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HESA 371-2H-ONL Internship I

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HESA 371: Internship I – Section 2H

Summer 2019

Department of Health Services Administration
College of Professional Sciences
Xavier University

Schedule: 100% Online
Credit Hours: Three Undergraduate Credit Hours
Prerequisites: HESA 101, HESA 110, HESA 370
Faculty: Frederick R. Browne, Ph.D.
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Xavier Writing Center: Conaton Learning Center

Course Description (from the Xavier University Catalog)

The administrative internship is a 10 to 12 week, full time work experience. It provides students with an opportunity to apply their developing knowledge and skills in the health services field. The internship experience uniquely prepares students by exposing them to other professionals in the field and to the work environment. Students gain a better appreciation for the pressures that affect decision making in today's healthcare environment and are able to identify additional skills they will need to better prepare them for a rewarding career in health services.

HSA Department Mission Statement (2011):

In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.

Objectives, SLO's, Competency Level, and Assessment			
Course Objectives	Student Learning Outcome	Minimum expected level of competence	Method of assessment
Introduce students to a healthcare work environment	Demonstrate effective job and internship	2 - Competent- Possesses good job and internship search skills as evidenced	Journals, Article Reviews,

	search skills (SLO 16)	by a solid resume, ability to answer basic and behavior-based interview questions, and networking with minimal assistance.	Discussion Boards
Provide experiences that will introduce and prepare students for the kinds of responsibilities they will have in an entry level position	Demonstrate effective job and internship search skills (SLO 16)	2 - Competent- Possesses good job and internship search skills as evidenced by a solid resume, ability to answer basic and behavior-based interview questions, and networking with minimal assistance.	Journals, Article Reviews, Discussion Boards
Allow students to reflect on their internship experiences and to learn from their classmates about other internship environments	Demonstrate effective job and internship search skills (SLO 16)	2 - Competent- Possesses good job and internship search skills as evidenced by a solid resume, ability to answer basic and behavior-based interview questions, and networking with minimal assistance.	Journals, Article Reviews, Discussion Boards, Project Paper, Student Survey
Provide support for students in connecting their internship with their coursework	Demonstrate effective job and internship search skills (SLO 16)	2 - Competent- Possesses good job and internship search skills as evidenced by a solid resume, ability to answer basic and behavior-based interview questions, and networking with minimal assistance.	Journals, Article Reviews, Discussion Boards, Project Paper
Be able to manage interpersonal communications by building collaborative relationships.	Demonstrate effective job and internship search skills (SLO 16)	2 - Competent- Possesses good job and internship search skills as evidenced by a solid resume, ability to answer basic and behavior-based interview questions, and networking with minimal assistance.	Journals, Article Reviews, Discussion Boards, Preceptor Evaluation

Course Objectives:

The key objectives are to help students to begin to develop a professional identity as a healthcare professional and to provide an opportunity for students to apply their classroom knowledge in a real-world environment:

Required Readings:

Textbook:

There is no required textbook for this course.

Articles/Chapters:

Articles will be posted to the Canvas site.

CLASS SCHEDULE

Module	Week Of	Discussion Board Assignment	Other Assignments Due
1	May 27	Megan Douds	Article Review #1
	June 3	Christie Kaminchak; Sage Gronski	
2	June 10	Alex Conrad; Sam Bracken	Article Review #2
	June 17	Margy Force; Joe Gurevicius	
3	June 24	Nia Gibson; Colleen Moore	Article Review #3
	July 1	NOTHING THIS WEEK - HOLIDAY	
	July 8	Griffin Richardson	
4	July 15	Carley Metzger; Micaila Rosenberger	Article Review #4
	July 22	Ella Rohlfs, Adelia Manley	
5	July 29	Connor Dent; Kendall King	Article Review #5
	August 5	Sabrina Torres; Claire Roche	Project Paper

GPA Requirement for Health Services Administration Majors:

Students must maintain an overall combined major/concentration GPA of 2.67. This GPA is made up of all courses taken in the major and concentration (HESA courses), and equates to a B- average for all major courses. If the student is to change concentrations, grades from their first concentration still apply to the calculation of this GPA. See the program website for a full description of the policy.

