

Masters in Health Administration

Preceptor Handbook Summer 2016

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Introduction

Every year, students in the Master of Health Administration (MHA) Program at the University of Florida serve as interns in various healthcare facilities throughout the nation. Internships provide opportunities to apply skills and knowledge learned in the classroom to the practice of healthcare management. These applied experiences, in turn, strengthen our students' competence in the essential job requirements of early career professionals in our field.

We are very fortunate to work with a growing number of organizations in the development of internship opportunities. As the number of students, internship sites, and Preceptors has grown, so have requests for additional clarification of policies and general guidance about how to assure good learning experiences for MHA interns while also meeting the needs of the organization.

This *Preceptor Handbook* collects the current policies and information for Preceptors. We anticipate that the questions and information needs of Preceptors will change and evolve over time. As they do, the handbook will be updated. The most recent version of the handbook will always be available at our website: <http://hsrmph.php.ufl.edu>.

The first section of the handbook provides general information about the MHA Program, with special emphasis on the development of professional competencies. The next section, *The Special Role of the Preceptor*, begins on page 8. This section addresses many of the specific issues and questions that our Preceptors have asked over the years. The final sections provide additional information that is likely to be helpful, namely the course syllabus and the forms that students and Preceptors are asked to complete.

We hope this handbook is helpful to you. If you have suggestions or questions, please let us know.

The internship is an integral part of our curriculum, but we could not offer this experience to our students without you. We are deeply grateful for your willingness to contribute to the education of our future healthcare managers.

Daniel J. Estrada, PhD, MBA, MHS
MHA Program Director
estradad@php.ufl.edu

Tamara B. Herchel
Assistant MHA Program Director
therchel@php.ufl.edu

OVERVIEW OF THE DEPARTMENT AND COLLEGE

The Master of Health Administration Program is offered by the Department of Health Services Research, Management & Policy, which offers degree programs at both the master's and doctoral level. The [Master of Health Administration \(MHA\)](#) is an on-campus program designed to prepare individuals for management positions in the healthcare field. The [PhD in Health Services Research \(HSR\)](#) is a full-time doctoral program that prepares individuals to study the healthcare system as a whole; health services research is a multidisciplinary field of inquiry that examines the organization, delivery, and financing of health services. Finally, the Department offers the public health management and policy concentration within the University of Florida's [Master of Public Health \(MPH\)](#) program.

The Department of Health Services Research, Management & Policy is located within the College of Public Health and Health Professions (PHHP), one of six colleges that comprise the University of Florida Health Science Center. The other colleges are Dentistry, Medicine, Nursing, Pharmacy, and Veterinary Medicine. In 2003, the College expanded beyond its original focus on health professions to embrace public health as integral to its mission and goals.

The mission of the Department of Health Services Research, Management and Policy at the University of Florida is to:

- Prepare highly qualified and motivated students in our master's degree programs to become effective managers and leaders of health care and public health organizations.
- Educate outstanding doctoral students to become health services researchers who contribute to the body of knowledge regarding the organization, delivery, and financing of health services.
- Conduct research that achieves national, peer recognition for its contribution to creating new knowledge and for its value in informing health services practice and policy.
- Serve as active participants and leaders in our University, professional, and health services communities.

MASTER OF HEALTH ADMINISTRATION (MHA) PROGRAM

The Master of Health Administration at the University of Florida is a two-year, 57-credit program, which is on-campus and full-time, with approximately 20-25 students in each cohort. All students enter the Program in the fall semester, and then take a required sequence of courses in the fall and spring semesters for two years, with a required internship in the summer between the first and second years. The Program was established in 1964, with the first class of students graduating in 1966.

MISSION STATEMENT

The UF MHA program develops engaged early health care careerists to use evidence-based strategies to improve healthcare quality, affordability, and access. We provide students with fundamental knowledge using a cohort model in a campus-based setting that emphasizes experiential learning and data-driven problem solving both in the classroom and in the practice environment. Students will develop proficiency to detect, analyze, manage and respond to critical administrative issues in both provider and non-provider healthcare organizations. Our program embraces ethical conduct and professionalism, diversity and inclusion, practitioner involvement and team-based learning. Faculty inform practice with research and service to the community.

