

SUNY Cortland

Healthcare Management Fieldwork Manual

Updated Summer 2019, Undergraduate

Adapted from the undergraduate *Community Health Fieldwork Manual*, Spring 2019

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Introduction

The undergraduate healthcare management (HCM) degree program at SUNY Cortland requires all students to complete a full-time, 12-credit fieldwork experience during their last semester before degree conferral. Each student is required to spend a full semester working in the administrative or managerial areas of a health-related agency. The purpose of this Healthcare Management Fieldwork Manual is to provide students with detailed information about the process of preparing for and completing this fieldwork experience. Students are strongly encouraged to read this manual early in their academic program to allow ample time for planning and identifying potential placements. The HCM Program Coordinator resides in the Health Department and works closely with students to advise, organize and oversee fieldwork experiences.

Fieldwork is intended to be the culminating experience of the healthcare management major, providing students with practical experience and networking opportunities as they prepare to enter professional work settings. Importantly, it is an opportunity for experiential learning where students apply their classroom learning to real-world workplace challenges. This experience facilitates skill development and personal growth as students acquire an improved understanding of the complex nature of healthcare management work environments. Fieldwork, therefore, should be a fulfilling and stimulating experience for students as they begin to construct their careers and transition from college to the workforce. For these reasons, the options for fieldwork placements are as broad and diverse as the field of healthcare management itself. By design, this flexibility encourages students to pursue experiences that will best support them in their transition from college student to healthcare management professional.

Course Description

HLH 498: One full-time semester. May involve residence in any part of New York State, the United States or a foreign country at student's expense. Prerequisites: Successful completion of course requirements; cumulative grade point average of at least 2.50; consent of Health Department. Grading: H, S, U grades assigned. (12 cr. hr.) Frequency code A = offered every semester.

HCM Fieldwork Learning Goals

The essence of any fieldwork experience should be experiential learning, requiring students to apply and synthesize the knowledge and skills covered in the healthcare management degree program to understand and solve problems in a professional managerial environment within a healthcare setting. Fieldwork also provides opportunities for students to demonstrate and develop critical thinking skills and management competencies as they acquire experience and work on tasks and projects relevant to their professional interests.

As a result of the fieldwork experience, HCM students will be able to:

1. Demonstrate professional growth throughout the fieldwork experience. (evaluations)
2. Discuss personal career plans and interests, in consideration of their work-related skills, talents and limitations. (professional development reflection; evaluations)
3. Demonstrate oral presentation and written communication skills as appropriate to the agency's work. (oral presentation, project report, evaluations)
4. Describe the agency in terms of the important challenges it faces that impact how healthcare is delivered. (agency report)
5. Discuss strategies and approaches used by the agency to navigate challenges related to regulatory matters, ethical concerns and human diversity (such as variation related to socioeconomic status, gender, gender identity, age, race, ethnicity, sexual identity, and/or disability). (agency report)
6. Demonstrate the ability to use appropriate financial and managerial methods and tools to access and analyze data to support decision-making in a healthcare setting. (project report & oral presentation)
7. Discuss how the agency's work relates to course content. (weekly logs; professional development reflection)

Eligibility Requirements

Student Eligibility Requirements

1. Cumulative Grade Point Average (GPA) of 2.50 or higher (see policy statement below)
2. No incomplete courses or late grades
3. All courses required for the healthcare management degree are completed, including electives
4. Not on academic probation

Fieldwork GPA Eligibility Policy

1. A cumulative GPA of 2.50 (or higher) is required to enroll in fieldwork (HLH 498).

2. Preliminary **fall** semester placements are made during the spring semester of the previous academic year. In order for such preliminary placement to be made, the student must be eligible for fieldwork by the end of the first summer session. This means that when grades are reviewed in May and/or at the end of the first summer session, the student must have a 2.50 (or higher) cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the fall semester.
3. Preliminary **spring** placements are made during the fall semester of the academic year in which fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. This means that when fall grades are reviewed in January the student must have a 2.50 (or higher) cumulative GPA. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the spring semester. Winter session grades are not counted in determining eligibility for fieldwork during the spring semester.
4. Preliminary **summer** placements are made during the spring semester of the academic year in which summer fieldwork is desired. In order for such preliminary placements to be made, the student must be eligible for fieldwork by the end of the fall semester. This means that when fall grades are reviewed in January the student must have a 2.50 (or higher) cumulative GPA. Winter session grades can be used to determine eligibility for summer fieldwork. Any student who has not achieved GPA eligibility by that time will not be allowed to participate in fieldwork during the summer.
5. If a student is eligible for fieldwork at the time of preliminary placement, but then the student's GPA falls below 2.50 subsequent to the preliminary placement, the student becomes ineligible and will not be permitted to begin fieldwork as originally planned.

