



**MTSU**

**Center for Health and Human Services**

**Internship Manual**

Center for Health and Human Services  
MTSU Box 99  
1114 East Lytle  
Murfreesboro, TN 37132  
615-898-5493



January 2021

Dear CHHS Student Intern:

CHHS is pleased to have you participate in the CHHS internship program this semester. The CHHS internship program began in 2010 and has garnered great interest from students over the years. We have been successful in placing students in meaningful internship experiences with CHHS as well as with selected community partners that support future career development and that provide learning opportunities for students in health and human services professions. We are committed to making it a great experience for all who participate in the program.

This manual provides guidance on the internship experience and, in conjunction with your supervisor, is a road map for your internship with the center. Please don't hesitate to reach out if I can be of assistance to you at any point in your internship. I have found over the years that in addition to the students learning from center staff during their internships, we often learn just as much from them. We are excited that you chose CHHS for your internship and look forward to a great semester.

Sincerely,

*Cynthia Chafin*

Cynthia Chafin, M.Ed., MCHES®  
Associate Director for Community Programs

## Student Acknowledgement

I have received the CHHS internship manual provided to me by CHHS and understand the conditions set forth by my department/program of study as well as CHHS for completion of the internship. I understand that it is my responsibility as a student to ensure that my department and internship/faculty advisor approves of my internship activities and for meeting all department/program requirements to receive internship credit. I have also been provided with a timeline of CHHS due dates and meetings. I am aware of those individuals to whom my questions should be directed and understand each person's role in the internship experience. I have read over and understand what is expected of me during the internship process and plan to complete all assignments by the dates indicated.

---

(Student to Sign)

---

(Date)

## TABLE OF CONTENTS

CHHS Mission, Vision, and Goals.....	Page 4
About the CHHS Internship Program.....	Page 5
CHHS Preceptor Responsibilities.....	Page 6
Student Responsibilities .....	Page 7
Supplemental Information and Forms.....	Page 8
Sample Job Description	
Sample Weekly Time Log	
Sample Staff Interview Questions	
CHHS Evaluation of Student (Mid-Term and Final)	
Student Evaluation of CHHS	

# MTSU Center for Health and Human Services

## Mission, Vision, and Goals

### Mission

The Center for Health and Human Services, through collaborative affiliations and partnerships, facilitates projects, programs, and research activities in public health issues of importance to Tennessee and to that of the nation, consistent with the mission and purpose of MTSU. Through collaboration with the Adams Chair of Excellence in Health Care Services, CHHS supports efforts to initiate and strengthen academic programs in health and human services to support workforce development and promote healthy communities.

### Vision

The MTSU Center for Health and Human Services will improve the health and well-being of Tennesseans, and through multi-state partnerships, will impact health nationally.

### Goals

- To advance health and human service education and support interdisciplinary scholarly and research activity;
- To develop and strengthen partnerships within the University, the community, the state, and beyond;
- To serve as a resource to the MTSU community on projects and initiatives related to population health;
- To promote the health and well-being of Tennesseans through information sharing, community service projects, and research-focused projects;
- To convene local partners to collaborate and share best practices; and,
- To initiate training and education programs for current and future providers.

The Center's website is located at [www.mtsu.edu/chhs](http://www.mtsu.edu/chhs). Additional information on the center's current research, programs, and projects is listed here along with information on its social media outlets.

## About the CHHS Internship Program

The Center for Health and Human Services is pleased to offer an internship program which pairs students in health and human services disciplines with meaningful learning opportunities. Since 2010, students have been paired with projects and grants administered through the Center as well as with internship opportunities with our community partners. Internships require commitments of 360 – 400 hours depending on the requirements of your program of study. The internship must be coordinated through an academic unit and students must be enrolled for credit in that unit. Internships are unpaid and are offered year-round.

### Why participate in an internship program?

#### It is a great opportunity to:

- Gain hands-on experience that may be useful for future employment or volunteer opportunities;
- Practice what is learned in the classroom in a real-world setting;
- Learn new skills including leadership skills;
- Meet professionals in your field of study;
- Engage with an assigned mentor who will help you learn and grow professionally;
- Receive a letter of recommendation for future employers;

#### Eligibility:

- Currently enrolled as undergraduate or graduate student;
- Ability to work flexible hours;
- With some projects, ability to travel locally and throughout the state on a limited basis;
- Computer experience including Microsoft Word, Excel, and PowerPoint;
- Good organizational skills and ability to focus on details;
- Professional demeanor and appearance;
- Excellent written and verbal communication skills;
- Self-directed and able to work well independently;
- Must have valid driver's license and transportation;

If you are a **STUDENT** and interested in our internship program, please complete an application form, student agreement, and submit along with a current resume or curriculum vitae to [cynthia.chafin@mtsu.edu](mailto:cynthia.chafin@mtsu.edu). All forms are on the CHHS website – [www.mtsu.edu/chhs](http://www.mtsu.edu/chhs) - under the “Student Internship Program” tab and are updated annually.

