Health Administration Internships

The University of Memphis

Student, Faculty, and Preceptor Handbook

Revised January 1, 2017
Purpose of the Health Administration Internship

The purpose of the Master of Health Administration (MHA) Program is to provide students with a breadth of knowledge of health administration issues and to prepare them for careers in health administration. The health administration internship is an important component of the MHA degree program and is designed specifically for those students who have minimal or no administrative work experience in the health sector. An internship placement provides the opportunity for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student in beginning their health administration career.

The purpose of the internship is to provide students with the opportunity to test, through practical experience, the knowledge and skills acquired in academic courses. The experience also allows students to identify areas in which they need additional educational experience. Students learn role behavior and techniques necessary to function effectively as supervisors and managers. The experience provides further value by helping students to decide what kind of position they wish to pursue after graduation. Internships primarily are to provide a learning experience for the student. Secondarily, internships provide a valuable community service to the organizations where students are placed in offering assistance on needed and valued projects and bringing new ideas to practitioners.

General Guidelines for Internship Experience

The health administration internship experience enables the student to gain firsthand knowledge about the practice of health administration and the obligations of those in the health industry. Therefore, the internship experience should be carefully integrated into the student’s overall academic program, building not only conceptual and practical knowledge but also testing skills and attitudes developed in the classroom.

The internship is a joint responsibility of the student, the MHA faculty mentor, and the organizational internship preceptor. Organizational internship preceptors should come from the work world where policies and programs are formulated, developed, and implanted. Although preceptors need not have advanced degrees, they should have relevant and substantial experience, be decision-makers, have access to the organization’s top level managers,
and have the time and desire to work with students. Careful planning and coordination throughout the internship is necessary to ensure a successful internship experience. Monitoring of the student's progress will be accomplished by meetings between the student, faculty mentor, and organizational preceptor. If problems or concerns cannot be resolved with the faculty mentor, they should be referred to the MHA Graduate Coordinator.

The student should become familiar with the overall mission of the organization and how their internship assignment or project(s) relates to that mission. One effective method of familiarizing the intern to the overall organization is to provide departmental or divisional rotations where students spend an extended period meeting with each manager to learn how that unit fits into the organization as a whole. Additionally, exposure can be gained through assigning a comprehensive project which involves contact with the main areas of the organization. *Ideally, a combined rotation-project method allows students to benefit from the advantages of both approaches. Assignment to a major project, however, is a mandatory component of the internship.*

**Requirements**

All MHA students are required to complete three semester credit hours of health sector experience. This is accomplished through the Health Administration Internship (HADM 7190).

**Field of Study/Experience:** The health administration internship experience should be in the student’s area of concentration and further the student’s academic and career goals. For students who currently work in a health care environment, the internship experience must occur in an area other than their current area.

**Timing:** The internship placement should not occur before the student has completed at least 21 hours of graduate course work. Optimally, all basic core courses should be completed.

**Schedule:** The actual field experience, project, and report on the project will be completed according to the student’s individually developed plan. *Students will need to notify their advisor no later than one semester prior to the planned internship to assure that the internship can be coordinated with the organizational preceptor and the faculty mentor.* A permit will also have to be issued to allow the student to register for HADM 7190. The internship
experience should be completed when the student can devote considerable attention to the internship and be able to concentrate on the field experience without undue concern for course work.

**Hours:** A three hour internship requires a minimum of 30 hours of work each week for no less than 10 weeks. In unique circumstances and with permission from the MHA faculty mentor and the organizational preceptor, the weekly work schedule can be somewhat adjusted to fit the needs of working students but the total hour requirements must be satisfied, that is 300 hours for three credits, and the internship must last a minimum of 10 weeks and a maximum of six months.

**Internship Portfolio:** Students will complete a Portfolio that documents their learning experiences during the internship. Deadlines for completion of the Portfolio will be negotiated with the faculty mentor. Refer to the section, “Internship Portfolio,” for an explanation of the required components that will need to be completed. The portfolio requirements will be discussed between the student and their faculty mentor prior to acceptance of an internship.

