Instructor: Cindy Gotz  
Office: ETec-101  
Office Hours: On class meeting days, M 6:00 - 7:00 pm and by appointment  
E-mail: cgotz@csulb.edu  
Phone: 562-400-4849  
Class Number: Section 02  
Course ID: 19217  
Time & Location: Monday 7:00 pm – 9:45 pm SPA-111  
See page 4 for dates of class meetings  
HCA Administrative Coordinator: Deby McGill;  
dmcgill@csulb.edu  
HCA Department: 562/985-5694; fax 985-5886

Course Prerequisites: HCA Major. For HCA 480: HCA 341, 402, 465 and HSC 150. For HCA 580: HCA 502, 505, 510, 515, 524, 530, 535, 550; department consent for both.

Additional Requirements: E-mail address and Internet access to BeachBoard.

Course Description

HCA 480: A minimum of 120 hours of structured work experience in a health care organization, under the direct supervision of a preceptor-employee. Letter grade only (A-F).

HCA 580: A minimum of 120 hours of structured work experience in a health care organization, under the direct supervision of a preceptor-employee. Letter grade only (A-F). Graduate students study and report on institution’s organizational structure, philosophy, problems, and personnel.

Placement Site: You may arrange your own internship experience or the instructor will help you find a site; a site list is posted on BeachBoard. You will also receive coaching in resume and cover letter preparation, interviewing skills and professional portfolio development. All placement sites must have an affiliation agreement with CSULB or you may submit a self-placement form

Learning Objectives, Domain and Competency Table

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Domain</th>
<th>Competency</th>
<th>Activity (A1), Assignment (A2) or Assessment (A3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide on-the-job training and exposure to health care management activities</td>
<td>5A</td>
<td>General business skills and management</td>
<td>Site specific on the job activities (A1), Defined in Learning Agreement (A2), Monthly progress report (A3).</td>
</tr>
<tr>
<td>Assist the organization to accomplish a defined task or project</td>
<td>3C</td>
<td>Contributions to the Community (organization) and Profession</td>
<td>Site specific on the job activities (A1), Defined in Learning Agreement (A2), Monthly progress report (A3).</td>
</tr>
<tr>
<td>Produce a report or other material demonstrating the student’s research, analytical and writing abilities.</td>
<td>3A,1B, (2D,4A-D,5B-H, possible, site dependent.)</td>
<td>Personal and Professional Accountability Communication</td>
<td>E-portfolio (A1,2,3)</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Domain</td>
<td>Competency</td>
<td>Activity (A1), Assignment (A2) or Assessment (A3)</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Promote the student’s personal and career development through interaction with the preceptor and members of the organization.</td>
<td>3A 3B</td>
<td>Personal and Professional Accountability Professional Development &amp; Lifelong learning</td>
<td>ICE’s, workshops, prof. development events (A1), required attendance, elevator spch. (A2), Reflections sheets (A3).</td>
</tr>
</tbody>
</table>

