To our preceptors

A guiding principle of the College of Public Health at East Tennessee State University is to establish and nurture learning opportunities with respected regional, national and international public health and health service organizations and professionals. We are proud that you and your organization have become an affiliate of the College of Public Health at East Tennessee State University. We are confident your mentoring, professional guidance and project assignments will offer our students unique and challenging exposure to practical applications of the essential competencies of their public health curriculum. Our students consistently report that their field internship experience has been one of the most rewarding experiences of their academic career and we are grateful for your invaluable contribution and commitment to our program and our students. Thank you!
# Table of Contents

- Preceptor Role in Planning the Field Experience 3
- Methods for Approving Preceptors 4
- Field Experience Background 4
- Preceptor Role During the Field Experience 4
- Field Experience Content and Competencies 5
- Designing Field Experience Objectives 5
- Field Coordinator Contact Information 6
- Preceptor Evaluation Forms 8 - 17
Preceptor Role in Planning the Field Experience:
The primary goal of our full semester (approximately fifteen week) field internship course is to provide students with practice based reinforcement of essential competencies presented throughout their prior coursework. This is a unique opportunity for students and practicing health professionals to assess possible post-graduation public health or health services options including immediate employment or further educational pursuits. An essential expectation during this time is that students complete multiple work assignments that add value to your organization. This also gives the student “work experience” that is invaluable to them.

To facilitate a smooth and effective launch of the internship experience it is important the site preceptor begin planning a semester long agenda before the student arrives. However, students are expected to arrive with a draft set of “learning objectives” which serves as the starting point for planning the overall internship experience. The overall responsibility for designing, facilitating and coordinating the internship experience lies with the affiliate organization and the ETSU course instructor.

It will not likely be effective to ask the student, “what would you like to do while you are here?” because, as you may expect at this stage, students often do not yet have a good frame of reference and do not know what options are available to them at your organization. Your guidance is critical at this point to assure their internship experience begins with a well-defined road map; alterations can be made along the way, of course.

It is recommended that you and our student discuss possible observational and applied learning opportunities the field experience could include and, equally important, what you will expect of the student. Face-to-face contact (e.g. an interview) prior to the student’s arrival is time well spent and goes a long way for a mutually rewarding experience.
**Methods for Approving Preceptors:**

Students identify a qualified preceptor at their field experience organization in consultation with and approval of their faculty advisor. For graduate students, the preceptor is typically the director of the facility, the head of the department or organizational unit that will be hosting the student, or their designee. As such, the preceptor is a working professional with sufficient professional experience to train students in public health practice and to evaluate their ability to apply the competencies of their respective degree program. It is expected that preceptors have three or more years of public health related experience and are recognized by their organization to provide the required level of training for public health students.

Within the field experience organization, preceptors are approved based on the following criteria:

1) Ability to facilitate interaction and communication with others in the organization;
2) Professional qualifications to fulfill the learning needs of the student as described above;
   Belief in the professional obligation of preceptors and interest in teaching;
3) Capacity to assign duties and provide necessary resources to the student;
4) Willingness to devote time to field activities including planning and supervision;
5) Commitment to evaluating the student’s performance relative to the program competencies; and
6) Interest in working with the college faculty.

**Graduate Field Experience Background:**

The MPH degree has historically provided professional preparation for those who will practice in a public health setting. As such, the field experience, or practicum, has always played an important role in integrating classroom instruction with real-life experience in most public health educational programs. The Field Experience provides up to 6 graduate hours of credit and on-the-job training. In a minimum of 300 contact hours it provides an opportunity to assess how public health theory is being used in the practice setting and what skills and competencies are required to prepare for a career in the field.