VISION STATEMENT

The vision of the University of Florida MHA Program is to be nationally recognized for innovatively educating students who will dedicate their careers to ensuring the provision of exceptional health care services.

VALUES

We emphasize the development of intellectual resources and skills that can help our graduates address today's complex health problems and pursue fulfilling careers in a variety of health arenas. The Program strives to impart the following values to all of our students:

- ◆ Excellence
- ◆ Integrity
- ◆ Social Responsibility
- ◆ Continuous Improvement
- ◆ Diversity
- ◆ Lifelong Learning
- ◆ Collaboration
- ◆ Professionalism

PROGRAM AND BEHAVIORAL-BASED COMPETENCIES

One of the criteria for accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME) is that a Program “will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of the curriculum, course content, learning objectives, teaching and assessment methods.” (III.A.1 2014)

The MHA Program at the University of Florida developed the competencies listed below, which have been organized into four broad domains. These competencies are the set of essential knowledge, skills, and other attributes that we expect of MHA graduates at the University of Florida. To assess *what students can do with what they know*, and the extent to which a student is advancing in the broad professional competencies, the faculty developed a set of 20 behavioral-based competencies (in the text boxes below). Each is a discrete outcome, that when demonstrated, allows the program to measure the extent to which the MHA student has acquired a particular competency. The behavioral-based competencies relate to one or two of the broader Program competencies in each domain.

The Program tracks students' self-assessment of their abilities to demonstrate the behavioral-based competencies as they progress through the Program. Specifically, the Program surveys students: upon matriculation, mid-way through the Program, after the summer internship, and upon graduation. The Program continues the self-assessment annually for three years after graduation to monitor progressive competency development after graduates have been tested in a real-world professional setting.

At the end of the internship, the Program asks the preceptors to assess the students' ability to perform the behavioral, skill-based competencies. As part of the internship plan, students are expected to identify a minimum of eight personal learning objectives that map to one of the 20 behavioral-based competencies. Ultimately, the types and number of specific behavioral-based competencies practiced during the internship are largely dictated by activities associated with organizational priorities and current initiatives as well as the students' initiative and self-directed learning.

Healthcare Environment and Community

Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC - 0).

- *Perform* environmental scans and needs assessment in support of program and organizational development (HEC-1).
- *Interpret, monitor, and comply* with laws and regulations that protect health practitioners, organizations, and the public (HEC-2).

Identify relevant regulations within functional areas (e.g. quality, safety, finance, human resources) necessary for organizational compliance. (HEC-2: HOP-4)
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Analyze large datasets to determine the most prevalent disease types among the target population. (HEC-1)

Healthcare Organizations and Performance

Implement strategies that further the mission of the organization (HOP-O).

- *Propose, develop, and implement* strategic approaches based on statistical, quantitative, and qualitative evaluations of clinical, financial, and organizational performance (HOP-1).
- *Incorporate evidenced-based approaches and external assessments* in the design and implementation of programs that improve population health, and organizational, financial and clinical performance (HOP-2).
- *Demonstrate* sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3).
- *Incorporate* principles and tools of human resource management, organizational behavior and change management to achieve organizational goals (HOP-4).

Develop a comprehensive business plan for a program or service. (HOP-1; HOP2)
Obtain and cite information from varied sources to support specific objectives. (HOP-2; HEC-1)
Incorporate the diversity of beliefs, languages, and cultures among patients, coworkers, clients, and supervisors when performing professional responsibilities. (HOP-3; LP-4)
Develop human resource strategies to address management and operational issues. (HOP-4)

Business Analysis and Techniques

Design and Conduct quantitative analyses and other forms of analyses to measure and improve organizational performance (BAT-0).

- *Implement* project management techniques and systems thinking to plan and manage initiatives involving significant resources, scope, and impact (BAT-1).
- *Assess* multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2).
- *Evaluate* clinical and organizational performance using statistical and operations management techniques and procedures (BAT-3).
- *Apply* general and health economics concepts to the analyses of pricing, service demand, and risk (BAT-4).