**Course Requirements and Procedures**

1) Submit assignments through the Dropbox section of BeachBoard.
2) Submit the student information sheet with your contact information, your first and second choice of sites and, if applicable, your preceptor contact information, **at the first class meeting**.
3) Attend a workshop or seek individual assistance (in person or online) from the CSULB Career Development Center (Brotman Hall 250); [http://www.careers.csulb.edu/](http://www.careers.csulb.edu/). The Center offers many other workshops and individual assistance preparing your resume, cover letter(s), interviewing and other helpful topics. Have workshop instructor sign form or send a thank you email to the career counselor who assisted you and cc the instructor. For on-line attendance confirmation, forward email certificate of completion to instructor.
4) If you don’t have an internship site, review the list of internship sites (periodically updated as new sites are developed); select first and second choices and inform instructor by email.
5) Bring to the first class meeting - a resume and one draft cover letter. Submit a revised resume and cover letter to the Dropbox by Sept. 7th with your first 2 or 3 site selections (If you have arranged your own internship site, no cover letter is necessary, just provide preceptor contact information). Instructor will review materials and advise on internship site selection, then provide site-specific contact information.
6) Send your resume to the prospective site preceptor(s) with cover letter. **Please do not contact the intern preceptor before instructor confirms that s/he can take an intern this term.**
7) Notify instructor by E-mail when you have made arrangements to start your internship; include complete preceptor contact information and your scheduled work hours. Complete the Learning Agreement with your preceptor.
8) Before starting work, review the information on HIPAA privacy and ergonomics on BeachBoard under “Course Documents”.
9) Give your preceptor a copy of the statement of objectives and expectations when you start your internship (see attached).
10) Verify that the preceptor organization has a signed affiliation agreement with the University. If not, find out from your preceptor to whom the agreement should be sent. Be sure to provide complete contact information for the organizational contact person **by October 15, 2011 or prior to the internship start date**, to your instructor.
11) With your preceptor, prepare your learning agreement and submit it **by October 15, 2011**.
12) Prepare monthly written progress reports **signed by your preceptor** (1 page; forms provided) and submit them **by 10/15, 11/15 and 12/15**. (Suggestion: Keep a brief activity log, noting what you did and with whom you met; use it for your monthly report and future reference/networking activities). Submit monthly reports until you complete 120 hours, then fill out and submit the preceptor evaluation. **Do not** submit a monthly report if you have **not** started your internship.
13) During the course of the internship, the instructor may conduct a telephone conference call. The purpose will be to discuss your activities, learning and performance in a phone call lasting approximately 10 - 15 minutes.
14) Have your preceptor complete and sign the performance evaluation form; you and s/he should also discuss it; submit **by December 15, 2011**.
15) Complete the “Satisfaction Survey” evaluation of the internship site; submit by **December 15, 2011**.
16) Give Deby McGill a list of names, phone numbers, and mailing addresses for your preceptor and others in the organization who should receive a Thank You letter from the HCA Program by December 15, 2011.

17) Prepare and submit an electronic learning portfolio (guidelines attached) with examples of work you did for your internship and other classes. Include a brief description for the work products. **Be sure not to include anything from your internship that contains confidential or proprietary information.** The purpose of the e-portfolio is to demonstrate with actual work products; your ability to do research, analysis, and solve problems—which you can also use in job interviews. Due **December 5, 2011**.

18) You are responsible for checking BeachBoard to make sure you receive credit for all materials submitted. **Deadline for submission of all course materials is Thursday December 15, 2011.**

19) **DEADLINES, DROP DATES AND INCOMPLETE GRADES**
   
   a) If you have not found an internship by **October 15, 2011**, it is recommended that you drop the course and re-enroll the following semester.
   
   b) If, for **circumstances beyond your control**, you cannot complete the internship during the session for which you have registered, a grade of Incomplete may be assigned **if you have done a minimum of 60 hours of work.** This will be converted to a letter grade as soon as your 120 hours and accompanying paperwork have been completed. If you cannot complete 60 hours you should drop the course and re-enroll the following semester.
   
   c) **Late Assignments:** Assignments submitted after the due date will have 10% of points deducted for each day it is late.

**480 Assignment Descriptions:**

   **In Class Assignments (ICE)**

   a. ICE #1 -Cover Letter and Resume – In class exercise – Instructor or xareer development center personnel will conduct a workshop on writing cover letters and resumes. Students will bring a draft of their resume and cover letter to the first class meeting. As part of an in class activity, students will revise drafts. Students will turn in a sample cover letter and professional resume to the Dropbox for grading.

   b. ICE #2a - Professional Dress Assignment - students are required to dress up as if they are going for an interview or work day. As part of an in class exercise, students rate each other using rubric provided. Upon completion of the peer rating exercise each student will complete a reflection assignment and identify areas of improvement.

   c. ICE #2b - Elevator Speech – In a workshop style class session, students will develop and practice a 30 second – networking speech. A form and instruction is provided to help outline the communication and help the student focus on key aspects of a “networking” interaction for career development purposes.

   d. ICE #3 - Interview Role Play In-class Activity –
      1. Includes Behavioral Response Questions
      2. Conducting in a "speed" interview format - students are put into duets, each one plays the role of the interviewer and interviewee, after one round, duets are reformed, this occurs 3 times so each student is interviewed and interviews with 3 other students. An in class reflection assignment will be completed.

   e. ICE #4 – ePortfolio Framework
      In class exercise to develop eportfolio framework. Bring laptop to class or work with a partner to create the framework for your ePortfolio. Instructor will check-off completion of assignment.