Please note that submission of an application does not guarantee that a student will be successfully placed in an internship with the Center. We frequently have more students than available projects and the selection process is competitive. Students are encouraged to apply early (i.e., early in the semester before an internship is desired) if possible. Applications are accepted year-round.

## **CHHS Preceptor Responsibilities**

CHHS commits to giving a quality experience to each of its student interns through successful fulfillment of each of the following responsibilities:

CHHS Preceptors will:

1. Provide an overview of the CHHS to include when appropriate, but not limited to the following:

- A. Organizational Structure
- B. Program Goals, Objectives and Program/Research Areas of Focus
- C. Methods of Surveillance for funded projects and research
- D. Target Population(s) for funded projects and research
- E. Sharing of Non-Confidential Reports and Organizational Promotional Materials
- F. Invitations to Routine Staff and/or Planning Meetings

2. Explain work rules and procedures, makes available resources, and provides a workspace with computer and desk and assist in establishing access to any resources needed for the student's internship activities.

3. At least three times during the internship, meet with the student to discuss learning objectives plus evaluate progress and resolve problems. At the first meeting, a Preliminary Plan of Work should be developed as a collaborative effort between the preceptor and the student, and approved by the academic or internship advisor or faculty member. A mid-term and final meeting, both with formal evaluations, should be completed. Mid-term and final evaluations will follow the evaluation requirements of the student's program of study. Other progress meetings throughout the duration of the internship should be set based on need of both preceptor and student.

4. Discuss mechanism for travel reimbursement and other expenses if required for the student's internship work and/or class project.

5. Introduce student to colleagues and center administrators and have student participate in a "mini orientation with each staff member to learn more about various center areas of research, program, and projects.

8. Include student in both internal and external meetings.

9. Allow student to shadow preceptor whenever possible.

10. Review the student's final internship project, and have student present to CHHS staff at a staff meeting or other meeting near the completion of the internship.

11. At the end of the internship, complete the "Preceptor's Evaluation of "Internship/Field Placement" to evaluate the student's performance. Copies of the report are to be given to the student and the academic or internship advisor or faculty member.

## Student Responsibilities

In addition to the identified internship project outlined in a detailed job description provided prior to the start of the internship, each student is required to complete the following:

### I. Preliminary Internship Workplan

This plan must be prepared by the student with assistance from the preceptor and submitted at the end of the first two weeks of the internship to the preceptor. The preliminary internship workplan must include:

- a) A detailed description of the projects the student intends to complete during the internship **including any required major class projects** assigned as part of the internship experience. The work plan and any plans for a major class project should be approved by their internship advisor and/or faculty advisor as well as the preceptor. A timeline with dates is encouraged.
- b) A description of the evaluation schedule and methods to be used by the preceptor to evaluate the student's performance (to be worked out between the student and the preceptor).
- c) The signatures of both the student and the preceptor.

### II. Weekly Log or Journal

These are short weekly narratives of activities, meetings, tasks, responsibilities, or problems each student encountered along with total hours worked for the week, and cumulative hours worked since the beginning of the internship. **Copies of the weekly logs are due on each Monday following the immediate previous week completed. The weekly log should be submitted in a Microsoft Word document. The final copy is due at the end of the internship and should be turned in with the Final Report. This weekly log is in addition to any reports required by faculty or internship advisors.**

The logs or journals should contain some the following, at a minimum:

- Description of the initial orientation the student received regarding the internship experience.
- Brief explanation of introductory meetings and/or orientations to various programs of the center, duties assigned, services provided, or networking conducted.
- Attendance at relevant meetings of the center including names and titles of facilitators.
- Specific duties in an ongoing research project, or other community health-focused program or project of the center (required).
- Hours worked for the week and the cumulative hours worked to date (required).

