**Goals and Objectives for the Health Care Administration Practicum,**
**8th Edition**
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# INTRODUCTION

## Preface

This practicum summary is designed to assist UW-Eau Claire Health Care Administration (HCAD) practicum students and their preceptors to fulfill the internship requirement for the Bachelor of Business Administration Degree in Health Care Administration.

Its goals are:

1) to provide a reasonably uniform exposure to the knowledge, skills and values needed to administer health care and related services and to lead health care and aging services organizations;

2) to provide a comprehensive framework to guide students and preceptors in study and on-the-job experience, thereby relieving them of spending excessive time deciding what activities and study should be included in this dynamic experience;

3) to foster a learning environment that will encourage growth in knowledge, experience and professional maturity;

4) to provide exposure to the fundamental knowledge and skills needed to become licensed as a Long Term Care Administrator, for those interested in that segment of Health and Aging Services Administration.

**Format**

Three major parts comprise the practicum experience. These are: Fundamental Field Experience (HCAD 400, 401, 402), Applied Broad Knowledge Coursework (HCAD 403, 404, 405, 406, 407, 408, 413), and Leadership Development Modules (HCAD 420, 421, 422):

## 1) *Fundamental Skills and Knowledge - HCAD 400-402*

You will be enrolled in the field experience courses for 6 credits each semester and 3 credits in the summer term. During the orientation, you took the practicum NAB.  This is a pre-test to familiarize you with the five Domains of Practice identified by NAB and to determine how much you already know. You will receive a detailed report of your performance on the pre-test. You and your faculty supervisor and preceptor will use the report to help identify areas where you need more or less experience in your rotations and activities during your practicum experience.

Fundamental skills and knowledge involved in the operation of a health care facility are acquired through rotations through departments or their functional equivalents.

A student spends a specified period of time (to be determined jointly by preceptor, student and department head) in each of the departments of the facility (a sample rotation schedule is posted on Canvas). The student is expected to meet with each department head and explain the experiences that are required during the rotation. It should also be determined if there will be opportunities for involvement in any special events or projects in the department from which the student would benefit during the rotation or practicum year.

During each rotation, it is expected that the student will be assisted by the department head and other department members to learn the organization and operation of the department. A student is expected to become familiar with all aspects of the department including, policies and procedures, and state and federal regulations relating to the department. It is also expected that a student will, if possible, take part briefly in the role of the front line staff of the department.  For example, a student will perform duties of a housekeeper during a rotation in environmental services. For activities restricted to qualified professionals (e.g. pharmacy, nursing, etc.), it is expected the student will be allowed to observe.

Students should collect resources for their own reference while serving each rotation. Each rotation is organized with a set of learning goals and objectives (outlined in HCAD 400), intended to provide an orientation to skill expectations for this field. To meet these goals and objectives a student satisfies a prescribed set of learning activities. They embody current prescribed minimum practice requirements and provide safety net information for the new health and aging services administrator.

A checklist for each department lists the specific learning activities (these are sometimes referred to as Rotation Packets). The preceptor and other designated facility experts (e.g. department heads) will assess completion of each activity. When weaknesses are jointly identified by the preceptor and student, a faculty member and the preceptor will provide further guidance. When the preceptor is satisfied that a student has adequately performed activities in a department and has reviewed the rotation with you, you will upload your completed rotation document and supplemental resources to Canvas. Your preceptor will communicate with the practicum coordinator verification of completion for your academic record (via an evaluation form that is also uploaded to Canvas).

**In your organization, you may find that one or more of the functional checklists (Rotation Packets) does not exist as an independent department. For example, Admissions may be part of the social services department. You will still need to complete each rotation checklist. Each organization may also have unique activities that they will want the student to learn. These can be listed under the sections that are used for additional learning activities. The departments were chosen as likely to exist in any facility regardless of size. HCAD 400 is organized in a fashion that encompasses the general departments and broad knowledge activities that are broadly categorized as Resident and Ancillary Services and Broad Knowledge areas. This does not infer necessary importance or association, but rather only helps to frame the activities.

2) *Broad Knowledge Courses.* These encompass bodies of core knowledge that cross or transcend several organizational lines.
   They comprise seven 1 credit courses of the program as outlined below:

   HCAD 403 Resident Service Management - Fall
   HCAD 404 Quality Management in Health Care - Fall
   HCAD 405 Health Services Human Resources Management – Fall
   HCAD 407 Financial Management in Health Care – Winterim
   HCAD 413 Rules and Regulations - Spring
   HCAD 406 Information Use and Systems - Spring
   HCAD 408 Marketing and Public Relations in Health Services – Spring

The academic content covered in the above courses will be supplemented by on-site experiences.

## 3. Leadership Development.

Leadership development combines courses delivered on Canvas and in on-campus modules with hands-on leadership projects conducted at the practicum facility.  The courses comprise a sequence designed to build a student's leadership abilities as he/she grows in skill and assumes greater responsibilities.

**Summer Session**

**HCAD 420 – Fundamental Health Care Management Competencies:** The initial focus is on the practice of personal self examination, including the development of strengths and the awareness of limitations. Students will also gain an understanding of the professional functions and skills necessary to succeed in an administrative role in a health care organization

**Fall Semester**

**HCAD 421 – Health Care Administration Professional Development:** This course examines, in-depth, the management competencies necessary to successfully operate a health care organization. Students will explore their own level of ability in each critical area of management and begin to focus on enhancing their own management proficency.

**Spring Semester**

**HCAD 422 -Strategic Health Care Leadership Practices:** Emphasis is on the development and execution of the key strategic leadership practices required of organizational leaders. Students will practice their leadership expertise with selected projects. Additionally, they will learn from shared experiences among their practicum cohort.

The courses build upon each other by developing first the fundamental health care management competencies, second the professional administrative foundation, and third the strategic leadership practices needed to succeed in health care administration while recognizing the professional maturity level and the abilities of each individual student.  A special focus of the leadership modules is to facilitate the students in a learning community of their peers based on topical readings and insights generated from assessments from themselves along

with key leaders in each of their respective practicum organizations. The delivery of these courses will be on-line and a hybrid of on-campus and virtual modules.

HCAD 422 Leadership Projects: The student and preceptor will propose three significant projects and/or tasks in which the student plays a lead role. These projects allow the student to develop their leadership and management practices throughout the course of their practicum year.

The projects will involve the following areas: Innovation should be considered in each project

1. Internal (e.g. SNF)
2. Client or customer related activity or outcome
3. External (e.g. Housing, Community alternatives, or Clinic/Acute care-related services)

We encourage you early in your practicum to request information describing the organizational plans of your practicum site, which will help you identify possible leadership. We believe the best projects are educationally challenging, personally interesting to the student and of real value for the organization.

The university faculty will have final say on the suitability of a proposed project. There is an established process for obtaining approval for these projects.