

**DEPARTMENT OF HEALTH POLICY  
AND MANAGEMENT**

**FIELDING SCHOOL OF PUBLIC HEALTH**

**UCLA**

**GUIDE TO FIELD STUDIES**

---

---

Laure Erskine, PhD, Professor  
Director, Program in Health Policy and Management  
CHS 31-253B  
Phone: (310) 825-4807  
Fax: (310) 825-3317  
E-mail: [lberskine@ucla.edu](mailto:lberskine@ucla.edu)

---

Zita Dixon, MSW  
MPH Program Manager, MPH Program & Alumni Relations  
CHS 31-236  
Phone: (310) 825-7661  
E-mail: [zdixon@ucla.edu](mailto:zdixon@ucla.edu)

# TABLE OF CONTENTS

	<u>Page</u>
<b>INTRODUCTION</b>	<b><u>1</u></b>
Objectives	<u>2</u>
Field Study Process	<u>2</u>
Field Study Timeline	<u>3</u>
<b>PART 1: INTERNSHIP SEARCH AND SELECTION</b>	<b><u>4</u></b>
Identifying Potential Placements	<u>4</u>
What is an Appropriate Placement?	<u>4</u>
Examples of Recent Projects	<u>5</u>
Preceptor and Site Selection	<u>5</u>
Internship Site Selection Procedure	<u>6</u>
Internship Search Progress Report	<u>8</u>
Informational Interviewing	<u>9</u>
Sample Informational Interview Request Letter	<u>13</u>
Sample Cover Letter	<u>14</u>
Important Principles to Remember Regarding Resumes	<u>15</u>
Job Search Strategies	<u>16</u>
The Ten Golden Rules for Knockout Networking	<u>18</u>
Sample Post-Interview Thank You Letter	<u>19</u>
<b>PART 2: SUMMER FIELD STUDIES</b>	<b><u>20</u></b>
Expectations of the Student	<u>20</u>
Role of the Department of Health Policy and Management	<u>20</u>
Role of the Preceptor and the Organization	<u>20</u>
Scope of Work and Contract	<u>21</u>
Consulting Report Proposal	<u>21</u>
Leadership Interviews	<u>21</u>
Student Evaluation of Placement	<u>21</u>
Guidelines for Preceptors	<u>22</u>

# INTRODUCTION

Welcome to Health Policy and Management Field Studies! For students new to health policy and management, this is your opportunity to spend time in the field practicing newly acquired skills. For students with background and experience in health policy and management, this will be an opportunity to hone your skills and experience in new or different areas of interest. Whatever your status, this will be your time to learn and master the reality of health services delivery and policy.

The Mission of the Program in Health Policy and Management is to advance the health of populations through improving the effectiveness and efficiency of personal and other health services in private and public health organizations. The Program seeks to improve organizations through the career development activities of graduates, sponsored research and community services. The educational aspect of this mission is expressed in the goal of the program - to prepare managers, policy analysts and leaders through professional education with the knowledge, skills, and values necessary to manage health organizations effectively in a socially responsible manner and to help establish health services policy that reflects social efficiency, equity and justice.

Health Policy and Management 400 course provides a fundamental contribution to the achievement of this mission and goal. The field studies course combines practice in the field with written and oral exercises based on the summer field experience. Students focus on the application of academic learning in the work setting by preparing a written analysis of an organizational or policy problem identified during the summer.

All students registered in the Master of Public Health Program in Health Policy and Management are required to complete a 10 week, full-time summer internship in an appropriate health care setting and to write an analytical report focused on an organizational or policy issue or decision identified during the summer placement. Health care settings may include hospitals, managed care organizations, medical groups, government agencies or departments, consulting firms, community organizations, advocacy programs or other related health setting.

The entire internship and integrative learning process takes approximately a year, beginning with the internship search process, and continuing through the summer internship and the written report. It begins in late January and continues through the end of Fall Quarter of the same year.

This Field Studies Guide provides important information that will help you to plan internship search and summer internship activities.

## **OBJECTIVES**

The internship process consists of two components: the internship or field study and the written consulting report. Each component has its own objectives.

### **The Objectives of the Field Studies Experience are to:**

- € Experience management and policy analysis in a practice setting;
- € Apply the theory, knowledge, skills and techniques obtained in the classroom to a professional setting;
- € Understand organizational dynamics in a given practice setting;
- € Polish and enhance management and policy analysis skills under the guidance of an experienced preceptor;
- € Develop a professional persona by integrating the lessons of a professional environment;
- € Provide an opportunity to explore a particular health care setting as it might relate to future career decisions.

