1. Submitted by College of  Medicine

Department/Division offering course  School of Public Health

2. Changes proposed:
   (a) Present prefix & number  SPH 809
      Proposed prefix & number  SPH 609
   (b) Present Title  Public Health Practicum
      New Title
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits:  3 or 6
      Proposed credits:  SAME
   (e) Current lecture: laboratory ratio
      Proposed:  
   (f) Effective Date of Change: (Semester & Year)  Fall 2003

3. To be Cross-listed as:

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
      NO CHANGE
   (b) New description:  NO CHANGE
   (c) Prerequisite(s) for course as changed:  NO CHANGE

5. What has prompted this proposal?
The MPH degree was originally submitted as a professional degree, however the degree is now a Graduate School degree. The 600 number is needed to reflect this change.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   NO CHANGE

7. What other departments could be affected by the proposed change?
   N/A

8. Will changing this course change the degree requirements in one or more programs?*
   Yes  ☒ No
   If yes, please attach an explanation of the change.*

9. Is this course currently included in the University Studies Program?
   Yes  ☒ No
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change?  Yes  ☒ No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

   Name:  Joel Lee, Dr.P.H.  Phone Extension:  323-5059 x285

   **Signatures of Approval:**

   Department Chair  Date

   Dean of the College  Date

   **Undergraduate Council  Date

   **Graduate Council  Date

   **Academic Council for the Medical Center  Date

   **Senate Council  Date of Notice to University Senate

   **If applicable, as provided by the Rules of the University Senate.

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**ACTION OTHER THAN APPROVAL**

**********

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 11/98
University of Kentucky
School of Public Health

SPH 609
Master of Public Health
Field Practicum

2002-2003

FIELD PRACTICUM MANUAL
Preface

The Field Practicum Manual has been prepared for the use of both students and preceptors in the Master of Public Health degree. The information contained in this Manual summarizes the requirements and expectations for the field practicum experience. The Manual is designed to address issues related to the field practicum requirement for both full-time and part-time students as identified by the faculty of the Program.

Students are responsible for assuring that they meet all University, School of Public Health, and Program requirements regarding the field practicum by complying with regulations specified in the Bulletin of the University and responsibilities outlined in this Field Practicum Manual.

Individuals requiring additional assistance with regard to the field practicum should contact the Practicum Program Director. Suggestions and comments for improvement of the field practicum experience are greatly welcomed, as well.

The purpose of this manual is to provide the student with guidance regarding the structure and organization of the field practicum requirement. Specific details regarding how the field placement operates and the expectations for the student and the practitioner who will be supervising the student are outlined. In addition, the mechanical aspects of the field practicum activity and evaluation of the student and site are outlined.

Practicum Program Director- Cynthia Lamberth, 859-257-1127, cdlamb2@email.uky.edu
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Chapter 1: Introduction to Field Practicum

The principal objective of the field practicum exercise is to bridge the academic environment and the field of practice for the student. This objective is achieved by placing the student in a practice environment where he or she has the opportunity to utilize the knowledge and skills developed during the initial course of study. The student’s field practicum allows him/her to observe and participate in a public health environment and to gain a better understanding of what to expect and what is expected of them after graduation.

The field practicum requirement is taken seriously by the University of Kentucky School of Public Health faculty. The faculty recognizes the integrating nature of the field practicum and its value in providing a broad, realistic, and challenging exposure to the field of practice. The field practicum also offers an opportunity for the student to be tested in a real-world setting so that any significant deficiencies can be addressed prior to graduation.

The Kentucky School of Public Health faculty appreciates all the contributions of preceptors and students in making the field practicum experience successful and valuable to the student. The field practicum requirement and its completion is under continuing and constant review by the faculty. It is imperative for preceptors and students to provide suggestions for enhancing the experience for all parties. We rely on such advice and guidance to improve the practicum for both students and preceptors.
Chapter 2: Field Practicum Checklist

**Phase I:**

- Select an area of concentration.
- Complete at least 20 credit hours and **all core courses**.
- Complete the Sexual Harassment, BCLS certification, Bloodborne Pathogen, and University Health Service Compliance Forms.

**Phase II:**

- Complete the **Field Practicum Planning Questionnaire** and return it to the Practicum Director.
- The Practicum Director and student will identify appropriate practicum sites.
- Students will prepare résumés or other documentation as required and meet with possible preceptors and faculty advisor.
- Submit the completed **Field Practicum Placement Information Form** to the Practicum Director.
- The Practicum Director will determine the number of contact hours (200 for 3 credit hours or 400 for 6 credit hours). This decision is based on the student’s needs and prior experience public health and health care, particularly in their area of concentration. This will be determined prior to initial arrangements for the practicum field experience.
- Approval from the Practicum Director and Admissions/Student Affairs office for registration.