Develop a work plan (resources and schedule) to complete a project within

a prescribed timeframe. (BAT-1; LP-2)
Execute a work plan (accountability) to complete a project. (BAT-1; LP-2)
Assess an organization's financial performance. (BAT-2)
Develop a proforma for a capital investment decision. (BAT-2; HOP-1)
Define a strategic question that can be analyzed using statistical methods. (BAT-3; HOP-1)
Perform V lookup and pivot tables (Excel) to analyze datasets. (BAT-3)
Use supply and demand models to establish market pricing. (BAT-4)

Leadership and Professionalism

Model and promote professional behavior (LP-0).

- *Establish and engage* a network of professional and community relationships (LP-1).
- *Articulate* the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2).
- *Apply* effective and appropriate oral and written communication vehicles (LP-3).
- *Assess* individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning (LP-4).
- *Articulate* how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals (LP-5).
- *Model* professional values and ethics (LP-6).

Evaluate unethical situations for potential solutions. (LP-6)
Assemble a team with complementary capabilities. (LP-2)
Communicate constructively to hold team members accountable for results. (LP-2)
Construct a problem/issue statement. (LP-3)
Compose memos, letters, reports, and other communications. (LP-3)
Deliver persuasive oral presentations. (LP-3)
Formulate a self-assessment of three professional developmental needs. (LP-4)
Enumerate the professionals who know you and your expertise sufficiently to provide a favorable reference. (LP-1)

OVERVIEW OF THE INTERNSHIP

Purpose and Structure of the Internship

Integral to the MHA program, the internship provides students the opportunity to apply concepts and skills learned in the classroom to the practice of healthcare management. After the first two semesters of coursework, students complete an internship during the summer semester, followed by coursework in the final two semesters. Students are expected to work **full-time for at least 10 weeks** from approximately mid-May to early-August during the summer semester.

Although the structure of the internship will vary depending on the nature and needs of the organization and the skills of the intern, a typical internship will include both observation and participation. Observation would include activities such as attending a variety of meetings, interviewing or shadowing key personnel, and watching interactions between the Preceptor and other staff members. Participation often involves a project being assigned to the intern. Projects allow the intern not only to learn and develop, but also to actively contribute to the organization. Because students typically provide services that benefit the organization in which they serve, in most instances they are paid a monthly stipend or hourly wage (approximately \$12-\$20 per hour or about \$5,000-\$8,000 for the summer).

Students are strongly encouraged to work with their Preceptors to select internship activities that will strengthen competence in appropriate areas. Ongoing assessment information should be utilized by the Preceptor and the student to modify activities during the internship. At the completion of the internship, Preceptors are asked to submit a written assessment of the student's performance. Please see the Evaluation by the Preceptor Form (page 17).

The internship has an academic component as well. Students enroll in a five-credit course for the summer semester (see course syllabus, pages 12-14). The primary requirement of the course is that the student prepares a set of deliverables that comprise the *MHA Internship Portfolio*. Completed assignments serve as: (1) a guide to self-assessment of achievement of the MHA competencies, and (2) a compendium of documents that demonstrate accomplishments during the internship. Key elements include:

- Internship Plan
- Weekly Journal
- Professional/Leadership Self-Assessment
- Project Summaries

Students also present an overview of their internship and projects in the fall semester of their second year. Faculty, students and Preceptors are invited to attend the presentations and engage in dialogue about the students' experiences and accomplishments.

THE SPECIAL ROLE OF THE PRECEPTOR

Preceptors play critical roles in the education of MHA students. They have the knowledge and experience to guide students to new opportunities and to demonstrate how skills introduced in the classroom are implemented in the real world. To be a Preceptor for an MHA student, you need:

- A working knowledge and practical experience in the project areas assigned to the student.
- Substantial experience in the organization.
- An interest in, and commitment to, helping a graduate student.