   f. ICE #5 – Speaker Reflection
      In class exercise in response to guest speaker.

   g. ICE #6 – Internship Sharing/Speaker Reflection
      In class exercise to share progress on your internship and response to guest speaker.
h. **ICE #7 – ePortfolio Sharing/Speaker Reflection**
   In class exercise providing a 2 to 3 minute presentation of your ePortfolio and response to guest speaker.

i. **CDC Workshop/Consultation Attendance**
   The career development center on the CSULB campus provides workshops in professional development areas such as resume building, interviewing and networking. Internship students are required to attend at least one workshop or private consultation at the campus center. A verification Form and reflection assignment documents this attendance and lessons learned.

j. **Monthly progress reports (due each month, October, November, December); document 120 hours total – 40 hours each month (10 pts each)**
   Monthly reports will be turned in at the class meeting for March, April and May. The first report will include all hours worked up to that reporting date. In order to receive credit for the assignment, the **report must be signed by the preceptor** or their designee.

k. **E Portfolio HCA 480**
   A professional learning portfolio is a collection of materials that represents a students learning and accomplishments both educationally and professionally. It is a visual tool to demonstrate to a prospective employer your ability to obtain and analyze information, solve problems, and write clearly. It should contain pieces of your best work, as well as documents that indicate any outstanding contribution you may have made to a group or organization. Using D2L, Google Sites, WIX.com or other comparable eportfolio tool, the following elements are required for the HCA 480 portfolio:

   1. Navigation Bar (not limited to but, including the following links to pages)
   2. Professional Statement (short video) a 30 second to 3 minute video clip (can use your elevator speech as the script)
   3. Current Resume **(do not include street address or references)**
   4. Selected Course Work Products
      a. include at least one Excel File project (HCA 341 Case analysis)
      b. Include at least one Power-point Presentation
      c. Include at least one Research or data collection project (HCA 465? assignment)
      d. Include at least one Written Paper sample
   5. Internship Activities
      a. Overview of duties
      b. At least one work sample from internship (ask permission to post)
   6. The pages below are optional and can be included as appropriate
      a. Awards/Certificates
      b. Professional Affiliations (clubs or professional membership, positions)
      c. Other?
   7. HCA 580 –
      a. Training video 3-10 minute video teaching your audience a skill you learned during your internship experience
      b. Career Vision Statement

**HCA 480 Grading:** 202.5 points = A; 202 - 180= B; 179-157.5 = C; 157-135= D; <135 = F.

**HCA 580/499 Grading:** 225 points = A; 224 - 200 = B; 199-175 = C; 174-150 = D; <150 = F.

Assignments are due on the date specified. **Late assignments lose 10% of points for each day past the deadline.**
### HCA 480/580 Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student information sheet (Due Aug. 29)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Resume and cover letters (Draft in class ICE#1 8/29 5pt. – revised final – 10 pt. Due Sept. 7)</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Learning Agreement and Contact Information (Due Oct. 15)</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>In class interview role play (ICE #3)</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>In class elevator speech (ICE #2a)</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Professional Dress Day (ICE #2b)</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>ePortfolio Framework (ICE #4)</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Speaker reflection (ICE #5)</td>
<td>15</td>
<td>NA</td>
</tr>
<tr>
<td>Internship sharing/Speaker reflection (ICE #6)</td>
<td>15</td>
<td>NA</td>
</tr>
<tr>
<td>ePortfolio sharing/Speaker reflection (ICE #7)</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>CDC workshop or consultation or professional dev. Conf. (Due Dec. 15)</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Monthly progress reports (due 15th of each month, Oct, Nov, Dec); document 120 hours total – 40 hours each month (10 pts each)</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>E portfolio (due Dec. 5)</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Preceptor Evaluation (due Dec. 15)</td>
<td>15</td>
<td>NA</td>
</tr>
<tr>
<td>Satisfaction survey (due Dec. 15)</td>
<td>10</td>
<td>NA</td>
</tr>
<tr>
<td>580 only Organizational Report (due Dec. 11)</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total points that can be earned</strong></td>
<td><strong>225 (480)</strong></td>
<td><strong>250 (580)</strong></td>
</tr>
</tbody>
</table>

#### Attendance policy

Class attendance is critical. Unexcused absences will impact a student’s participation grade through the loss of opportunity to make up points for in class exercises. Students with excused absences per university policy should contact the professor within 3 days of absence to receive a make-up assignment. All make up assignments are due within 2 weeks of absence date and late submissions will **not** be accepted.