### **The Objectives of the Written Report are to:**

- € Integrate theoretical principles and professional practice by analyzing a problem and proposing a solution;
- € Develop professional writing skills by preparing a field studies related report organized and presented as a consulting report;
- € Develop presentation skills;
- € Share lessons learned with classmates and preceptors;
- € Develop professional skills;
- € Complete a requirement for the Masters of Public Health Degree.

## **THE FIELD STUDY PROCESS**

The field study process is comprised of three parts:

1. The internship search and selection process,
2. The summer field work experience, and
3. The written deliverables.

Upon completion of Health Policy and Management 400 in December, the student will receive a grade.

The summer field experience is not graded. However, it can impact your final grade through the selection of the project at your site and the thoroughness with which you carry it out. Therefore, it is important to think seriously about the project as you plan your

internship.

***FIELD STUDY TIMELINE***

The following timeline outlines the major elements of the internship process. This timeline is *approximate* and will vary for each student.

January	Attend mandatory informational and kick-off meeting
February	Complete Summer Internship Planning Form  Meet with Program Director to review Planning Form, resume and student's personal expectations.
March	Preceptor Recognition and Student Networking Event
March-April	Identify potential placement sites. Continue meeting with Program Director.
March-May	Informational and placement interviews
May-June	Continue placement interviews. Negotiate and finalize field placements.  Complete and return Internship Data Sheet
June	Students and preceptors attend Boot Camp
Mid June- Early July	Begin summer internship
1 <sup>st</sup> week of Internship	Submit Contract and Scope of Work
4 <sup>th</sup> week of Internship	Submit Proposal for Consulting Report
September	Internship Ends
Fall Quarter	Enroll in HPM 400. Write project report and present to class.
December	Final Consulting Reports mailed out to preceptors

## **PART 1: INTERNSHIP SEARCH AND SELECTION**

### ***IDENTIFYING POTENTIAL PLACEMENTS***

1. **Department Solicitation of Community Resources.** Each January, the Department sends letters to our network of organizations throughout Southern California informing them of our new cadre of students. Many of these organizations respond to this solicitation by developing projects and requesting an intern.

2. **Student Development.** Students may develop their own internships using their network of contacts. Students who choose to develop their own internships must submit information on the site, a description of the anticipated project, and a resume or other documentation of the preceptor's qualifications. The internship must be approved by the Program Director prior to the commencement of the internship. The Program Director will contact the potential preceptor to discuss the expectations of the Department of Health Policy and Management Field Studies Program.

3. **Professional Community Request.** Projects often arise in organizations that seek student assistance in their completion. These opportunities are evaluated for their appropriateness as internships. Many organizations are simply looking for part-time student employees. This type of work experience is not appropriate for Field Studies assignments, which are specifically designed and precepted learning experiences for the student.

### ***WHAT IS AN APPROPRIATE PLACEMENT?***

Each student and assignment is individual. Each relationship between the student and the preceptor is unique. Flexibility is important. Students and projects vary. One student may have a major project within one Department of the organization while another student may have several smaller projects from a variety of organizational sub-units. Some placements are predetermined and require the student to fit into the specified conditions. Other placements are flexible and built around the students' specific skills and interests.

Regardless of the nature of the placement, the students' work should be valued by the organization and make a contribution to meeting the organization's goals and mission. As such, the Program expects that the student will be paid for his or her work as a professional. Finally, the work should be flexible enough that the student can be exposed to a variety of meetings and decision-making process at all levels of the organization.

Because students are required to develop a written consulting report, the nature of the projects and assignments on which the student works is important in selecting an internship site.

### ***EXAMPLES OF RECENT PROJECTS***

- A managed care integration training program for physicians;
- Clinical Reminders for Nurses and Physicians Treating Cancer
- Assessment of Quality of Care at Bay Cities Assisted Living Facility;
- Workflow System Implementation at Valley's Healthcare Management Consulting;
- Reducing Nursing Lab Errors in the ICUs;
- Reducing the Number of Patients Lost to Follow-Up in a Care Management Program;
- Evaluating the purchase of 3rd party excess loss insurance and managing financial risk;
- Developing Policy and Program Recommendations for Childhood Obesity Prevention;
- Hospital cost control analysis
- Preliminary feasibility study for a diabetes management center at an urban Medical Center;
- Marketing analysis of the Chinese community use of health services;
- Assessing the Viability of an Inpatient Neurological Rehabilitation Unit;
- Patient flow analysis of same day surgery unit;
- Needs assessment of under-served populations for maternal and child health care services;
- Improving Data Collection Process for HIV Disclosure Services
- Supporting Safety Net Providers to Build Capacity for Quality Improvement;
- Restrictive Formulary System Evaluation;
- Strategic plan for hospital technology assessment and acquisition;
- Development of a business continuity plan for National American HMO;
- Competitive Intelligence Processes for Hospital Strategic Planners;
- VA Office of Asset Management: Developing a Business Plan;
- Improving Urgent care in a Medical Group;
- Developing a Dashboard to improve payment timeliness in a health plan;
- Developing a Medical Home Pilot Project for a County Medical Center;
- An analysis of CPOE and EMR Market Penetration and Opportunity.

