

The MHA Residency Handbook HESA 6390 2026-2027

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Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. We are all Treaty people.

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

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An Overview of the Residency

Your residency is a core learning experience within your Master's program comprising ¼ of the total program length. It is a six-credit, pass/fail course that is closely integrated with your program-wide competency development, and it also represents an important opportunity to build your professional network. Part- time residencies are possible and are dealt with in a dedicated section below.

The course description

The purpose of the required 16-week full-time administrative residency is to provide students with first-hand experience with the administrative operations of a healthcare organization where they are mentored by qualified, practicing senior health administrators. They utilize administrative practices and concepts in practical settings and acquire administrative skills and knowledge through observation and contact with a diversity of programs and managers.

<u>Learning Outcomes: HESA 6390</u>
Develop learning objectives for Residency to guide in the selection of a Residency Placement
Exposure to administrative problems and health service agency operations through orientation, observation, and participation in rotation among departments/ agencies
Receive personal coaching and senior executive mentoring from well qualified and respected practicing health administrator(s)
Develop administrative skills, techniques, and perspectives through observations and contact with diversity of health administrators/ programs
Explain governance and day-to-day operation and functioning of health agency including relationships with boards or other governance, government, for-profit/not-for-profit, professional, staff, patients and communities
Analyze one or more organizational issues by generating and evaluating options for solution, preparing a report, recommending action plans
Evaluate administrative abilities with application in the development of a lifelong learning plan for further self-development by appraising these in the context of LEADS competencies
Actively participate in relevant and meaningful interprofessional collaborative learning ideally during naturally occurring projects
Develop a broader collegial network of health administrators, healthcare providers and researchers.

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Respond to Preceptors questions so students reflect upon and integrate their learning
Apply administrative concepts in practical setting through completion of projects
Knowledge and understanding of, and respect for, the expertise, roles and values of other health and human services professionals

In addition to fulfilling the formal learning outcomes, all students can expect to:

- receive instruction and guidance through a process of goal setting for their residency experience.
- be placed within a healthcare context/organization which can provide opportunities to acquire and apply their managerial and leadership competencies, in line with their goals,
- complete and reflect upon orientation within their host organization,
- receive personal coaching from well qualified and respected practicing health administrators, and researchers including but not limited to their preceptor,
- receive constructive feedback on their development of managerial and leadership competencies, throughout and in the conclusion of the residency, and
- complete mid-point and final reflections on the residency experience, in liaison with their preceptor.

Beyond these broad parameters, it is in the nature of the residency that each student experience can be quite different. This is the case even when two or more students are placed within the same organisation. Furthermore, while the residency takes place in a working environment and you will interact as a peer professional, it remains a learning experience. This is an opportunity to expand professional horizons and put theory into practice in a structured manner, before graduating and re-joining the workplace.

Prerequisites

Students will need to have completed at least seven of the ten first year courses before beginning their residency. These seven courses must include:

HESA 5330	Management and Design of Healthcare Organizations
HESA 5335	Information Systems and Project Management for Health Administration
HESA 5345	Accounting & Financial Management in Healthcare
HESA 5505	Strategy and Change Leadership in Health Systems
HESA 6370	Canadian and International Health Systems
HESA 5341	Healthcare Economics, Evaluation & Policy
HESA 6505	Statistics for Health Administration

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Schedule

The following schedule applies for a standard residency taking place from May to August.

September	Orientation and preparation of Learning Goals, Residency Record and Placement Profile. Interview with the Residency Coordinator.
October	Completion of Placement Profile. Start of Placement Searches.
November – March	Ongoing searches, and regular Residency Preparation Sessions See Brightspace for the detailed schedule. The residency preceptor, host organization, and location will be confirmed by the end of March. There may be exceptional circumstances that are beyond our control for individual residencies.
April	Confirmation of specific project work and experiences between student and preceptor.
May – August	Residency, including Orientation Review (2 weeks in), Mid and Final Reviews.
Late August	Submission of Reflection.