**Special Consideration:** The MHA Program is aware that working students may need a certain degree of flexibility in satisfying the field experience requirements. Requests for special consideration of any of the requirements should be submitted in writing to the faculty mentor with a brief explanation justifying the request. Approval will require consultation with and agreement by the MHA Director of Graduate Studies.

**Grading:** Upon completion of the health administration internship and required documentation, the Internship Coordinator is responsible for assigning the student a grade of “satisfactory” or “unsatisfactory.” The student will receive a grade of “IP” (In Progress) for the internship until the internship has been successfully completed.

**Student Responsibilities**

**Planning for the Internship Experience**

1. As students work on various course assignments and make contacts in the community, they are encouraged to identify potential health care internship opportunities. The student should focus on areas that will build depth in the student’s concentration area.
2. Students should select an MHA faculty mentor fairly early on in their academic career to assist and guide them in the internship process and experience. The faculty mentor can be the student’s faculty advisor, or it can be another member of the MHA faculty.

3. Students should meet with the faculty mentor early in the semester preceding the internship semester to discuss general internship needs, areas of interest, and possible internship sites/projects.

4. Students should attend at least one Internship Information Session.

5. The responsibility for identifying appropriate placement sites is shared jointly by the intern and the mentor. The student, however, is responsible for taking an active and lead role in this identification and decision process to assure the best fit with the student’s career goals.

6. As planning becomes more concrete, the student should submit to the faculty mentor a current resume, a brief explanation of the type of experience that is sought, a prioritized list of proposed internship sites/projects, and how the proposed experience meets the student’s interests and career goals. This should be completed no later than the second week of the semester preceding the internship semester and should be in a format that can be shared with potential organizational preceptors for review. Agreement should be reached with the faculty mentor on the most appropriate selection(s) to pursue.

7. To assure that the internship placement meets the student’s needs and requirements, the student is responsible for arranging the internship placement with the organization and the organizational preceptor.

**Implementation Requirements**

1. Upon the student’s selection of an internship site/project and agreement by the organization, the student should submit to the faculty mentor a draft Internship Contract (see attached form) describing internship goals and summary outline of the proposed experience.
2. The student should register for the three hour version of HADM 7190, Internship in Health Administration, during the semester that the internship will begin.

3. During the internship, the student should formally meet at least twice with the MHA faculty mentor and the organizational preceptor to discuss progress and to resolve problems. Arrangements to coordinate and monitor internship placements outside Shelby County will be negotiated.

   a. The first meeting should be held at the beginning of the internship. The “Contract for HADM 7190 – Internship” form should be completed, signed by all parties, and delivered to the Health Administration Academic Coordinator to be filed in the student’s folder. The schedule of meetings between the student and faculty mentor will be listed in the Contract. Supervision is intended to assure that the internship is a true learning experience.

   b. At the second meeting, which should be held approximately one month into the internship and at the site of the internship, the “One Month Review of Internship Experience” form should be completed, signed by all parties, and placed in the student’s file. At this meeting, the learning goals and evaluation criteria should be reviewed and revised as necessary.

   c. The student should communicate regularly (via phone, e-mail, etc.) approximately every two weeks regarding assignments, questions, and learning progress.

4. Upon completion of the Internship, the student should request that the organizational preceptor complete the “Intern Performance Evaluation” form. The student should also complete the “Student Evaluation of the Internship Experience.” Both completed forms should be submitted to the faculty mentor.

5. Students are responsible for completing all required documents. Students should assure that a signed and completed “Internship Checklist” of all required documents is delivered to the Health Administration Academic Coordinator to be filed in their student folder.
6. The student should write and submit the final internship report in the form of a professional portfolio. Refer to the guidelines described in the section entitled “Internship Portfolio.” Students may be requested to describe their internship experience to entering MHA students.
Faculty Mentor Responsibilities

1. Facilitate placement opportunities, soliciting placements and informing potential preceptors about the internship policies and requirements. To the extent possible, develop arrangements with internship sites and preceptors to build a set of regularized internship opportunities.

2. When placement agreement has been reached, notify both the preceptor and student confirming placement.

3. Assist the student to establish realistic goals and objectives for the internship.

4. Meet with the student and preceptor early in the internship to complete the “Internship Contract.”

5. Meet with the student and mentor approximately one month into the internship to discuss progress and any problems; complete the “One-Month Review” form.

