________________________________ Semester_____________________

Internship Site__________________________________________Department__________________

Please Note: The maximum number points awarded is 1 represents passing and 0 represents failure. Each Topic Area is covered in your 13 courses of the program.

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<td>Appearance, Creativity and Professionalism - Courses HCAD 5301 and 5390.</td>
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<td>Multiple Business Functions/Cross-Functional Issues - Courses HCAD 5301, 5337, 5305, 5306, 5310, 5390, BSTAT 5315, ECON 5333, FINA 5315, INSY 5350, &amp; OPMA 5377.</td>
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<td>Outcomes Measurement - Courses HCAD 5301, 5337, 5305, 5306, 5310, 5390, BSTAT 5315, ECON 5333, FINA 5315, INSY 5350, MARK 5330, &amp; OPMA 5377.</td>
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<tr>
<td>19</td>
<td>Statistical Analysis - Courses HCAD 5301, BSTAT 5315, &amp; OPMA 5377.</td>
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<tr>
<td>20</td>
<td>Time Log and Evaluations (Student and Preceptor)</td>
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</tbody>
</table>

Grand Totals:

Coordinator Signature:                        Date:
Student

Site

Preceptor __________________________ Dates of Assignment _______________________

Indicate your judgment of the site on a scale of 1 (disagree) to 4 (agree) by checking the appropriate number in the box provided.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DISAGREE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Was able to plan a project effectively</td>
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<tr>
<td>Demonstrated ability to follow-through</td>
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<tr>
<td>Assignments were of managerial quality</td>
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<tr>
<td>Was able to conceptualize solutions to problems</td>
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<tr>
<td>Was thorough in completing projects</td>
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<tr>
<td>Demonstrated appropriate knowledge</td>
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<tr>
<td>Was cooperative with personnel</td>
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<tr>
<td>Was participative with management team</td>
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<tr>
<td>Interacted appropriately with multiple levels of personnel</td>
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<tr>
<td>Was able to express him/her self effectively verbally</td>
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<tr>
<td>Was able to express him/her self effectively in writing</td>
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<tr>
<td>Offered contributions when appropriate</td>
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<tr>
<td>Able to accept criticism</td>
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<tr>
<td>Demonstrated self-confidence</td>
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<tr>
<td>Was resourceful</td>
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<tr>
<td>Was flexible</td>
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<tr>
<td>Physical appearance was appropriate</td>
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<tr>
<td>Was dependable and punctual</td>
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<tr>
<td>Demonstrated maturity and professionalism</td>
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<tr>
<td>Modeled ethical behavior</td>
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<tr>
<td>I would recommend this intern for a position</td>
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</tbody>
</table>

COMMENTS ____________________________________________________________

________________________________________________________________

________________________________________________________________

Student’s Signature __________________________ Date ________________

Preceptor’s Signature __________________________ Date ________________
Student ____________________________________________

Site ____________________________________________________________________________

Preceptor __________________________________________________________________________

Dates of Assignment __________________________________________________________________

Indicate your judgment of the site on a scale of 1 (disagree) to 4 (agree) by checking the appropriate number in the box provided.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DISAGREE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>AGREE</th>
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</thead>
<tbody>
<tr>
<td>Related to Health Care Administration Competencies</td>
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<tr>
<td>Provided broad overview of HCA responsibilities</td>
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<tr>
<td>Followed the proposed objectives</td>
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<tr>
<td>Reinforced coursework</td>
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<td>I was included in administrative level work</td>
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<tr>
<td>Assignments were appropriately challenging</td>
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<td>Assignments were beneficial for the site</td>
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<td>Helpful in my professional development</td>
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<td>Adequate physical facilities</td>
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<td>Organizational structure easy to understand</td>
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<td>Personnel easy to work with</td>
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<td>Role models were visible</td>
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<tr>
<td>Provided effective supervision</td>
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<td>Was accessible and available</td>
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<tr>
<td>Was knowledgeable of HCA roles and responsibilities</td>
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<tr>
<td>Coursework provided adequate preparation for this experience</td>
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<td>Orientation for Internship was adequate</td>
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<tr>
<td>Requirements were clearly defined</td>
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<td>Pre-Assignment procedures were adequate</td>
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<tr>
<td>Instructor site visit was helpful</td>
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<tr>
<td>I would recommend this site to future interns</td>
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</table>

COMMENTS ____________________________________________________________

Student’s Signature __________________________________________ Date ___________
UNIVERSITY OF TEXAS AT ARLINGTON
College of Business Administration
HACD 5399 Health Care Administration Internship
SELF-EVALUATION BY INTERNSHIP STUDENT

Student _________________________________
Site _________________________________
Preceptor ______________________________ Dates of Assignment __________________

Indicate your judgment on a scale of 1 (disagree) to 4 (agree) by checking the appropriate number in the box provided.