Students and Preceptors typically find the internship mutually beneficial, with interns making tangible, valued contributions to the organizations in which they serve. MHA interns bring expertise in a variety of analytical techniques, research capabilities, business writing, computer applications, and other skills that can create value immediately for the organization. In addition, the internship gives practicing healthcare executives the opportunity to hear about the latest health administration topics being taught to graduate students, as well as to communicate with Program faculty.

Suggestions for Successful Internships

Work together to develop the internship and projects

One of the first tasks that Preceptors should carry out with students is the development of objectives that will assist the student to strengthen competencies, while meeting the needs of the Preceptor and the organization. (See Sample Template.)

Focus on competencies to be strengthened during the internship

A review of the student's performance during the internship to reassess which competencies students still need to develop or strengthen helps student to develop self-awareness and self-directed learning.

Be familiar with internship requirements

The internship conducted by the student must meet the requirements of the course syllabus on pages 12-14. If there are special issues regarding the internship or projects, such as confidentiality concerns that might prevent the student from presenting proprietary data, please contact the MHA Program Associate Director to discuss the issues and how to address them.

Arrange an orientation to the organization

Properly introducing the student to the organization is crucial to the overall success of the internship. Beginning with an orientation, the Preceptor provides the environment in which the student can gain confidence in his or her ability to perform successfully as a future healthcare administrator.

Find the right pace

Frequently, the Preceptor and the student are working together for the first time during the internship. A thoughtful assessment of the student's abilities helps to avoid assigning too much responsibility too soon or withholding responsibilities that the intern may be able to complete.

Schedule regular meetings

Regular meetings in which the student updates the Preceptor on progress and identifies any problems or issues are key to successful internships. Students are required to maintain a weekly journal of internship assignments. This journal can be used to track the student's progress and accomplishment of established goals and objectives.

Contact the MHA Program

Communication is key. Questions will arise, many of which can be handled with a quick phone call or email. Don't hesitate to contact the MHA Program Associate Director to discuss any issue that may arise. In particular, if the Preceptor and student cannot resolve an issue, the MHA Program Associate Director should be contacted immediately.

Collaborate on a Project, Report, and/or Presentation

To the extent possible, Preceptors are encouraged to review their students' reports on projects and allow students to present to members of the organization for discussion and feedback. These opportunities not only provide additional hands-on experiences and formal feedback to the organization, but they also help students prepare for their internship presentations. Preceptors are encouraged to attend their students' internship presentation. This culminating experience has proven valuable to Preceptors, students, faculty, and staff.

PRECEPTOR RESPONSIBILITIES

While each internship will be a uniquely defined experience by the student and the Preceptor, the following list summarizes UF philosophies regarding “ideal” internship experiences:

- Overall, the Preceptor will give the intern an opportunity to observe a broad range of organizational activities and spend dedicated time on a meaningful project for the organization.
- Specifically, the Preceptor will allow the intern to observe decision making at many levels, including, when appropriate, attending departmental meetings, board meetings, and relevant community meetings, as well as observing and discussing the day-to-day activities of the Preceptor.
- The Preceptor will help the intern become actively involved in a project or projects that will add value to the organization.
- The Preceptor will meet regularly with the intern to discuss progress and provide feedback and guidance.
- Preceptors will provide written and verbal feedback regarding the professional behavior of the student, the completion of specific project assignments, and any other relevant performance issues at the end of the summer. (A Qualtrics survey link will be emailed by the program.)

Recommended Activities:

- Arrange a schedule with the student for completing the necessary hours.
- Give the student an orientation to the site early in the field experience. This will assist in a smooth transition into the site and optimize the use of available resources.
- Provide adequate office space and office materials for the student if necessary.
- Explain to the student expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the internship should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions.
- Guide the student in his or her next steps throughout the project as needed and ask to review work periodically.
- Afford the student the time and patience needed for an optimal learning experience.
- Provide the student with constructive feedback.
 - Feedback should be specific and timely, based on observation of behavior and skills.
 - Feedback should include descriptions of specific behaviors with both positive and negative statements.