**Preceptor Role During the Field Experience:**

1. If possible, orient the student to the organization prior to arrival. This may include literature, Internet material, interviews or a more formal orientation program.
2. Communication is critical so it is important to set aside routinely scheduled time to interact with the student.
3. Provide a diverse variety of exposure to broaden the student’s awareness and perspective of public health and/or health services. This is a time many students begin to form their professional vision.
4. Assist the student in transitioning from an “observer” to a “productive participant” in your organization as quickly as is feasible. The semester will pass by faster than you may expect.
5. You can assume the student has the potential to be productive so please provide multiple opportunities for the student to “show you what they can do”. Your intern will be eager to make a contribution that “makes you proud”.
6. Assign projects that might translate to “experience” on the student’s resume when they are seeking subsequent employment.
7. Help the student relate their field experiences to their previous academic courses.
8. Complete and submit candid mid-term and final evaluations. Your professional assessment and guidance toward molding a future health professional is most valuable.
9. Candidly discuss your performance evaluations with the student and offer professional advice and recommendations. Our students want and value your feedback and guidance.

Field Experience Content and Competencies:
A variety of both observational and practical assignments (projects) across departments and functions within your organization provides the greatest value to the student. Several weeks in a few operational areas (perhaps three or four) is often of greater value than dedicating the entire semester to one department or activity.

When designing and organizing the student’s internship activities and projects please try to include exposure to, or application of, the competencies listed on the evaluation forms.

Designing field experience objectives and supporting action plans.
This is the playbook for a successful internship.

1. There should be one or more competency based objectives that correlate with their concentration competencies, and work in core competencies where feasible.

2. Each objective should be supported by an agenda of “actions” that will assure the objective is achieved. “What will the student actually do during the internship to achieve each objective?”

3. The competencies listed on the preceptor mid-term evaluation form (see the Appendix) will help identify the competencies we are striving to validate.

4. It is often good to schedule two or three weeks in which students have 1-2 day shadowing opportunities in multiple parts of the organization. This helps the student and their preceptor determine areas/functions the student would like to experience and “work” in for the remainder of the semester; ideally, then spending four or five weeks in two or three different areas. This way students will gain a more rounded perspective of their professional options and hopefully also allows sufficient time for the student to make a meaningful contribution in each area.

5. Students will benefit greatly if they are expected to work (and complete) multiple tasks and projects simultaneously. This of course it the nature of virtually every professional work environment.
6. Likewise, participating effectively as a member of a work or project team is an essential skill.

7. Students regularly report that one of the most beneficial learning experiences is being included in meetings (both internal and external). They feel honored and rewarded when they are asked to interact when appropriate. The term we use is, “Contribute your public health voice”.

8. Shadowing their preceptor is also an eye-opening and effective learning tactic. Students often have no idea of the volume and variety of work activities a health professional will deal with on a daily basis.

9. Finally, we want our students to grow in their ability to be self-sufficient workers, to creatively solve problems or meet challenges, to take innovative initiative, to refine the basic skills of professional behavior and to gain and reinforce their self-confidence in a professional setting.

Field Coordinator Contact Information:

Please remember, as the Field Internship Coordinator, I am your partner during this internship experience. Should you experience a problem or desire assistance during the semester, do not hesitate to contact me and I will be there to assist in any way I can.

Colin G. Chesley
Office Phone: 423-439-4483
e-mail: chesley@etsu.edu
Appendix

Preceptor’s Evaluation Forms

It is our intention that serving as an ETSU College of Public Health preceptor will not become an administrative burden. During the course of the semester we only ask that you candidly complete two evaluations of the student’s performance and also offer your insights into opportunities for us to enhance our curriculum and overall program.

You will find our Mid-term and Final Preceptor evaluation forms on the next few pages. Your student intern will remind you in advance as each of these evaluations become due.

Again, thank you very much for your support of our students and our program.

Colin G. Chesley
Thank you for your commitment to the ETSU College of Public Health and for your support of our students. Your evaluation of the following individual will provide insights instrumental in assuring the state-of-the-art quality of our educational programs and the preparation of competent future public health professionals.

Student’s Name: __________________________________________ Date prepared: ____________________________

Host Organization & Unit:  _______________________________________________________________________

Preceptor: __________________________________________ Phone and e-mail: ____________________________

Using a scale of 1 (weakest) to 5 (strongest) please rate this student on each of the following competencies or accomplishments as observed by you or another member of your organization asked to supervise this student. Enter N/A for items not applicable to this field experience. Add brief comments next to your ratings, if desired. Use the back of the form for longer comments.

