THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

SCHOOL OF HEALTH PROFESSIONS

BS IN HEALTH SCIENCES PROGRAM

Long-Term Care Internship Handbook

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Health Sciences Program

Long-term Care Internship Handbook

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I. THE HEALTH SCIENCES PROGRAM

The Bachelor of Science in Health Sciences (BHSH) Program at UAB is the only program of its kind in the state of Alabama. The program is designed to develop the industry knowledge and job skills needed by mid-level managers in health care organizations. Some students use the degree as entry to graduate programs, while others use it as their terminal degree. The program is one of 35 programs nationally that is fully certified by the Association of University Programs in Health Administration (AUPHA).

Four curriculum options are available based on the student's previous academic work, current professional status, and personal interests. Students whose academic goal is completion of a master's level health professions program, such as physical or occupational therapy, health administration, or health informatics are admitted to the **Pre-professional Degree Track**. The admission GPA for this track is 2.75. These students complete pre-requisites for graduate program admission as credits in Area V of the core curriculum.

Students who are currently licensed or certified in a health profession at the associate degree level and desire to seek managerial positions in their clinical area enter the **Clinical Manager Track**. These students may apply credits from their clinical programs in Area V of the core curriculum. Students not qualifying for either of these tracks should apply to the **General Manager Track**. The admission GPA for the Clinical Manager and General Manager Tracks is 2.5.

In 2009 the fourth track, **Long-Term Care Administration**, was added to the program. This program requires an internship that is geared specifically for those students that plan to pursue a career in nursing homes, assisted living facilities and other long-term care venues. The admission GPA for the Long-Term Care Track is 2.75.

A major component of the educational experience of the BSHS program is the internship class. This capstone course provides a summative opportunity for students to draw upon, synthesize, and apply what they have learned in the classroom to real life settings in actual healthcare environments. The course includes a set of well-defined learning outcomes, significant writing, collaborative projects, independent research, community outreach and service learning, and the integration of discipline-specific competencies in quantitative literacy and in ethics and civic responsibility.

Most importantly, the capstone provides an enriching bridge experience for students between their undergraduate education and post-graduation lives. The goal of the internship is to assure that the students are prepared to meet the challenges of a changing world.

For the Long-Term Care students the internship also serves as a substitute for the nationally required Administrator-in-Training (AIT) program. While the learning outcomes are comparable to those of the regular management internship for all other students, the LTC Internship requires specific experiences that prepare the student for managing a long-term care facility and must be approved by the Alabama Board of Examiners of Nursing Home Administrators (ABENHA).

Students are required to work full-time during a semester gaining field experience in local or regional long-term care organizations, similar to the experience gained in a standard AIT program. The internship pairs the student with a certified LTC preceptor manager that exposes the student to real-world LTC management situations and conditions. The student observes and participates in the day-to-day experiences as required by ABENHA that set the stage for launching their managerial careers. Other internship activities will include exercises in written

and oral communications, service learning, and career development designed to assist the student in making the transition into the work force.

Table 1. Health Sciences LTC Program Curriculum

Core Curriculum	
English	6 Hours
Literature	3 Hours
Public Speaking	3 Hours
Fine Arts Elective	3 Hours
General Elective	3 Hours
Precalculus Algebra	3 Hours
Natural Sciences Elective	8 Hours
History, Social & Behavioral Sciences	12 Hours
Accounting	6 Hours
Statistics	3 Hours
Survey of Health Professions	2 Hours
Healthcare Organization, Financing, & Reimbursement	
Healthcare Systems	3 Hours
Financial Management	3 Hours
Current Issues in H/C	3 Hours
Management and Leadership	
Organizational Studies	4 Hours
Operations Management	4 Hours
Human Resources	4 Hours
Strategic Management	3 Hours
Ethics, Law, and Regulation	
Healthcare Law	3 Hours
Bio-Psych-Social Issues of Aging	3 Hours
Professional Ethics	3 Hours
Evaluation & Outcomes	
Research Methods	3 Hours
Epidemiology	3 Hours
Quality Improvement	3 Hours
Information Resources	
Microcomputer Applications	3 Hours
Survey of Clinical & Administrative Systems	3 Hours
Medical Terminology	3 Hours
Long-Term Care	
Personnel Management for LTC	2 Hours
Facilities Management	3 Hours
Financial and Reimburse-ment Issues in LTC	2 Hours
Legal and Regulatory Issues in LTC	3 Hours
LTC Residential Care & Quality of Life	3 Hours
Internship for LTC	10 Hours

II. THE INTERNSHIP EXPERIENCE

The Internship for Long-Term Care (AHS 483) provides a formal period of preceptor-supervised observation and experience during which the students will be expected to apply their knowledge of basic management concepts, organizational theory, finance and reimbursement, information technology, healthcare quality, and healthcare delivery systems gained during their didactic course work.