### **III. Participatory Activities**

Each CHHS student intern will:

- Participate in a minimum of 3 CHHS staff meetings. This will allow students another opportunity to see a variety of leadership styles “in action” and will allow the student to participate as a member of a professional team including participation in any ongoing team-building activities.
- Conduct interviews with core CHHS staff to learn more about CHHS operations and to become knowledgeable of the center’s multiple areas of research, programs, and projects, as well as to observe multiple styles of leadership. Interviews should include written notes taken by the student for each, to include a general summary of discussions, areas of interest, observations, and further reflections.
- Give a presentation at the conclusion of the internship to CHHS staff which will include an overview of his or her project, goals and objectives met, challenges, successes, observations, and an opportunity for questions and answers. This will allow the student an opportunity to be a leader and engage with professionals in a meaningful way.

### **IV. The Final Report**

This report essentially is a student summary of the internship experience. The document should contain narrative information about the student’s overall experience, include the detailed internship workplan outlined in part I above, documentation of participation in each of the participatory activities noted above in part III, and a summary report of staff interviews and attendance at CHHS meetings. The report should also include one or more positive comments, if possible, about the experience and recommendations for future student placements of students at the center, as well as any critiques. This report will not be graded, but is a requirement for completion of the internship/field placement. It is due no later than the last day of class posted for the current semester along with the student’s CHHS evaluation (see V. below). CHHS preceptors will NOT complete a student’s evaluation or other paperwork required for their academic program until this report and the student’s CHHS evaluation is completed and submitted.

### **V. Evaluation**

Each CHHS student intern will to complete an evaluation of CHHS, in addition to the evaluation that CHHS does on the intern’s performance at the conclusion of the internship, to help CHHS continue its leadership development in a way that is effective and meaningful to its students. This will allow student self-reflection and will stimulate thought about their leadership skills as they venture into the workforce.

## **Supplemental Forms and Information**



## Sample Internship/Field Placement Job Descriptions

### Internship Project #1 – CHHS Office

#### **Bereavement Support for Grieving Families**

Project Description: This intern will support CHHS staff in work specific to an externally funded grant involving infant death scene investigation by trained first responders. A bereavement resource is made available to first responders as part of training facilitated by MTSU CHHS. Updates are made to this resource annually. The student intern will be responsible for making calls, sending e-mails, and other methods of collecting updated data for the resource materials for a revised edition of the publication. The student will be asked to track progress with communications and updates, and will be asked to assist program coordinator with day-to-day tasks associated with the program to understand how a large, statewide professional provider training program is implemented. This student may also provide support in tasks necessary for grant administration for this and other grants administered by MTSU CHHS. \*Student will be required to be onsite at CHHS 1-2 days per week (schedule is flexible) with some remote work.

Responsibilities under supervision of CHHS staff will include:

- Being responsible for updating entries in the current bereavement resources manual through e-mails, phone calls, and other communications with community partners;
- Assisting SIDS/Infant Death Scene program coordinator with day-to-day tasks associated with the program to gain an understanding of how a large, statewide professional provider training program is implemented;
- Participating in planning meetings and calls with professionals involved in said programs, as well as monthly staff meetings;
- Developing, with assistance from site supervisor and academic advisor, 2 goals (broad) and 4 objectives (specific) that this project will accomplish;
- Being responsible for identifying and developing a “project within the project” which is approved by his or her advisor and that expands the scope of the project and/or aligns with student goals and personal interests;
- Completing weekly progress reports for CHHS as well as those of the sponsoring academic department.

Requirements:

- Student should be currently enrolled or be a recent graduate;
- Individuals applying for this internship should be willing to commit a total of 360-400 hours to this internship over a semester;
- \*Student will be required to be onsite at CHHS 1-2 days per week (schedule is flexible) with some remote work;

- Ideal candidates will be proficient in all Microsoft applications, have the ability to follow instructions, and be willing to engage with members of the health professional community via e-mail, phone calls, and other means of communication.
- Should be organized and possess excellent verbal and written communication skills;
- Able to work in a team environment as well as independently with minimal supervision;
- An interest in maternal/child health is preferred.

## **Internship Project #2 – CHHS Office**

### **Grant-Writing and Administration**

Project Description: This intern will support CHHS staff in grant-writing activities of the center. Student may conduct research on funding opportunities as well as topic areas, assist with completion of grant applications and proposals, observe and participate with departments, staff, and faculty on campus along with community partners, as interdisciplinary collaborative projects are designed through the center, and assist with tracking, implementation, reporting, etc. of existing grant opportunities. . \*Student will be required to be onsite at CHHS 2 days per week (schedule is flexible).

