COLLEGE OF HEALTH AND HUMAN SERVICES  
California State University, Long Beach  
Health Care Administration Program  

HCA 481 Internship & Careers in Health Care Administration  
Fall 2015  

Instructor: Cindy Gotz, DHSc, MPH, CHES  
Office: HCA Office – TBD  
Office Hours: On class meeting days W 6:00 – 7:00 p.m.  
or by appointment  
E-mail: cindy.gotz@csulb.edu  
Phone: 562-400-4849  

Class Number: 7471 (HCA 481-04)  
Class Meets Wednesdays per schedule below: 7:00 – 9:45 pm, in ETec-009  

Additional Contact Information:  
HCA Program Administrative Coordinator:  
Deby McGill, deby.mcgill@csulb.edu  
Tel. 562/985-5694; fax 562/985-5886  

Catalog Description  
Prerequisite: HCA 480  
A minimum of 120 hours of structured work experience in a health care organization, under the direct supervision of a preceptor-employee. Career development planning, job search and networking.  
Letter grade only (A-F).  

Placement Site: This course anticipates you are continuing with the placement you began in the HCA 480 course. Please contact the instructor before the first day of class if you will be changing your placement.  

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>
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<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>
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<tr>
<td>Produce a report or other material demonstrating the student’s research, analytical and writing abilities.</td>
<td>3A,18, (2D,4A-0,5B-H, possible, site dependent.)</td>
<td>Personal and Professional Accountability Communication</td>
<td>E-portfolio (A1,2,3)</td>
</tr>
<tr>
<td>Facilitate the course members to transition from student to professional life.</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, career development and job search plans, elevator spch. (A2), Reflections sheets, evaluation of plans (A3). Mentorship meetings &amp; Reports</td>
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<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Lecture Topic</th>
<th>Activities &amp; Assignments</th>
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<tbody>
<tr>
<td>1 Aug. 26</td>
<td>Course introduction &amp; expectations Lessons Learned from 480 Discuss Article: <em>Interprofessional Care Teams and the role of the Health Care Administrator</em></td>
<td>Sharing Lessons, Learning and Reflections From 480 ICE1: Lessons Learned from 480 &amp; Article review Resume &amp; cover letter due: Sept. 2nd</td>
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<tr>
<td>2 Sept. 2</td>
<td>Developing your professional image/message Networking Creating an effective introduction Crafting a professional Linked-In Profile</td>
<td>Hook, Line, Sinker - Networking 2.0 Workshop ICE 2: Networking worksheet &amp; Crafting Connections/Healthy Handshake Business Cards Due: Sept. 9th</td>
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<tr>
<td>3 Sept. 9</td>
<td>Transferable Skills Workshop Sign-up for training video topic</td>
<td>Transferable Skills Workshop with Wayne Tokunaga ICE 3: Transferable skills Learning Agreement B Due: Sept. 16</td>
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<tr>
<td>4 Sept. 16</td>
<td>The professional interview, research, preparation and delivery Strategic Job Search and Acquisition How to distinguish yourself - LinkedIn</td>
<td>Group Interview Prep exercise and role play ICE 4: Interview prep &amp; role play Monthly report #1 – due 30th (covers 8/26-9/29)</td>
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<tr>
<td>5 Sept. 30</td>
<td>Guest Speaker: TBD Health Care Professional Using business cards effectively</td>
<td>ICE 5: Learning worksheet on guest lecture Interview a health care professional - Learning and Reflection Report – due Oct 14th</td>
</tr>
<tr>
<td>7 Nov. 18</td>
<td>Negotiating your salary Reflections and Group Sharing of Job Search Plan Importance of Mentoring</td>
<td>ICE 7: Present a summary of your PROCESS Report LinkedIn and training video – due Dec. 1st Prof. Meeting Attendance Form – due Dec. 2nd</td>
</tr>
<tr>
<td>Final Dec. 16</td>
<td>Round table discussion – career directions</td>
<td>Mandatory for anyone needing an incomplete</td>
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### Assignments and Point Allocations