STUDENT RESPONSIBILITIES

The student is responsible for identifying an internship of interest. Once a placement has been made, the student is expected to:

- Be professional in appearance, both in dress and conduct.
- Adhere to the schedule predetermined with the Preceptor.
- Notify the Preceptor if there is a possibility of being late or absent.
- Practice professional courtesy when communicating with clients and other health professionals.
- Report directly to the Preceptor: The relationship between the student and the Preceptor should be one of student-teacher rather than employer-employee or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication, and understanding.
- Complete an evaluation of the internship experience at the end of the summer.
- Communicate concerns and problems to the Preceptor and the MHA Program Director.
- Fulfill the learning goals, course objectives, and assignments.
- Follow organization policies and procedures (including policies on confidentiality, documentation, dress code, etc.).

PROGRAM AND FACULTY RESPONSIBILITIES

- Assist the student in clarifying educational goals and competencies to be strengthened by the placement.
- Assist the student in identifying potential sites for the field experience.
- Arrange affiliation agreements.
- Contact the Preceptor during the internship to discuss the intern's progress.
- Respond to the needs of the student and Preceptor during the placement and provide consultation upon request.
- Clearly state course requirements for internship and assist students in successful completion of the course.

Internship in Health Administration
Summer 2016**

CONTACT SHEET

Personal information (where we can reach you this summer)

Name	
Mailing address	
City, state	
Zip code	
Cell phone number	
Home phone number	
Emergency Contact	
License Tag #	
Gator Link e-mail	

Preceptor information

Name	
Salutation (Mr./Ms./Dr./etc.)	
Title	
Telephone number	
Fax number	
e-mail address	

Organization complete mailing information:

Name	
Street address	
Street address (cont'd)	
City, state	
Zip code	

Internship information:

Start date	
End date	
Compensation	

Internship Plan Template Summer 2016

Name:

Date Submitted: *Must be submitted between May 16 and June 3, 2016.*

Preceptor Contact Information

Name, Title, Mailing Address, Contact Information (email, phone, fax)

Brief Description of Organization (or others relevant to non-provider organizations)

Organizational Ownership (Who? What type i.e. for-profit, VA)

Size of the Organization (licensed beds; staff size; other pertinent measure of size)

Services Offered

Populations served (demographic and demographic), client base

Payor Mix

Internship Objectives

Based on your conversations with preceptor (s), your orientation and possible shadowing, **identify at least 8 learning objectives for your summer internship.** With your preceptor, identify the anticipated activities and projects associated with your objectives. Realize that these may change over the course of the summer based on organizational priorities and some activities may not materialize. Make every effort during the first 2 weeks to get out-and-about in the organization and become familiar with people, current initiatives and priorities. Obtain the organizational chart and directory information. Ask different department managers to join you for lunch or schedule informational interviews.

Sample ideas are provided to give you an idea of the types objectives and activities you might come up with. **This is an example only.**

EDIT SAMPLE OBJECTIVES AND ACTIVITIES below to reflect your own individualized plan for your internship. Retain the full list of behavioral-based competencies in the middle column of the template.

Revisit your internship plan with your preceptor after the first month, second month, and near the end of your internship when preparing your internship portfolio.

At the end of the internship, you will revise your internship plan to document ALL the actual objectives and activities you actually accomplished during the summer. You may have had many opportunities to bolster competencies even though you didn't have an objective in that area. Your journal will capture extraneous things that don't align with the behavioral-based competencies.