6. Meet/talk regularly with the student according to the contracted schedule to further mentor the student, facilitate the student’s integration of classroom learning with work experiences, and advise the student on building his or her final internship portfolio. Hold at least three meetings with the student during the internship experience.

7. Review and comment on the student’s final internship report and portfolio.

8. Ensure the quality of the internship experience by maintaining frequent contact with the student and resolving any problems that may arise.

9. Keep the other MHA faculty informed about issues related to the internship requirements, program implementation, and program assessment by students and organizational preceptors.
Organizational Preceptor Responsibilities

1. Provide the student an overview of the organization and the setting of the internship. The overview should include:
   a. Organizational Chart
   b. Organizational goals, objectives, and activities
   c. Key stakeholders
   d. Copies of important reports/materials about the organization, including such materials as an Annual Report.
   e. Listing of pertinent background reading.

2. Explain work rules and procedures.

3. Meet regularly with the student.

4. Meet at least twice during the semester with the faculty mentor. At the first meeting, which should be held at the very beginning of the internship placement, the Internship Contract form should be completed, signed by all parties, and delivered to the Health Administration Academic Coordinator to be filed in the student’s folder. At the second meeting, which should be held approximately one month into the internship, the “One Month Review of Internship Experience” form should be completed, signed by all parties, and delivered to the Health Administration Academic Coordinator to be filed in the student’s file.

5. Establish a funding mechanism for travel and other expenses if required for the student’s project.

6. Introduce the student to colleagues and organizational executives if available.

7. Arrange for attendance at a formal orientation if available.

8. Provide clerical support if required.
9. Include the student in both organizational and outside meetings where possible by providing the student with a schedule of meetings he or she will be expected to attend.

10. Allow the student to “shadow” the preceptor whenever possible.

**Internship Portfolio**

The standard internship Portfolio should consist of the following four components:

- Student’s Resume
- Learning Goals for the Internship
- Internship Report
  - Describe the Organization
  - Describe the Experience
  - Assess the Experience
- Writing Samples/Creative Products

These are the minimum requirements. Additional components may be required by your organizational preceptor or the faculty mentor.

The professional Portfolio represents a valuable opportunity to document the application of formal knowledge gained in the workplace. Well-developed internship reports can be used to show potential employers your knowledge, skills and abilities, and professional acumen. Two copies should be prepared. One copy is for you to keep and one is for the MHA program. The cover must identify your name, organizational placement, and show that this was an internship in the Graduate Program of Health Administration at The University of Memphis. You should also include the semester and dates of your internship. Refer to the sample cover appended as Attachment A. Dividers for each of the sections will present a more professional appearance. However, professional substance is more important than glitz.

**Evaluation:** The criteria that will be used by the faculty to assess the student's internship portfolio include the following:
a. **Relevance and Reason:** Students will be assessed on the degree to which they satisfactorily met their learning goals and the logic, organization, and clarity of the assessment of their experience.

b. **Breadth and Depth:** An assessment will be made of the student's ability to integrate the learning from the internship experience across the curriculum. This will include an assessment of the degree to which the student's conceptual comprehension goes beyond superficial understanding or familiarity with a few theories, concepts, or models.

c. **Application of Concepts:** Students will be assessed on their ability to describe concepts correctly but, most importantly, to demonstrate their practical understanding of how these concepts are illustrated/applied in health service organizations.

d. **Experience Specific:** The student, in concert with the faculty mentor, will develop two specific and narrow criteria upon which to evaluate the internship portfolio. Ideally, these criteria should be related to the student's learning goals. These criteria will be included in the student contract.

**Resume**

The resume that you create should be one that you believe best represents your experience and achievements. As you network and gain experience in your internship, you should become more informed about the type of knowledge, skills, and abilities sought by employers/firms where you might want to be hired. Some general suggestions and advice about resume preparation are described below. Advice can also be sought from the University's Office of Career Services.