### ***PRECEPTOR AND SITE SELECTION***

1. **Preceptor Competence and Experience**- The demonstrated or potential excellence of the preceptor is a significant variable in the selection of an internship site. Preceptors, as teachers, are extensions of the program faculty. They are carefully evaluated before being accepted as appropriate to teach our students. The Program seeks preceptors who are open, interested, and available and possess an educational philosophy and experience that are compatible with the Program. Successful preceptors will have an inclination and ability to direct an individualized learning experience.
2. **Student Interest and Career Objectives** - The Program seeks sites

consonant with the interests and career objectives of students in terms of type and scope of services provided, location, area of focus in health policy and management, and level of task challenge.

3. **Institutional Support** - Factors include: ability and willingness to pay the customary stipend; a supportive organizational structure, particularly the management team; opportunities for students to be exposed to a variety of organizational departments, individuals, tasks and functions. Students shall have access to any data required to conduct their projects.

### ***INTERNSHIP SITE SELECTION PROCEDURE***

Finding an appropriate internship will require some expenditure of effort. Every student brings a different set of interests and experience. Likewise, every internship opportunity offers a different set of tasks, skills, and knowledge. Finding the best fit between a student's interests and skills and the requirements of the site will achieve a successful internship. While the final decision of internship site is a matter of agreement between the student and the site, the department facilitates the process of finding an internship. To assist us in this facilitating role, you are required to complete several documents that will help you identify the most appropriate internship and keep you focused on the search. You may download these forms on our Health Policy and Management CCLE website (<https://ccle.ucla.edu/>). **Please Keep a Copy for Reference!**

### ***Summer Internship Planning Form***

The planning form is designed to assist you in identifying your strengths and those areas that you would like to develop further. It attempts to identify those areas in the field of health services that have historically been of interest to our students. This form will give you an opportunity to express yourself about your interests, talents, and skills so that a better fit can be made between you and a site. Visit our CCLE website to download this form (<https://ccle.ucla.edu/>). You will be able to upload No student will be referred to a site for a placement or informational interview without an Internship Planning Form on file.

### ***Resume***

All students must update their resumes in preparation for field placement interviews. I will be available to assist students in preparing a professional resume. No student will be referred to a site for a placement or informational interview without a current resume on file.

### ***Individual Student Meetings with the Program Director***

All students will meet with the Program Director during February, March and April to review their resume and Internship Planning Form. At this meeting, the Director will have the opportunity to meet each of you and learn about your individual background and skills, thereby providing more effective placement counseling. During these meetings, help with resume preparation will also be available.

For students who are not sure of the particular area of the health system in which they want to practice, these one-on-one meetings can provide information about different areas of health services delivery and health policy. Some students may be directed to



contact practitioners in the community for informational interviews. The Department maintains a cadre of very supportive practitioners who take the time to talk with our students. Many students have found these informational interviews very helpful in narrowing their internship search.

### ***Informational Interviews***

During the winter and spring quarters, many students go on informational interviews. Students can make appointments with Program Alumni as well as current and previous preceptors who enjoy meeting with students and helping them as they begin their careers.

For many students, this is the first time many students will begin negotiating the professional field of Health Policy and Management. From now on, think and behave as a professional. This will also be the beginning of professional networking for many of you. Networking is a fundamental skill in your professional toolkit. The world of health policy and management is small indeed. You will most likely meet many of your new contacts many times throughout your career.

### ***Common Collaboration & Learning Environment (CCLE) and Blue Book of Internship Opportunities***

Internship opportunities will be posted on our Health Policy and Management MPH Program CCLE website (<https://ccle.ucla.edu/>). In addition, the Office of Field Studies (31-253 CHS) maintains a small blue binder of the existing and open internships each year.

