

'Working in Health care' Internships
Institute of Health Policy and Management
Erasmus University Rotterdam
Information for the host organisation



Participants:	third-year Health Policy and Management students
Purpose:	to acquire understanding and experience of professional practice
Timing:	preferably between Monday 6 March – 19 May 2017
Duration:	240 hours (in a period of 11 weeks)
Contact person:	Dr. Marleen de Mul (0031 10 4081868; stage@bmg.eur.nl)

Opportunities required for 'Working in Health care' internships

'Working in Health care' internships (work experience placements) are a compulsory component of the final year of the Bachelor degree course in Health Policy and Management at the Erasmus University of Rotterdam. This brochure contains information about the purpose, terms and design of such internships, what you can expect of a student intern, your role as host organisation, the role of the university and when, how and where you can apply for a student intern or obtain further information about the internship programme.

Purpose of 'Working in Health care' internships

'Working in Health care' internships are hands-on work experience placements which students have to complete in the final year of their Bachelor degree course in order to graduate. The overall purpose of such internships is to enable students to gain experience of professional practice in the workplace. The institute educates students for a range of policy, executive, management, research and advisory posts in the health care sector. The internships are intended to allow students to experience day-to-day work in one of these areas at first hand and to find out how they themselves perform in that setting. More specifically, they are intended to enable students:

- To acquire experience and understanding of professional practice in the policy, management, research and/or advice fields in the health care sector;
- To acquire experience and understanding of the relationship between academic theory and professional practice;
- To acquire experience and understanding of their own skills and capacities;
- To explore their post-graduation work and study options.

Students can only acquire this knowledge, experience and understanding by witnessing the reality of day-to-day professional practice within an institution and seeing how they themselves perform in that setting. For this reason, students are seeking institutions prepared to give them the opportunity to acquire this knowledge, experience and understanding.

Terms and design of 'Working in Health care' internships

Internships must have a duration of 240 hours and should take place in the period between March 6th 2017 and May 19th 2017. In consultation with the student and the internship coordinator, it is possible to extend the internship period by several weeks, until the 16th of June. By exception it is possible to do the internship in another period. The internship coordinator will decide on requests for another period; only if it fits the student's study program, this will be approved. Maybe the student wishes to stay longer or to come earlier. This is also allowed, as long as it fits their study program. A longer internship period will, however, not lead to extra credits for the student.

The student will work in your organisation for 240 hours and will also need a place to work (desk, computer, etc., depending on the type of work).

In parallel to their internship, (most) students will work on their bachelor thesis. They will receive supervision by phone or skype, and have regular meetings with their supervisor.

The institution must be a place where the student can end up after their education programme. The host institution is an institution in the health care sector or with a focus on the health care sector, such as health care institutions (for example hospitals, home care organization, institutions for the disabled, care groups, psychiatric hospitals or public health organizations, consultancy firms, research institutions, insurances companies, patient organizations, or government. The work of the student must be in line with the professional profile of the education programme. The internship is designed to work as one of the following officers: policy staff member, executive, manager, researcher and consultant.

Every internship is a combination of learning by watching, and learning by doing.

1. Work-shadowing (40 hours)

The student work-shadows one or more members of staff in the categories mentioned above for around 40 hours. The student must also be given the opportunity to have discussions with members of staff (subject, of course, to any conditions you may impose), and to attend meetings during those 40 hours. Student define a "research question" for their internship that they have to answer at the end. This question relates to the role of the staff member in the organization, and his/her involvement in a process. This process can be generic, like managing a department, or more specific like implementing an electronic medical record. During the work shadowing and (informal) talks with the staff members the student investigates the role, knowledge and skills of the staff member. They report on this in their portfolio.

Example of an internship research question

What is the role of a quality officer in the audit process of Organization X?

- What is the role of the quality officer in the organization?
- How does the audit process go?
- What knowledge from the health sciences is used by the quality officer?
- Which skills should a quality officer have?