A resume **must include** the following information:
- Your name, address, telephone number, and email address
- Educational background
- Work history
- Relevant honors or awards
- Presentations and/or publications

A resume **may include** job objective or career goal, summary of qualifications, foreign language skills, memberships in professional organizations, military service, willingness to travel or relocate, and information on volunteer activities or hobbies if they demonstrate personal success. A resume **should not include** reasons for
leaving past jobs, any reference to salary, personal data (such as age, height, marital status, health status), and names and addresses of references.

Especially for those early in their health administration career, a resume should provide the reader with adequate information to have a sense of who you are as well as your work qualifications. Consequently, the student may wish to develop a two-page resume, with the first page summarizing the student’s work experience but a second page that summarizes the student's life experiences, including such elements as a fuller description of the student's educational experiences, and/or volunteer or community activities.

There are two types of resumes recommended to describe work experience:

♦ **Chronological or historical**—presents the information in reverse chronological order, starting with the present or most recent experiences and moving backward in time. This resume type is the most common and recommended for most fields since job titles and organizations are emphasized and job responsibilities are described in sufficient detail to provide the reader with information on your career growth. To aid in reading the resume, only detail the last three-five positions or experience covering the last ten years. Education is also put in reverse order.

♦ **Functional**—emphasizes the writer's qualifications and abilities. This type of resume, consequently, focuses on skills and potential and can downplay possible gaps in past work history. This style is generally not recommended except when attempting a career change.

When writing your resume:

• Use action words (refer to next section for ideas)
• Use available software packages for assistance
• Use quality paper in either white or ivory color (Never send on copy paper)
• Keep your resume concise, but be sure to fill the page

**Suggested Actions Words for Resumes**

Use of action words is essential if you wish to effectively display your job experience and duties and are especially relevant to health administration careers. Action words present your work history in a positive manner and more fully describe your functional skills.
Abstracting  Facilitating  
Administering  Initiating  
Advising  Inspecting  
Analyzing  Investigating  
Budgeting  Observing  
Calculating  Planning  
Classifying  Predicting  
Compiling  Preparing  
Controlling  Programming  
Corresponding  Protecting  
Counseling  Record Keeping  
Creating  Researching  
Deciding  Reviewing  
Delegating  Selling  
Designing  Supervising  
Developing  Teaching  
Editing  Translating  
Estimating  Trouble Shooting  
Evaluating  Updating  
Examining  Writing  

**Learning Goals**

The purpose of defining learning goals for the health administration internship is to define the specific competencies and knowledge the student hopes to achieve in the internship. The statements should address the student’s professional development goals and academic learning goals. Students should exercise careful attention to this component since it will define the internship experience. Avoid being too broad or superficial, such as Goal: To improve my communication skills. Think carefully about the environment in which you are working, the mission and structure of the organization, and the relationships the organization has with its key stakeholders. Refining the
goal statements should be an iterative process and regularly discussed with your organizational preceptor and faculty mentor.

The goals of the internship should help the student and organizational mentor keep track of the student's learning progress. By following the student's plan, the student should be better able to identify specific objectives for each week, questions that need to be researched, readings to complete, people to interview, meetings to attend, etc. The student's plan should specifically address the learning goals, activities that will be undertaken to meet these goals, and method of receiving feedback on the student's progress.

The learning goals should be thorough and reflect the student's personal work and learning style. Two common formats are outline and narrative. Whatever format is chosen, it should be presented in a clear, professional manner. As with all written materials, this document is representative of your skills and analytic ability. Examples of skills to consider in preparing learning goals are listed below.

**Sample Learning Goal Statements:**

1. Learn how to clarify and make explicit program goals and objectives; design and develop evaluation strategies related to such goals/objectives.

2. Assess the impact of government regulations of the actions and interactions of a health care facility, giving specific attention to that institution's policies and procedures, to better understand pressures calling for government accountability.

3. Understand more thoroughly how a hospital analyzes, implements, and manages a health information system.

4. Gain expertise in establishing performance management systems.

5. Gain more thorough knowledge of the budgetary process for a health care facility.

6. Further develop analytic skills through assisting on two research projects.
7. Become competent in developing requests for proposals (RFPs).