**Phase III:**

- Meet with the Preceptor and agree on the student’s responsibilities at the practicum sites.
- Submit the **Student Activities/Learning Objectives/Competencies Form** no later than one week after the initiation of the field practicum activity.
- Submit a weekly **Interim Field Practicum Report** to the Practicum Director.

**Phase V:**

- Submit the **Final Field Practicum Report** to the Practicum Director and Preceptor no later than three weeks following the end of the field practicum.
- Preceptor submits the **Preceptor Report on Student** to the Practicum Director within two weeks after the end of the practicum.
Chapter 3: Components of the Field Practicum

Each field practicum placement should have the following components:

1. An opportunity to work with a practicing professional who is functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization is the basis for the field practicum. This professional will be appointed as a voluntary faculty member or preceptor in the MPH Program in the School of Public Health.

2. Students should have the opportunity to attend as many, and as varied as possible, managerial meetings involving a variety of people in the organization, such as the medical staff, administrators, health educators, epidemiologists and other professionals. In this way, the student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.

3. The student should be assigned one or more specific projects to carry out during the field practicum. The projects should be designed so the student has principal responsibility, perhaps working with others in the organization, and the result should be a product, written or otherwise, that is of value to the organization. The number and types of projects performed by the student are left to the discretion of the preceptor in recognition of the agency's needs, time constraints, and the student's interests and capabilities.

4. The student should conduct other smaller functions within the organization that contribute to an understanding of the complexities that the organization faces. Any reasonable activity in which the student contributes to the organization through assisting other individuals, and which provides a learning experience for the student, are appropriate.

5. The student should undertake any other activities that the preceptor may assign and which have mutual benefit thus further exposing the student to the organization and the complexities of its working environment.

6. The student develops an understanding of the political context within which public health activities are conducted.

7. The student meets regularly with a preceptor who can guide the student and serve as a role model; the student attends appropriate meetings and seminars.

Due to the wide diversity in field practicum opportunities available to students, it is unwise for the Program to delineate further the specific nature of the training. However, it is imperative that the preceptor and student, with faculty advisor and practicum program director concurrence, agree on the scope of responsibilities and duties that the student will assume at the beginning of the field practicum period.
Chapter 4 Field Practicum Sites

The School of Public Health faculty believes that a wide range of organizations and agencies can provide a valuable field practicum experience for the SPH student. Therefore, the Practicum Director will endeavor to identify field practicum sites that meet the specific needs of individual students in terms of their own career interests and identities. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. Examples of types of sites are listed below.

- federal agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Health and Human Services, Occupational Safety and Health Administration
- state, county, or city health departments
- other state and local health and social service agencies
- managed care organizations
- insurance companies
- neighborhood health centers and community clinics
- hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- community mental health centers
- environmental health consulting companies
- industrial settings
- multi specialty medical practices

SITE SELECTION: Overall considerations in the selection of a practicum site for each student are as follows:

- availability of a good preceptor who is willing and able to spend time with the student and provide guidance
- availability of other good role models at the site
- good understanding of the educational needs of students, including the need to increase responsibility and independence gradually
- willingness to provide support, ranging from a desk and a phone to stipends or salary, transportation, and lodging
- appropriateness of experience as it relates to career goals and the student’s area of concentration
Chapter 5: Procedures for Field Practicum

The Practicum Director will identify appropriate training sites for the field practicum experience. Students are expected to prepare résumés or other documentation as required, and present their ideas for learning objectives and project to potential preceptors.

While the Practicum Director will attempt to identify an appropriate site, he/she cannot guarantee placement nor assure the specific content of the experience. All reasonable efforts will be made for a successful placement.

The field practicum is coordinated by Cynthia Lamberth, 859-257-1127. Prior to the actual site selection process, all students must complete the Field Practicum Planning Questionnaire and return it to Mrs. Lamberth. This form will assist in securing an appropriate site based on a student’s interest.

Details regarding starting dates, ending dates, payments (if any) to the student, hours of work, specific working conditions, and similar matters are to be worked out among the preceptor, the Practicum Director, and the student. A good match between the student and the site is one element that increases the likelihood of a successful field experience. The most important aspect is the match between the knowledge and skills of the particular student and the demands of the tasks assigned by the site. Although students are supposed to be learning as well as working, some minimum level of preparedness is mandatory so that the student and site do not become frustrated.