NOTE. The term *preliminary placement* is used above to indicate that a definite fieldwork placement is not actually made until the student has cleared all eligibility requirements. This includes completion of all required course work, achievement of 2.50 GPA (or higher), resolution of any incomplete grades, etc.

Placement Planning

Students enrolled in the healthcare management major are required to complete 12 credits of HLH 498, Fieldwork in Healthcare Management. Students may choose one agency for the entire semester or two different agencies for eight weeks each. The choice of one or two

agencies depends upon the student’s interests and the needs of the various agencies. Most students opt for one agency.

The department or area of the agency where the student is assigned to work must primarily deal with healthcare management/administration activities and responsibilities. Placements where students are primarily involved in clinical shadowing or providing supervised hands-on care are not appropriate for the HCM fieldwork experience and will not be approved. However, as long as the placement primarily involves healthcare management/administration experiences, students are otherwise free to choose a placement in a wide variety of health-related agencies. This freedom allows each student to optimize the potential of fieldwork by selecting a setting that reflects their priorities in terms of career interests and location. With this freedom, however, comes responsibility. Healthcare management majors are expected to initiate the planning process early and continue until their role in the process is complete. The goal is to establish a definite and approved placement at least two months in advance of the first day of fieldwork. Students who do not achieve this goal may need to delay fieldwork to a later semester.

The process of planning fieldwork may seem overwhelming at first, and be frustrating at times, but it works. The student and the Health Department share responsibility for planning fieldwork and securing an appropriate placement. Each has its own role in the process.

Student’s Role	Health Department’s Role
Get started at least a year before the semester in which the student is eligible to do fieldwork.	Provide multiple opportunities to discuss fieldwork with advisors and the HCM Coordinator.
Clarify goals and preferences in terms of type of experience, type of agency, and location of agency.	Provide resources on the HCM fieldwork website: 1) the HCM Fieldwork Manual; 2) prior placement list; 3) information about options in other countries; and 4) the forms.
Research the possibilities using a variety of sources (agency websites, the prior placement lists, Career Services, alumni, parents and family friends, mentors, faculty, and the International Programs Office).	Provide the necessary forms and due dates to help keep students on track: 1) the intent to do fieldwork form; and 2) the fieldwork application form.
Explore the possibilities through phone calls and interviews; seek guidance and advice when deciding the top choice and backup choices.	Call the selected agencies to confirm that the placement is definite and can provide an appropriate fieldwork experience.

Student's Role	Health Department's Role
Attend the mandatory meetings.	Assist the student if the preferred placement is not acceptable and/or withdraws the offer.
<p align="center">**Meet the application deadline**</p> Keep in mind that SUNY must have a current affiliation agreement with each fieldwork agency in order for fieldwork to begin. In the event that the agency has not hosted another SUNY Cortland student recently, several weeks may be needed for the affiliation agreement to be created and approved.	Send approved applications to the Field Experience and School Partnerships Office.

Minimum Criteria for Agency Selection

1. The work of the agency is related to or heavily involves healthcare management or healthcare administration.
2. At least one staff member is an experienced and credentialed healthcare management or healthcare administration professional.
3. The work of the agency is varied and multidimensional.

Financial Compensation

SUNY permits students to be paid by agencies for the work they do during fieldwork. Agencies, however, are not required to pay students and many do not. Students can inquiry about payment when they research their placement options.

Registration

Students must register for HLH 498 by the end of the drop-add period in order to earn credit for fieldwork and meet the program requirement. Students cannot register for fieldwork unless their fieldwork application has been submitted and the placement has been reviewed and confirmed by the HCM Program Coordinator. Students who do fieldwork in another country will register for SAB credits through the International Programs Office. These SAB credits will be converted to HLH 498 credits after the student has successfully completed fieldwork.