OBJECTIVES OF THE INTERNSHIP

The LTC management internship provides students with opportunities to observe and to participate in the daily activities of operational managers in long-term care organizations. Students should gain experience in assessing and responding to the organizational environment in which a manager functions. Using the knowledge, skills, and problem-solving tools learned in the classroom the students will undertake activities designed to permit students to observe and to experience diverse managerial roles including (but not limited to) planning, organizing, decision-making, communicating, and personnel management functions.

THE INTERNSHIP WILL FOCUS ON THE FIVE DOMAINS OF PRACTICE:

I. Resident Care and Quality of Life
II. Human Resources
III. Finance
IV. Physical Environment and Atmosphere
V. Leadership and Management

During the student's time with the organization the student should focus on observation, activities, and projects in the five Domains of Practice. These areas are specified by The National Association of Long Term Care Administrator Boards (NAB).

The NAB requirements will be supplemented by additional activities and experiences designed to enhance the learning experience. These experiences fall under the four experiential areas of UAB's standard internships and support University goals for student learning and development. The four areas include the management experience, the technical experience, the project experience, and the cultural experience. NAB requirements fall under most of these areas and the internship course will extend those requirements. Course requirements for reporting both by written communications and oral communications provide additional experiences that will enhance the development of the future LTC managers.

MANAGEMENT EXPERIENCE

The students should have an opportunity to research, observe and become familiar with the nature and structure of the LTC organization. By the end of the internship the students should be able to demonstrate that they have learned about the LTC organization's size, structure (an organization chart should be an important tool), location and market, its services provided, and how it finances its services. The students should be able to discuss how the organization develops its strategic and business plans, budgets, organizes its work, directs its employees, and evaluates and controls what happens in the operation of its business. The students should know who the residents of the organization are. They should be aware of how the organization is paid for its services and by whom (Medicare, Medicaid, long-term care insurance, self pay, etc.).

The students should also be able to discuss how decisions are made in the organization. Are decisions made by dictatorial command or does the

organization use a more democratic process? How are managers used to relay business plans and how is work assigned and performed? How are employees assigned work and how is their performance evaluated? This information is typically gathered by interviewing and observing the leadership of the organization. Much of this exploration of the organization should be done prior to starting the internship and during the time in the Leadership and Management Domain of Practice.

TECHNICAL EXPERIENCE

The students should understand and be able to discuss all the technical aspects of the organization's activities. Working through the five domains will provide these experiences for the student. The student and the preceptor will develop a work plan prior to the internship and submit that plan to the Internship Coordinator and to the Alabama Board of Examiners of Nursing Home Administrators (ABENHA) for approval.

The work plan developed between the preceptor and the student should include a schedule of the number of days and hours assigned to each of the Domains of Practice. The total days should equal a minimum of 50 eight-hour days, allocated similar to the allocation for an AIT. An example for with suggested days and hours is provided in the Appendices of this handbook.

The Domains of Practice and the general learning objectives, as set forth in the *Summary Report of the Job Analysis of Nursing Home Administrators* prepare for the National Association of Boards of Examiners of Long Term Care Administrators in 2007, include:

1. Resident Centered Care and Quality of Life – Promoting resident rights, quality of care, and quality of life. Assessing, planning, implementing, and evaluating resident services.

2. Human Resources – Development and management of a comprehensive human resources program that identifies the need for effective, skilled, engaged employees who deliver resident centered care.
3. Finance – Ensuring a comprehensive fiscal management plan to achieve the organization's financial performance objectives and goals to provide on-going resident care and services.
4. Physical Environment and Atmosphere – Ensuring an environment and atmosphere that promotes, protects, and provides resident centered care and quality of life.
5. Leadership and Management – Promoting innovation and strategic direction in alignment with organizational mission, vision, values, and purpose. Managing resources to ensure maximum performance and impact. Developing skills needed for daily management of the facility and implementing systems and nurturing relationships to ensure success in a complex and dynamic industry.