**Attendance policy** conforms to University policy: 


#### Disabled students

Disabled students requiring special accommodations, please advise instructor in advance of your need for accommodation of a disability that has been verified by the University.

#### Cheating And Plagiarism

Please be aware of and ensure that your behavior conforms to University Policy. See: 


I expect that all work that you produce for my course will be your own original work created during this semester. Therefore, you may not submit written work for this course that you have already submitted to another course. This includes all academic courses you have previously taken. Submission of this type of work will be treated in the same manner as plagiarism for grading purposes.

#### Withdrawal policy

Per University policy: http://www.csulb.edu/divisions/aa/catalog/2008-2009/academic_information/withdrawal_policy.html. Withdrawal after 2nd week and before final 3 weeks “permissible for serious and compelling reasons;” instructor will evaluate student withdrawal requests on a case by case basis.
## Fall 2011 HCA480/580 COURSE MEETING SCHEDULE

<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Topic</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug. 29</td>
<td>Course introduction &amp; expectations Resume and Cover Letter writing Guest speaker: CDC Career Counselor Wayne Tokanuga</td>
<td>Introductions Submit Student Information Sheets 8/29 Activity: ICE #1 Resume Corrections Submit revised resume and cover letter Due: 9/7</td>
</tr>
<tr>
<td>3 Sept. 12</td>
<td>Professionalism in the Workplace Interview preparation and expectations Elevator Speech</td>
<td>Activity: ICE #2a Elevator Speech Activity: ICE #2b Appear in business professional dress</td>
</tr>
<tr>
<td>4 Sept. 19</td>
<td>Interviewing – discussion and role play</td>
<td>Activity: ICE #3 Prepare 5 interview questions and interview role play</td>
</tr>
<tr>
<td>6 Oct. 3</td>
<td>E-Technology Workshop Digital Stories Google site Introduction ePortfolios</td>
<td>Bring your laptops Activity: ICE #4 Create eportfolio framework Learning Agreement and Monthly Report #1 Due: Oct. 15</td>
</tr>
<tr>
<td>8 Oct. 17</td>
<td>Health Care Careers Guest Speaker: TBA</td>
<td>Activity: ICE #5 Speaker reflection</td>
</tr>
<tr>
<td>11 Nov. 7</td>
<td>A view from the HR department Guest speaker: TBA</td>
<td>Activity: ICE #6 Internship sharing - discuss progress to date Submit monthly report #2 11/15</td>
</tr>
<tr>
<td>15 Dec. 5</td>
<td>Health Care Careers #2 Guest Speaker: TBA</td>
<td>Activity: ICE #7 ePortfolio sharing Eportfolio due 12/5 HCA 580 students organizational report due 12/11</td>
</tr>
</tbody>
</table>

Due December 15:
- Preceptor contact info to Deby McGill
- Preceptor evaluation (if hours completed)
- Satisfaction survey
- Final monthly report #3
All course materials must be received by December 15 (last day of semester)

*All Scheduled Items are Subject to change depending on class size & guest speaker availability, guest speakers are proposed, not confirmed.*

### Attachments
- Student Information Sheet; Internship Objectives & Expectations Statement (give copy to your preceptor)
- Internship Learning Agreement; Monthly Progress Report (make additional copies); Report by Preceptor on Intern; Student Internship Reflections; CDC Workshop Attendance Certification; Graduate Student Organizational Report Outline
Supplemental Reading List and Other Resources

Journal Articles


Books:


Web Resources:

- CSULB Career Development Center: http://careers.csulb.edu/
- California Careers Info: http://www.californiacareers.info/about.html
- Department of Labor O*NET: http://www.onetcenter.org/overview.html
- Human Capital Institute - HR and management articles and web-casts http://www.hci.org/
- HIMSS Career Development Page: http://www.himss.org/ASP/career_careerDev.asp

The mission of the California Career Resource Network is to provide all persons in California with career development information and resources to enable them to reach their career goals.

The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.