Roles and Responsibilities

Residency Coordinator: Michael Moore michael.moore@dal.ca

Michael should be the first point of contact for you and your preceptor throughout the Residency process. Michael has been involved in experiential workplace learning over the last fifteen years, as a preceptor, and academic supervisor.

In this capacity, Michael has developed a detailed sense of the challenges faced by students and preceptors as they work to create an effective residency experience. These can relate to the learning experience itself; they may be administrative/logistical, or they can be very much more personal. Whatever the unique circumstances of a situation, early intervention is key: when difficulties arise, students and preceptors should not hesitate to get in touch at the earliest opportunity.

Executive in Residence: Robert G. Zed MHA, FACHE, ICD.D

Robert's network of health sector contacts plays a critical role in our search process. Robert Zed is Chairman and CEO of Triangle Strategies Consulting, and has established companies in the areas of healthcare, event management, real estate, and education. He is a frequent adviser of Fortune 500 companies on a mission to move the needle, and a trusted and sought-after resource with clients from coast to coast.

Robert is keenly committed to creating a stronger society and continuously gives back to the community. Whether that means staying involved at his alma mater by being an Executive in Residence in the Health Administration Department at Dalhousie University, and on the professional advisory council, or by raising funds to better the community. As the founder of Atlantic Canada's premiere event management firm,

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Robert was involved in signature events that raised millions of dollars to benefit local health organizations including the IWK Health Center, the Mental Health Foundation of Nova Scotia, Sport Nova Scotia, and the QEII Foundation.

Robert has been recognized by numerous organizations for his effort, dedication and impact that he makes to create better communities. Some of his accolades include The Top 50 CEO's Atlantic Business Magazine from 2000-2005, winner of Canada's Top 40 Under 40 Award, the Lawrence Nestman Outstanding Contribution Award from the School of Health Administration, The Queens Medal of Excellence, and recently, he was named Businessperson of the Year by the Lebanese Chamber of Commerce.

Robert Zed is a successful entrepreneur, a highly involved community member, but most importantly, he is a family man. He ensures to put his family first, and makes time for his wife, Dr. Joanna Zed and their three children, William (Washington D.C.), Geoffrey (Kingston), and Gregor (Calgary).

Robert's role in the Residency is to support the Residency Coordinator for student interviews, matching, and placement when needed.

Michael Moore: Graduate Coordinator

As the coordinator of the MHA program, Michael has oversight of every aspect of your program experience and so is available to meet by appointment or during regularly scheduled office hours. Your suggestions, thoughts, concerns are important to us, and we look forward to hearing from you.

Your responsibilities

- To attend Residency information and preparation sessions throughout the academic year.
- To respond in a timely manner to the Residency Coordinator's communication.
- To complete and submit the Professional Learning Profile for the stated deadline and communicate any possible changes to learning goals to the Residency Coordinator at the earliest opportunity.
- To complete assessment tasks in a thorough and timely manner.
- To act as an ambassador for the School and its Mission, Vision and Values at every stage of the placement and residency process, sustaining the expected standards of professionalism at all times.
- To maintain confidentiality and high standards of integrity regarding information gained during their Residency.
- To plan and complete an IPHE 5900 activity during the residency experience.
- To report difficulties or problems to the Residency Coordinator as soon as possible.
- If required, to arrange a Criminal Records Check three months prior to the commencement of the Residency. Students should allow ample time to have the check completed.