PROJECT EXPERIENCE

Students are expected to develop with their preceptor specific projects where they are responsible for defined outcomes. These projects may or may not require time outside of the scheduled time for the five domain technical experiences. The projects should draw on the students' acquired knowledge, skills and tools for problem solving. Effective communications skills are a major requirement for completing projects successfully.

If students have worked on a specific project or problem, the aspects of that project should be documented and reported in the Reflective Learning Journal and final Internship Report paper. The project could be an applied problem, for example, complying with a new policy, correcting systematic errors in billing, developing a proposal for a new service, or creating a staffing solution for a care process. The problem that the project addresses should be something that is of value to the organization. Planning for the projects should begin early in the

internship and should be at the direction of the preceptor. During the internship the student may undertake one large project or many small projects, at the discretion of the preceptor.

The students and preceptor are also encouraged to select projects that offer service to the community, extending the relationship of the preceptor organization and its environment.

CULTURAL EXPERIENCE

Every long-term care organization has a unique culture. This affects how people interact, how they do their work, how they get through the day. It can affect how people relate after work hours. The students need to become familiar with the cultural aspects of the organization. This may require a discussion of the organizational culture with the preceptor. The students should notice how people in the organization respond to management and to interactions with each other.

The student should take particular notice of the organization's efforts to address the increasing diversity in the work place. Discussions about this should take place between the student and the preceptor and should be reported in the final internship paper.

A critical issue in healthcare today is ethical behavior by healthcare providers. In the workplace problems such as theft and scientific misconduct are common. The issues of data privacy, reimbursement fraud, misuse of funds, and inaccurate record keeping have been covered in the academic classes within Health Sciences. In the internship the students will be asked to explore the ethical issues that are pertinent to their long-term care internship site.

For many students, the internship may be their first work experience. The internship opportunity gives the students the chance to operate in a situation where they are expected to be at a specific job for a specific time. They must

meet deadlines. And, they must present a professional demeanor that demonstrates their appreciation for the work opportunity and dedication to the field of healthcare. Most healthcare professionals have more responsibilities and obligations than they have time to complete so they use tools and delegation to complete their work.

The students should be aware of the work requirements of the job and of their response to those requirements. This should include any planning that was done to meet the requirements, any tools such as a PDA, calendar, or other materials that helped to maintain any commitments, and any problems experienced in fulfilling obligations. The students should also be aware of how others, including the preceptor, respond to the many obligations and requirements of their jobs, including how work was delegated to assistants, secretaries, etc.

SERVICE LEARNING

UAB considers the LTC internship a service learning experience. Service learning is an educational approach that integrates community service, academic learning, and civic learning. The Health Sciences LTC internship is particularly suited to this learning model as the student will have many opportunities to engage in meaningful activities that affect the health and wellness of communities while reinforcing and building upon classroom learning and that will allow students to contribute to the organization in which they are learning.

The internship has been designed to allow students to learn about citizenship and how the organization addresses community needs through structured inquiry and observation. Early collaboration with the preceptor will result in one or more comprehensive projects that will require students to apply classroom-acquired skills to solving a problem or develop a work product. Over the course of the internship, students will be required to reflect upon and assess how these activities and experiences at the internship site are extending their knowledge

and skills and how they are becoming integrated into the health professions communities. These reflections will be documented as an online journal on the course website and will be monitored by program faculty. At the conclusion of the internship, the students and preceptors will evaluate the service learning aspect of the internship experience.

III. THE ROLE OF THE PRECEPTOR

The preceptor has a key instructive role in the management internship program. The preceptor must be an approved AIT instructor by the Alabama Board of Examiners of Nursing Home Administrators (ABENHA) and meet the qualifications established by Code of Alabama Section. As such the preceptor must show that his/her education, experience, and knowledge qualify him/her to supervise the training of an AIT. The preceptor must have attended a preceptor training seminar approved by the board prior to becoming a preceptor.

The greater the contact between the preceptor and student, the more likely the internship experience will be valuable to both.

The responsibilities of the preceptor include:

- Planning the internship activities to be consistent with the objectives of the course, ABENHA, and with the needs of the organization.
- Submitting an outline of the internship program for review and approval by the Board.
- Prepare and sign, along with the intern, an agreement acknowledging to each other and to the Board that the training will be in accordance with the rules of the ABENHA.
- Ensuring the student is properly introduced into the organization and has the resources necessary to complete projects and assigned tasks.

- Assigning or directing the student in selecting their internship project(s).
- Evaluating the student's progress and providing informal feedback throughout the internship experience.
- Completing and submitting a formal evaluation that will assess the student's performance in internship activities. The preceptor evaluation form is included as Appendix C. The preceptor is also requested to assist the student by helping fulfill the Management Activity requirements and complete the Management Activity Check List shown in Appendix A.