### ***Final Selection***

Students interview with several potential internship sites. Sites may interview several students. This provides both the student and the preceptor an opportunity to assess the appropriateness of the fit and the learning opportunities. The eventual match of the student and the site represents a joint decision between the student and the site with the approval of the Program Director.

### ***Internship Data Sheet***

The Internship Data Sheet is to be completed and either uploaded on our CCLE website or returned to Dr. Erskine as soon as a placement is finalized. The Data Sheet is the registration form for field studies. The Internship Data Sheet must be on file in order to receive credit for the internship. The Data Sheet can be found on our CCLE website (<https://ccle.ucla.edu/>).

**UCLA FIELDING SCHOOL OF PUBLIC HEALTH  
DEPARTMENT OF HEALTH POLICY AND MANAGEMENT  
INTERNSHIP SEARCH PROGRESS REPORT**

To: MPH Students  
From: Laura Erskine, PhD, Program Director

Periodically, it is important to assess your progress in securing an internship for this summer. Some of you may already have positions. Everyone else needs to complete this form and submit it to me.

Remember, it is the student's responsibility to obtain an internship. Graduation from the HPM program requires an approved and completed internship. Your Fall HPM 400 Consulting paper is dependent on the internship.

If you have secured an internship, please complete and submit the Internship Data Sheet for your file. If you have any questions about your search process, please contact me at [lberskine@ucla.edu](mailto:lberskine@ucla.edu) or stop by 31-253B and make an appointment.

**YOUR NAME:**

**ORGANIZATIONS OR PERSONS CONTACTED:**

**INTERVIEWS PENDING:**

**INTERVIEWS COMPLETED:**

**ADDITIONAL PROSPECTS:**

**MOST PROMISING LEAD FOR INTERNSHIP:**

**(Please use other side to make additional comments.)**

## **INFORMATIONAL INTERVIEWING**

**Purpose** To obtain firsthand information that will assist you in choosing a career. Remember, it is **NOT** a job interview. It **IS** a networking and information gathering session.

### **Procedure**

- 1     **Contacts:**             Identify and choose individuals working in a career area that interests you. Use referrals to develop your own contacts/network.  
  
                                  Speak to people in different settings to get a good overview of the field.
- 2     **Approaches:**        Personal referral, phone call, email
- 3     **Preparation:**       As much as possible. Research the career, company, competition, mark, etc. prior to the interview.
- 4     **The Interview:**     Dress and behave in a professional manner.  
  
                                  Establish rapport with the person you are interviewing and indicate interest in their career.  
  
                                  Share something about your interests and skills.  
  
                                  Be sure to request names of other people you can contact.
- 5     **Follow-up:**         Record information about the interview for your records: name of person you spoke with, organization, address, telephone number and summary of information you learned.  
  
                                  Send a thank you note!  
  
                                  Send a cover letter and resume when you begin your job search.

### **Informational Interviewing Q&A**

Perhaps the best way to expand your knowledge about a particular area of work is to talk to people doing that work; in other words, Informational Interviewing. The aim is to learn what a "typical day" is like, how they prepared for their occupations and what skills they feel someone entering the field must possess.

The person you interview for information probably knows several people working in the same field at other organizations. He/she may be willing to refer you to these people for additional informational interviews. In the future, if he/she hears of a position that could use your skills, you may be remembered from the informational interview and be referred to the position.

What is the difference between Informational Interviewing and simply asking employers for jobs?

Informational Interviewing allows you to gather data about an occupation and/or industry. The data may, in the future, enable you to demonstrate to potential employers how your unique combination of skills, interests, and values can assist in meeting the organization's objectives.

What specific employment barriers can Informational Interviewing help you overcome?

Informational Interviewing can help you overcome four common job-hunting obstacles.

1. You may lack knowledge about suitable jobs for which you can qualify with your background. Informational Interviewing can allow you to learn more about the job titles, duties and personality traits of people in fields that others with your background have entered.
2. You may lack relevant work to get the career position you want. Informational Interviewing will enable you to ask for specific suggestions for acquiring this experience, either through additional coursework, internships, entry level jobs, etc. In addition, a lack of experience can often be compensated for by knowledge of an organization's structure, services and problems. Having this knowledge will enable you to uncover unmet needs within the organization that the skills you do possess can help address.
3. In many fields, few jobs are ever openly advertised. A job hunter may not come into contact with these jobs if he/she does not know where to look. Some employment specialists estimate that only about one job in six is ever advertised in a classified ad, personnel office, or on a placement office bulletin board. The rest are "discovered" and filled through word-of-mouth between professional colleagues. Unfortunately, most college students and recent graduates feel that they do not have access to knowledgeable and influential people in their desired career field. Informational Interviewing can help job seekers meet and develop rapport with these people.
4. Most job hunters only ask personnel representatives and receptionists for information about job opportunities. Very often these individuals do not have knowledge about the total range of jobs available, the feasibility of non-traditional jobs, or of the existence of jobs that are not advertised in writing. Informational interviewing allows you to get the above information from people who have it, i.e. people performing the jobs in which you are interested, or their immediate supervisors.