<table>
<thead>
<tr>
<th>COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL</th>
<th>RATING</th>
<th>COMMENT</th>
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</thead>
<tbody>
<tr>
<td>1. Discuss and explain the theory and use of advanced statistical techniques with an emphasis on multivariate regression methods.</td>
<td>( )</td>
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<tr>
<td>2. Use common statistical software programs for advanced statistical analysis and interpretation of public health datasets.</td>
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<tr>
<td>3. Describe how different biostatistical methods can evaluate similar datasets and public health problems And discuss the strengths and weaknesses of the different approaches.</td>
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<tr>
<td>4. Discuss the unique study design and analytic methods used for human clinical trials research.</td>
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<tr>
<td>5. Apply and interpret the data analysis of human clinical trials research with an emphasis on time-series methods and advanced survival analytic techniques.</td>
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<tr>
<td>6. Discuss and explain important ethical and oversight considerations for conducting human research, including compliance with Institutional Review Boards (IRB) and personal privacy laws.</td>
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<tr>
<td>7. Demonstrate an understanding of the theoretical basis for probability, estimation, and testing used in statistical methods.</td>
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</table>
8. Demonstrate an understanding of the theoretical basis for some advanced statistical methods, including analysis of variance, regression, and distribution-free methods. 

9. Use information technology to access, evaluate, and interpret public health data. 

10. Apply evidence-based principles and scientific knowledge base to critical evaluation and decision-making in public health. 

**COMPETENCE AS A PROFESSIONAL**

11. Communicates effectively through writing 
12. Communicates effectively through speaking 
13. Comprehends project design and development 
14. Displays interpersonal confidence and skill 
15. Skillfully uses appropriate computer software 

**PROFESSIONAL BEHAVIOR DURING INTERNSHIP**

16. Work ethic (initiative, responsiveness) 
17. Reliability (timeliness, thoroughness) 
18. Teachability (learning, adaptable) 
19. Appearance (appropriate, neat, clean) 
20. Reasoning (critical thinking, problem solving) 

**ACCOMPLISHMENT OF REQUIREMENTS**

21. Participated appropriately in life of organization 
22. Achieved general internship goals and objectives 
23. Achieved project-related goals and objectives 
24. Met expectations of host supervisor(s) 
25. Fulfilled minimum 300 clock hour requirement 

Signature of Preceptor: ________________________________
Thank you for your commitment to the ETSU College of Public Health and for your support of our students. Your evaluation of the following individual will provide insights instrumental in assuring the state-of-the-art quality of our educational programs and the preparation of competent future public health professionals.

Student’s Name: ___________________________________________ Date prepared: ______________________

Host Organization & Unit: _______________________________________________________________________

Preceptor: ___________________________________________ Phone and e-mail: __________________________________

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<tbody>
<tr>
<td>1. Apply selected qualitative and quantitative assessment methods to identify community concerns, needs, assets, resources, and deficits.</td>
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<tr>
<td>2. Use appropriate evidence-based methods and models to assess, plan, implement and evaluate individual and community health needs and interventions.</td>
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<td>3. Apply ethical and social justice principles when identifying and addressing individual and community needs.</td>
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<tr>
<td>4. Employ principles of community-based participatory research.</td>
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<tr>
<td>5. Demonstrate effective written and oral skills for communicating with diverse audiences in the context of professional public health activities.</td>
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<tr>
<td>6. Apply ethically sound, effective consulting principals to community-based and organizational settings.</td>
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<tr>
<td>7. Employ team building, negotiation, and conflict management skills in building and maintaining community partnerships.</td>
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</table>
8. Identify and address health literacy needs in culturally appropriate ways. ( )

9. Demonstrate principals of community engagement and empowerment in community-based activities. ( )

10. Apply theory and strategy-based communication and advocacy principals across different settings and with diverse audiences, regarding the diverse cultural values and traditions of the populations served. ( )

**COMPETENCE AS A PROFESSIONAL**

11. Communicates effectively through writing ( )
12. Communicates effectively through speaking ( )
13. Comprehends project design and development ( )
14. Displays interpersonal confidence and skill ( )
15. Skillfully uses appropriate computer software ( )