8. Become familiar with negotiations between health care providers and health management organizations.

Internship Portfolio
This document is the student's written defense for receiving graduate credit for the internship experience and will serve as the basis for the faculty mentor's evaluation and determination of whether the student has satisfied all the requirements outlined in this handbook and can receive a grade of "pass." The 10-15 page essay should:

I. **Summarize the experience.**
   Develop an Executive Summary that is one page in length and that highlights the key elements of what was gained through the internship experience.

II. **Describe the organization.**
   A. Discuss mission; structure, including design, purpose, functions, etc.; programs, and clientele. Include an organizational chart.
   B. Outline the funding sources and methods of securing funding for the organization. This discussion should address your comprehension of the agency's financial needs, problems, and strategies.

III. **Describe the experience and assess the learning that occurred.**
   A. Outline your major accomplishments during the internship experience as they relate to each of the learning goals. Briefly describe your tasks and assignments. Explain any adjustments that were made. List any obstacles faced and methods used to overcome them.
   B. Explain how your activities outside the formal internship added to the learning experience. Such activities could include such events as professional association meetings, conferences, workshops, etc.
   C. Explain what feedback the organizational preceptor provided about your strengths and weaknesses and your plan for addressing this feedback.

IV. **Assess the experience.**
A. Summarily assess the overall internship experience and quality of the work/task, professional, and career guidance received from the organizational preceptor.

B. Explain how the internship experience will further your career goals. Briefly discuss your future professional and/or academic plans.

C. As a suggestion, preparation of a journal or weekly self-assessment will help you complete this component. You may find that your Faculty Mentor will require weekly updates on your experience.

**Writing Samples/Creative Products**

Writing samples allow the student to demonstrate written communication skills. The ability to put thoughts on paper, clearly and concisely, is one of the most important professional skills to master. The types of materials included for this component should highlight the type of writing skills relevant to the student's career goals and could include such products as letters, training documents, manuals, job descriptions, reports, and policy papers.

The final product(s) should be clear, professional, and appropriate to the internship experience. There is no specific length requirement, but the materials should give a sense of the accomplishments achieved during the internship. Collectively, the materials should present a picture that documents the student's learning experience during the internship.
Attachment A

Sample Cover Sheet

Internship Report

*Improving the Performance of the Financial Department at a Major Hospital*

Doris W. Mathios

Graduate Program in Health Administration

The University of Memphis

Spring Semester 2016

Internship Placement: LeBonheur Childrens Hospital

Organizational Preceptor: Meri Armour, CEO

Date Submitted: August 30, 2016

Date Approved:___________________ Faculty Mentor's Initials:______________
## Previous MHA Internship Placements and Major Projects/Assignments

This listing is provided to help students generate ideas on potential internship placement and the types of projects/assignments they might wish to consider.

<table>
<thead>
<tr>
<th>Internship Placement</th>
<th>Major Projects/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Administration Medical Center</td>
<td>Health Management Information Systems analysis</td>
</tr>
<tr>
<td>Baptist Memorial Healthcare Corporation</td>
<td>Assessment of the compliance policies and procedures</td>
</tr>
<tr>
<td>LeBonheur Children’s Hospital</td>
<td>Assessment and redesign of the financial reporting systems</td>
</tr>
<tr>
<td>Access Healthcare</td>
<td>Assistance in implementation of an Initial Public Offering</td>
</tr>
<tr>
<td>St. Francis Hospital</td>
<td>Analysis of pricing strategies for managed care contracts</td>
</tr>
<tr>
<td>St. Jude Children's Hospital</td>
<td>Analysis and assistance in the implementation of a computerized patient medical record system</td>
</tr>
<tr>
<td>Veterans Administration Medical Center</td>
<td>Assessment of job classification and performance evaluations for human resources department</td>
</tr>
<tr>
<td>University Healthcare</td>
<td>Develop a business plan</td>
</tr>
<tr>
<td>UT Bowld Hospital</td>
<td>Develop a proposal for a new center</td>
</tr>
</tbody>
</table>

Additional past internship sites have also included Methodist Health Systems, The Regional Medical Center, Duke University Medical Center, University of Tennessee Medical Group, Denver Children’s Hospital, Pittsburg Medical Center and the Shelby County Mayor’s Office of Health Policy.
# Health Administration Internship Contract

## Graduate Program in Health Administration

This is an agreement entered by the student, faculty mentor, and organizational preceptor. The purpose of this contract is to formalize the plan for the internship experience.