Responsibilities under supervision of CHHS staff will include:

- Assist with identifying fundable activities and projects for the center;
- Research funding sources for identified activities and projects;
- Complete sections of a grant proposal under supervision;
- Participate in meetings, calls, and other communications with other departments, faculty, staff, and community partners pertinent to grant and project activities, as well as participate in monthly staff meetings;
- Assist with grant reporting and tracking for existing grants and projects;
- Participate in identified activities of existing grants and projects based on needs of the center and student areas of interest;
- Student shall develop, with assistance from site supervisor and academic advisor, 2 goals (broad) and 4 objectives (specific) that this project will accomplish;
- Be responsible for identifying and developing a “project within the project” which is approved by his or her advisor and that expands the scope of the project and/or aligns with student goals and personal interests;
- Completing weekly progress reports for CHHS as well as those of the sponsoring academic department.

Requirements:

- Student should be currently enrolled or be a recent graduate;
- Individuals applying for this internship should be willing to commit a total of 360-400 hours to this internship over a semester;
- \*Must be available to be onsite at CHHS 1-2 days per week (schedule is flexible) with some remote work.

- Ideal candidates will be proficient in all Microsoft Office applications, have the ability to follow instructions, and be willing to engage with members of the campus community as well as community partners;
- Should be energetic, enthusiastic, organized and possess excellent verbal and written communication skills;
- Able to work in a team environment as well as independently with minimal supervision when needed;

## **Internship Project #3 - Community Partner – Women Survivors Alliance/UNTOLD CHHS Office & Remote**

### **UNTOLD Project: Campus Diaries**

Project Description: Women Survivors Alliance, a CHHS community partner, an organization focusing on women cancer survivors, has an internship opportunity focusing on education and outreach for cancer survivors, co-survivors and the general population regarding emotional and mental health. The internship allows opportunities for a student to become involved in creating a plan for targeted fall outreach for a recently developed growing global campaign, UNTOLD – Campus Diaries, that focuses on the power of sharing one's story for healing and health. MTSU CHHS Associate Director will also co-supervisor. \*Work can be completed remotely either at student's place of residence, library, or other location, but student will be required to work out of the CHHS offices at least one day per week.

Responsibilities under co-supervision of WSA and CHHS staff will include:

- Be responsible for assisting UNTOLD partners with a campus-wide exhibit for World Mental Health Day in October;
- Focus on engaging students, faculty, and the campus community in the project;
- Participate in mandatory weekly conference call with project team and supervisors;
- Participate in monthly CHHS staff meetings;
- Be available for limited travel to Nashville for routine meetings;
- Participate in limited special events and activities;
- Develop, with assistance from site supervisor and academic advisor, 2 goals (broad) and 4 objectives (specific) that this project will accomplish;
- Be responsible for identifying and developing a "project within the project" which is approved by his or her advisor and that expands the scope of the project and/or aligns with student goals and personal interests;
- Completing weekly progress reports for CHHS as well as those of the sponsoring academic department.

Requirements:

- Student should be currently enrolled or be a recent graduate;
- Individuals applying for this internship should be willing to commit a total of 360-400 hours to this internship over a semester;
- \*Must be able to be onsite at CHHS 1 day per week (schedule is flexible) with some remote work.
- Ideal candidates will be proficient in all Microsoft Office applications, have the ability to follow instructions, and be willing to effectively communicate and engage with members of the campus community as well as community partners as needed;
- Should be energetic, enthusiastic, organized and possess excellent verbal and written communication skills;

- Able to work in a team environment as well as independently with minimal supervision when needed;

SAMPLE

**STUDENT INTERN/FIELD PLACEMENT WEEKLY WORK REPORT**

Name: Suzy Smith Date: April 28<sup>th</sup>, 2020

Weekly Log #14

Time period of report: April 22nd- April 28th (Sat. – Friday)

Total Hours THIS reporting period = 33 Total Hours (Cumulative): 360

April 22nd, 2020

12:00pm-3:00p.m.

- Searched for information on XXX online and prepared first draft of report which details the topic I was asked to summarize.

April 23rd, 2020

8:00am-12:00p.m.

- Contacted 25 organizations about project XYZ (separate document detailing which organizations contacted has been developed and is attached to this report).

12:00pm-4:00p.m.

