

**UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH
DEPARTMENT OF HEALTH POLICY & MANAGEMENT
<http://www.hpm.pitt.edu/>**

**SUMMER 2010 RESIDENCY
GUIDELINES**

The residency is a required one-credit course usually taken at a healthcare organization for three to four months (560 hours preferred) after the completion of the first year. It is recommended that the host organization provide a stipend in the range of \$1,500 to \$2,500 per month. The residency is organized so that the student is able to learn about organizational leadership in practice.

GOALS

- The student realizes through the residency that the theory, concepts, and analytical tools learned in the classroom can be applied in practice.
- The preceptor assesses the student's readiness for a managerial or policy position in terms of maturation, social skills, and intellectual development.

EXPECTATIONS

PRECEPTOR

The preceptor is expected to make a significant commitment to the student under his or her guidance, to develop a close relationship with the student, assess the student's professional interest and needs, and tailor the residency to meet those interests and needs. In addition, it would be advantageous for the preceptor to coordinate career development advice for the resident with the student's designated mentor.

RESIDENT

The student is expected to participate fully in the activities and projects assigned by the preceptor. The resident will comply with policies, procedures and standards of professional behavior (e.g. confidentiality) of the host organization and conduct himself/herself in an ethical, professional and collegial manner. The student may ask the preceptor to participate in activities regarding the student's master's essay.

PLAN

The preceptor and student are expected to develop a plan (**Field Practicum Learning Agreement**) prior to beginning the residency. This plan should include learning objectives and the activities to be completed by the student by the end of the experience.

Assignments made as part of the residency should be meaningful and challenging to allow the student to observe, participate, and lead in a variety of both routine and more unstructured activities involving technical, conceptual, and people-oriented tasks. The residency plan should include **the observation of leadership processes in**

- governance (e.g., attendance at a board or board committee meeting)
- senior management
- and medical leadership

Where feasible the **shadowing** of patients and clinicians should be scheduled.

Furthermore, the preceptor should be accessible to the student, so that the resident has the opportunity to **observe the executive** in the practice of management and/or policy development.

EVALUATION

The preceptor is expected to monitor continuously the student's performance using as many objective means as possible, offer feedback to the student, and complete a written evaluation using the **Preceptor's Evaluation of Resident Evaluation** form. The evaluation focuses on managerial competencies such as the student's ability to plan, organize, direct, control, budget, motivate, serve in a variety of organizational roles, work on teams, manage constituencies and think in a strategic manner.

REPORT

The student is expected to complete and submit a final descriptive and evaluative report of the field experience (which the preceptor approves for distribution) following the **Residency Report Guidelines**. The student will be expected to give an **oral presentation** of the report to schoolmates, preceptors and faculty. Also, the student will complete the **Resident's Evaluation of Residency** form.

SITE VISIT

The Residency Course Director monitors the residency experience by contacting the student and preceptor during the beginning of the residency, conducting a midterm **site visit** and by additional communications, as need be, throughout the residency.

ADDITIONAL INFORMATION

For additional information, contact Samuel A. Friede, FACHE @ friede@pitt.edu or 412-624-3675.