Are people willing to spend time talking about their Career Fields?

People working in a field that interests you will often be flattered if you ask for their advice. This is simple human nature! Their advice, as well as the information they can provide about their careers if that you are seeking when interviewing for information.

### **How do I locate individuals to interview?**

You will want to identify, by name, the person you wish to interview so that you are contacting an individual, not a job title. If you cannot find the name, but know the kind of work in which you are interested, you may call and ask the name of the person in charge of the section or division that handles the function in which you are interested. For example, you may want to ask about sales, research, budget administration, public relations, government relations, conference organizing, library, etc. In some cases you may wish to ask the name of the person who is working on that particular problem area, issue or concern which is of special interest to you.

### **How do I arrange an Informational Interview?**

After you have researched an organization and identified the person with whom you wish to speak, you may arrange an informational interview. Develop your most comfortable approach.

- Be well-prepared
- Start with people who are "low threat" — family, friends, alumni, etc.
- Practice in an area where you feel you have nothing to lose.
- Start with a low-priority organization

There are five ways to contact an individual you wish to meet:

- Telephone the person directly
- Email the person directly
- Write a letter and follow up with a phone call.
- Drop in on the person and ask if you can be seen without an appointment
- Have one of your personal contacts arrange an appointment for you. Make sure your contact clearly understands what your mission is.

Pursue your own contacts. People you already know can lead you to people who are working in your field.

### **How do I conduct the Informational Interview?**

Remember that your purpose is to gather information from someone who is working in an area of interest to you — you are not asking for a job. You are searching for information that will help you to understand the realities of working in that field. You will be doing the interviewing. Be sure to take good notes.

Here are some questions you might want to ask of people working in occupations:

- What is your job like?
- What do you do in a typical day?
- What kinds of problems do you deal with?
- What kinds of decisions do you make?

- What are the most important personal satisfactions and dissatisfactions connected with your occupation?
- What social obligations go along with a job in your occupation?
- Are there organizations you are expected to join?
- Are there other things you are expected to do outside of work hours?
- What things did you do before you entered this occupation?
- Which of these things have been most helpful?
- What sorts of changes are occurring in your occupation?
- How does a person progress in your field?
- What is the best way to enter this occupation?
- What are the advancement opportunities?
- What are the major qualifications for success in this particular occupation?
- Could you suggest any other people to whom I could talk with who work in this field or in related fields?

### **How do I follow up after my Informational Interview?**

#### *Record Keeping*

Keep careful records of your informational interviews. You will want to spend some time soon after you interview evaluating what you have learned and organizing the names and addresses of new contacts. These will prove very helpful when you actually begin your job search.

#### *Thank You Notes*

They should be sent to each person you talked with at any length. A few lines can indicate your appreciation of their time and the value you derived from the interview. This gesture of old-fashioned courtesy can also help you to be remembered.

#### *Re-contact these Individuals Periodically*

Tell them the results of your visits with the people they recommended you contact. If you find articles in newspapers, magazines, or journals that might be of interest to an individual whom you have interviewed, send along copies. If you keep in touch with these people and remind them of your interest in their field, they might share with you additional information as they gather it.

Note: Adapted from publications of Georgetown University, the University of Oregon and the University of California, Berkeley.

## **Sample Informational Interview Request Letter**

This is a request for information, not a job. Be sincere and show appreciation. Be brief, specific and professional.

### **PARAGRAPH 1**

<b>Introduction Link</b>	Identify how you got the person's name (referral, listing, etc.)  If they do not know you or if they need to be reminded who you are, then... introduce yourself
<b>Purpose</b>	Why you are writing:  Information, advice, job hunting, but NOT FOR A JOB!

### **PARAGRAPH 2**

<b>Background/Interests</b>	Tell them why their background and perspective is important.  Give details about your interests.
<b>Specific Queries</b>	Industry, function, company, career options, jobs within company

### **CLOSING PARAGRAPH**

<b>Follow-up: When</b>	Explain when and how you will contact them to set up a mutually beneficial appointment
<b>Reiterate Purpose, and Thanks</b>	Looking for 20-30 minutes of your time.  This information is very important to me in my search. Thank you...