<table>
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<tr>
<th>Points</th>
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<tbody>
<tr>
<td>In class exercises for each class session 8 X 5 = 40</td>
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<tr>
<td>Lessons Learned &amp; Article Review (ICE Session #1)</td>
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<tr>
<td>Networking Worksheets/Crafting connections &amp; healthy handshake (ICE Session #2)</td>
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<tr>
<td>Transferable Skills Assessment &amp; Reflection (Wayne) (ICE Session #3)</td>
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<tr>
<td>Group Interview preparation class exercise – role play (ICE Session #4)</td>
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<td>Guest Learning Worksheets (ICE Session #5)</td>
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<td>Decoding Leadership (ICE Session #6)</td>
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<td>Oral presentation of PROCESS Report (ICE Session #7)</td>
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<tr>
<td>Training Video Assessment (ICE Session #8)</td>
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<tr>
<td>Resume &amp; Cover letter (Due 9/2) - submission to dropbox</td>
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<tr>
<td>Business Card Assignment (Due 9/9) – hard copy only provided to professor at start of class</td>
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<tr>
<td>Learning agreement B (Due 9/16) - submission to dropbox</td>
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<tr>
<td>Interview Write-Up Assignment submission to dropbox (Due 10/14)</td>
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<tr>
<td>PROCESS Career Development Plan and Job Search Plan submission to dropbox (Due 11/18)</td>
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<tr>
<td>3 Monthly progress reports (due as specified above); document 120 hours total – avg. 40 hours each report (10 pts each report)</td>
</tr>
</tbody>
</table>

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Grading: 90% = A; 80% = B; 70% = C; 60% = D; <60% = F.

Assignments are due on the date specified. Late assignments will NOT be accepted. Successful completion of a minimum of 120 hours and relevant course work is required to earn a passing grade. All assignments (except in class activities and business cards) must be submitted to dropbox for grading.


481 Assignment Descriptions:

a. Learning Agreement B - download this form from the "course documents" page in Beachboard. Be sure to identify three key learning objectives that you want to accomplish (these will be reflected in your monthly reports). Complete it with your preceptor. See rubric posted on Beachboard for more specific information. Attain the preceptor's signature. Scan a copy of the signed agreement and submit to dropbox on BeachBoard.

b. Group Interview preparation class exercise – role play – In a fishbowl style format students will take turns being the panel interviewers and panel interviewees. Peer feedback and reflection sheets will track learning.

c. Transferable Skills Assessment & Reflection (facilitated by Wayne of the Career Development Center) – This in class session workshop constitutes the “P” or personal assessment activity of the career development plan described below. In this session students will assess and evaluate important communication skills and identify areas of improvement.

d. Interview a health care professional - Learning and Reflection Report. Students will identify and interview at least 1 health care professional. Students are encouraged to interview a person who holds a position the student would like to hold in the future. Report should adhere to APA guidelines.

e. Career Decision Making “Process” and Job Search Plan, developed and used by the CSULB Career Development Center, will be used as a model and assignment guide to help students develop career plans. This model includes the following elements P = Personal Assessment, R = Research Careers or Graduate Schools, O = Organize findings, C = clarify career options, E = Evaluate Findings, S = Select Options and the final S = Set into Motion which will devise the students “Job Search Plan”. Each letter of the plan will have an assignment and deliverable associated with it. Instructions and forms for the plan components are listed on the "assignments" page. The Job Search Plan will be the concluding step of the “Process” Model. It will include a step-by-step description of how the student intends to search for a job placement after graduation. Final report should adhere to APA guidelines. You will provide an oral presentation to the class summarizing key learnings and your action plan. No PowerPoint or reading from the report, note cards are fine.

f. Monthly progress reports (due as assigned) document 120 hours total 30 – 40 hours each month - download forms from the "course documents" page, please turn in to Beachboard each month. Be sure to include progress on your three learning objectives from your Learning Agreement B. If you have not started your internship when the first report is due, submit a monthly report stating what you are doing to get an internship. Reports must be signed by the preceptor, be sure to plan ahead and follow the monthly report rubric.

g. Professional Association Meeting Attendance – Students will be required to attend at least one Health Care Professional association meeting, attendance verification and reflection assignment will document this activity and lessons learned. On campus student organizations and online events do not qualify. Goal of the assignment is to build your professional network.

h. Preceptor phone call – once you have completed approximately 100 hours at your internship, schedule a phone call for you, me and your preceptor, to be in contact about your progress.