2. Internship assignment (200 hours)

The main part of the internship is reserved for an internship assignment. This assignment can be designed by the organization, together with the student. The internship coordinator has to assess and approve. The task must be capable of completion within 200 hours and it must be a job that would normally be done by a member of staff of your organisation. Given the areas of professional life for which we educate our students, the work involved must be of a kind that would normally be done by a policy officer, executive, manager, management advisor or researcher in a research department. To decide whether an assignment is suitable, the institution should ask itself what member of staff would be given the task if no student were available to do the work. The organization is responsible for supervision of execution of the assignment, both with regard to content and methodology. The university does not give support and also does not assess the quality of the end product.

Examples of internship assignments:

- Policy staff member: Supporting the making of a plan of quality improvement of a hospital or another department
- Managers: Supporting a project manager in leading a project for reducing sick leave
- Researcher: Perform (part of) an investigation in a research department, for example the research department of an insurance company

- Consultant: Supporting a team of consultants by taking interviews and report these interviews.

The assignments should have three deliverables (at least):

1. Attend a meeting and make **minutes** during this meeting.
2. Give an **oral presentation**, for example about the activities carried out during the internship.
3. A written (small) **report**, for example a policy document, a progress report or otherwise, as a deliverable of the internship assignment.

Through a portfolio, students report on their learning experience in their education programme. In support they provide us with their assignment report and presentation slides. These will not be reviewed.

What can a student do for you?

The students are in the final phase of their education programme. They have knowledge on topics such as: quality processes, the insurance system, industries in healthcare, innovation studies, policy processes, organizational structures, epidemiology, culture in organizations, health disparities, the most important laws in healthcare, recent policy developments and economical and business issues. Students are able to do research, gather information and become the owner of new knowledge, working together in groups and making written and oral reports.

If you want you can make the student carry out a larger assignment or give s/he a variety of assignments within a given theme. You can ask the student to write a report of the assignment. It is mandatory that the student writes at least one report. But you have to keep in mind that the students are still students. They have learned the above skills but they only have little experience in applying their knowledge into practice. For them the internship is a learning experience: 'Are they able to use their knowledge and skills in practice and acquire new knowledge and skills to make their own?'

Work for the university

Before the internship starts, the student and supervisor agree on the period, tasks and assignments. During the internship (but outside of the 240 hours) they also work on several assignments for the university to build their portfolio.

Before the internship

Before embarking on their internships, students formulate a research question and their own learning goals for the internship. These must be approved by the internship coordinator. In addition, the students are responsible that the internship contract is signed by the organization, themselves, and the university.

During the internship

During the internship the students work on two assignments for their portfolio. They should work on this outside the 240 hours, but they will need to collect data in the organization. The first assignment is making a video about their first experiences. The second assignment is to describe the organizational culture and how their personality fits in.

After the internship

After the internship students deliver their final assignment. They report on the activities executed for their assignment, give an answer to their research question and reflect on their learning goals and assessment.

Internship and thesis

During the internship period (most) students also write their bachelor thesis. Sometimes it is possible to perform the data collection for their thesis in the organization, for example doing interviews or questionnaires. We encourage this for students doing an internship abroad, because they do not have the time to collect data in the Netherlands. However, the topic and methods should match the expertise of their supervisor.

It is highly appreciated if the intern can combine the internship with the bachelor thesis. The results of their research might be of great benefit for your organization.

Any data collection for the thesis is not part of the 240 hours, unless they will also use the data for their assignment. By principle the internship assignment and the bachelor thesis are two independent (and independently rated) activities.

The role of the host institution

More specifically, the role of the host institution is to:

- work with the student to determine the terms of the internship;
- make agreements with the student about tasks, supervision and timing of the internship;
- make introduction arrangements for the student intern and make sure the intern has a place to work;
- preferably have one supervisor for day-to-day supervision, being also the central contact person for the university
- supervise and support the student in relation to the tasks to be undertaken during the internship:
- assess the student at the end of the internship, and discuss this assessment with the student.
- the host institution it self, sends the evaluation form to the coordinator (stage@bmg.eur.nl). This because of the susceptibility to fraud.

The host institution can offer remuneration and/or allowance, but students can never demand it.