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Your preceptor's responsibilities

- To provide a Residency placement which meets the standards required for HESA 6390, guiding the student towards projects which allow the student to achieve their learning goals while adding value to the organization.
- To provide appropriate guidance and supervision throughout the Residency, usually with dedicated time for reflective conversation no less than every second week.
- To provide the student with an orientation to the organization.
- To facilitate interaction with key senior administrators, middle managers, professional and support staff, exposing the student to the realities and complexities of health agency and services governance, and critical role of medical and other professional staff.
- To expose the Resident to committees at all levels of the agency or organization, particularly senior or Board level deliberations and if possible, including external environment relations.
- To aid the student in understanding the ways in which the organization is moving towards the accomplishment of its goals. This involves exposing the student to the social, political, and administrative interplay within the organization and its environment.
- To provide opportunities to observe and participate in the process of solving significant issues and administrative problems facing the organization.
- To meet with the student for an extended period to contribute to the Mid-Project and End of Project Reviews.
- To support the student in their exploration of inter-professional dynamics, ideally related to patient centered care.
- If applicable, to communicate the details of any available stipend with the student, including relevant payment/HR mechanisms.
- To notify the Residency Coordinator if matters arise that need to be brought to the attention of the School of Health Administration.

The Residency Coordinator's responsibilities

- To provide a comprehensive orientation to the residency process, including in- person/online instruction and supporting documentation.
- To schedule an individual interview with each student, to discuss and clarify professional experience, career plans, and competency attainment.
- To make every reasonable effort to place each student with an organization which can meet the student's professional goals and career plans.
- To make every reasonable effort to communicate clear expectations to host organizations and preceptors, supporting the student's learning during the residency.
- To ensure that students have a clear line of communication with the Residency Coordinator through which they can receive support throughout their residency.

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Assessment of the Residency Process

HESA 6390 is a pass/fail course built around competency attainment, with a pass required at each of the five stages in the assessment process; these are detailed later in this document. A pass will constitute successful completion of:

- 1) The Residency Record, and Residency Placement Profile (including Learning Goals)
- 2) The Orientation Review
- 3) The Mid-Residency Review (completed with the Preceptor)
- 4) The End of Residency Review (completed with the Preceptor)
- 5) The Reflective Report

Students must also attend all mandated residency preparation activities.

It is in the experiential nature of residency that it incorporates many more competencies than a typical taught course, with scope for students to develop competencies drawn across the LEADS Framework.

The Placement Process in Detail

We are in regular contact with our wide-reaching network of healthcare organizations and before you begin your MHA, we will have started work developing a list of potential projects for the upcoming academic year.

Students should not try to establish their own residency: to ensure the process meets our educational standards, every placement must be approved by the Residency Coordinator.

1. Competency Self Assessment

Your work on the residency will begin with self-assessment and goal-setting sessions during orientation. You will be led through a thorough process of self-evaluation against the LEADS competency framework, setting provisional learning goals.

2. The Residency Record & Placement Profile

Through September and early October, you will be briefed on how to create and maintain your Residency Record, which will underpin our searches, and the Residency Placement Profile which will be sent out to organizations. This is a modified CV in a standardized format which will incorporate your learning goals.

As part of this process, you will be encouraged to review our records of previous student residencies, and details about this will be shared with you in scheduled residency sessions.

Your Placement Profile must be submitted by **16th October**, when your Record will also be locked for editing.

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Throughout the Fall and Winter, as your interests develop, you may want to update your Record and Profile. To do so, first contact the Residency Coordinator. You need to be aware that the more substantial the change, and the later in the year you make a change, the longer it may take to finalise a suitable placement.

3. Interview with the Residency Coordinator

Early in your program you will have a scheduled interview with Michael Moore, our Residency Coordinator. You will be asked to present a brief overview of your professional experience, talk through your competency self-assessment, and discuss career goals. This will feed into your placement process, and you will receive feedback on your presentation and communication skills.

4. Searches

For the placement process we work through your Record and Profile in detail, reaching out across organizations to match you with a suitable opportunity. This is a slow process which, in some cases, can last until the end of March. The time taken to arrange a placement is not a reflection of the individual student's experience, ability or potential: it simply reflects the nature of different planning and recruitment cycles within the wide range of industry partners we reach out to.

Some organizations will want to interview students. They may interview several students for one available placement, or they may interview a selection of students before deciding how many residencies they want to offer. While interviews are taking place, the Residency Coordinator will continue searches on your behalf. You can debrief with the Residency Coordinator at any stage in this process.