## **Sample Cover Letter**

The cover letter is your opportunity to grab the employer's attention and focus him/her on who you are and why you are a match for the job. Below is the information you should include in your cover letters. The order and paragraph structure are flexible.

It should:

- Be tailored to company/position addressing company/job needs
- Show an understanding of the company's structure
- Be personalized — address to a specific person. Try to get a referral.
- Highlight areas of resume that are a strong match with company's operations, etc.
- Be succinct — never more than one page

### **PARAGRAPH 1**

<b>Link</b>	Who referred you. How you found out about the position. A reminder of who you are in relationship to them, i.e. "Thank you again for talking with me last Thursday..."
<b>Explain</b>	Why are you writing this company? What do you want and why?

### **PARAGRAPH 2**

<b>Skills Pitch</b>	What skills will help you do the job and be useful to the company. Be specific — generalities won't do. Go for accomplishment statements (S.A.R. — Situation, Action,
<b>Resume</b>	Advise them resume is enclosed.

### **PARAGRAPH 3**

<b>Company Knowledge</b>	Demonstrate familiarity with purpose and requirements of firm. (Annual reports, 10K, etc.)
<b>Match</b>	Match company's purposes, requirements, and philosophies with your own.

### **CLOSING PARAGRAPH**

<b>Specific Request</b>	To be on invite list (when), to meet, etc.
<b>Next Move</b>	I will call you on... (Be proactive but not pushy!)



## **Tyler & Company's Important Principles to Remember Regarding Resumes**

1. Resumes are merely facilitation tools. They get you to the interview, which is the most important of the job search process.
2. A good resume will not get you a job; a bad resume will not get you an interview. The resume should encourage the prospective employer to read it. It is not only a document of record, but also a marketing and sales tool.
3. Try to limit your resume to three pages; two pages are best. New grads should use one page.
4. Do not list a job objective on the resume. Job objectives are so broad as to be meaningless or so narrow as to eliminate you from something you might like to do. Cover the job objective in the cover letter.
5. The two most common mistakes in preparing resumes are failure to delineate responsibilities and accomplishments and date format errors, especially with multiple jobs at one employer.
6. Have a separate sheet for references that you furnish only when requested.
7. Include a cover letter with your resume that includes an introduction, a job objective, salary parameters, and a request for an interview.

## **Job Search Strategies**

### ***Networking***

Networking is an organized method of making links from the people you know to the people they know, gaining and nurturing an expanding base of contacts. In today's market, almost 80% of jobs are obtained through NETWORKING! 35% of those positions were CREATED!

Information is power —Networking is gaining first-hand information in a timely fashion.

Different Types of Networks:

Mentor	A person who guides you along your career by providing opportunity, access and guidance.
Role Model	A person whose professional behavior and posture stimulates ideas for you and for your professional life.
Hub	A person who is a walking referral system and always refers you to other sources.
Challenger	A person who either overtly or tacitly causes you to look at your own direction.
Promoter	A person that keeps you abreast of opportunities and encourages your visibility.

Before you start networking:

- Know Who you Are
  - Values, skills, abilities, interests
- Know What you Want
  - Be specific — What do you need and for what purpose? When do you need it? In what form do you need it?
- Know What you Offer
  - UCLA contacts, resources, support expertise, accessibility, network, unique qualities, customer base, etc.
- Know Who Can Give it to You
  - Identify appropriate network, based on criteria such information, expertise, feasibility, accessibility, etc.
- Know Networking Etiquette

- Expectations, attitudes, approaches....it's a two-way street. Have patience and know the "Golden Rule." Remember that you are part of someone else's network, and expect that they, too, will ask you for assistance someday!
- Know How to Keep Track
  - 3 by 5" cards, computer systems, wall calendars, notebooks, business card files...whatever tracking system works best for you...use it! Remember to track favors as well as contacts!
- Follow up
  - Every week, call at least one person whom you have not talked to in at least 90 days. This reactivates your "hidden" network.
  - Send a gift or note as soon as possible when another person has served or supported you in some way.
  - Invite people in your network to events in which you are participating when you know that the event would be of interest or value to them.
  - If you see an article about someone, send a copy with a congratulatory note. If an article related to business, trends, etc., send a copy of the article with a short note.
  - Return calls within 24 hours! Always respond as promised.

**To be a successful networker:**

Be open minded.

Be prepared.

Use your imagination.