PRE-INTERNSHIP ACTIVITIES

The students consult with the Coordinator of the Internship Program before seeking out an internship location. This process results in a plan and list of potential sites that will correspond to their career goals. The pursuit of an internship should occur in a similar fashion to pursuing full-time employment. As a result the students are responsible for making contact with the preceptor. The Coordinator will assure that the preceptor is qualified. If the preceptor is interested in sponsoring the student that term, a meeting will be held to review the requirements and to discuss and plan the activities for the internship. This should be completed before the early in the semester prior to the internship.

DURING THE INTERNSHIP

Regular meetings should be held between the preceptor and the intern during the semester. The preceptor should expect a multitude of questions regarding the observed organizational activities, the clinical and management processes, and about the culture of the organization. These sessions are invaluable in allowing the student to gain insights into management thought processes, work organization, and supervisory responsibilities. These sessions should also be used to review the intern’s activities and work on progress through the domains of practice, projects, other activities and communications and interpersonal relationship activities.

The students will be required to prepare and submit Reflective Learning Journals that will be posted online. In preparation of these journals, the students should seek input and feedback from the preceptor before submitting to UAB's online system. Sharing and discussing these reports will provide valuable interaction throughout the semester.

POST INTERNSHIP ACTIVITIES

Upon completion of the internship, the student is required to submit a paper documenting the term's activities and experiences. The student is also required to present an oral report about the internship. We encourage the preceptor to attend the oral presentation when possible as a ceremony of closure and to show support for the intern. The preceptor is also asked to complete an evaluation of the internship.

The preceptor will evaluate the intern as required by the Board and as required by UAB using the form located in Appendix C of this document, based on criteria such as:

- The intern's relationship with others in the organization;
- The intern's communications skills;
- The intern's attitude and initiative;
- The intern's performance of assigned tasks and responsibilities.

The preceptor's evaluation is used for a major portion of the student's grade, and is due at the completion of the intern's on-site activities. The evaluation can be mailed, emailed, or FAXed to the Internship Coordinator using the information located at the end of this handbook.

The preceptor will issue, at the completion of the internship, a certificate of service, attesting to the satisfactory completion of the internship program.

SECURITY AND RISK ISSUES

Students in the Health Sciences Program are thoroughly exposed to HIPAA issues during their class work. It is mandatory that all students complete UAB's HIPAA training before beginning the internship. We encourage, and the students expect, orientation about each organization's specific programs and requirements at the beginning of their internship.

Students are covered by liability insurance provided by the UAB during their internship. Many organizations now prefer a formal contract and we can provide a standard agreement that seems to work very well with most healthcare organizations. However, as a state organization UAB's legal authority is different from many institutions and special language is required. Please contact the Internship Coordinator if you need to discuss this further.

IV. STUDENT RESPONSIBILITIES

The Long-Term Care Internship is a ten credit course required of all Health Science LTC majors. The LTC internship should be taken in the student's last semester. The internship may be completed in the fall, spring, or the summer term.

TIME REQUIREMENTS

A schedule for the required hours should be developed between the student and the preceptor. The schedule should allow for the student the appropriate participation in each of the domains. The planned hours of activities should be submitted for approval by both the preceptor and the Internship Coordinator prior

to beginning the internship. The total on-site schedule should include at least 400 hours, allowing sufficient time to observe and perform all planned activities.

REGISTRATION

Prior to registration the student should submit an Application for Internship. This application allows the Internship Coordinator to assure proper qualification of the students. Students will then be required to register for the 10 hour course. The department's advisor should be contacted to assist with the registration process and insure that the proper course is selected.

LOCATING AN INTERNSHIP SITE

Once the student has been deemed eligible to take the internship class by the program advisor, a copy of this handbook will be sent to the student. The student must complete the Application for Approval for Internship (found in the appendices of the handbook) and return it by email to the Internship Coordinator. The Coordinator will use the information on the select potential internship sites. The Coordinator will work collaboratively with the intern to select potential sites and the intern will apply for an internship by submitting a cover letter and resume to the potential preceptor at that location.

The intern will be responsible for establishing his or her schedule with the preceptor in order to fulfill the time requirements for the semester and for determining the beginning and completion dates for the internship. Once the arrangements have been completed, the intern must notify the Internship Coordinator of those arrangements. Often the preceptor or the preceptor's organization will provide a Letter of Commitment to the intern. This can be valuable if there are ever questions about the organization's commitment to the process.