Medical Clearance

Many agencies require students to meet a set of medical clearance requirements in order to begin fieldwork, even if the student is not going to work directly with patients or clients. It is the student's responsibility to ask an appropriate agency representative, usually the agency supervisor, about medical clearance and take all necessary steps to meet the requirements in advance of the first day of fieldwork. If the start of fieldwork is delayed because the student has not been medically cleared, the missed days will be viewed as unexcused absences and the student will need to make up the missed days at the end of fieldwork.

Typically, the requirements for medical clearance are not demanding in terms of time or cost. However, some agencies may require students to complete a more extensive set of requirements for medical clearance, such as a background check or drug testing, and the student may need to pay for these.

Fieldwork in Other Countries

One of the major advantages of fieldwork is that students can set up a placement in another country and gain valuable experience. Students who are interested in this option should discuss it with their academic advisor and the HCM coordinator. They should also go to the International Programs Office (IPO) to learn more about study abroad programming. The first step is to attend a Study Abroad 101 session at the International Programs Office in Old Main Room 220. These sessions are scheduled every week. Students should meet with an SAB advisor at the IPO to learn more about appropriate fieldwork options and set up a placement.

The fieldwork website also provides some information about SAB placements, and the HCM coordinator arranges an optional meeting each semester to discuss SAB fieldwork placements with interested students. It is important to understand that some fieldwork placements in other countries are tailored to the requirements of healthcare management fieldwork. Many others, however, are not specifically designed to meet these requirements. They may or may not last for 16 weeks in the fall and spring semesters or for 12 weeks in the summer. They may or may not award 12 credits for completing the program. As a result, some SAB programs may require students to do additional "mini-placements" after they returned to the United States to make up the difference. The student would be responsible for finding the "mini-placement" and including it on their fieldwork application.

Courses and Other College Activities during Fieldwork

According to the College Handbook (410.08), students may not be enrolled in any coursework at Cortland (or any other institution), nor participate in any college related activities while engaged in fieldwork.

Procedure for Approving a New Agency's Internship Program

Agencies wishing to establish an interim relationship with SUNY Cortland should do the following:

1. Review the HCM Fieldwork Manual thoroughly, particularly the learning goals and agency supervisor responsibilities.
2. Provide the HCM coordinator with information about the agency and the nature of fieldwork experiences for students.
3. The HCM coordinator will contact an agency representative to discuss fieldwork opportunities, as well as the affiliation agreement and other logistical issues.

Contact Information

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Student Responsibilities during Fieldwork

1. Communication

- a. Fieldwork students are expected to contact the college supervisor by phone or email the week before fieldwork begins.
- b. Fieldwork students are expected to communicate, as necessary, with both agency and college supervisors throughout fieldwork. Students should contact the college supervisor if they are experiencing a fieldwork related problem or conflict that is not easy to resolve.

2. Attendance

- a. Fieldwork students are expected to work a minimum of 30 hours per week over 16 weeks of fieldwork in the fall and spring semesters, for a total of 480 hours. Summer

fieldwork students must work a minimum of 40 hours per week over 12 weeks of fieldwork, for a total of 480 hours. Students should not typically exceed 40 hours per week. The daily schedule should be similar to that of the agency employees with whom the student is working. Hours worked by day must be documented in the weekly logs.

- b. Fieldwork students are to follow the agency's calendar and not the college calendar. Therefore, students who do their fieldwork during the spring semester do not have a spring break unless they are working at a college or university. Fieldwork students are expected to fulfill their fieldwork obligations without interference from any other activities, including part-time jobs and athletic practices. Some agencies schedule activities during the evenings and/or weekends, so fieldwork students may be required to exchange daytime for evening hours or weekday for weekend hours.
- c. Fieldwork students are responsible for being at the agency every workday unless the agency is closed for a holiday or poor weather. If the agency supervisor is absent, the fieldwork student is still expected to do fieldwork. Students are allowed a total of three absences (18 hours) during fieldwork without having to make-up the hours missed. If more than three days (18 hours) are missed, students must make-up the additional missed time. All absences must be reported to the agency on or before the day of the absence. For planned absences, the absence request form must be submitted to the college supervisor at least one week in advance, and the college supervisor's approval must be received. In the rare event that a student needs to take a lengthy absence from fieldwork, planned or unplanned, they will need to make arrangements to make up the additional missed days at the end of the fieldwork semester. This plan must be approved by both the agency supervisor and the college supervisor in advance. SUNY regulations prohibit students from starting fieldwork early. Poor attendance does affect grades and may result in an unsatisfactory grade in extreme cases.
- d. At the end of the semester, fieldwork students are responsible for submitting the Summary Record of Absences form, which can be found on the HCM fieldwork website. This form will provide detailed information about all absences from fieldwork.