In addition to knowledge and skills, the background, interests, and personal style of students are taken into consideration. The site may be chosen in order to maximize the opportunities for the student to gain experience in the areas in which he or she is weak. These perceived needs can be in the area of knowledge, skills, or attitude.

When a student has been selected for a field practicum site and the Practicum Director has designated a preceptor, the Practicum Director will confirm with the preceptor and the organization that the field practicum is also arranged. The Practicum Director, in consultation with other designated faculty, will maintain contact with the preceptor as appropriate during the field practicum. In most cases, Mrs. Lamberth will meet with the preceptor in person or via phone before the practicum begins.

As needed, the Practicum Director and/or designated faculty will be available for consultation with either students or preceptors regarding field practicum activities.

The student is expected to perform at a high level, to work hard, and to meet the requirements specified by the preceptor. The preceptor is expected to assure that the student is monitored, is given adequate and appropriate work assignments, and is provided with day-to-day supervision of the student's work.

The Practicum Director will assume the stance that intervention is appropriate only in instances of significant problems and that part of working in an organization is fitting into the organization's environment. The Practicum Director will intervene only in instances where performance on the part of the student or supervision on the part of the preceptor appears to be inadequate.

Based on reports submitted by the student and by the preceptor and informal communication with the preceptor, the faculty will give the student a grade for the field practicum activity. The Practicum Director, if necessary, will discuss with students any difficulties during the field practicum including failure to perform adequately, interpersonal problems, or other results of the working experience that might reflect on students' potential professional development. Suggestions for additional course work, for example, in technical areas that might further contribute to the student's professional development and competence will be provided by the faculty so that appropriate electives can be selected. Grading is based on:

**Interim Field Practicum Reports 15%**
**Final Field Practicum Report 65%**
**Preceptor Report on Student 20%**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = Fail

It is the student's responsibility to meet all the School of Public Health’s requirements, including compliance with the Behavioral Code of the Medical Center.

**PAYMENT:** The Practicum Director requests, on behalf of the student, that some form of payment be made. Compensation can take many forms, including salary, stipend, or payment of tuition. Some form of compensation is desirable, not only to help the student feel some ownership in the site, but to help him or her cope with the financial demands of going to school and supporting oneself.
THE PRECEPTOR: The involvement of the preceptor in the design, implementation, supervision, and evaluation of all aspects of the fieldwork experience is significant. The School of Public Health regards the preceptor as the person best able to ensure that the student devotes significant time and energy to improving skills and effectiveness in areas where the student is inherently weak, lacks experience, or is simply uncomfortable. The preceptor is an on-site faculty member with significant responsibility for the development of the student at his/her institution.

SUMMARY FOR THE STUDENT: This Field Practicum Manual is designed to provide guidance to students and preceptors in the conduct of the required field practicum activity of the MPH Program in the School of Public Health. The faculty recognizes the importance of flexibility in the design of field practicum experiences to assure that the students' training needs are met, and that the sponsoring organization's practical work requirements are addressed. Therefore, this manual has avoided detailed specification of requirements, leaving the design of the day-to-day activities of the experience to be worked out by the student and the preceptor, with Practicum Director and School of Public Health faculty concurrence.

Completion of forms for the conduct and monitoring of the field practicum experience are specified here and must be adhered to by all parties. An attempt has been made to formulate as simple a process as possible, with responsibility primarily assigned to the student.

It must be emphasized that the School for Public Health faculty assumes responsibility for the organization and conduct of required field practicum and is available throughout the field practicum period to work with the student and the preceptor on an as-needed basis, formally or informally, to ensure that the needs of all parties are met as fully as possible. Any problems that do arise will be addressed quickly and early on. Where problems cannot be resolved directly between the student and the preceptor, the Practicum Director will determine, with designated faculty input, an appropriate resolution.
Chapter 6: To the Preceptor

The student you select will have a variety of educational objectives and competencies as well as interests and skills. The first step in the training process is to review the student's objectives, education and preparation, and professional work experience. Learning objectives and competencies should be agreed upon with the student.

During the course of the initial discussions with the student it will be useful to have the student clarify objectives. Consider whether his/her objectives for the placement are appropriate and thoughtfully selected. They may be very specific; more often they are vague and general. Discuss the objectives and clarify them by asking:

- What do you hope to accomplish during this period?
- Are there particular skills you need/want to practice or develop?
- What are your short-term and long-term goals?
- To achieve this objective, I would have you (describe activity). How does that compare to what you have in mind?

Discuss potential projects and the conditions under which you prefer to have the student work. Include supervision schedule, work hours, stipend, travel, access to support staff, etc. Once accord is reached, formalize it by outlining mutual expectations in the written agreement Student Activities/Learning Objectives/Competencies which the student completes and you and the student sign.