INTERNSHIPS AT PLACE OF EMPLOYMENT

Occasionally a student will have a specific interest performing the internship in a particular facility or organization where he or she is currently employed. The administrator of the facility must approve such this situation and assure both the student and UAB that appropriate accommodations will be made for the student to spend the time and effort on the internship requirements. Final approval by the Internship Coordinator is required.

PROGRAM POLICIES

Students are required to follow organizational policies. These typically include policies and procedures that are consistent with the organization's hiring practices. Students can expect to be required to submit to physical exams, drug screenings, background checks, to sign HIPAA confidentiality pledges, and to adhere to all employee rules and regulations. Often organizations will process student interns in a similar fashion to their employment methodology. Usually the costs of these processes are covered by the organization. However, there are some occasions when the student will be required to incur these expenses.

PHYSICAL EXAMS

A physical exam may be required by the internship organization. This physical may include drug screenings. Normally the organization will incur the costs of such physical examinations.

DRUG SCREENINGS

Some internship sites require that the School of Health Professions provide proof that students performing their internships have been tested for specific drugs prior to beginning the internship experience. The internship coordinator will assist students to find out if they need drug testing prior to going to a facility. Some facilities may require drug testing to be completed at the facility. Students attending sites that require prior drug testing must have the drug test completed

and completed at the student's own expense. The following procedures are to be followed:

Student obtains a *Consent to Drug Testing and Release of Drug Test Results* form from the internship coordinator. Once signed, the internship coordinator will give the student an *Authorization to Provide Medical Treatment* form. (Check "pre-hire drug screen", and the internship coordinator will forward this to the program director for signature as "Authorized by").

The student will take the authorization form to The Workplace, 2151 Highland Avenue, Suite 250 for the drug screening test. Students will need to bring a picture I.D. Drug tests are done on a walk-in basis between the hours of 7:00 a.m. and 5:00 p.m., or students may call 933-5300 to schedule an appointment. The test should take approximately 20-30 minutes.

Students will take a 10-Panel, pre-hire drug screening test. The cost is $40 (subject to change) to be paid by the student to The Workplace at the time of the drug screening test. Payment can be made by cash, check or credit card. Results will be faxed within 1-2 days to the Office of the Assistant Dean for Academic and Student Affairs on a dedicated, secure fax line. Once received, the results will be provided to the Program Director, who will then provide a copy of the results to the internship site.

CRIMINAL BACKGROUND CHECKS

The School of Health Professions has implemented a Criminal Background Check Policy to address the increasing concerns identified by clinical and internship sites related to student behaviors present and past that might have an impact on their internship activities.

Some internship sites require that students complete a criminal background check. Please be aware that if you are assigned to a site that requires a criminal background check then the background check must be completed at the student's expense before beginning the internship. Students who fail to complete a criminal background check will not be allowed to begin the internship and therefore their graduation may be postponed.

Pricing for background checks of students with United States citizenship will be a flat rate of $53.00 (subject to change). The cost of background checks for international students varies depending on the student's home country. Please see the internship coordinator for detailed information regarding charges or for more information about criminal background checks.

The School of Health Professions uses CertifiedBackground.com to perform background checks. CertifiedBackground.com is a background check service that allows the student to purchase the investigation using Visa, MasterCard, or money orders. The results of the background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment, where the school (but not the internship site), can view the results.

Once the background check has been completed the results are sent to the Administrative Associate in the Associate Dean's Office. Results then will be placed in confidential envelopes and sent to the Health Sciences Program Director. The Program Director will review and notify the internship coordinator and the internship site regarding the outcome of the background check. Normally the notification will simply be whether the student passed the check or not. If the results of the background check reveal a history of criminal activity, the results may be shared with the UAB Legal counsel and/or representatives from the internship facilities to determine the appropriateness of the student's involvement in internship activities. Students with a positive background check

may not be able to complete the internship, and therefore may not be able to complete the degree program. The results of the background check are destroyed once the student graduates.

When a background check is required, the student will be provided a Package Code that will be requested once the student logs onto the CertifiedBackground.com web site. The code and payment information along with student information will be required at the time of the request. The internship coordinator will notify the student once the results have been provided by the investigators.