Variation in individual experience is to be expected. It can also be a source of considerable anxiety for some students. You should resist the urge to draw comparison with others: everyone's experience will be different. You are always welcome to reach out to the Residency Coordinator to discuss your own placement process.

5. Receiving and acknowledging a placement offer

At some point between October and the end of March, the Residency Coordinator will reach out to you with details of an organization that is offering you a placement. Firm details of potential projects and your preceptor will most likely not be confirmed until much closer to the start of the residency itself. However, the organization is making a firm commitment to support your learning goals.

When you are offered a placement, the Residency Coordinator will ask you to acknowledge receipt of the email within a specific timeframe, usually within 72 hours. Failure to confirm acceptance may result in the placement being offered to another student.

Placements with new, current or past employers

Some students, and particularly part-time students, may wish to pursue a placement with a new, current or past employer. This is not a retroactive application process, and the request must be reviewed and approved by the Residency Coordinator in advance of any agreement being reached. You will be asked to

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share this information with the Residency Coordinator at the start of the MHA experience, and once you have shared these details, you have handed over responsibility for the arranging the placement. Students should not attempt to organize their own placements. Making an informal agreement before the Residency Coordinator has made contact should be avoided and may be actively unhelpful.

While a placement with a familiar organization does have some advantages, particularly for part-time students, there are also complications around ensuring a genuinely new and challenging learning experience. Students should be aware that the Residency Coordinator may decide the organization is not able to provide an experience which meets the learning objectives for the residency.

See [Appendix II](#) for detail.

The Residency in Detail

The following information is provided as a high-level overview and is subject to change both at the program level, and for your individual circumstances.

Residency Preparation Sessions

At orientation and throughout the Fall and Winter terms you will have regular scheduled sessions to prepare you for the residency. There are dedicated times available each Tuesday from 1200-100pm for student preparation of residency documents.

Sessions focusing on administrative tasks and processes will have required attendance.

Sessions focusing on skill development will be optional, if highly recommended.

The schedule for your preparatory sessions will be shared through the MHA Brightspace page.

Preceptor Introduction and Planning

Once you have received details of your preceptor, you should make initial contact to introduce yourself formally. If you have already met your preceptor through an interview process, you should still make contact to formally acknowledge their offer of a placement.

You may not learn more about the specific projects you will be working on until shortly before the start of the residency. This is perfectly normal, and preceptors will be aware of the different aspects of the experience that they need to provide. Further information on how you can ensure a smooth start to the residency will be covered in your Residency Preparation sessions.

Finance

Tuition fees are due to the University for the Summer term because the total program fee for the MHA is split evenly across the four terms.

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The typical residency is a full-time commitment of 600 hours which is usually undertaken over 16 weeks, with a working week of 37.5 hours. As with any other period within the full-time MHA process, you will need to ensure that you are in a position to attend in a full-time capacity. There are options for part-time residencies.

Organizations are not obliged to provide you with any form of stipend or financial support during your residency, and the School can play no role in requesting this.

Opportunities for part-time employment to support your studies will be more limited than during the fall and winter semesters. You should bear this in mind from the earliest stages of the residency process and speak to the Residency Coordinator about any immediate concerns.

Additional Considerations

Sick Leave

If a student is unwell during the course of the residency, they should follow their organization's standard process for reporting required absence to their preceptor. If this extends to missing more than two successive workdays, or more than four days in total across the course of the entire residency, the student should also notify the Residency Coordinator, explaining how the time required for successful completion of a residency will be made up.

Travel and/or Accommodation required by your organization

Host organizations should not normally require students to spend their own money on work-based activities, such as travel to, or accommodation at, special events, conferences or field-work opportunities. Should such an opportunity arise and if funding is not available, students should be offered an alternative activity which will not lead to increased costs. Note that this does not apply to the standard costs of commuting which are to be borne by the student.