<table>
<thead>
<tr>
<th>DISAGREE</th>
<th>AGREE</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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</tbody>
</table>

**TOPIC**

| Coursework adequately prepared me for this assignment |
| UTA provided adequate information for internship |
| My objectives provided for synthesis of didactic training |
| Was able to plan a project effectively |
| Was able to follow-through with assignments |
| Assignments were of managerial quality |
| Was able to conceptualize solutions to problems |
| Was thorough in completing projects |
| Demonstrated appropriate knowledge |
| I met my objectives |
| Was cooperative with personnel |
| Was participative with management team |
| Interacted appropriately with multiple levels of personnel |
| Was able to express myself effectively verbally |
| Was able to express myself effectively in writing |
| Offered contributions when appropriate |
| Able to accept criticism |
| Demonstrated self-confidence |
| Was resourceful |
| Was flexible |
| Physical appearance was appropriate |
| Was dependable and punctual |
| Demonstrated maturity and professionalism |
| Modeled ethical behavior |

*Use the back or additional sheets for narrative evaluating yourself in the internship.*

**COMMENTS**

Student’s Signature ______________________________ Date ____________

45
HCAD 5399 INTERNSHIP TIME LOG

Each student is required to document a minimum of 240 hours of practical experience at the assigned affiliation site. The completed log will be submitted with the portfolio at the end of the semester. It also should be available for review during visits by the instructor.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>ACTIVITIES</th>
<th>TOTAL TIME</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
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</table>

I hereby certify that all information reported on this time log is accurate.

Signature of Student Date Signature of Site Preceptor Date
Appendix G

Internship/Residency
HCAD 5399 Authorization Form
Internship/Residency HCAD 5399 Authorization
Master of Science in Health Care Administration
College of Business (COB)
(Submit if you have 24 hours of graduate work completed.)
PLEASE COMPLETE AND SUBMIT BEFORE YOU BEGIN YOUR INTERNSHIP.

Organization
___________________________________________________________________________

Supervisor/Preceptor ______________________ Title: ______________________
Address ______________________ City ________ State ___ ZIP _________
Phone Number ________ FAX Number ________ email _______________________

Intern/Resident ______________________ Project Area: ______________________
Address ______________________ City ________ State ___ ZIP _________
Home Phone ________ Work Phone ________ email _______________________

Internship Dates: Start _______________________ End ______________________ (240 Contact Hours)

Scheduled Duties and/or responsibilities:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Training Opportunities:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Tentative Work Schedule:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Internship Site Supervisor/Preceptor ______________________ Date

Student/Intern/Resident ______________________ Date

Internship Coordinator or Program Director ______________________ Date
Appendix H

Portfolio Contents
Format – The portfolio should be bound and presented in a professional manner (e.g. three-ring binder) with dividers and a table of contents. There should be a section for each topic area with a separate section for each competency. For each competency, documentation should be provided indicating how the student developed that skill. A summary should be included with each section describing the activities. Students are expected to be professional and creative in presentation of the internship experience in this written format.

Deadline – A due date will be set each semester. Late assignments will not be accepted.

Section I – About the Site
   Description
   Statistical information
   Services provided
   Organizational Structure

Section II – About the Student
   Curriculum vita
   Health Care Philosophy and role of the Health Care Administrator
   Personal Career Goals

Section III – About the Internship
   Time Log
   Objectives
   Projects and Activities (organized by competencies)
   Marketing Financial Management
   Leadership Information Management
   Decision Making Statistical Analysis
   Health policy Health populations
   Health Risks Health Systems Development
   Community Diversity Outcomes Measurement

Section IV – Evaluation
   Student by Preceptor
   Site by Student
   Self-evaluation by student
Appendix I

Poster Presentation Guidelines
Purpose: Each intern will design a poster describing his or her internship experience. The poster will be displayed at the Internship Showcase.

Requirements:
- Posters should be set up by the designated time in the assigned location on the date of the Internship Showcase.
- Provide explanation to visitors attending the Showcase
- Display Portfolio

Format:
- Three-panel, tri-fold poster board
- Neat
- Attractive, creative, uncluttered
- Professional in appearance

Poster Content: (minimal)
- Name of affiliation site
- General description of the organization
- Include photos, flyers, logo, brochures, pamphlets, etc.
- Internship Objectives
- Internship Accomplishments
- Samples/examples of projects and internship activities