The role of the university's internship coordinator

The university has an internship coordinator whose role is to act as a facilitator, mediator and assessor in the following respects:

With regard to the host institution

- assessing the internship opportunity;
- mailing halfway of the internship asking for an update on progress
- Calling/skyping with the coordinator of the internship (optional)
- providing an internship contract;
- answering questions and helping to solve problems;
- providing an evaluation form for the assessment of the student.

It is up to you to decide the terms of the internship together with the student but the university's internship coordinator can help with this if asked to do so. The student must submit the detailed agreements to the internship coordinator, who will then assess the internship opportunity. The student will inform you of the outcome. The university will normally draw up a contract formalising the agreed terms of the internship but if your institution has its own standard internship contract this can be used instead. Throughout the internship, the internship coordinator will be available to answer questions or help solve problems as they arise (stage@bmg.eur.nl).

At the end of the internship, the internship coordinator will provide a form for you to use in assessing the student (see appendix for last year's version; some modifications might be made this year). We would be grateful if you would conduct a final interview with the student to discuss your assessment. Your assessment will determine 40% of the final grade the student receives for the internship. The portfolio the student delivers during the internship will determine the other 60%.

Submitting an opportunity for an internship

When: Students have the opportunity from September to January to look for an internship. Submission of an opportunity for an internship is therefore best done during this period.

Who: You can submit your opportunity for an internship via e-mail to the internship coordinator (stage@bmg.eur.nl).

How: In order to indicate whether the internship meets the conditions, we ask you to write a brief explanation of the internship (see appendix for the template).

Summary of the procedure

- ⇒ The student and host institution reach agreement on terms, tasks, timing, supervision and any other matters the host institution feels desirable. The internship coordinator helps with this if asked to do so.
- ⇒ The student informs the internship coordinator of the proposed arrangements for the internship.
- ⇒ The internship coordinator assesses the proposed internship opportunity.
- ⇒ The student discusses the internship coordinator's response with the host institution.
- ⇒ The student discusses any changes to the proposals with the internship coordinator and informs the host institution of the outcome of this discussion.
- ⇒ The student makes all the practical arrangements surrounding the internship.
- ⇒ The student commences the internship as agreed.
- ⇒ The internship coordinator is available throughout the internship to answer questions or help solve problems at the request of either the host institution or the student.
- ⇒ At the end of the internship, the internship coordinator sends an evaluation form to the site supervisor in the host institution.
- ⇒ The site supervisor discusses the assessment with the student and returns the form to the internship coordinator.

Internship position

Name of the organization

Description of the organization

Description of the assignment

(aim and content; activities)

Description of work-shadowing

(which staff member will be the supervisor, who is available for work-shadowing)

What do we expect from the student?

Specifics of the internship

*(limited availability of the internship? Is it possible to start and end at a different date?
Is the internship more than 240 hours? Will the intern be paid?)*

How to apply?

Send a letter and resume to:

For the organization: Send this filled in form to stage@bmg.eur.nl. We will get in touch with you as soon as possible

Form 'Assessment Intern iBMG'

General data

Name student:

Name supervisor:

Was the internship at least 240 hours? Yes
 No

Performance of student intern (see below for explanation)

	Very poor	Poor	Fair	Good	Excellent
Attitude and skills					
Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of independent work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of work					
Insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of results of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of written reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of making minutes of meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of the internship assignment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final grade (see below for a guideline)

On a scale of 1-10

Comments of internship supervisor:

Date:

Signature internship supervisor:

Please fill in this form, sign it, and send a copy by email to: stage@bmg.eur.nl. The student is not allowed to send in this form!

Remarks about the grading system:

- Very poor: the student has a poor performance, and does not show any growth during the internship
- Poor: the students' performance is unstable, student shows little growth.
- Fair: the students' performance is sufficient, or the student shows significant growth in performance after a poor start
- Good: the students' performance is good, or the student shows significant growth after a fair start
- Excellent: the students' performance is very good, and even during the internship the student showed significant growth

Guides for grading

Overall score between very poor and poor: maximum grade 5,5

Overall score fair: 6,5 - 7

Overall score good: 8

Overall score excellent: 9 or higher