- Printed 30 fliers and stuffed 30 envelopes;
- Attended meeting with CHHS staff from 11 a.m. - noon
- Developed an evaluation tool for upcoming program.

April 24th, 2020

11:00am-3:00p.m.

- Met with my site supervisor to get additional instructions on assignments from 11:00 – 11:30 a.m.

7:00pm-10:00p.m.

- Made phone calls to recruit participants to XXX. There were 20 individuals contacted. A separate call log is attached that details calls made.

April 25th, 2020

8:00am-4:00p.m.

- Began work on poster presentation.

8:00pm-2:00a.m.

- Worked on presentation board and paper,

April 26th, 2020

10:00am-11:00 a.m.

- Presented internship presentation to Foundation students

**Sample Staff Interview Questions**

Student: \_\_\_\_\_

Interview Date: \_\_\_\_\_

Staff Member Interviewed: \_\_\_\_\_

Title: \_\_\_\_\_

1. What is your role at CHHS and which projects or research do you oversee?
2. What are your primary duties?
3. Describe a typical day for you in your role.
4. How does your work contribute to public health? What are the goals and objectives of your research, program, or project? What is the long-term impact? Target audience? What are the measurable outcomes? How do you know if it has been successful?
5. What are some of the biggest challenges you have faced with your work?
6. What are some of the biggest successes you have faced with your work?
7. What words of wisdom do you have for a future public health leader?
8. Other TBA by student

Student Name: \_\_\_\_\_ Total Hours at this point: \_\_\_\_\_

Supervising Agency: The Center for Health and Human Services

Supervisors: \_\_\_\_\_

DIRECTIONS: *Circle* the number that best describes the student's performance.

1 = inferior  
2 = below average  
3 = average

4 = above average  
5 = superior

1.	ADAPTABILITY: Capable of meeting new situations calmly and at ease with people of all ages.	1	2	3	4	5
2.	APPEARANCE: Well-groomed, neat, and appropriately dressed.	1	2	3	4	5
3.	COOPERATION: Works well with and adjusts to people.	1	2	3	4	5
4.	DEPENDABILITY: Carries work through to completion. Punctual.	1	2	3	4	5
5.	ENTHUSIASM: Eagerly attacks job. Keenly interested in program.	1	2	3	4	5
6.	INITIATIVE: Creative with good ideas. Starts job without prodding or suggestions.	1	2	3	4	5
7.	JUDGMENT: Can distinguish between important matters. Knows limitations, and when to ask for help.	1	2	3	4	5
8.	LEADERSHIP: Organizes and works in a democratic manner. Stimulates participants. Plans with group and not for himself/herself.	1	2	3	4	5
9.	ATTITUDE: Sincere interest in internship. Strives to improve.	1	2	3	4	5

10.	RESOURCEFULNESS: Has a variety of program ideas and skills. Well acquainted with resources of community. Familiar with printed resources.	1	2	3	4	5
11.	WRITTEN COMMUNICATION SKILLS: Written materials are appropriate for the audience, clear, concise, and correctly constructed.	1	2	3	4	5
12.	ORAL COMMUNICATION SKILLS: Establishes rapport, employs active listening, well-prepared, clearly focused, and brief.	1	2	3	4	5
13.	QUALITY OF WORK: Work is accurate and timely, employing a wide range of educational methods.	1	2	3	4	5
14.	TECHNICAL SKILLS: Demonstrates an understanding of the general knowledge base utilized in the health education profession.	1	2	3	4	5
15.	RECEPTION TO FEEDBACK: The student demonstrates an ability to listen. Suggestions are received in a courteous manner and are acted upon within a reasonable timeframe.	1	2	3	4	5

**NARRATIVE COMMENTS**

1. The student demonstrates the following strengths:

2. The student should continue to develop the following competencies:

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

Student Name: \_\_\_\_\_ Total Hours at this point: \_\_\_\_\_

Supervising Agency: The Center for Health and Human Services

Supervisors: \_\_\_\_\_

DIRECTIONS: *Circle* the number that best describes the student's performance.