3. Professionalism

- a. Fieldwork students are responsible for following all agency policies related to confidentiality and should be aware of the consequences of violating that confidentiality. The agency's confidentiality policies and practices should be thoroughly reviewed with the agency supervisor at the beginning of fieldwork.

- b. Fieldwork students are expected to adopt the following characteristics and practices at all times while representing their agencies and SUNY Cortland:
 - i. professional clothing
 - ii. professional conduct
 - iii. professional language
 - iv. excellent attendance
 - v. punctuality
 - vi. teamwork
 - vii. cultural competence and respect for human diversity
 - viii. confidentiality
 - ix. ethical principles

4. Academic Work and Documents

- a. Fieldwork students are responsible for completing all academic assignments and fieldwork-related forms. Guidelines for all assignments are provided in the Assessments section of this manual.

Supervisor Responsibilities during Fieldwork

A successful fieldwork experience requires that the student, the agency supervisor, and the college supervisor work together as a team. Each member of this team plays an important role. The student brings to the agency a foundation of knowledge and skills gained from their courses, and the student's role is to welcome opportunities for professional growth. The roles of the two supervisors are described below.

Role of the College Supervisor

The college supervisor serves as a liaison between the student and the agency supervisor, coordinates and assesses the academic aspect of fieldwork, monitors attendance, provides feedback and support to students as they go through fieldwork, and determines the student's final grades. If a student is at risk of getting an unsatisfactory grade in fieldwork, the college supervisor alerts the student of this problem and works with them to try to improve the quality of their work and meet fieldwork requirements. College supervisors do not make supervisory site visits, but they do maintain telephone and email contact with both the student and the agency supervisor during fieldwork.

Role of the Agency Supervisor

The agency supervisor provides students with a structured and planned learning experience that incorporates multiple varied opportunities for the student to develop professionally. At a minimum, agencies and agency supervisors are expected to:

1. Provide a fieldwork experience that is clearly healthcare management related.
2. Provide and/or develop a Learning Plan with the student.
3. Provide an adequate amount of substantive work so that students do not have excessive amounts of downtime or busywork. Avoid excessive amounts of clerical work.
4. Encourage student attendance and/or participation in appropriate meetings, events, workshops, trainings, conferences, etc.
5. Encourage students to get involved with multiple agency projects, both new and ongoing.
6. Encourage student observation and participation in official protocols, such as report writing, budgetary meetings, or grant activities.
7. Enable the student to become familiar with federal, state and local legislation pertaining to the agency's work.
8. Acquaint the student with the agency's mission, goals and roles in the community and the field of healthcare management
9. Explain the role of various departments within the agency in relation to the agency as a whole.
10. Assist the student in identifying and developing a project related to the work of the agency.
11. Complete fieldwork student performance evaluations twice per semester, once at the semester mid-point and again at the end of the fieldwork semester. The student will provide and submit the evaluation form.
12. Maintain communication with the college supervisor as necessary throughout fieldwork.
13. Share any concerns about the student's conduct, attendance, language, or other aspects of professionalism with the student and the college supervisor in a timely manner that allows the concerns to be addressed.
14. Explain policies and practices related to confidentiality to the fieldwork student.
15. Evaluate the college supervisor at the end of fieldwork. The student will provide and submit the form.
16. Provide appropriate work and supervision for students throughout the fieldwork period. In the event of the agency supervisor's absence, arrangements should be made for another agency employee to temporarily supervise the student. If other events occur, such as a Joint Commission visit to a hospital, students should not be told to stay home.