HIPAA

The student should be expected to adhere to the organization's Health Insurance Portability and Accountability Act (HIPAA) confidentiality policies. The University of Alabama at Birmingham does not consider itself a party to this arrangement and will not enter into any HIPAA arrangements between the student and the organization. The student needs to be aware that many organizations have zero tolerance rules regarding HIPAA and that a student who violates any confidentiality rules is subject to dismissal from the internship. Such an action will result in a failing grade in the internship class. Students may wish to review the UAB HIPAA training module prior to starting their internships.

CONTRACTS

A standard contractual agreement is available for organizations that require a more formal agreement between the University of Alabama at Birmingham and the organization. The agreement will delineate the conditions and expectations for each party as well as for the student. The organization should understand that UAB, as a state organization, has liability protections and requirements that differ from most private organizations. As a result, UAB's contractual obligations and abilities may differ from those that fall under standard legal arrangements.

INSURANCE

UAB provides standard liability insurance for its internship students.

ORIENTATION CLASS

Each intern is required to attend an orientation session at the beginning of the internship semester. This one-hour meeting is normally held in the late afternoon during the first week of classes. During this session the schedule for the semester will be reviewed. Class deliverables will be explained. The grading process and the exit exam will also be explained.

Prior to beginning the field experience, the student should discuss the course requirements with the preceptor and start planning appropriate activities and projects. Contact the Internship Coordinator if any question arises regarding expectations.

A student may begin the internship prior to the orientation class in order to fulfill the required hours, with the approval of the preceptor. Likewise, the internship may continue beyond the oral presentations and exit exam if the preceptor approves that schedule.

PROFESSIONAL DEMEANOR

Students will behave in a professional manner throughout the internship and will inform the Internship Coordinator or the BSHS Program Director of any difficulties encountered.

It is expected that the student will dress in a professional manner that fits the culture of the organization. No jeans or shorts should be worn. Low-cut tops on females should be avoided along with any other suggestive attire. Typically the preceptor can provide information about dress codes. Usually the organization understands that the student has not developed a professional wardrobe and allows men to work without ties and jackets or women to work in pants.

V. REFLECTING, REPORTING, AND CAREER PREPARATION

The internship should be a transformative experience. To assist the student in appreciating and understanding the growth and learning that will occur, the student will also be required to reflect on the experiences and provide feedback on the internship activities in both oral and written communications. These communications will be graded as a means of strengthening the student's communications skills. Requirements will include:

REFLECTIVE JOURNAL REPORTS

Understanding the knowledge, skills, and abilities that are acquired during the internship is essential for individual professional growth. During the course of the internship the students will be required to submit journal entries to the course web site. These journal entries will include responses to scripted inquiries intended to help the students understand how the personal experiences during the internship have allowed them to learn. The entries will also allow the faculty to assess and intervene if necessary to assure the student internship experience is progressing as planned.

INTERNSHIP REPORT

At the conclusion of the semester each intern must complete a report of his or her internship experience. This report should summarize the experiences from the entire internship experience. The reflective journal that each student maintains throughout the semester should serve as a starting point for developing the paper. Specific information and formatting of the paper will be required.

The internship report should include the information specified in the required report format and additional documentation that illustrates the project(s) completed and information of interest and importance to describe the internship experience. This report will remain confidential as it may contain information

proprietary to the organization. This paper should not be shared with anyone other than your preceptor and the faculty instructor unless you obtain specific permission from your preceptor.

ORAL PRESENTATION

Each intern will be required to present an oral review of the internship experience to the faculty and others at the end of the semester. This presentation will be purposely short as an exercise in providing significant information in a brief time frame. Often healthcare managers will have only a brief amount of time to convey important information to a physician or other individual. This exercise will allow practice in doing so.

The oral presentation should be between five and eight minutes long to allow for a total time of 15 minutes that will include setup plus questions and answers. Faculty, preceptors and other students will be afforded time to question the student about the internship.

Upon the completion of the Internship students should write thank-you notes to their preceptors and others who were significantly involved in mentoring them during their internship.

CAREER SERVICES

A major goal of this internship program is to prepare the student for post-academic life in a Long-Term Care setting. Therefore the internship requires students to work with UAB Career Services in planning their careers. UAB Career Services engages students in the career development process of exploring career options, gaining experience in a chosen field, preparing for the job search, and succeeding in their career goals. Through both on-line and on-campus classes, career fairs, seminars and individual consultations, Career

Services can provide job listings, resume reviews, interview preparation, and related services that can help students transition into the workforce.

Over the course of the semester students will be required to have their resumes reviewed by Career Services. They will also be required to participate in other Career Services seminars and programs.