Inclusivity Statement:

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Assignments:

All assignments will have a description that is available via Canvas. All papers and the group project should be written utilizing APA format. Purdue University has a very helpful resource for APA style, utilize the following website:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Papers and the group project should also be turned in via Canvas. Papers will be graded via Speed Grader through Canvas, and returned with comments you will be able to access through the Grade Book.

In general, you should expect to receive feedback on assignments within 1-2 weeks of submission.

ASSIGNMENTS WILL ONLY BE ACCEPTED IF TURNED IN VIA CANVAS! Assignments handed in other ways (i.e. via email, paper copies) will not be accepted.

Here is a brief overview of assignments:

Internship Work Plan: You will complete an internship work plan in collaboration with your preceptor to be approved by your faculty advisor (Dr. Browne). This document is meant to be an agreement regarding what your goals and activities for internship will be. The form for the internship work plan can be accessed via Canvas, and your work plan will be submitted through Canvas.

Journals: You will complete a series of five reflective journals related to your internship experience. These journals will discuss your activities at your internship, and how your internship connects to what you have learned in the classroom.

Discussion Board: Students will participate in a weekly discussion board. Each student will be assigned a week to start a discussion on Canvas. The discussion you will start is titled on Canvas with your name, and will appear on Monday of the week you are to post. All students are responsible for replying to the discussion thread each week. This discussion board is meant to be a tool for gaining consultative advice from your peers regarding things happening at your internship.

Article Review: Students will read and write a response to articles in each of the modules for this course. Articles will include current events in healthcare, a professional development topic, something going on in politics, etc.

Project Paper: You will write a short paper describing a project you have either completed, helped to complete, or worked on while at your internship.

Preceptor Evaluation: Your preceptor will complete an evaluation of your performance at the end of your internship. This evaluation will be delivered by Dr. Browne via Qualtrics. Your preceptor will evaluate you on a number of variables, provide written feedback, and make a recommendation for your HESA 371 grade.

Student Survey: You will provide an evaluation of your internship site. This evaluation will be completed through Qualtrics, and Dr. Browne will provide you with the link. This evaluation allows students to give their perspective on their internship site such that preceptors can get valuable information and future students can be helped to know if an internship is a good fit for them.

Hours Log: You will complete a log of your hours completed at your internship site. This evaluation will be signed off on by your preceptor and emailed to Dr. Browne to ensure you are meeting the HESA 371 requirements. **YOU MUST USE THE HOURS LOG FORM! Other formats will not be accepted.**

Canvas:

As an online course, Canvas will be used exclusively for this class. The syllabus, assignment descriptions, and articles/chapters outside of the class will all be available via Canvas. Additionally, you will create journal entries and be responsible for participating in a weekly discussion board.

Online Modules:

There are five online modules for the class. These are intended to help you stay organized. Note that

while each module has an opening date, different students may move through the modules differently based on when their internship starts. Modules will contain assignments and corresponding materials (i.e. articles).

Academic Honesty

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty to make a final determination.”

Faculty Note

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet is plagiarism, and will be treated in the same manner as any other type of plagiarism. If you use more than three words written by someone else, I expect it to be in quotes. When you are writing you should use your own words and thoughts, not those of anyone else. You **may not** take a sentence and change one to two words and call it your own.

Late Assignment Policy:

Late assignments will accrue a penalty of 10% per day the assignment is late. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.

Students with Disabilities

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

It is important to note that any disability-related information including accommodations is confidential.

Final Grade:

Your final grade will be determined via the following manner:

Internship Work Plan	10%
Preceptor Resume	5%
Journals	10%
Discussion Board Posts	15%
Project Paper	15%
Preceptor Evaluation	20%
Student Survey	10%
Hours Log	5%
Article Reviews	10%

Grading Scale (Note: .5% will be rounded up):

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below 60