HIMSS is a cause-based, not-for-profit organization exclusively focused on providing global leadership for the optimal use of information technology (IT) and management systems for the betterment of healthcare. Founded 50 years ago, HIMSS and its related organizations have offices in Chicago, Washington, DC, Brussels, Singapore, Leipzig, and other locations across the United States. HIMSS represents more than 30,000 individual members, of which two thirds work in healthcare provider, governmental and not-for-profit organizations.

A wealth of up-to-date articles, information, reference materials and links are available here for your career enhancement and professional development. For over 10 years, this health administration website has reliably assisted millions of healthcare professionals and administrators in finding pertinent resources, both on and off the internet.
CSULB HCA COMPETENCIES

Domain 1 – Communication and Relationship Management. The ability to communicate clearly and concisely with internal customers, establish and maintain relations, and facilitate constructive interactions with individuals and groups.
   A. Relationship Management
   B. Communication Skills
   C. Facilitation and Negotiation

Domain 2 – Leadership. The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance. According to the HLA model, leadership intersects with each of the other four domains.
   A. Leadership Skills and Behavior
   B. Organizational Climate and Culture
   C. Communicating Vision
   D. Manage Change

Domain 3 – Professionalism. The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.
   A. Personal and Professional Accountability
   B. Professional Development and Lifelong Learning
   C. Contributions to the Community and Profession

Domain 4 – Knowledge of the Healthcare Environment. The understanding of the healthcare system and the environment in which healthcare managers and providers function.
   A. Healthcare Systems and Organizations
   B. Healthcare Personnel
   C. The Patient’s Perspective
   D. The Community and the Environment

Domain 5 – Business Skills and Knowledge. The ability to apply business principles, including systems thinking, to the healthcare environment.
   A. General Management
   B. Financial Management
   C. Human Resource Management
   D. Organizational Dynamics and Governance
   E. Strategic Planning and Marketing
   F. Information Management
   G. Risk Management
   H. Quality Improvement
STUDENT INFORMATION SHEET
HCA 480/580 - INTERNSHIP – Fall 2011

Name___________________________________________________________________
Name you prefer to use____________________________________________________

Phone(s):_______________________________________________________________
Best time/place to reach you:_______________________________________________

E-mail address:__________________________________________________________

Your learning goals for the internship experience:

If you already have an internship site selected, please fill information below:

Preceptor’s name, title, address, phone/fax/E-mail

Brief description of the organization and the unit where you will be working

Your work hours and a brief description of what you will be doing

If you do not have an internship site, please complete information on reverse/next page
If you do not have an internship site, please prepare the following information

1. Statement of internship interests:
   a. Activities--what do you want to learn to do?
   b. Value--what skills and abilities do you offer?
   c. Results: What do you want to produce to demonstrate learning?
   d. Type of organization, geographic area
   e. Time, distance, work/family obligations or other considerations

2. First and second choice sites (from site list posted on BeachBoard)

3. Questions, suggestions, concerns?
California State University Long Beach
Health Care Administration Department
Internship (HCA 480/580) Objectives and Expectations

Objectives
1. Provide on-the-job training and exposure to health care management activities
2. Assist the organization to accomplish a defined task or project
3. Produce a report or other material demonstrating the student’s research, analytical and writing abilities
4. Promote the student’s personal and career development through interaction with the preceptor and members of the organization

Student Time Commitment: A minimum of 120 hours of structured work experience, scheduled by mutual agreement between student and preceptor. Students may begin their internship work before the start of the academic period.

Expectations of Preceptors
1. Develop a learning contract with the student at the beginning of the internship ("Internship Learning Agreement").
2. Execute an affiliation agreement with the University (standard form for insurance purposes).
3. Orient the student to the organization. When possible, offer students opportunities to attend managerial meetings, conduct short (15-30 minutes) interviews with key executives and staff in essential functional areas, and interact with a variety of people in the organization.
4. Provide an organization chart (if available) and access to job descriptions for positions in the department in which the student is working.
5. Assign the student one or more specific projects to carry out during the internship, with a visible work “product” (most commonly a report or analysis) that is of value to the organization. The student may also perform tasks that contribute to an understanding of how the organization works and assist the preceptor or other staff in operational/staffing duties (e.g., serving as recorder, preparing the agenda and materials for a work group or meeting). The student’s primary assignment(s) should be administrative/analytical as opposed to clerical/data entry.
6. Maintain regular contact with the student during the internship period (at least 15-30 minutes weekly), with additional time to answer questions as needed. Designate an alternate contact to answer student's questions in your absence.
7. Sign student’s periodic progress reports.
8. Meet once (at student work site or preceptor’s office), or confer by phone, with the student and faculty advisor.
9. Complete a brief written evaluation of the student’s performance ("Preceptor Evaluation of Intern").
10. Review the evaluation with the student within one week of the student completing the internship hours.