Please provide the following information:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Organization:</th>
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</thead>
<tbody>
<tr>
<td>Student Address:</td>
<td>Organization Address:</td>
</tr>
<tr>
<td>Student Telephone:</td>
<td>Organizational Preceptor:</td>
</tr>
<tr>
<td>Student E-mail Address:</td>
<td>Preceptor Telephone:</td>
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<tr>
<td></td>
<td>Preceptor E-mail:</td>
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<td></td>
<td>Beginning Date:</td>
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<td></td>
<td>Ending Date:</td>
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<td></td>
<td>Schedule of Hours:</td>
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<thead>
<tr>
<th>Work</th>
<th>Home</th>
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<table>
<thead>
<tr>
<th>Student Telephone:</th>
<th>Work</th>
<th>Home</th>
</tr>
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<tbody>
<tr>
<td>Student E-mail Address:</td>
<td></td>
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<tr>
<td>Organization:</td>
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<tr>
<td>Organization Address:</td>
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<tr>
<td>Organizational Preceptor:</td>
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<tr>
<td>Preceptor Telephone:</td>
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<td>Home</td>
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<td>Preceptor E-mail:</td>
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<td>Beginning Date:</td>
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<td>Ending Date:</td>
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<tr>
<td>Schedule of Hours:</td>
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</tbody>
</table>
A. Learning Objectives (What do you expect to learn that you do not now know?)

1.

2.

3.

4.

B. What major activities will be assigned?

C. What resources will be made available?
D. What two specific evaluation criteria should be used by the faculty to assess the health administration internship?

1.

2.

E. When will meetings be held to discuss the experience?

1. First meeting with Organizational Preceptor:________________________

2. One-Month Review Meeting:_______________________________

3. Schedule of Communication planned with the faculty mentor (no less than every two weeks but can be informally accomplished through telephone/electronic mail contacts):

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Organizational Preceptor</td>
<td></td>
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<tr>
<td>Faculty Mentor</td>
<td></td>
</tr>
</tbody>
</table>
Student Internship Checklist
Graduate Program in Health Administration

Students should complete an internship checklist to assure that required documentation is being completed as required. When fully completed, submit to your faculty mentor for the student’s file.

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Student’s Name___________________________________________________

Phone Number______________________ Semester and Year______________

Internship Location_________________________________________________

Internship Title____________________________________________________

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**Internship Documentation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Submitted/Completed and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial meeting with Faculty Mentor to discuss potential internship placement and activities</td>
<td></td>
</tr>
<tr>
<td>Internship Contract</td>
<td></td>
</tr>
<tr>
<td>One-Month Review</td>
<td></td>
</tr>
<tr>
<td>Internship Portfolio</td>
<td></td>
</tr>
<tr>
<td>Performance Evaluation by Organizational Preceptor</td>
<td></td>
</tr>
</tbody>
</table>
One-Month Review of Internship Placement
Graduate Program in Health Administration

This form is to be completed by the student; signed by the student, organizational preceptor, and faculty mentor. The faculty mentor will insure that a copy is placed in the student’s file.

Name of Student___________________________________________________
Internship Location_________________________________________________
Internship Title____________________________________________________

Describe and explain any changes in the learning goals, activities, or schedules of the internship.

Describe how the internship placement has progressed to date, including successes as well as any problems not discussed above.

Describe any changes that need to be made to the experience-specific evaluation criteria.

Student:_______________________________________Date:______________
Organizational Preceptor:__________________________Date:______________
Faculty Mentor:__________________________________Date:______________
Student Evaluation of Health Administration Internship Experience  
Graduate Program in Health Administration

Student’s Name___________________________________________________
Semester and Year___________
Internship Location_________________________________________________
Internship Title____________________________________________________
Organizational Preceptor’s Name and Position___________________________

Evaluation of Major Project/Assignments

Please complete the following assessment of your internship experience. Use a rating scale of 1-5 to rate your experience, 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My learning goals were met by the internship experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My internship experience was clearly relevant to my career goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I would strongly recommend this organization to other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I would strongly recommend this organization preceptor to other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The internship report added value to my internship experience.</td>
<td></td>
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</tr>
<tr>
<td>6. The internship requirement is worthwhile for MHA students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Student Evaluation of Organizational Preceptor