**PROFESSIONAL BEHAVIOR DURING INTERNSHIP**

16. Work ethic (initiative, responsiveness) ( )
17. Reliability (timeliness, thoroughness) ( )
18. Teachability (learning, adaptable) ( )
19. Appearance (appropriate, neat, clean) ( )
20. Reasoning (critical thinking, problem solving) ( )

**ACCOMPLISHMENT OF REQUIREMENTS**

21. Participated appropriately in life of organization ( )
22. Achieved general internship goals and objectives ( )
23. Achieved project-related goals and objectives ( )
24. Met expectations of host supervisor(s) ( )
25. Fulfilled minimum 300 clock hour requirement ( )

Signature of Preceptor: ________________________________

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**Please e-mail or fax to:**
Colin Chesley
East Tennessee State University
College of Public Health
Box 70264
Johnson City, TN 37614
Fax: 423-439-6710
chesley@mail.etsu.edu
Thank you for your commitment to the ETSU College of Public Health and for your support of our students. Your evaluation of the following individual will provide insights instrumental in assuring the state-of-the-art quality of our educational programs and the preparation of competent future public health professionals.

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Using a scale of 1 (weakest) to 5 (strongest) please rate this student on each of the following competencies or accomplishments as observed by you or another member of your organization asked to supervise this student. Enter N/A for items not applicable to this field experience. Add brief comments next to your ratings, if desired. Use the back of the form for longer comments.

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<tbody>
<tr>
<td>1. Effectively communicate environmental health concepts to the public and other interested parties.</td>
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<tr>
<td>2. Apply and analyze research data using epidemiological, statistical and graphical methods.</td>
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<tr>
<td>3. Identify the role of environmental programs in community environmental health management.</td>
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<tr>
<td>4. Identify common technical, management and social issues that govern the operation of environmental health programs.</td>
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<tr>
<td>5. Conduct a thorough literature review in support of environmental health research.</td>
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<tr>
<td>6. Properly cite and reference peer-reviewed literature in research papers.</td>
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<tr>
<td>7. Analyze the effects of political, social and economic policies on public health’s systems at the local, state, national and international levels.</td>
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**COMPETENCE AS A PROFESSIONAL**
8. Communicates effectively through writing (  )
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11. Displays interpersonal confidence and skill (  )
12. Skillfully uses appropriate computer software (  )

**PROFESSIONAL BEHAVIOR DURING INTERNSHIP**
13. Work ethic (initiative, responsiveness) (  )
14. Reliability (timeliness, thoroughness) (  )
15. Teachability (learning, adaptable) (  )
16. Appearance (appropriate, neat, clean) (  )
17. Reasoning (critical thinking, problem solving) (  )

**ACCOMPLISHMENT OF REQUIREMENTS**
18. Participated appropriately in life of organization (  )
19. Achieved general internship goals and objectives (  )
20. Achieved project-related goals and objectives (  )
21. Met expectations of host supervisor(s) (  )
22. Fulfilled minimum 300 clock hour requirement (  )

Signature of Preceptor: __________________________________________________________

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Box 70264
Johnson City, TN 37614
Fax: 423-439-6710
chesley@mail.etsu.edu
East Tennessee State University
College of Public Health
Department of Biostatistics and Epidemiology

Graduate Field Experience: Epidemiology

PRECEPTOR'S EVALUATION: [ ] Mid-Term or [ ] Final

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Host Organization & Unit: ______________________________________________________________________________________________________

Preceptor: ______________________________________________________ Phone and e-mail: __________________________________________________________

Using a scale of 1 (weakest) to 5 (strongest) please rate this student on each of the following competencies or accomplishments as observed by you or another member of your organization asked to supervise this student. Enter N/A for items not applicable to this field experience. Add brief comments next to your ratings, if desired. Use the back of the form for longer comments.

COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL

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<tr>
<td>3. Discuss and explain important ethical and oversight considerations for conducting human research, including compliance with regulations as reflected by Institutional Review Boards (IRB) and personal privacy issues.</td>
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<tr>
<td>4. Describe the main characteristics, theoretical basis, appropriate use, weaknesses and strengths of different experimental and observational epidemiologic study designs.</td>
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<tr>
<td>5. Apply advanced epidemiologic methods to data analysis and interpretation, including a discussion of Strengths and limitations.</td>
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<td>6. Discuss in detail the causal inference process, including strengths and weaknesses.</td>
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8. Apply the methods of epidemiology to the evaluation, prevention, and control of chronic diseases of major public health importance in the United States. ( )

9. Discuss public health features of chronic diseases within a historical and contemporary context. ( )

10. Apply the methods of epidemiology to the evaluation, prevention, and control of infectious diseases of major public health importance. ( )

11. Discuss unique public health features of infectious diseases with both a historical and contemporary context. ( )

12. Apply biological principles to development and implementation of disease prevention and control. ( )

13. Use information technology to access, evaluate, and interpret public health data. ( )

14. Apply evidence-based principles and scientific knowledge to critical evaluation and decision-making in public health. ( )

COMPETENCE AS A PROFESSIONAL
15. Communicates effectively through writing ( )
16. Communicates effectively through speaking ( )
17. Comprehends project design and development ( )
18. Displays interpersonal confidence and skill ( )
19. Skillfully uses appropriate computer software ( )

PROFESSIONAL BEHAVIOR DURING INTERNSHIP
20. Work ethic (initiative, responsiveness) ( )
21. Reliability (timeliness, thoroughness) ( )
22. Teachability (learning, adaptable) ( )
23. Appearance (appropriate, neat, clean) ( )
24. Reasoning (critical thinking, problem solving) ( )

ACCOMPLISHMENT OF REQUIREMENTS
25. Participated appropriately in life of organization ( )
26. Achieved general internship goals and objectives ( )
27. Achieved project-related goals and objectives ( )
28. Met expectations of host supervisor(s) ( )
29. Fulfilled minimum 300 clock hour requirement ( )

Signature of Preceptor: _______________________________________________
Graduate Field Experience: Health Services Management and Policy
PRECEPTOR'S EVALUATION: [ ] Mid-Term or [ ] Final

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Preceptor: ___________________________________ Phone and e-mail: ________________________________

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<tbody>
<tr>
<td>1. Discuss main issues of the organization, financing and delivery of health services in the U.S.</td>
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<td>2. Apply legal and ethical principles to issues of health services management and policy analysis.</td>
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<tr>
<td>3. Analyze health policy, including policy formulation, implementation and evaluation</td>
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<tr>
<td>4. Apply principles of strategic planning and marketing in health services organizations.</td>
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<tr>
<td>5. Apply quality and performance improvement concepts to address organizational performance.</td>
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<tr>
<td>6. Demonstrate written and oral skills for communicating health policy and management issues with different audiences.</td>
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<tr>
<td>7. Demonstrate leadership skills for building relations and alliances.</td>
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<tr>
<td>8. Apply principles of human resources management in public health and health services organizations.</td>
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</table>
9. Recognize basic principles of accounting and financial management in public health and health services organizations. ( )

10. Analyze the governance and management structures of health services organizations. ( )

**COMPETENCE AS A PROFESSIONAL**
11. Communicates effectively through writing ( )
12. Communicates effectively through speaking ( )
13. Comprehends project design and development ( )
14. Displays interpersonal confidence and skill ( )
15. Skillfully uses appropriate computer software ( )

**PROFESSIONAL BEHAVIOR DURING INTERNSHIP**
16. Work ethic (initiative, responsiveness) ( )
17. Reliability (timeliness, thoroughness) ( )
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19. Appearance (appropriate, neat, clean) ( )
20. Reasoning (critical thinking, problem solving) ( )

**ACCOMPLISHMENT OF REQUIREMENTS**
21. Participated appropriately in life of organization ( )
22. Achieved general internship goals and objectives ( )
23. Achieved project-related goals and objectives ( )
24. Met expectations of host supervisor(s) ( )
25. Fulfilled minimum 300 clock hour requirement ( )

Signature of Preceptor: _______________________________________________________

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