Faculty Advisor Role
1. Available for consultation with students or preceptors regarding internship activities and to assist in problem resolution upon request.
2. Assist students to meet, and preferably exceed, preceptor expectations for performance and hard work, and to comport themselves as health care professionals in the host organization.
3. Work with preceptors to identify additional internship learning activities or other mutually beneficial opportunities for collaboration between the HCA program and the organization.
HCA 480/580 INTERNSHIP PROJECT
MONTHLY PROGRESS REPORT

Name:_________________________________________________________________

Internship Site___________________________________________________________

Report for Month of_______________________________________________________

1. Hours worked this month:_____________________________________________

2. Activities in which you observed or participated

3. Progress on internship project(s)

4. Questions or comments

Preceptor’s Verification of Hours Worked:_____________________________________

Preceptor Signature

8_28_2011
California State University Long Beach
Health Care Administration Program

INTERNSHIP LEARNING AGREEMENT

Student Name:
____________________________________________________________________________

Preceptor Name, Title:
____________________________________________________________________________

Organization/Department:
____________________________________________________________________________

Mailing Address:
____________________________________________________________________________

Phone: __________________ Fax: _________________ E-mail:___________________________

List project(s) to be performed (as agreed to by Preceptor):
____________________________________________________________________________

List other duties and responsibilities:
____________________________________________________________________________

Affiliation agreement in place between site and CSULB? ☐ Yes ☐ No

This statement of responsibilities is acceptable to us (signatures required):

____________________________________________________________________________

____________________________________________________________________________

Student       Preceptor

Date          Date

RETURN TO:   Cindy Gotz, MPH, Adjunct Faculty – cgotz@csulb.edu
Health Care Administration Department
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach CA  90840
Fax (562) 985-5886
PART I: (TO BE FILLED IN BY STUDENT AND GIVEN TO PRECEPTOR)

Name of Preceptor: ________________________________________________________________

Name of Intern: ___________________________________________________________________

Organization: _________________________________________   Date: _____________________

PART II: PERFORMANCE EVALUATION

Rate each aspect of the student’s performance on the attached sheet using the scale below:

(5) Outstanding Exceptional performance consistently exceeds normally expected level.
(4) Good Strong performance frequently exceeds normally expected level.
(3) Average Performance is consistently at normal expected, acceptable level.
(2) Weak Performance is inconsistent, meets minimum standards only periodically or only in certain areas.
(1) Poor Performance is consistently below an acceptable level. Immediate improvement is required.
(N/A) Not applicable: The student’s activities did not include this item.

<table>
<thead>
<tr>
<th>PART II - INTERNSHIP PERFORMANCE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT NAME:</td>
</tr>
<tr>
<td>1 POOR</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>I. RELATIONS WITH OTHERS</td>
</tr>
<tr>
<td>a. PRECEPTOR</td>
</tr>
<tr>
<td>b. MANAGEMENT</td>
</tr>
<tr>
<td>c. OTHER STAFF</td>
</tr>
<tr>
<td>d. PUBLIC</td>
</tr>
<tr>
<td>II. COMMUNICATION SKILLS</td>
</tr>
<tr>
<td>a. ORAL</td>
</tr>
<tr>
<td>b. WRITTEN</td>
</tr>
<tr>
<td>c. CONTRIBUTIONS AT MEETINGS</td>
</tr>
<tr>
<td>III. ATTITUDE, INITIATIVE, APPEARANCE</td>
</tr>
<tr>
<td>a. WILLINGNESS TO ACCEPT CONSTRUCTIVE CRITICISM</td>
</tr>
<tr>
<td>b. RESOURCEFULNESS</td>
</tr>
<tr>
<td>c. PERSONAL APPEARANCE</td>
</tr>
<tr>
<td>IV. PERFORMANCE AND KNOWLEDGE IMPROVEMENT</td>
</tr>
<tr>
<td>a. USED TIME PRODUCTIVELY</td>
</tr>
<tr>
<td>b. COMPLETED WORK ASSIGNMENTS</td>
</tr>
<tr>
<td>c. LEVEL OF TECHNICAL SKILLS</td>
</tr>
<tr>
<td>V. ADMINISTRATIVE SKILL DEVELOPMENT</td>
</tr>
<tr>
<td>a. COMMON SENSE OR JUDGMENT</td>
</tr>
<tr>
<td>b. INTERPERSONAL STYLE</td>
</tr>
<tr>
<td>c. ANALYTICAL ABILITY</td>
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PART III: GENERAL APPRAISAL OF INTERN
Note strengths and weaknesses, level of achievement, willingness to devote time and energy, sense of purpose and commitment, etc.