Telecommuting Policy

In some agencies where our students do fieldwork, telecommuting is a common and accepted strategy for reducing the expense and time of lengthy commutes. Although we recognize the advantages of telecommuting, we do not believe it is appropriate for fieldwork students to telecommute on a frequent or regular basis. Unlike paid employment, whose main objective is to further the agency's mission, the main objective of fieldwork is learning about the healthcare management field and developing as a professional in the context of a specific agency. Time spent at home during the work week is time spent away from the setting where much informal learning and relationship building occur. Frequent telecommuting could significantly lessen the quality and quantity of valuable learning opportunities that are unique to fieldwork. Further, the challenges of staying productive and focused on fieldwork activities at home may be too demanding for some students. Lastly, since fieldwork students are responsible for finding an agency that is within a reasonable distance from their home, they should not have to contend with a difficult commute.

Therefore, in general, fieldwork students should not telecommute. If special factors increase their desirability of telecommuting, it could happen on an occasional basis, not to exceed eight days in total. The decision to telecommute should be made jointly by the agency and College supervisors.

Assignments and Assessment

The grading system used for fieldwork is the college wide system of Highly Satisfactory (H), Satisfactory (S), and Unsatisfactory (U). Please see the course syllabus for the criteria for each grade. A student whose work is submitted late on more than one occasion will not be able to achieve a Highly Satisfactory (H) grade.

Remediation Policy: Process for Termination of Student Fieldwork Experience

The fieldwork students will be removed at any time during the fieldwork experience when the agency supervisor, college supervisor, HCM fieldwork coordinator and the chair of the Health Department determined that the fieldwork student's performance is not satisfactory and that minimal competence cannot be achieved. In each case, the fieldwork student will receive a grade of unsatisfactory (U) for the fieldwork experience. If a student receives an unsatisfactory grade in fieldwork or is terminated, they must go through the remediation process during the following semester before receiving permission to re-enroll in HLH 498, Fieldwork in Healthcare Management.

Evaluations

Fieldwork students are formally evaluated twice by the agency supervisor. The first evaluation is at the semester mid-point and the second evaluation occurs at the end of the fieldwork semester. Due dates for evaluations are in the syllabus. It is the student's responsibility to provide the evaluation form (link) to their agency supervisor and to submit the evaluation when due. Agency supervisors should discuss both evaluations with the students to help them understand their strengths and limitations and professional development. Both the agency supervisor and the student sign the evaluation, and the student submits evaluation to the college supervisor who factors the evaluation scores into the first quarter and second quarter grades. Evaluation forms can be downloaded from the HCM fieldwork website.

Weekly Logs

Students submit weekly logs throughout the fieldwork experience. The weekly log documents the activities and tasks performed by the students each day, as well as the time periods when they are working and the total number of hours worked each week. In addition, students incorporate a reflective dimension into their weekly logs. Reflection may encompass a wide range of opinions, observations, insights, ideas, and questions related to the agency and the student's personal experience of fieldwork on a day-to-day basis. Each weekly log should be 2 to 5 double-spaced pages in length. The weekly log is due to the college supervisor every Monday. A list of the student's hours completed for the week is included at the beginning of each weekly log. An example of the weekly log can be found on the HCFM web site.

Fieldwork Learning Plan

During the first week of fieldwork, the student and agency supervisor should meet to discuss a plan for the student's fieldwork experience. The student documents this plan in the Fieldwork Learning Plan and submits it to the college supervisor. The Fieldwork Learning Plan should be 1-2 double spaced pages. The plan should be in the form of a numbered list of the student's learning objectives for fieldwork. Learning objectives clarify what students will focus on learning in their respective agencies. Some objectives could relate to learning knowledge integral to the agency's work while others could relate to learning skills necessary to accomplish work in the field. Still other objectives may relate to the student's personal development in terms of their professional growth and career plans. There should be at least five learning objectives for fieldwork. For each learning objective, students should list the primary experiences (activities, events, meetings, projects, trainings, etc.) that they will be involved with during fieldwork that will help them achieve the objective. It is possible that some fieldwork

activities will facilitate multiple learning objectives, so they could be included on more than one list. It is also understood that the fieldwork learning plan may evolve over the course of the semester for a variety of reasons. Last, it is normal for learning plans to vary greatly from student to student, given the diversity of agencies in which they do fieldwork.

Agency Report

Each student will write a report about the agency in which the student answers the questions below. The report should be 5 to 6 double-spaced pages in length. Students should collect information by reviewing documents and websites, as well as interviewing appropriate agency personnel. Use specific details and examples as needed to illustrate answers. When writing the report, students must number their answers to correspond with the question below. Do not re-type the question.