SAMPLE Objective	MHA Behavioral-Based Competency	Anticipated Activities
Healthcare Environment and Community		
Complete a project in the area of corporate compliance.	Identify relevant regulations within functional areas (e.g. quality, safety, finance, human resources) necessary for organizational compliance. (HEC-2; HOP-4)	Medicaid Audit Baker Act EMTALA
Demonstrate my ability to identify and analyze data sources to solve a population health problem.	Analyze large datasets to determine the most prevalent disease types among the target population. (HEC-1)	Inpatient Sepsis Analysis Occupational Health: analysis of increased incidence of work-related injuries and worker's comp benefit expenditures
Healthcare Organizations and Performance		
	Develop a comprehensive business plan for a program or service. (HOP-1; HOP2)	Advanced Heart Failure Destination Therapy
	Obtain and cite information from varied sources to support specific objectives. (HOP-2; HEC-1)	Develop a business case for a new service line not currently offered by the hospital.
	Incorporate the diversity of beliefs, languages, and cultures among patients, coworkers, clients, and supervisors when performing professional responsibilities. (HOP-3; LP-4)	Shadowing Meetings—many types Quality teams, FMEA,
	Develop human resource strategies to address management and operational issues. (HOP-4)	Workforce plan and recruitment strategy for hard-to-recruit positions.
Business Analytics and Techniques		
Serve as the team leader of a project from start to finish	Develop a work plan (resources and schedule) to complete a project within a prescribed timeframe. (BAT-1; LP-2)	Volume building action plan for specific service line
Serve as the team leader of a project from start to finish	Execute a work plan (accountability) to complete a project. (BAT-1; LP-2)	Regional Emergency Dept. expansion plan
Learn to analyze financial statements	Assess an organization's financial performance. (BAT-2)	Assist with the interpretation and summarizing of financial and operating statements
Gain proficiency in financial modeling	Develop a proforma for a capital investment decision. (BAT-2; HOP-1)	Cataract surgery laser proforma

SAMPLE Objective	MHA Behavioral-Based Competency	Anticipated Activities
skills		
	Define a strategic question that can be analyzed using statistical methods. (BAT-3; HOP-1)	Staffing Analysis for Operating Rooms
Demonstrate proficient use of EXCEL	Perform V lookup and pivot tables (Excel) to analyze datasets. (BAT-3)	Develop action plan by analyzing patient satisfaction data
	Use supply and demand models to establish market pricing. (BAT-4)	Physician Compensation Plan
Leadership and Professionalism		
Recognize ethical dilemmas that occur in a children's hospital	Evaluate unethical situations for potential solutions. (LP-6)	Observe Ethics Team Consult; Interview Ethicist
Work with CNO to gain a better understanding of administration from a clinical perspective.	Assemble a team with complementary capabilities. (LP-2)	Rounding/shadowing with clinicians C-suite leadership
Serve as the team leader of a project from start to finish	Communicate constructively to hold team members accountable for results. (LP-2)	
	Construct a problem/issue statement. (LP-3)	Project summaries (para. #1)
	Compose memos, letters, reports, and other communications. (LP-3)	Executive summary
Improve both ability and comfort with public speaking.	Deliver persuasive oral presentations. (LP-3)	
	Formulate a self-assessment of three professional developmental needs. (LP-4)	
	Enumerate the professionals who know you and your expertise sufficiently to provide a favorable reference. (LP-1)	

***This template will be available electronically to the student, posted as a CANVAS assignment on the course e-learning site.*

University of Florida
 Graduate Program in Health Administration (MHA)
 HSA 6855, "Internship in Health Administration"
EVALUATION BY THE PRECEPTOR: Summer 2016

This evaluation has two parts: (1) general questions about the intern's performance, and (2) questions that relate to the interns competencies. The survey will be completed electronically via a Qualtrics link emailed to the preceptor approximately two weeks before the expected completion of the internship.

General Information:

- Intern Name:
- Preceptor Name, Title & Organization:

PART (1): QUESTIONS ABOUT INTERN'S PERFORMANCE

Please assess the intern by responding to the following statements.

					DID NOT OBSERVE
				AGREE	
			NEUTRAL		
			DISAGREE		
		STRONGLY DISAGREE			
a. The intern was willing to learn about all aspects of this organization.	1	2	3	4	0
b. The intern had a positive and professional attitude.	1	2	3	4	0
c. Overall, I am satisfied with the performance of the intern.	1	2	3	4	0
d. Overall, I am satisfied with the UF MHA internship program.	1	2	3	4	0

Please provide the following information about your intern.