- Main strengths

- Weaknesses/areas for further skill development

- Specific problems and recommendations:

- Please describe any improvements you have noticed in the student’s performance over the course of the internship.

- Would you recommend this student for a position in an organization similar to yours? (Check appropriate response.)
  (  ) recommend without reservations
  (  ) recommend with some reservations
  (  ) would not recommend (Please explain)

- Recommended grade: _____A _____B _____C _____D _____F _____Incomplete

______________________________   ____________________________
Signature of Preceptor               Date

To the student:
Your signature below indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation, and it has been discussed with you. If you wish, you may comment in the space below.

______________________________   ____________________________
Signature of Student               Date

Student Comments:

Thank you. Please return to: Cindy Gotz, MPH, Adjunct Faculty – cgotz@csulb.edu
California State University, Long Beach
Health Care Administration Program
1250 Bellflower Boulevard
Long Beach CA 90840 - or FAX: (562) 985-5886
CSULB CAREER DEVELOPMENT CENTER
VERIFICATION OF WORKSHOP ATTENDANCE
HCA 480-580 Internship in Health Care Administration

This certifies that _________________________________________________________________
(print student name and student ID #)

attended the Career Development Center workshop on ____________________________
(topic)

on ____________________________
(print workshop date)

Workshop Instructor Signature: _________________________________________________

Print Instructor's Name, Title: _________________________________________________

Write a paragraph on what you learned by attending the workshop or individual appointment.

.................................................................

8_28_2011

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The following generic outline is a guide for the internship report, which is designed to provide a comprehensive overview of the organization. Preceptors are responsible for facilitating access to the requisite information and for orienting the intern to the firm. When the intern is an employee, it is important that the intern's field work experiences go beyond his or her current job, to provide a broad view of various units of the firm and to produce an analysis entailing additional responsibility. Include pertinent documents as appendices. If information item not available or refused (proprietary), note either “N/A” or “refused”. Organization report should be in a narrative format and provide synthesis and analysis of the information listed below. The paper should adhere to a maximum of 8 pages not including appendix, title page, or reference page. Be sure to correctly cite your sources using APA format.

I. Organization and Preceptor Contact Information
II. Type of Organization
   A. Ownership, system affiliation, related companies, subsidiaries
   B. Governance: Names, affiliations of board of directors, principal committees
   C. Corporate status
   D. Submit organization charts, annual report, mission/vision/values statements, strategic plan

III. Location and size of facilities
   A. Community/service area demographics: Include statistics, maps, analyses
   B. Competing and related facilities and organizations size, structure location
   C. Physical plant, capital expenditure, facilities planning information

IV. Licensure, accreditation, regulation
   A. Regulatory agency/agencies, reporting requirements (include sample reports)
   B. Accrediting body, status, next review date
   C. Compliance function, challenges
   D. Government relations – key stakeholders

V. Administrative Structure: Provide pertinent information on major functional units
   A. Executive team (org charts, bios)
   B. Organizational units

VI. Strategic plan and discussion of business growth goals
VII. Financial information: Main revenue sources, budget, financial trend data/projections, capital expenditure plans

VIII. Marketing, community relations, public relations
   A. Key customers, target market, principal competitors
   B. Customer service standards, initiatives, satisfaction measures and studies

IX. Quality assessment and improvement

X. Your work unit
   A. Role in the organization; key responsibilities, external and internal customers
   B. Business/operational/marketing plan(s)
   C. Job descriptions for your preceptor and his/her direct reports
   D. Description of your internship activities