Questions to Answer for the Agency Report

1. Briefly explain the agency's mission and scope of services, including identification of primary consumer or client populations.
2. Describe how the agency is organized in terms of leadership, divisions, and subdivisions. (Do not just include an organization chart.) Summarize the main responsibilities of the chief executive/administrative officer and other top administrative personnel.
3. Identify and explain two actual administrative or management-related challenges or problems confronting the agency and explain how this impacts healthcare delivery.
4. Discuss at least two ethical concerns the agency may face in conducting its operations.
5. Discuss two strategies and/or approaches used by the agency to navigate challenges related to human diversity (variations related to socioeconomic status, gender, gender identity, age, race, ethnicity, sexual identity, disability, etc.).
6. Select two courses from the healthcare management major, and relate the work of the agency to the relevant content of each course.
7. How did you collect this information? List all sources of information, including websites and agency leaders, using APA format.

Professional Development Reflection

Near the end of the fieldwork experience, each student will write and submit a personal reflection that addresses the areas listed below. The reflection should be 2 to 3 double-spaced pages in length.

1. Articulate how you see yourself as a healthcare management professional.
2. Discuss your career plans and interests, including your work-related skills, talents, and areas for future improvement, as well as the kinds of work you find engaging and personally rewarding.
3. Describe your network of professional contacts, including ways to use this network to advance your chosen career.

Healthcare Management Project

Each student is required to complete a special project designed to integrate and apply knowledge acquired in the classroom in a professional managerial healthcare setting. Ideally, the project will help facilitate the student's further development of effective communication skills, managerial competencies, computer literacy and problem-solving skills. The project should be meaningful and provide useful information to the student and the agency. The project could be an assignment that a manager has always wanted to explore or expand, if only they had someone to research, develop and/or implement the needed tasks. The project should require the student to communicate and interact with a variety of internal departments and individuals and to work with data. Working with data could consist of the student gathering primary data and completing an initial basic analysis or completing a more involved analysis on data that has already been collected.

During the first two or three weeks of fieldwork, the student and agency supervisor should meet and decide upon a project and consult the college supervisor as needed. Once the project is selected, the student develops the Project Proposal following the criteria below. The Proposal is submitted to the college supervisor for review and feedback. The Project Proposal must be approved by the college supervisor (see syllabus for due date) before the project may begin. Students are encouraged to communicate with the college supervisor as they develop their project proposals. When the project is completed, the student will prepare a written report (8-10 double-spaced pages) and provide an oral presentation for the agency using appropriate technology. The written report will be graded by the college supervisor. The presentation will be evaluated by the agency supervisor as part of the final evaluation form. Due dates are in the HLH 498 syllabus.

Criteria for Project Selection

The project should:

1. Be specifically related to healthcare management or administration;
2. Be meaningful and provide useful information to the agency and the student;

3. Require the student to work with data, meaning that the project could involve the student gathering primary data and completing an initial analysis or completing a more involved analysis on data that has already been collected.

Project Proposal

The student will complete and submit a Project Proposal to the college supervisor by the due date listed in the HLH 498 syllabus. Students are encouraged to communicate with the college supervisor during development of the proposal to answer questions and help ensure that the project will meet fieldwork requirements. Once the project proposal is approved, the student may begin the project. The Project Proposal should be four to five double-spaced pages not including the reference page or cover page. The proposal must address the following areas and use the headings listed in bold.

1. Nature and Scope of the Problem

Explain the nature and scope (context) of the problem or situation that the proposed project will address and how the project contributes to the work of the agency. (400-500 words)

- Provide background information to explain the nature and scope (context) of the problem. Use statistical information to support your discussion and cite your sources in the text and using a reference list (APA format).
- Explain how the project will contribute to the work of the agency.

2. Project Questions/Objectives

Explain what specific questions or objectives the project will answer. (one-half to 1 double-spaced page)

- Provide a numbered list of the specific questions/objectives that the project will answer or address.

3. Plan for Data Collection and Analysis

Explain the details of how data will be used in the project. (400-500 words)

a) Identify the data sources, data collection methods and instrumentation.