EXPECTATIONS OF THE SITE: The site shall make its facilities available to be used for education purposes. The site shall provide the trainee access to available information or sources of information which will further his or her education while assigned to the site.

RELATIONSHIP OF THE UNIVERSITY AND THE TRAINING SITE: The time, location, and circumstances of all training related to this agreement shall be subject to prior approval of the University and the training site, to be mutually agreed upon.

EVALUATION: At the conclusion of the field practicum, the preceptor is requested to complete an evaluation of the student (Preceptor Report on Student).

FACULTY AVAILABILITY: The Faculty and Practicum Director will provide overall supervision of the field practicum activity including placement and evaluation follow-up. However, due to State funding constraints, faculty are not able to provide day-to-day student supervision. We rely on the preceptor for this. However, we ask the preceptor to call us immediately if any significant problems arise.
Following are the forms necessary for successful completion of the field experience. It is the student’s responsibility to see that the documents are completed and copies provided to the Practicum Director. The forms are available on the SPH web site, and submission of electronic versions, attached as an e-mail, is preferred. However, forms may be printed, filled out and submitted as a hardcopy (Adobe Acrobat Reader 4.0 required).

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<tr>
<th>Document</th>
<th>Purpose</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practicum Planning Questionnaire</td>
<td>Gives faculty information to begin searching for a practicum site based on a student’s preference</td>
<td>As early as possible after being admitted to the program, prior to seeking any placements.</td>
</tr>
<tr>
<td>Field Practicum Placement Information</td>
<td>Documents where the student will be placed and dates of practicum</td>
<td>Before the start of the practicum.</td>
</tr>
<tr>
<td>Student Activities/ Learning Objectives/ Competencies</td>
<td>To document intended activities the student will be doing and get the commitment of the preceptor to assist in meeting goals</td>
<td>Within one week of starting the practicum</td>
</tr>
<tr>
<td>Interim Field Practicum Report</td>
<td>To evaluate interim progress toward goals</td>
<td>Once each week during the practicum or the frequency agreed upon by Practicum Director.</td>
</tr>
<tr>
<td>Final Field Practicum Report</td>
<td>To evaluate the entire practicum, and the student’s experiences</td>
<td>At the end of the field practicum no later than three weeks after the last contact hour.</td>
</tr>
<tr>
<td>Preceptor Report on Student</td>
<td>To evaluate the student’s progress toward goals. Obtain feedback on student’s educational needs</td>
<td>Within two weeks after the end of the practicum</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________________

Date: ___________ Area(s) of Study Concentration: _________________________

Home Address: ____________________________________________________________

E-mail ______________________ Phone Number: _________________________________

Section I. General Information
1. Setting/Type of Agency
   List in order of preference those types of agencies and organizations (local health department, state department, private setting, specific division of the organization, etc.) that you believe would provide you with the kind of educational and professional experiences you need.

2. Locations
   List in order of preference those geographic locations which you believe would provide you with the experiences you need. If you have specific ideas please share them here.

Section II. Personal Information
1. Special Needs/Interests
   Indicate any special needs or interests (educational or personal) which may be relevant to your field practicum placement.

Section III. Career/Professional Information
1. Briefly, what are your career goals?

2. What types of health-related job experiences have you had and where? Briefly describe your major duty or responsibility in each.
Please indicate the level of experience (substantial, some, minimal, none) you currently possess in the following:

Public health core disciplines:

- Epidemiology
- Biostatistics
- Public health management and practice
- Health enhancement and disease prevention
- Occupational and environmental health

Fiscal functions:

- Budgeting
- Funds development
- Financial planning
- Accounting
- Reimbursement

Planning-project/program organization:

- Development
- Management
- Evaluation
- Problem identification, analysis, and solutions

Policy:

- Research
- Drafting legislation
- Lobbying negotiations
- Implementation
Grantsmanship: _______
Line management/personnel administration: _______
Marketing: _______

One purpose of the field practicum is to provide an opportunity for you to function in roles and settings not previously experienced. Indicate the extent of experience (substantial, some, minimal, none) you currently have in the functions below.

- _______ Working with committees.
- _______ Working with an ethnic population different from your own.
- _______ Working for a national/regional/local organization.
- _______ Working for a public agency/a private agency.
- _______ Working in a public health system.

List at least five skills you can offer your preceptor during field placement.
University of Kentucky School of Public Health
MPH Program
Field Practicum Placement Information

Fill out and return this form to the Program office and a copy to Cynthia Lamberth within one week of starting your field practicum.

