



COLLEGE of
PUBLIC HEALTH

EAST TENNESSEE STATE UNIVERSITY

Preceptor Guidelines and Forms

Undergraduate Field Experience Program

College of Public Health

East Tennessee State University

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!

Looking Ahead:

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.

A few things you might wish to consider:

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.

Please remember, as the course instructor, 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.

J. Mikki Johnson 423.439.4776 johnsonjm6@etsu.edu

Our Goal: Practical application of essential competencies of a health professional:

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, as many of the following competencies as possible.

Student field objectives need to be tied to competencies with at least one competency identified per objective. You will be scoring the student on these competencies in the evaluations.

Community and Behavioral Health Competencies and Domains

1. Health Intervention/Strategy Development: The student will demonstrate the principles of program planning, development, budgeting, management and evaluation in organizational and community interventions.
2. Cultural Competencies: Student will employ the components of public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
3. Determinants of Health: Address various determinants of health including socio-economic, behavioral, biological, environmental, and other factors through health intervention and environment development.
4. Project Implementation: Analyzing case studies by evaluating the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
5. Systems of Health: Differentiate how various systems (e.g. individuals, social networks, organizations, and communities) influence the public's health.
6. Health Policy, Law, Ethics, and Economics: Incorporating the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, including roles, influences, and responsibilities of the different agencies and branches of government into the development of health interventions and built environments.

Cross-Cutting Competencies

- a. Advocate for protection and promotion of the public's health at all levels of society.
- b. Describe cultural contexts in which public health professionals work.
- c. Apply and evaluate ethical decision making as relative to self and society.
- d. Illustrate teamwork and leadership in a variety of Public Health settings.
- e. Identify and examine community partnership dynamics through exposure to various local health agencies, community organizations, and governmental agencies.
- f. Employ critical thinking and creativity as an integral component of problem-solving, program planning and implementation.
- g. Outline and explain organizational dynamics as identified by encounters with various local and state health-related entities.
- h. Apply and evaluate research methods used in Public Health.
- i. Use systems thinking as applicable to health-related agencies, health intervention development or built environments.

Designing field internship objectives and supporting action plans.

This is the playbook for a successful internship.

1. There should be at least five documented objectives.
2. Each objective should include an action plan or action steps that will assure the objective is achieved. “What will the student need to do to achieve each objective?”
3. The competencies listed above and on the preceptor mid-term evaluation form 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 is 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.

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 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 receive an emailed link which you will use to complete the evaluations.***

You will find information from the Mid-term and Final Preceptor evaluations on the next few pages. This is for informational purposes only to give you an idea of the items you will be evaluating.

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

J. Mikki Johnson

Undergraduate Field Experience

Preceptor's Midterm Evaluation of the student performance

Community and Behavioral Health

Information below is included in the electronic evaluations to be sent to preceptors.

Thank you for your support and commitment to our students. When completing the evaluations, please be candid in your evaluation as your insights are instrumental in assuring state-of-the art quality of our public health programs. We would also like for you to meet with the student to discuss this evaluation, strengths of student performance, and any opportunities for improvement.

You will receive an emailed with the link to be used for completion of the evaluations. If you have any questions, feel free to contact the course instructor listed below.

Please rank each on a scale of 1 (weakest) to 5 (strongest)

Displays basic competency in the following:

Please enter N/A if not yet
addressed or observed

RATING

1. Health Intervention/Strategy Development: *The student will demonstrate the principles of program planning, development, budgeting, management and evaluation in organizational and community interventions.* ()
2. Cultural Competencies: *Student will employ the components of public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.* ()
3. Determinants of Health: *Address various determinants of health including socio-* ()

economic, behavioral, biological, environmental, and other factors through health intervention and environment development.

4. Project Implementation: *Analyzing case studies by evaluating the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.* ()

5. Systems of Health: *Differentiate how various systems (e.g. individuals, social networks, organizations, and communities) influence the public's health.* ()

6. Health Policy, Law, Ethics, and Economics: *Incorporating the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, including roles, influences, and responsibilities of the different agencies and branches of government into the development of health interventions and built environments.* ()

Total points awarded: _____

Please rank each on a scale of 1 (weakest) to 5 (strongest)

Please enter N/A if not yet addressed or observed

Cross-Cutting Competencies:

RATING

a. *Advocate for protection and promotion of the public's health at all levels of society.* ()

b. *Describe cultural contexts in which public health professionals work.* ()

c. *Apply and evaluate ethical decision making as relative to self and society.* ()

d. *Illustrate teamwork and leadership in a variety of Public Health settings.* ()

e. *Identify and examine community partnership dynamics through exposure to various local health agencies, community organizations, and governmental agencies.* ()

f. *Employ critical thinking and creativity as an integral component of problem-solving, program planning and implementation.* ()

g. *Outline and explain organizational dynamics as identified by encounters with various local and state health-related entities.* ()

h. *Apply and evaluate research methods used in Public Health.* ()

i. *Use systems thinking as applicable to health-related agencies, health intervention development or built environments.* ()

Total points awarded: _____

Scoring guideline:

5= Outstanding, consistently exceeded expectations

4= Highly acceptable, consistently met expectations

3= Average, occasionally did not meet expectations

2= Frequently did not meet expectations

1= Totally inadequate

The electronic, final evaluation will be emailed directly to preceptors and needs to be submitted once complete Please discuss this evaluation with the student to identify strengths and opportunities.

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Undergraduate Field Experience
Preceptor's Final Evaluation of the student performance

Community and Behavioral Health

Information below is included in the electronic evaluations to be sent to preceptors.

This evaluation is a grade item worth up to 300 points for the student, almost 1/3 of the course grade. Thank you for your support and commitment to our students. Please be candid in your evaluation as your insights are instrumental in assuring state-of-the art quality of our public health programs.

Please enter N/A if not yet
addressed or observed

Please rank each on a scale of 1 (weakest) to 5 (strongest)

Displays basic competency in the following:

RATING

- | | |
|---|-----|
| 1. Health Intervention/Strategy Development: <i>The student will demonstrate the principles of program planning, development, budgeting, management and evaluation in organizational and community interventions.</i> | () |
| 2. Cultural Competencies: <i>Student will employ the components of public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</i> | () |
| 3. Determinants of Health: <i>Address various determinants of health including socio-economic, behavioral, biological, environmental, and other factors through health intervention and environment development.</i> | () |
| 4. Project Implementation: <i>Analyzing case studies by evaluating the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.</i> | () |
| 5. Systems of Health: <i>Differentiate how various systems (e.g. individuals, social networks, organizations, and communities) influence the public's health.</i> | () |
| 6. Health Policy, Law, Ethics, and Economics: <i>Incorporating the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, including roles, influences, and responsibilities of the different agencies and branches of government into the development of health interventions and built environments.</i> | () |

Total points awarded:

Please rank each on a scale of 1 (weakest) to 5 (strongest)

Please enter N/A if not yet
addressed or observed

Cross-Cutting Competencies:

RATING

- a. Advocate for protection and promotion of the public's health at all levels of society. ()
- b. Describe cultural contexts in which public health professionals work. ()
- c. Apply and evaluate ethical decision making as relative to self and society. ()
- d. Illustrate teamwork and leadership in a variety of Public Health settings. ()
- e. Identify and examine community partnership dynamics through exposure to various local health agencies, community organizations, and governmental agencies. ()
- f. Employ critical thinking and creativity as an integral component of problem-solving, program planning and implementation. ()
- g. Outline and explain organizational dynamics as identified by encounters with various local and state health-related entities. ()
- h. Apply and evaluate research methods used in Public Health. ()
- i. Use systems thinking as applicable to health-related agencies, health intervention development or built environments. ()

Total points awarded: _____

Scoring guideline:

5= Outstanding, consistently exceeded expectations

4= Highly acceptable, consistently met expectations

3= Average, occasionally did not meet expectations

2= Frequently did not meet expectations

1= Totally inadequate

Undergraduate Field Experience

Preceptor's Final Evaluation of the student performance

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Community and Behavioral Health

Please share your assessment of the performance of our student during the course of this field experience. Consider both strengths and weaknesses and please be candid.

Strengths:

Recommendations for further growth:

If an opportunity were available, would this student meet your expectations as a viable

candidate for employment?

Please share your observations, ideas or suggestions that might help improve both the College of Public Health's preparation of our students and in turn our student's readiness to launch their professional career. This is extremely valuable to us to assure the currency of our program.

Would you be interested in participating as a classroom lecturer or guest speaker?

Thank you for your dedication to the success of our students!

The electronic, final evaluation will be emailed directly to preceptors and needs to be submitted once complete. The average score of rankings given is a grade item and will be calculated into the student's final grade.
If you have any questions, please contact the course instructor.
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