

DEREE COLLEGE SYLLABUS FOR:		US CREDITS: 0/0/6
HM 4951 INTERNSHIP IN HEALTHCARE MANAGEMENT – LEVEL 6		UK CREDITS: 30
(June 2015)		
PREREQUISITES:	AF 2006 Financial Accounting FN 3105 Financial Management MG 3034 Managing People & Organizations HM 1001 Introduction to Healthcare Management HM 3115 Healthcare Marketing CS 2179 Business Information Systems CS 1070 Introduction to Information Systems HM 3220 Healthcare Information Systems HM 4040 Healthcare Operations and Facilities	
CATALOG DESCRIPTION:	Work-based experiential learning for the health care management in medical institutions, pharmaceutical companies, spas, wellness and health care centers, and other organizations related to the industry. Students gain on-the-job experience and training as they learn to apply knowledge accumulated throughout the programme to real life professional situations. Formal approval by the Department Head / Program Coordinator / Internship Administrator (as appropriate) is required.	
RATIONALE:	The internship in health care management is considered an indispensable tool, in which students are placed into a work context, in an effort to understand the business, management and social aspects of healthcare. The internship is designed to cover a wide spectrum of curricular approaches and thus connect theory, taught in the College classroom, with the practice in the health care industry. Furthermore, the internship is designed to encourage reflective learning, as students evaluate theories and concepts learned in class through the lens of their professional experience in the field. The internship is in essence the students' first step to a professional career in the health care management sector.	
LEARNING OUTCOMES:	As a result of completing the Internship, the student should be able to: <ol style="list-style-type: none"> 1. Assess the interrelationships of the elements of a healthcare system and how they connect to the social side of health care. 2. Integrate multi-disciplinary theories and concepts pertaining to healthcare with the professional practice in the healthcare sector. 3. Demonstrate the development of personal and professional skills through the demands of the internship placement in a healthcare organization. 4. Compare the ethical and managerial implications that healthcare policy decisions may bring on the healthcare sector based on a critical reflection of professional practice in the field. 	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> ➤ Use of Blackboard site, where the Department Head / Program Coordinator / Internship Administrator (as appropriate) posts notes, instructions, announcements as well as additional resources in relation to the internship-placement. ➤ Office hours: Students are encouraged to contact the Department Head / Program Coordinator / Internship Administrator (as appropriate) to ask questions and discuss Internship issues. ➤ Tutorials on presentation skills. ➤ The internship in healthcare management is consistent with the work-based learning (internship) policies and procedures, as they 	

	<p>have been described in the DERE Work-Based Learning (Internship) Policies and Procedures.</p> <ul style="list-style-type: none"> ➤ Professional seminars and workshops: Seminars organized and delivered by the School of Business faculty on professional conduct, ethos, service quality in healthcare management; workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Careers Services. ➤ Work-based learning internship: Minimum 320 working hours in the healthcare industry. 								
ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td>Personal Development Planning Report - Individual, 1,000 – 1,500 words</td><td>40%</td></tr> <tr> <td>Presentation of Reflective paper</td><td>10%</td></tr> <tr> <td>Reflective paper - Individual, 3,000 – 3,500 words</td><td>50%</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Activities Report - Individual, bi-weekly, 500 words</td><td>0%</td></tr> </table> <p>The formative Activities Report aims to support students in the writing of the reflective paper. The formative 'Presentation of Internship Experience, Lessons Learned and Reflective Paper' aims at providing feedback to the student.</p> <p>The Personal Development Planning Report tests Learning Outcome 3. The Reflective Paper and presentation test Learning Outcomes 1, 2 and 4.</p>	Personal Development Planning Report - Individual, 1,000 – 1,500 words	40%	Presentation of Reflective paper	10%	Reflective paper - Individual, 3,000 – 3,500 words	50%	Activities Report - Individual, bi-weekly, 500 words	0%
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Presentation of Reflective paper	10%								
Reflective paper - Individual, 3,000 – 3,500 words	50%								
Activities Report - Individual, bi-weekly, 500 words	0%								
INDICATIVE READING:	<p>REQUIRED READING:</p> <ul style="list-style-type: none"> • Makely, S. Badasch, S. Chesebro D. (2014) <i>Becoming a Health Care Professional</i>, Prentice Hall. <p>RECOMMENDED READING:</p> <p>A. BOOKS</p> <ul style="list-style-type: none"> • Colbert, B. J. (2005) <i>Workplace readiness for health occupations</i>, Cengage. • Dimeo, S. (2011) <i>A practical approach becoming a health care professional</i>. Pearson. <p>B. ARTICLES</p> <ul style="list-style-type: none"> • Fibuch, E., & Van Way, C. W. (2013). "Bench marking's Role in Driving Performance." <i>Physician Executive</i>, 39(1), 28-32. • Nica, E. (2013). "The Importance of Human Resources Management to the Health Care System." <i>Economics, Management & Financial Markets</i>, 8(4), 166-171. • Radu, A., & Oprescu, I. (2012). "Funding the Health Systems in the European Union Member States." <i>Economic Insights - Trends & Challenges</i>, 64(1), 104-113. • Romanow, D., Sunyoung, C., & Straub, D. (2012). "Riding the Wave: Past Trends and Future Directions for Health IT Research". <i>MIS Quarterly</i>, 36(3), iii-A18. • Szymczak, J. E., Brooks, J., Volpp, K. G., & Bosk, C. L. (2010). "To Leave or to Lie? Are Concerns about a Shift-Work Mentality and Eroding Professionalism as a Result of Duty-Hour Rules Justified?" <i>Milbank Quarterly</i>, 88(3), 350-381. 								

INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	N/A
COMMUNICATION REQUIREMENTS:	Use of appropriate terminology in oral and written communication.
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines
WWW RESOURCES:	Useful sources include: http://www.who.int/en/ http://www.fda.gov/ http://europa.eu/pol/health/index_en.htm http://ec.europa.eu/health/strategy/policy/index_en.htm
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Introduction to Health Careers 2. Working in Health Care 3. Communication in Health Care 4. The Health Care Industry 5. Finding the Right Occupation 6. Working with Patients 7. Legal and Ethical Responsibilities 8. Health, Wellness, and Safety 9. Employment, Leadership, and Professional Development