1 = inferior  
2 = below average  
3 = average

4 = above average  
5 = superior

1.	ADAPTABILITY: Capable of meeting new situations calmly and at ease with people of all ages.	1	2	3	4	5
2.	APPEARANCE: Well-groomed, neat, and appropriately dressed.	1	2	3	4	5
3.	COOPERATION: Works well with and adjusts to people.	1	2	3	4	5
4.	DEPENDABILITY: Carries work through to completion. Punctual.	1	2	3	4	5
5.	ENTHUSIASM: Eagerly attacks job. Keenly interested in program.	1	2	3	4	5
6.	INITIATIVE: Creative with good ideas. Starts job without prodding or suggestions.	1	2	3	4	5
7.	JUDGMENT: Can distinguish between important matters. Knows limitations, and when to ask for help.	1	2	3	4	5
8.	LEADERSHIP: Organizes and works in a democratic manner. Stimulates participants. Plans with group and not for himself/herself.	1	2	3	4	5
9.	ATTITUDE: Sincere interest in internship. Strives to improve.	1	2	3	4	5

10.	RESOURCEFULNESS: Has a variety of program ideas and skills. Well acquainted with resources of community. Familiar with printed resources.	1	2	3	4	5
11.	WRITTEN COMMUNICATION SKILLS: Written materials are appropriate for the audience, clear, concise, and correctly constructed.	1	2	3	4	5
12.	ORAL COMMUNICATION SKILLS: Establishes rapport, employs active listening, well-prepared, clearly focused, and brief.	1	2	3	4	5
13.	QUALITY OF WORK: Work is accurate and timely, employing a wide range of educational methods.	1	2	3	4	5
14.	TECHNICAL SKILLS: Demonstrates an understanding of the general knowledge base utilized in the health education profession.	1	2	3	4	5
15.	RECEPTION TO FEEDBACK: The student demonstrates an ability to listen. Suggestions are received in a courteous manner and are acted upon within a reasonable timeframe.	1	2	3	4	5

**NARRATIVE COMMENTS**

3. Discuss any improvements the student has had since midterm.

4. The student should continue to develop the following competencies

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail



**Student Intern/Field Placement**

**Student Evaluation of CHHS Experience**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_ Date \_\_\_\_\_

Internship preceptor: \_\_\_\_\_ Title: \_\_\_\_\_

**A. Orientation and planning of internship/field placement**

1. Was the internship/field placement appropriate for your past experience and future career expectations? Yes\_\_\_\_\_ No\_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did the preceptor provide a good overview of the mission, vision, goals, objectives, services, and activities of CHHS?

Yes\_\_\_\_\_ No\_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Did the preceptor assist you in establishing feasible goals that were realistic for the time allotted to the internship/field placement?

Yes\_\_\_\_\_ No\_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did the preceptor provide the resources necessary for completion of the work (i.e. desk space, access to needed documents, reports, communications, etc.)?

Yes\_\_\_\_\_ No\_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## B. Guidance by the Preceptor

1. Did the preceptor meet with you at intervals that were frequent enough to provide adequate teaching?

Almost always \_\_\_\_\_ Sometimes \_\_\_\_\_ Too infrequently \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did the preceptor meet with you at intervals that were frequent enough to provide constructive feedback on work in progress?

Almost always \_\_\_\_\_ Sometimes \_\_\_\_\_ Too infrequently \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If unforeseen problems arose, did the preceptor help you revise your goals and objectives, as appropriate?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not applicable \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did the preceptor communicate new knowledge areas and new skills in ways you understood?

Almost always \_\_\_\_\_ Sometimes \_\_\_\_\_ Almost never \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Did the preceptor stimulate your interest in overall field of public health?

Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Did the preceptor stimulate your interest in the knowledge area of your major project?

Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Was the preceptor receptive to your ideas and viewpoints?

Almost always \_\_\_\_\_ Sometimes \_\_\_\_\_ Almost never \_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### C. Major Project

1. Check the one that is most applicable and explain.

- \_\_\_\_ a. Original goals and objectives were satisfied.
- \_\_\_\_ b. Original goals and objectives were revised due to unforeseeable circumstances.
- \_\_\_\_ c. Original goals and objectives were not feasible because of barriers to completion. (i.e. financial, political, lack of acceptance by target population, etc.)

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How clear was the relevance or significance of the major project to the overall field of public health?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List the reasons that writing the final report and giving the oral presentation were or were not useful in terms of the overall internship/field placement experience.

List: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Overall

1. What have you learned from this internship/field placement that you will take forward into your future career?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What have you learned about leadership from your preceptor as part of this internship/field placement experience?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What did you most enjoy about this internship/field placement?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What did you like least about this internship/field placement?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What can CHHS do to provide a better internship/field placement for future students?

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your honest and candid feedback. This will allow CHHS to make improvements to our internship/field placement program and to continue to offer a quality experience to future students.