Remote Working

In the wake of the global pandemic many organizations are changing their ways of working, and particularly, their approach to remote working. If a residency includes a great deal of remote work, a student should be particularly mindful of the need to actively cultivate interpersonal connections and build their professional network.

Non-Disclosure Agreements & Ownership of your work

Some organizations will require students to sign non-disclosure agreements, and/or may require students to waive their ownership of intellectual property. If students are in any doubt about these arrangements, they can contact the Residency Coordinator for advice.

Criminal Records Check

Some host organizations will require students, in common with all of their employees, to undertake a Criminal Records Check. It is the responsibility of the student to initiate the Criminal Records Check and the cost is incurred by the student. Students should allow ample time to complete the Check. It is strongly advised that the process be started in January prior to the beginning of the residency in the spring. Please note that many agencies will no longer permit the student to commence the Health Administration

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Residency without the Check completed. The Faculty of Health Statement on Criminal Records Checks is located at this [link](#).

Information for Part Time Students

Part-time residencies require careful consideration to ensure that they meet the full requirements of HESA 6390, a required course within the MHA. Students must share their plans with the Residency Coordinator at the earliest opportunity, and not less than six months before the intended start date. Part-time students should carefully check the information in the Appendix on [using current and past employers, and/or using new employment, for a residency](#).

Typically, the timescale for a part-time residency will fall between 6 months and 2 years to complete the 600 hour residency, with the student agreeing to a mechanism for accurately tracking their hours as part of their initial conversations with the Residency Coordinator.

Examples of how part-time residencies have been structured include:

- 8 weeks full time in May/June of year one, and 8 weeks in May/June of year two
- 1 day per week over 80 weeks (just over 1.5 years)

All other requirements for HESA 6390 remain the same as for a full-time residency, including the need to attend residency preparation sessions through the Fall and Winter terms, and all review and evaluation procedures, **in the academic year within which the residency will commence**.

As noted in the [Prerequisites section above](#), students will need to have completed at least seven of the ten first year courses before beginning their residency. However, part-time students may submit a proposal for an altered plan of progression. Requests should be submitted to the Residency Coordinator at the earliest opportunity and include the following information: program start date, courses and terms to be completed, as well as a rationale for the altered plan.

It is in the nature of the longer-term residency projects that they are more subject to evolution than those which take place over 4 months. Students will need to stay in close contact with the Residency Coordinator, ensuring that they are meeting the requirements for the learning experience.

The Assignments in Detail

All assignment task sheets, submission links and sample documents can be found in the Residency section of the MHA Brightspace site.

Assignment 1: Self Assessment, Residency Record and Placement Profile

Due: 1 PM October 16

Task Objectives:

- To develop considered, carefully formulated learning goals.
- To ensure all students have the foundations of a comprehensive CV, capturing the full range of their strengths and experiences.
- To provide potential host organizations with the clear, concise and comparable information about our students and their learning goals.

Format:

- Self-assessment recorded in the student tracking document
- Blue sections of Residency Record complete
- Placement Profile complete

Feedback and Rubric: Students will receive formative advice on their self-assessment and draft goals through the in-person sessions and in their interview with the Residency Coordinator. The Profile Learning Profile will not be subject to a rubric for summative evaluation: the benchmark for a “pass” will be met by submission by the required deadline.

Assignment 2: Orientation Review

Due No later than 12 noon on the third Monday of the residency.

Task Objectives:

- To ensure the student-preceptor relationship is evolving in line with expectations.
- To ensure that the student is developing a level of organizational awareness appropriate for their role and responsibilities.
- To ensure the student has confidence their ability to complete their learning goals within the organization.
- To ensure the student has reflected upon their future responsibilities for onboarding/orientated new team members.

Format: The Orientation Review is a formal check in between the Residency Coordinator and the student. The link to the review form will be shared through the Residency Brightspace site.