Treat your network as equals, non-hierarchical.

Choose members for information, not position.

Don't be afraid to ask questions.

Talk, talk, talk

Don't waste network resources.

Give without expectations.

Always thank your network.

Set clear, realistic and achievable goals.

Be patient; it takes time and energy to nurture your network.

Be persistent.

## **The Ten Golden Rules for Knockout Networking**

1. Be an **excellent** listener. STOP planning your next sentence or your rebuttal before the other person has finished speaking.
2. Be genuinely **curious** about the other person ("Tell me a bit about your business/your clients/how you got into the business/your background").
3. Be on the lookout for others who appear uncomfortable-help them feel at ease. This puts you at ease as well.
4. You never know where your next referral will come from—treat **everyone** as if he/she could be a referral source.
5. No matter what else you are "selling", the real product is YOU!
6. Get to the event early—this way, you can see who is coming in and can choose with whom you want to begin a conversation.
7. It's okay to move on. Say "It was really nice meeting you. May I have your business card? I'd like to say hello to a few more people before the meeting starts/I have to leave," etc.
8. Don't hang back from or push into a "clump" of people — nod and smile your way in!
9. Set the goal of "giving away" something in each network situation. Listen for what the other person may appreciate—a referral to a book, a website, an article, a good contact, someone who can supply a service or product he/she can benefit from. No actual gifts are needed!
10. Follow up, follow up, follow up! Now you are talking "relationship". Handle those business cards right away. Call/email within 48 hours.

\*Source: Oya Consulting, Philippa Kennealy, MD MPH CPCC.

## **Sample Post Interview Thank You Letter**

A well written thank you letter is good business etiquette. It is not a hard sell and is not meant to cover for mistakes made in the interview. It is a reminder of your good points while demonstrating an interest in continuing in the interviewing process. Recruiters are looking for reasons to eliminate people. Not writing a thank you may give them what they need!

Be brief, be timely (within 48 hours), thank the individual for his/her time, re-emphasize your specific skills/abilities that are relevant to the position, and include any post interview information that would be helpful for the organization to evaluate you.

### **PARAGRAPH 1**

<b>Thank you</b>	A quick one sentence thank you and reminder of where/when the interview took
<b>Conversation Tidbit</b>	Mention a positive aspect of the conversation.  Show you were paying attention and refresh their memory

### **PARAGRAPH 2**

<b>Link</b>	Show understanding of recruiter's situation, needs of the company/position.
<b>Contribute/Soft Sell</b>	Reiterate or imply what you have to offer the company and position.  Include short reminder skills/abilities relevant to the position.

### **CLOSING PARAGRAPH**

<b>Interest</b>	Reaffirm interest in position. Advise them you would be willing to supply additional information.
<b>Final Thanks</b>	Thank them. I am very grateful for the opportunity...

## **PART 2: SUMMER FIELD STUDIES**

### ***EXPECTATIONS OF THE STUDENT***

In return for the commitment of the organization, the student also has a responsibility to the organization as well as to his or her own learning. The Department of Health Policy and Management expects students to act as developing professionals by:

- Participating in setting goals for their own learning;
- Fulfilling the requirement of a full-time position for a minimum of 10 weeks;
- Behaving in an ethically and morally professional manner;
- Performing professional quality work;
- Conducting themselves consistent with the values of the organization;
- Completing academic work and assigned papers relating to the Field Placement.

### ***THE ROLE OF THE DEPARTMENT OF HEALTH POLICY AND MANAGEMENT***

The Department values its relationship with professional organizations in the health care community. We anticipate the student will behave in a manner that will contribute to nurturing these relationships.

The program is responsible for the students and will be evaluating their progress and achievement. The Department works closely with the student and the preceptor in the development of the student's Field Study Project. Program Faculty will be available to discuss and consult with students or preceptors on any concerns regarding the placement. The Program Director makes site visits as needed to placements in regional Los Angeles. Site visits allow the preceptor, the student and the Program Director to share progress on the Field Study report, to assess the value of the organization's placement, evaluate the value of the student's placement, and solidify the relationship of the preceptor organization and UCLA.

### ***THE ROLE OF THE PRECEPTOR AND THE ORGANIZATION***

The Field Studies Program introduces the student to a high level of professional skill and expertise in the health industry. In this manner, students develop their potential. To accomplish this, the Department considers the following when selecting preceptors and placement sites:

- A health services or related graduate degree or equivalent combination of degree and experience;
- An interest in and willingness to foster the student's learning experience;
- Opportunities for the student to be exposed to a variety of organizational departments, individuals, functions and tasks;
- Student accessibility to the preceptor through a commitment to meeting with the student on a regular weekly basis to discuss and critique the student's work and

- progress;
- Centrality of the task to the institution and evolving health care industry;
- Adequate financial and organizational support.