Name ____________________________________________
Address __________________________________________
Home Phone Number __________________________________
E-mail Address ______________________________________

Practicum Site ______________________________________
Preceptor Name and Phone Number ______________________
Practicum Site Address ________________________________
Work Phone at Practicum Site __________________________

Practicum Start Date ____________________________
Anticipated End Date ____________________________
Student: ________________________________________________________________

Preceptor: ________________________________________________________________

Site: ________________________________________________________________

List major projects to be performed (as agreed to by Preceptor):

List competencies for the student (The student will be able to….)

List other duties and responsibilities:

This statement of responsibilities is acceptable to us (signatures required):

_________________________________________________________________
Student                                                                       Preceptor

Advisor

Date:

Return to the Advisor and a copy to Cynthia Lamberth
Student ______________________________    Preceptor ______________________________

Practicum Site __________________________________________________________________

This report covers the period _______________________ to ______________________________

Total hours worked ______________________________

Part I: Activities Observed and/or Participated In

A. Brief Description

B. List Major Projects/Objectives Accomplished

C. List Minor Project/Objectives Accomplished
University of Kentucky School of Public Health
MPH Program
Final Field Practicum Report

Student ______________________________    Preceptor _______________________________
Practicum Site __________________________________________________________________

Part I: Written Summary due at the end of the practicum
This Final Field Practicum Summary Report must be submitted within three weeks of the completion of the field practicum. The report should not exceed six typed pages.
A. Summary of agency functions and goals (what does the agency do?)
B. Detailed description of duties and responsibilities.
C. Brief description and results of one or more major projects completed.
D. 10 Essential Public Health Services administrative and/or planning concepts applied.
E. Describe plans, decisions participated in, communications, organizing, problems solved, etc. in which you participated.
F. List written assignments completed.
G. Describe major written projects that you have completed.
H. Describe significant meetings attended.
I. Describe any additional experiences to which you may have been exposed.

Part II: Overall Assessment of Site
This is not part of the final practicum report. It is to be completed and turned in at the same time as the final report but as a separate document. This should not exceed one typed page.
A. List the strong points of this field practicum site/experience.
B. List the weak points of this field practicum site/experience.
C. Would you recommend this field practicum site/experience to other students? Why or why not?
Part I: Performance Evaluation

Performance Evaluation: Rate each aspect of the student's performance using the scale below.

5 Outstanding - Performance consistently exceeds normally expected levels. Shows a high degree of proficiency in all aspects of performance.

4 High Average - Performance frequently exceeds normally expected level. Shows a high degree of proficiency in certain aspects of performance.

3 Average - Performance is consistently at normally expected, acceptable levels. No major areas of necessary improvement can be cited. Equivalent to a grade of A in academic course.

2 Weak - Performance is inconsistent, meets minimum standards only periodically and/or only in certain areas.

1 Poor - Performance is consistently below an acceptable level. Immediate improvement is required.

NA Did Not Observe - The student's activities have not included an opportunity to practice a particular skill

Part II: Subjective Parameters

Attitude, Initiative, Appearance:

___ Willingness to accept constructive criticism
___ Self-Reliance
___ Resourcefulness
___ Flexibility
___ Thoroughness

___ Dependability
___ Curiosity
___ Personal Appearance
___ Maturity
___ Contributions at meetings

Professional Disposition:

___ Preceptor
___ Management
___ Clinicians
___ Other employees
___ Clients
___ Public

Communication:

___ Oral
___ Written
___ Tactful/diplomatic
Part III: Performance and Knowledge Improvement Based on the 10 Essentials Public Health Services

- Monitor health status to identify community health problems
- Diagnosis and investigate health problems and health hazards in the community
- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provisions of health care when otherwise unavailable
- Assure a competent public health care workforce
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services
- Research for new insights and innovative solutions of health problems

Part IV: Skill and Knowledge Development

- Common sense usage
- Decision making ability
- Management style

Part V: General Appraisal of Intern

Discuss strengths and weaknesses, level of achievement, willingness to devote time and energy, sense of purpose and commitment, etc.

Please describe any improvements you've noticed in the student's performance over the course of the internship.
Would you recommend this student for a position in an organization similar to yours?  
(Check appropriate response.)  

[  ] highly recommend  
[  ] recommend without reservations  
[  ] recommend with reservations (please explain)  
[  ] would not recommend (please explain)  

Signature of Preceptor ________________________________ Date_________________

To the Student:  
Your signature below indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation, and it has been discussed with you. If you wish, you may comment in the space below.

Signature of Student ________________________________ Date_________________

Student Comments:

Please return to:  
Cynthia Lamberth  
121 Washington Avenue  
College of Health Sciences #101A  
Lexington, KY 40536-0003