Please complete the following assessment of your internship experience. Use a rating scale of 1-3 to rate your experience, 1=Unsatisfactory, Did Not Meet Expectations; 2=Satisfactory, Met Expectations; 3=Very Good, Exceeded Expectations

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Evaluation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well did the organizational preceptor provide a good overview of the objectives, services, and activities of the organization where the internship placement was located?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How well did the organizational preceptor assist you in establishing feasible tasks and assignments to meet your learning goals?</td>
<td></td>
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</tr>
<tr>
<td>3. How well did the organizational preceptor provide you with the resources necessary to complete your assignment(s)?</td>
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<td>4. Did the organizational preceptor meet with you at frequent enough intervals to provide teaching and appropriate guidance?</td>
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<td>5. If unforeseen problems arose, did the organizational preceptor help you revise your goals and objectives?</td>
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<tr>
<td>6. Was the organizational preceptor receptive to your ideas and viewpoints?</td>
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</table>
# Student Evaluation of MHA Faculty Mentor

Please complete the following assessment of your internship experience. Use a rating scale of 1-3 to rate your experience, 1=Unsatisfactory, Did Not Meet Expectations; 2=Satisfactory, Met Expectations; 3=Very Good, Exceeded Expectations

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well did the faculty mentor provide adequate guidance to help you select an appropriate internship placement appropriate to your past experience and future career goals?</td>
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<tr>
<td>2. How well did the faculty mentor assist you in establishing feasible learning goals realistic for the time allotted for the internship?</td>
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<tr>
<td>3. How available was the internship coordinator to discuss with you issues, problems and ideas?</td>
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</table>

Please provide any other comments that you think would be helpful in improving the internship component of the MHA Program.
Appendix A – Student Performance Evaluation

Please rate the student as to their level of competence in each of the 19 areas below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Novice</th>
<th>Advanced Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
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</thead>
<tbody>
<tr>
<td>Write clearly and effectively</td>
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<tr>
<td>Speak clearly and effectively before individuals and groups, in formal and</td>
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<tr>
<td>informal settings</td>
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<tr>
<td>Work effectively with other professionals</td>
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<tr>
<td>Display effective listening and communication skills</td>
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<td>Be able to learn from mistakes</td>
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<tr>
<td>Listen, hear and respond effectively to the ideas and thoughts of others</td>
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<tr>
<td>Develop, organize, synthesize and articulate ideas and information</td>
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<tr>
<td>Articulate, model and reward professional values and ethics</td>
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<tr>
<td>Use system and strategic thinking models and methods to make decisions and</td>
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<tr>
<td>solve problems</td>
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<td>Understand and model stewardship of organizational resources</td>
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<tr>
<td>Know, support and use team development methods</td>
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<tr>
<td>Ask the right questions when making decisions</td>
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<td>Understand and apply models and methods of organizational change and</td>
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<tr>
<td>innovation</td>
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<td>Understand the structure and conduct of quantitative analytical methods: economic and financial evaluation, linear regression analysis and forecasting methods</td>
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<tr>
<td>Monitor data and identify deviations, whether for internal processes and procedures or for external trends</td>
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<tr>
<td>Evaluate testable hypotheses commonly arising in a management setting, selecting and applying the appropriate quantitative methods</td>
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<tr>
<td>Examine data both qualitatively (e.g., focus groups, case studies, participant observation and ethnographies) and quantitatively (e.g., descriptive statistics, descriptive epidemiology) to determine patterns and trends</td>
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<td>Understand, demonstrate and reward cultural sensitivity and competence</td>
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<tr>
<td>Understand and apply basic concepts and tools that are integral to strategic thinking, planning and management</td>
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</table>

**Preceptor Comments:**
Identify areas in which student should enhance his/her skills:

Identify major strengths that the student has exhibited:

Thank you for mentoring this student in your organization. We appreciate your support of the MHA program and The University of Memphis.

Please E mail or Postal mail to Dr. David Burchfield

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