Content: The questions for Orientation Review can be viewed in advance in Brightspace. The assignment is a “light-touch” check in which should take no longer than 30 minutes to complete.

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Rubric and Feedback: The benchmark for a pass for the assignment is completion of the meeting and check list – no rubric is required. The student will receive confirmation of receipt of their orientation review, and advice on next steps for any concerns raised.

Assignment 3: Mid Project Review

Due At the start of the 9th week of the residency, and no later than 11th week of the residency

Task Objectives:

- To ensure core requirements of the Residency are being met.
- To ensure that student and preceptor are mindful of the student's Learning Goals and LEADS competency attainment.

Format: The student creates and partially completes a Mid Residency Review form in advance of their meeting and shares the document with their preceptor. The Student and Preceptor complete the remaining fields during their Review meeting. The student uploads the signed file using the link on the form in Brightspace

Content: The Mid Project Review form is available in the MHA Residency Brightspace site.

Rubric and Feedback: The benchmark for a pass for the assignment is submission of the completed form – no rubric is required. The student will receive confirmation of receipt of their document, and advice on next steps for any concerns raised.

End of Residency Review

Due 2 weeks before the end of the residency.

Task Objectives:

- To provide the student with direct assessment of their LEADS competency attainment during the residency process.
- To provide the student with formative feedback on their professional development in the short and medium term.

Format: The Preceptor completes the blue sections of the form in advance of the meeting and shares this with the student. The student completes the green sections of the form during or shortly after the meeting. The student uploads the signed forms.

Content: The Mid Project Review form is available in the MHA Brightspace page.

Rubric and Feedback: The benchmark for a pass for the assignment is submission of the completed form – no rubric is required. The student will receive confirmation of receipt of their document, and advice on next steps for any concerns raised.

The Residency Interruption Process

“Residency interruption” is a catch-all phrase for any set of circumstances that might lead to a revision, suspension, or cancellation of a residency, from the confirmation of placement through until the final stages of evaluation.

To maintain clarity and provide reassurance to students and preceptors, we have a standardized formal process to follow for interruption. Interruption of residencies is extremely rare, and each situation is very different. It might be that we have to make an adjustment for illness or a change in family circumstances, discuss a conflicting sense of what constitutes professional conduct in the workplace, or work through a student’s radical change to their career goals. The interruption process must allow for this range of possibility and so has a degree of flexibility built into its structure.

Step 1: Advisory Contact

The student or preceptor will contact the Residency Coordinator for an initial conversation to seek solutions, and to confirm whether interruption is necessary. The Residency Coordinator may consult informally with the School Director and/or the Admissions and Curriculum Committee at this stage. We expect almost all situations to be resolved at this stage without any need to initiate the formal process. However, this stage is entirely advisory and the decision as to whether to progress with the interruption process lies with the student or preceptor.

Step 2: Residency Interruption

The student or preceptor will be asked to provide a written account of the issues which have led to an interruption in the residency process. The information submitted will underpin the process going forward and so should be as comprehensive as possible.

Step 3: Interruption Consultation

The MHA Program Coordinator will chair a meeting with the student and preceptor, and the Residency Coordinator, to discuss the information submitted. In line with Dalhousie’s standard practice, the student may request that another person of their choosing attends the meeting.

The Program Coordinator will make every effort to ensure that a consensus is reached on next steps, which might be to continue with the residency as planned, to adjust the residency, or to cancel the residency and take appropriate action for the student’s ongoing learning. However:

- if a preceptor does not wish to continue with a residency process, they cannot be compelled to do so, in which case the meeting must conclude with agreement to end the residency and make alternative arrangements for the student;

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- if a student does not wish to accept adjustments deemed appropriate by the Program Director, they will need to request a further review (Step 4).

Minutes of the meeting may be circulated to the Admissions and Curriculum Committee, possibly in a redacted form, as part of our ongoing Quality Improvement processes.