AIT PRACTICE EXAMS

Students that complete this class are expected to enter into the long-term care administration field. As a result it will be necessary for the student to eventually take the nursing home administrator's exam. Current practice exams are available and should be used to prepare for the actual exam. A requirement of this course will be that the student work with his or her preceptor to prepare for and take at least one practice exam prior to completion of the course.

VI. EVALUATION OF THE STUDENT

GRADING OF COURSE DELIVERABLES

Students will receive a letter grade for the Long-Term Care Internship. Evaluation for grading will be based on the student's internship reports, career planning activities, and the preceptor's evaluation. The Preceptor's Evaluation Form is included at the end of this Handbook as Appendix C. Refer to the AHS 483 course syllabus for course deliverables and grading weight. Students also will have the opportunity to complete a written evaluation of the preceptor and the internship experience. The student evaluation form is included as Appendix D.

EXIT EXAM

The LTC intern will be required to undertake an exit exam during the semester. The exit exam will survey the student's knowledge and retention of materials from the entire Health Sciences program. Successful passing of this exam will be required in order to graduate.

The exam will be administered via the school's automated systems and will consist of multiple-choice, true-false, and matching questions. The exam will be segmented into six sections representing the six areas of study in the Long-Term Care Health Sciences Program:

1. Healthcare Organization, Financing, and Reimbursement
2. Management and Leadership
3. Ethics, Law, and Regulation
4. Evaluation and Outcomes
5. Information Resources
6. Long-Term Care

If the student fails to pass the exam with a score of 70 percent or higher, he or she will be required to undergo counseling and review of the materials where the scores fell below that mark, then retake those sections.

A study guide will be provided for the students to review the materials.

VII. CONTACT INFORMATION

INTERNSHIP COORDINATOR

J.M. "Mickey" Trimm, PhD, FHIMSS
Associate Professor, BSHS Program
315-A Learning Resources Center
1714 9th Avenue South
Birmingham, AL 35294
Voice: (205) 996-2726
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ACADEMIC ADVISOR

Susan M. Packa
Academic Adviser, BSHS Program
315-C Learning Resources Center
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APPENDIX A

AHS 483 Management Internship Activity Check List (preceptor to complete)

STUDENT: **PRECEPTOR:**

Instructions: The following is a list of management activities the student should perform during their internship. Please check **YES** for those tasks performed, and check whether the task was performed satisfactorily or unsatisfactorily. If your area of responsibility does not encompass some of these tasks, and you cannot make arrangements for the student to work with an appropriate person in your organization to gain these experiences, check **No** for those tasks not performed by the student. Additional space is provided to add other assigned tasks not included on the checklist**. A final evaluation of the student is provided in the Internship Handbook.**

	Performed		**Performance Appraisal**	
DESCRIPTION OF ACTIVITY	YES	NO	Satisfactory	Unsatisfactory
Review organization's and department's mission, vision, values, and goal statements				
Review organizational charts for organization and/or department				
Review sample job descriptions for the manager and department employees				
Review the organization's and department's policy manuals				
Review disciplinary action policies; discuss philosophy of responding to disciplinary problems with preceptor				
Observe and discuss the preceptor 's conflict resolution style				
Review payroll policies; participate in payroll procedures; general personnel record keeping, etc.				
Identify factors, incentives, rewards, etc. used to motivate employee job performance; note destructive practices and/or attitudes				
Review the processes used interviewing and hiring personnel; discussed preceptor's expectations of potential employees; characteristics, skills, education, etc., sought in hiring employees for specific jobs.				
Observe the organization's processes of planning, organizing, budgeting and policy decision making				
Participate in the planning and organizing processes of a project, i.e. setting goals, establishing time line, performing project tasks, evaluating progress, etc.				
Attend management and/or staff meetings				
Review the department's operating budget; discuss budgeting process with preceptor; evaluate current budget report for variance.				
Communicate effectively using reports, memos, e-mails, and letters				
Build and maintain mutual respect with preceptor and department employees				

APPENDIX B

AHS 483 Management Internship
Student Activities Log

STUDENT:

Date	Time	Description of Activity
Example: 1/8/07	7:30 a.m. – 9:00 a.m.	Attended management staff meeting; agenda and summary of discussion attached.