- Will primary data be collected for the project?
 - If so, what data collection methods and instrument will be used? (survey, focus group, telephone interview, claims database, etc.)
 - Is the data quantitative or qualitative (or a mix of both)?
 - Has the instrument been created or will the student develop it specifically for this project?
 - Has the instrument been validated? Explain how the student will determine the accuracy and validity of the data collection instrument(s). Attach copies of surveys or other data collection instruments to your proposal.
- Has data for the project already been collected?

- If so, explain the source of the data, including instrumentation and data collection methods used.
 - Is the data quantitative or qualitative (or a mix of both)?
 - Explain how the instrument was developed and validated to ensure accuracy. Attach a copy of the data collection instrument(s).
- b) Explain the plan for data organization and analysis.
- What software will be used for the analysis (Excel, SPSS)?
 - Explain the analysis plan. What statistical tests or other analyses will be performed?
 - Explain how the data will be organized for presentation (tables, graphs, lists, narratives).

4. References

- Use a minimum of five references.
- At least two references should be from peer-reviewed, scholarly sources.
- All references should be current and from credible sources.
- Sources used for statistics to describe the nature and scope of the problem should not be older than five years.
- APA format (6th ed.) should be used to cite sources in the text and in the reference list.

Guidelines for Project Report

Length: 8 - 10 double-spaced pages, not including the cover page and reference list

Format: APA format must be used in the text of the report and the reference list.

Headings: Use the headings in bold below to organize the report.

Content of the Report:

- **Title** of the project, student's name, semester, HLH 498 (cover page)
- **Nature and Scope of the Problem**
 - This section could be the same as what was already written for this section in the project proposal; however, the student must modify or improve it as necessary, based on changes in the project or feedback from the college supervisor. (500 words)
- **Project Questions or Objectives**
 - This section can be the same as what was already written for the project proposal, but often requires modification based on feedback from the college supervisor or because of additional information that may have become available since the proposal was written. (one-half to 1 double-spaced page)
- **Data Collection and Analysis**

- The student should build on what was written in this section of the proposal to describe how data collection, including instrumentation, and data analysis was actually completed. This may differ somewhat from the proposal based on college supervisor feedback or other changes that may have occurred during the course of the project. Any data collection instruments should be included in an appendix at the end of the report. This section should be written in the past tense. (300-400 words)
- **Findings**
 - Explain the findings or results from the data analysis to answer the project questions. Tables or charts may be included, but the student must also explain the findings in words. Only including a simple table summarizing the results will not suffice. (300-500 words, not including any graphics)
- **Conclusion**
 - The student should discuss and interpret the findings. Discuss what implications the findings may have for the agency and how the agency will use the findings. What decision-making did the findings support? Did the findings prompt additional questions to answer? Explain any problems related to the project that might have impacted the findings and how these problems were handled. (400-500 words)
- **Reflection**
 - Students should explain what they learned from completing the project in terms of their personal and professional growth. This section should be written in first-person tense, as it is a personal reflection. (250 words)
- **References**
 - The reference list should always start on a new page. A minimum of five references should be used and more are encouraged. At least two references should be from peer-reviewed, scholarly sources. All references should be current and from credible sources. Sources used for statistics to describe the nature and scope of the problem should not be older than five years. APA format (6th ed.) should be used to cite sources in the text and in the reference list.

Guidelines for Oral Presentation

Students will present an oral presentation summarizing the project and findings for their agency supervisors and other relevant agency staff. The agency supervisor will decide which agency staff are appropriate to attend the presentation and an appropriate length for the presentation. The student should use appropriate technology to support the presentation, which at a minimum means using PowerPoint or another appropriate presentation software. The agency supervisor will evaluate the student's presentation using the rubric on the HCM web site.

When creating the presentation, students should consider the following criteria for developing effective presentations:

- **Delivery:** Appropriate volume; appropriate tone; proper pacing and time management; does not use nuisance words; uses appropriate grammar and word choices; and avoids reading directly from slides or note cards.
- **Professional Presence:** Dressed professionally; uses professional gestures and mannerisms; and situation-appropriate eye contact.
- **Communication:** Appropriate communication tool selection (multimedia choice and quality); presentation tailored to the audience; effectively responds to questions and comments; appropriate selection of citations and sources; and presentation is effectively organized.
- **Content:** Accuracy; clarity and required elements or items are present.