When a residency continues, the Residency Coordinator will make contact with both preceptor and student within seven to fourteen days of the meeting, confirming that any agreed changes are workable, and that the residency is progressing to their mutual satisfaction.

Step 4: Final Review

If the student is not satisfied with the outcome of an Interruption Consultation, they may contact the Director of the School of Health Administration within seven days to request a review. In doing so, the student should provide a detailed explanation of their reasons for requesting a review.

The Director will invite a further group of staff and faculty to meet and review the situation. The student will be invited to join the meeting to discuss their perspective and respond to questions. The student can request that an additional person of their choosing attend the meeting.

The student will receive a final decision on next steps within 48 hours of the review.

Additional notes on the Interruption Process

As noted throughout this document, the first step for students and preceptors alike should always be to contact the Residency Coordinator, who will endeavor to find a solution.

At every stage of the process, decision-makers will be guided by their sense of the best learning outcome for the individual student, using the established learning goals as their guide.

Frequently Asked Questions

Can I organize my own residency?

In short, no! You will be asked to share any ideas for your residency at orientation, and the Residency Coordinator will take over from that point. If you want to apply for a residency program which is organized independently you should discuss this with the Residency Coordinator at the earliest opportunity.

How will I know how the placement process is progressing?

Students should reach out to the Residency Coordinator for updates at any stage of the process.

Can I do my residency with my current and/or past employer?

This is possible but requires careful consideration: see the Appendix for further information.

How will I know when I have a confirmed placement?

You will receive an email from the Residency Coordinator and will need to respond to confirm within 72 hours.

Can I reject an offer of a placement?

The decision not to take up a placement which will meet your learning goals is likely to lead to your starting the placement process again the following year, with the additional course fees that this will accrue. If you have any concerns at all about your placement, contact the residency coordinator at the earliest opportunity.

On what grounds can I request a change to my residency, after I have confirmed it?

Speak to the residency coordinator as soon as any potential issue arises. Changes once a residency is confirmed are rare and will be considered on a case-by-case basis.

What if things go wrong once the residency has begun?

See the information on the Interruption Process.

Appendix I: University Statements

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University policies, guidelines, and resources for support

University Policies, Guidelines and Resources for Support and their respective links will be made available on the [Centre for Learning and Teaching \(CLT\) website](#), on the homepage of the [Learning Management System \(LMS\)](#) and on the [Dalhousie Academic Support website](#).

Grading Policy

Conversion of numeric to letter grades and university scale descriptors (the approved conversion scale is available in the [Grading Practices Policy](#))

Internationalization

At Dalhousie, “[thinking and acting globally](#)” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of [academic integrity](#): honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom - Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

School of Health Administration

Diversity and Inclusion - Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). [Link to Dal Culture of Respect](#)

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The [Code of Student Conduct](#) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Fair Dealing policy

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Originality Checking Software (Mandatory to include if being used)

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

Student Use of Course Materials

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Appendix II: Criteria for Employed Students at their Residency Site

- The Health Administration Residency work and duties must clearly represent ‘new learning’.
- The Health Administration Residency work and duties must be clearly different from the work that constitutes the individual’s current position.
- The Health Administration Residency must be conducted in a department or division clearly identified by organizational chart and function to be different from the department or division in which the individual is currently employed.
- The Health Administration Residency preceptor/mentor must not be the individual to whom the student reports as part of their current employment.
- The Health Administration Residency preceptor/mentor must be in a position to directly monitor, advise, and coach the student, and must not be in a position of conflict such that the student’s learning during the residency could directly or indirectly influence the student’s job performance evaluation for the student’s regular position of employment.
- There is a clear separation of the job evaluation (e.g. a probationary period) and residency evaluation. Specifically, with the exception of clearly demarcated orientation activities, the residency should not begin until after successful completion of any probationary period.
- If approved, the student will submit a formal request and outline of new learning to be achieved in the after-probationary portion of the employment.
- If a probationary period is not successfully completed, or if the probationary period is extended, the student will not be permitted to continue with the residency plan.