i. LinkedIn & training video HCA 481

The following elements are required for the HCA 481 LinkedIn profile:

1. Create a custom URL
2. Create your own headline (vs using the default that populates with your current position)
3. Create a summary to introduce yourself (succinct, specific, informative and focused)

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(4) Professional profile photo
(5) List of your work and volunteer experience
(6) Follow at least one professional organization or company of interest

Training video - 5 minute video teaching your audience a skill you learned during your internship experience - this is done in a group with no more than 3 participants. Videos should have audio component and not just sub-titles. Introduce the concept with learning objectives and at the end summarize with conclusion. *Clearly state each group member’s involvement in the video. Each person must appear in the video.

DROP DATES AND INCOMPLETE GRADES
a) If you have not found an internship by October 14, 2015 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 hours 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 and all other assignments are complete. The final monthly report and preceptor evaluation, due at the end of internship hours, will receive 50% of the points you would otherwise have earned if the coursework had been completed on time. The incomplete 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.

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 for full credit.

Attendance policy conforms to University policy:

Accommodation
Students needing special consideration for class format and schedule due to religious observance or military obligations must provide the instructor with written notice of those needs by the second week of class.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The Telephone number is (562) 985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism.
Please be aware of and ensure that your behavior conforms to University Policy. See
http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/

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Although the University catalog does not cover this aspect of plagiarism, please be aware that it is NOT acceptable to submit the same paper for two courses. If you want to write a paper on the same topic area for two different courses, you must submit two different papers. If I discover that you have submitted the same paper for another course, you will receive a failing grade for your paper in this course. For more information review the library web site http://www.csulb.libguides.com/style

Writing Style
All papers written for this course including monthly reports shall follow the established rubric for the assignment and when indicated follow APA guidelines. Assignments should be written in a narrative format.


Campus Behavior
“Civility Statement-Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. The University espouses and practices zero tolerance for violence against any member of the University community. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents will be aggressively investigated. Allegation that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and /or civil and criminal prosecution.” (CSULB Catalog, AY 2010-2011, p. 743).

Classroom Expectations—All students of the California State University system must adhere to the Student conduct code as stated in Section 41301 of the Title 5 of the California code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior-It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Performance Expectations and Deadlines. Assignments are due on the date specified. Late assignments will not be accepted.

Class assignments will be due by midnight of the date due. Students who miss class or appear late for class will be penalized. Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing the instructor of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Assignments/papers are NOT accepted by e-mail, all course work should be submitted to the dropbox except the business card, which will be accepted in class.

Laptop and Cell phone policy - Cell phones to be turned off and out of view during class sessions. Laptops will be used on occasion for in-class exercises, otherwise turned off and out of the way. Violation of this

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policy will result in 1. First time per semester "verbal warning." 2. 2nd Time excused for class session that day and written warning. 3rd time per semester 5 points deducted from course score and each violation thereafter.

**Commitment to Inclusion**
California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity and Diversity at (562) 985-8256, University Student Union (USU) Suite 301, http://www.csulb.edu/depts/oed.

**Supplemental Reading List and Other Resources**

**Journal Articles**

**Books:**
- Covey, S. (1990) *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change.* Franklin Covey Co.

**Web Resources:**
- ACHE Career Guidance - http://www.gobookee.net/get_book.php?u=aHR0cDovL3d3dy55bWJvY2FjaGV5bml0ZS5jb20vdG8vMDIvMDkvd3NpdGU9c2VjcmV0dXJlL25ldy8yMjExLzEwMTIwMzYwLw==
- CSULB Career Development Center: http://careers.csulb.edu/
- California Careers Info: http://www.californiacareers.info/about.html

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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.

- **Department of Labor O*Net:** [http://www.onetcenter.org/overview.html](http://www.onetcenter.org/overview.html)
  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.

- **Explore Health Careers** - [http://explorehealthcareers.org/en/Field/13/Health_AdministrationManagement](http://explorehealthcareers.org/en/Field/13/Health_AdministrationManagement)

- **Health Management Careers** – [www.healthmanagementcareers.org](http://www.healthmanagementcareers.org)


- **HIMSS Career Development Page:** [http://www.himss.org/health-it-career-services](http://www.himss.org/health-it-career-services)

  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.
Appendix E

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

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