Key strengths:

Areas for improvement:

Additional comments:

PART (2): QUESTIONS RELATED TO COMPETENCIES

MHA PROGRAM COMPETENCIES

Based on your observations of, and the work produced by, the intern over the summer, please evaluate the extent to which the student can perform each of the twenty behavior-based competencies below. We want to know, of our target competencies that we strive to develop in our MHA students by graduation, which ones the intern had a chance to demonstrate in your professional setting during his internship. **There is absolutely no penalty associated with a “did not observe” or “unable to perform”.** The Program recognizes that all of the potential learning domains of the MHA program could NOT be practiced in any one 10-week internship. Many other learning experiences and observations that the intern took away from the internship, and that contribute to competency development, will be captured in the journal, project summaries and leadership reflections.

Please indicate the extent to which, in your opinion, the intern currently has the sufficient knowledge and skills to:

Healthcare Environment and Community

	Unable to perform this skill	Able to perform skill with assistance from faculty or colleague	Able to perform skill independently (by myself)	Able to teach this skill to others	× Did not observe
Identify relevant regulations within functional areas (e.g. quality, safety, finance, human resources) necessary for organizational compliance. (HEC-2: HOP-4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze large datasets to determine the most prevalent disease types among the target population. (HEC-1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Healthcare Organizations and Performance

	Unable to perform this skill	Able to perform skill with assistance from faculty or colleague	Able to perform skill independently (by myself)	Able to teach this skill to others	× Did not observe
Develop a comprehensive business plan for a program or service. (HOP-1; HOP2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain and cite information from varied sources to support specific objectives. (HOP-2; HEC-1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate the diversity of beliefs, languages, and cultures among patients, coworkers, clients, and supervisors when performing professional responsibilities. (HOP-3; LP-4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop human resource strategies to address management and operational issues. (HOP-4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Business Analysis and Techniques

	Unable to perform this skill	Able to perform skill with assistance from faculty or colleague	Able to perform skill independently (by myself)	Able to teach this skill to others	× Did not observe
Develop a work plan (resources and schedule) to complete a project within a prescribed timeframe. (BAT-1; LP-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Execute a work plan (accountability) to complete a project. (BAT-1; LP-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess an organization's financial performance. (BAT-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a pro-forma for a capital investment decision. (BAT-2; HOP-1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define a strategic question that can be analyzed using statistical methods. (BAT-3; HOP-1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform V lookup and pivot tables (Excel) to analyze datasets. (BAT-3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use supply and demand models to establish market pricing. (BAT-4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership and Professionalism

	Unable to perform this skill.	Able to perform skill with assistance from faculty or colleague	Able to perform skill independently (by myself)	Able to teach this skill to others	× Did not observe
Evaluate unethical situations for potential solutions. (LP-6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assemble a team with complementary capabilities. (LP-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate constructively to hold team members accountable for results. (LP-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construct a problem/issue statement. (LP-3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compose memos, letters, reports, and other communications. (LP-3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deliver persuasive oral presentations. (LP-3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate a self-assessment of 3 professional development needs. (LP-4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University of Florida
 Graduate Program in Health Administration (MHA)
 HSA 6855, "Internship in Health Administration"
EVALUATION BY THE INTERN: Summer 2016**

General Information:

- Intern Name:
- Preceptor Name:
- Organization:
- City:
- State:

Please evaluate your internship experience by answering the following questions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As an intern, I had opportunities to learn about all aspects of the organization.					
The projects and tasks assigned were reasonable, given my training and skills.					
I received adequate guidance to understand and complete my assignments.					
I had sufficient access to a computer and other necessary resources.					
Overall, I believe that my performance as an intern was satisfactory to my Preceptor.					
Overall, I am satisfied with my internship experience.					

The best aspects of my internship were:

The worst part of my internship was:

Would you recommend this internship site for future students? Why or why not?

Would you recommend your Preceptor for future students? Why or why not?

Please provide additional comments about your internship experience.

**** The survey will be completed electronically through a Qualtrics link posted as a CANVAS assignment.**