The Department of Health Policy and Management expects preceptors to provide supervision for the student and to assign tasks that meet not only the agency's needs but opportunities for the student's personal and professional growth as well. Organizations are expected to provide access for students to any data required conducting their projects. The preceptor is responsible for completing any written evaluations of the student and project. A copy of the [preceptor guidelines](#) is at the back of this section.

### ***SCOPE OF WORK AND CONTRACT***

After the first week in your site, you and your preceptor together will complete the scope of work and the contract. The scope of work outlines the expectations you are responsible for with the organization and the specific activities you will conduct to complete your work. The contract ensures that both you and the preceptor are in agreement about these expectations. Both of these forms can be found on our Health Policy and Management CCLE website (<https://ccle.ucla.edu/>).

### ***CONSULTING REPORT PROPOSAL***

The final output of this yearlong process is a written analytical professional report based on a problem identified during the summer fieldwork. To begin the process of identifying the project or understanding the underlying concepts or methodology, you are required to prepare a proposal. The purpose of the proposal is to help identify the problem, the relevant methods and data, and to develop the project questions, objectives and tasks to complete the project.

### ***LEADERSHIP INTERVIEWS***

Each student will conduct three to five interviews with selected leaders in the organization. This opportunity allows the student to:

- Gain insight into leadership strengths and abilities
- Interact with executive team members and assess their perception of leadership and important leadership characteristics
- Learn about the organization and the contributions of the leadership team

### ***STUDENT EVALUATION OF FIELD PLACEMENT***

After you finish your summer internship, you are required to complete and return the yellow Student Evaluation of Field Placement. This form is important to the Program in that it is an assessment by the student of the value of the placement in terms of the quality of the tasks and supervision. These forms are shared with future students who may be completing an internship at the same site. The last page of the Student Evaluation is an assessment of the preceptor. This portion of the evaluation will not be shared with other

students. It is primarily for the Program Director to assess whether it would appropriate for future students to work with a given preceptor.





# UCLA Department of Health Policy and Management Programs in Health Policy and Management

## PRECEPTOR GUIDELINES

This guide was developed to assist field preceptors in working effectively with the students and with our program expectations. The expectations and responsibilities set forth below will help maximize the student's summer experience and contribution to the preceptor's organization.

### **Getting started:**

1. Provide orientation and overview to the organization: Mission and purpose; history, structure and organizational chart; sources of funding, major programs, services provided; relationships between preceptor organization and other community organizations.
2. Provide necessary office space and support to carry out assigned tasks.
3. Review policies and procedures with which the intern is expected to comply.
4. Planning assignments and projects:
  - a. Develop a work schedule based on mutually agreed upon objectives for the field experience
  - b. Provide a project of sufficient complexity for the student to complete the written consulting paper during the fall term
  - c. Provide a project for which the student can carve out ownership of the process and outcome
5. Assign tasks that not only meet the organization's needs but the student's personal and professional growth as well.

### **Your Role as Preceptor:**

6. Be accessible to the student through a commitment to meeting with the student on a regular weekly basis to discuss and critique the student's work and progress.
7. Introduce the student to organizational personnel and professional staff as well as community-based individuals with whom the student will be working.
8. Provide opportunities for the student to be exposed to a variety of organizational departments through attendance at management meetings, staff meetings, program planning and coordination meetings with professionals and/or community representatives.
9. Encourage student to work independently while providing opportunities for gathering and sharing information.
10. Facilitate and sign the student's consulting project proposal.
11. Become involved with and foster the student's learning experience.
12. Attend, if possible, the student's oral presentation in class during the fall term.
13. Upon receiving a copy of the student's applied field studies project report, complete a final evaluation and competency assessment of the student covering the internship process, the final oral presentation and the final written consulting report.

### **Specific Tasks for Students to Facilitate Leadership Development:**

14. Organize, conduct and develop minutes for meetings of the student's work group.
15. Orally present his or her final work product to the management team.
16. Facilitate the student's leadership assignment by introducing him or her to appropriate organizational leadership.

Contact the Program Director's office if problems arise with the project or the student. Site visits and telephone consults are available to facilitate problem resolution. Laura Erskine, PhD at [lerskine@ucla.edu](mailto:lerskine@ucla.edu) or (310) 825-4807.

