



COLLEGE of
PUBLIC HEALTH

EAST TENNESSEE STATE UNIVERSITY

Preceptor Guidelines and Forms

*Doctor of Public Health Practicum
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!

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Preceptor Role in Planning the Practicum:

The primary goal of the Dr.PH Practicum 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 Faculty Advisor.

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 practicum 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.

Background on the Practicum:

The Doctoral Practicum, or Field Experience, consists of 300 contact hours and is intended to provide supervised experience in integrating public health concepts within the context of a public health work environment. All aspects of public health practice are appropriate for the Doctoral Practicum; these include policy and program development, implementation, surveillance, and evaluation. It is expected that part of the Doctoral Practicum will include a major public health project emphasizing the student's concentration.

Suitable worksites for the Practicum will be determined by the student and the Chair of the Doctoral Advisory Committee. It is desired that the experience will help increase the collaboration and cooperation between the university, organized public health, and the community. The details of the Practicum will be developed by the Doctoral Advisory Committee Chair, the worksite preceptor, and the student. When appropriate, and if approved by the Doctoral Advisory Committee, the Practicum may be accomplished in the student's workplace. **IMPORTANT:** A mandatory legal agreement called the College of Public Health Intern Affiliation Agreement must be initiated between East Tennessee State University and the practicum affiliate organization prior to the start of the experience.

The Doctoral Practicum may be taken in several formats. It could be finished in a 15-week semester by spending about 20 hours per week in the experience. If needed, the Practicum may be spread over multiple semesters, and can encompass more than one practice site. It is required that there be a minimum of ten hours weekly spent on the experience.

Preceptor Role During the Practicum:

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.

Practicum 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 practicum 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 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.

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

**East Tennessee State University
College of Public Health
Department of Community and Behavioral Health**

Doctoral Field Experience: Community Health

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

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.

COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: Community Health Competencies

RATING

COMMENT

- | | | |
|--|-----|--|
| 1. Assess health needs, interests, capacities, and disparities of communities and special populations using principles and practices of community-based participatory research | () | |
| 2. Interpret the significance of public health surveillance data for various priority populations. | () | |
| 3. Translate community and behavioral research into population-based programs and policies. | () | |
| 4. Employ the basic concepts of evidence-based decision making to select and design effective and culturally appropriate community-based intervention strategies. | () | |
| 5. Collaborate with community partners and policy makers to address identified public health needs and priorities. | () | |
| 6. Collaboratively develop capacity-building strategies at the individual, organizational, and community levels. | () | |

Doctoral Field Experience: Community Health
PRECEPTOR'S EVALUATION, CONTINUED: [] *Mid-Term* or [] *Final*

<u>COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: DrPH Core Competencies</u>	<u>RATING</u>	<u>COMMENT</u>
7. Articulate lucid, coherent, and balanced positions on public health issues.	()	
8. Create informational and persuasive communications for lay, professional, and policy audiences.	()	
9. Demonstrate ability to engage communities in the implementation of evidence-based, culturally appropriate policies, programs, and services.	()	
10. Design action plans to assess and address community, population, and environmental health needs.	()	
11. Apply theoretical and evidence-based constructs from multiple disciplines in the design and delivery of public health programs, policies, and systems.	()	
12. Evaluate the performance and impact of public health programs, policies, organizations, and systems.	()	
13. Communicate an organization's mission, vision and values to stakeholders.	()	
14. Utilize principles of consensus-building, negotiation, conflict resolution and crisis management.	()	
15. Demonstrate a commitment to personal and professional integrity.	()	
16. Discriminate administrative, legal, ethical, and quality assurance approaches used in public health research and practice.	()	
17. Employ methods that protect the rights and welfare of individuals and communities involved in health research and practice.	()	

Doctoral Field Experience: Community Health
PRECEPTOR'S EVALUATION, CONTINUED: [] *Mid-Term* or [] *Final*

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: _____

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

**East Tennessee State University
College of Public Health
Department of Biostatistics and Epidemiology**

Doctoral Field Experience: Epidemiology

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

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.

COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: Epidemiology Competencies

RATING

COMMENT

- | | | |
|---|-----|--|
| 1. Identify appropriate data sources and select the best variables to address specific public health problems. | () | |
| 2. Employ appropriate methods to construct questionnaires and to gather accurate data for primary data collection. | () | |
| 3. Discuss the strengths and weaknesses of both primary and secondary data analysis for providing health information. | () | |
| 4. Review and accurately present the current status of published scientific knowledge on a specific public health topic. | () | |
| 5. Explain how ethical, social, political, and scientific aspects must all be considered when addressing a public health problem. | () | |

Doctoral Field Experience: Epidemiology

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

<u>COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: DrPH Core Competencies</u>	<u>RATING</u>	<u>COMMENT</u>
6. Articulate lucid, coherent, and balanced positions on public health issues.	()	
7. Create informational and persuasive communications for lay, professional, and policy audiences.	()	
8. Demonstrate ability to engage communities in the implementation of evidence-based, culturally appropriate policies, programs, and services.	()	
9. Design action plans to assess and address community, population, and environmental health needs.	()	
10. Apply theoretical and evidence-based constructs from multiple disciplines in the design and delivery of public health programs, policies, and systems.	()	
11. Evaluate the performance and impact of public health programs, policies, organizations, and systems.	()	
12. Communicate an organization's mission, vision and values to stakeholders.	()	
13. Utilize principles of consensus-building, negotiation, conflict resolution and crisis management.	()	
14. Demonstrate a commitment to personal and professional integrity.	()	
15. Discriminate administrative, legal, ethical, and quality assurance approaches used in public health research and practice.	()	
16. Employ methods that protect the rights and welfare of individuals and communities involved in health research and practice.	()	

Doctoral Field Experience: Epidemiology

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

ACCOMPLISHMENT OF REQUIREMENTS

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

Signature of Preceptor: _____

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Johnson City, TN 37614
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chesley@mail.etsu.edu

**East Tennessee State University
College of Public Health
Department of Health Services, Management and Policy**

Doctoral Field Experience: Health Management and Policy

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

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Student's Name: _____ **Date prepared:** _____

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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.

<u>COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: Health Management and Policy Competencies</u>	<u>RATING</u>	<u>COMMENT</u>
1. Evaluate critically the impact of health policy on the organization, delivery, and financing of health and health care services.	()	public
2. Assess the health needs of populations and identify strategies for addressing population health agency/organization, community, or societal level.	()	at the
3. Analyze patterns of health services utilization/access, costs and outcomes, and health system performance applied research methods.	()	using
4. Demonstrate leadership skills for successful organizational management and population health improvement.	()	
5. Integrate the principles of organizational theory, behavior, and culture to effectively foster shared values for based decision-making and leadership within public health and healthcare organizations levels of governance.	()	evidence- and across all

Doctoral Field Experience: Health Management and Policy
PRECEPTOR'S EVALUATION, CONTINUED: [] *Mid-Term* or [] *Final*

<u>COMPETENCE AS A PUBLIC HEALTH PROFESSIONAL: DrPH Core Competencies</u>	<u>RATING</u>	<u>COMMENT</u>
6. Articulate lucid, coherent, and balanced positions on public health issues.	()	
7. Create informational and persuasive communications for lay, professional, and policy audiences.	()	
8. Demonstrate ability to engage communities in the implementation of evidence-based, culturally appropriate policies, programs, and services.	()	
9. Design action plans to assess and address community, population, and environmental health needs. ()	()	
10. Apply theoretical and evidence-based constructs from multiple disciplines in the design and delivery of public health programs, policies, and systems.	()	
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13. Utilize principles of consensus-building, negotiation, conflict resolution and crisis management.	()	
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16. Employ methods that protect the rights and welfare of individuals and communities involved in health research and practice.	()	

Doctoral Field Experience: Health Management and Policy
PRECEPTOR'S EVALUATION, CONTINUED: [] *Mid-Term* or [] *Final*

ACCOMPLISHMENT OF REQUIREMENTS

- 17. Participated appropriately in life of organization ()
- 18. Achieved general internship goals and objectives ()
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Signature of Preceptor: _____

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