APPENDIX C

Health Sciences Program - AHS 483 Long-Term Care Internship

Preceptor's Evaluation of Student Performance

Preceptor:	
Student:	
Organization:	
Academic Term:	

Please circle the appropriate rating:

I. Relations with Others

Preceptor

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Administrative staff

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Physicians

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Others (working-staff, public)

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Social

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

II. Communication Skills

Oral

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Written

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Contributions to meetings

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Preceptor's Evaluation of Student Performance (Continued)

III. Attitude and Initiative

Willingness to accept criticism

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Self-reliant

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Resourcefulness

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Flexibility

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Thoroughness

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Dependability

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Curiosity

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Maturity

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

IV. Performance

Improved understanding of management

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Improved understanding of health care problems:

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Improved understanding of community service and how the organization integrates within its community:

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Productive use of time

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Preceptor's Evaluation of Student Performance (Continued)

Level of recommendations and options

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Level of understanding about your organizations' mission

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Level of civic learning experienced by the student:

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Value of field experience to your student

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Value of field experience to your organization

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

OVERALL EVALUATION OF INTERN

Suggested Grade for Intern (circle one):

Not Acceptable	**Poor**	**Fair**	**Good**	**Very Good**	**Outstanding**

F	**D**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**	**A+**

Comments:

Strengths:

Concerns:

Overall:

Signature of Preceptor_____Date_____

APPENDIX D

BS in Health Sciences Program

AHS 483 Long-Term Care Management Internship

Student's Evaluation of Preceptor Performance

Student:	
Preceptor:	
Organization:	
Academic Term:	

1) My orientation to the staff and operations of the organization was

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

2) The opportunities to participate in daily operations/projects were

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

3) How well did your preceptor provide you with an understanding of the organization's mission, goals, and objectives?

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

4) As a mentor, my preceptor was

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

5) How valuable was the field experience's project(s) as a learning experience for you?

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

6) How valuable was the field experience's project(s) to the organization in terms of new insights, perspectives, or recommendations?

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

7) How valuable for you was the overall internship as a learning experience?

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

8) How valuable was the overall internship to the organization in terms of new insights, perspectives, or recommendations?

1	2	3	4	5	6
Unacceptable	Poor	Fair	Good	Very Good	Outstanding

Student's Evaluation of Preceptor Performance (Continued)

Strengths:

Concerns:

Signature of Student_____ Date_____
(Use back of page for additional comments)

APPENDIX E

Application for Approval for Internship

UAB School of Health Professions

Bachelor of Science in Health Sciences

AHS 483 Long-Term Care Management Internship

Student's Name: _____**Date:** _____

Address: _____

Street Address

_____

City **State** **Zip**

Phone: _____ **E-mail:** _____ **GPA:** _____

Explain your career goals and indicate any particular venues or organizations that you have an interest in:

_____

_____

_____

Are you currently working? Full Time _____ **Part Time** _____ **Not at All** _____

If you are working, where and what is your schedule? _____

_____

_____

Will you taking any classes other than the internship during the semester? If so, which ones? _____

Please Check indicate the term you wish to do this Internship:

□ **Summer 20_ _** □ **Fall 20_ _** □ **Spring 20_ _**

Please indicate the semesters you *successfully* completed the following prerequisites:

AHS 401 _____ **AHS 403** _____ **AHS 405** _____ **AHS 407** _____

Submit this form to Dr. Trimm at jmtrimm@uab.edu.

APPENDIX F

UAB School of Health Professions

Bachelor of Science in Health Sciences

AHS 483 - Long-Term Care Management Internship

Schedule for Internship Activities

Student's Name: _____**Date:** _____

Preceptor's Name: _____ **Organization**_____

Address: _____

Street Address

_____

City **State** **Zip**

Phone: _____ **E-mail:** _____

SCHEDULE FOR INTERNSHIP	**No. Days**	**Planned Dates**
Domain 1 – Resident Care and Quality of Life (17 Days)		
Nursing	_____	_____
Nursing Aide	_____	_____
Social Services	_____	_____
Dietary	_____	_____
Medical Records	_____	_____
Activity	_____	_____
Therapy	_____	_____
Domain 2 – Human Resources (7 Days)		
Administrator	_____	_____
Domain 3 – Finance (7 Days)		
Administrator	_____	_____
Business Office	_____	_____
MDS Department	_____	_____
Domain 4 – Environment (7 Days)		
Housekeeping	_____	_____
Laundry	_____	_____
Maintenance	_____	_____
Domain 5 – Leadership and Management (12 Days)		
Administrator	_____	_____
Sales/Marketing	_____	_____

Submit this form to Dr. Trimm at jmtrimm@uab.edu.