



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System

School of Health Sciences and Practice

and INSTITUTE OF PUBLIC HEALTH

Master of Public Health (MPH) Applied Practice Experience (APE) Guidelines

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MPH APE Overview

Purpose

The APE provides MPH students with a structured public health practice experience whereby they can take a population-based approach to a public health problem and apply the knowledge and skills acquired in the classroom. Students demonstrate foundational and concentration-specific competency attainment through the APE.

Requirement

All MPH students will register and complete the one-credit APE. Grading for the APE will be honors/pass/fail. In general, a student should register for the APE upon completion of at least 15 credits of coursework. Approval by the student's academic advisor is required (see Timing of APE and Registration policy posted on Student Resources). Students are required to have completed the following core courses:

- Health Care in the United States
- Introduction to Biostatistics
- Introduction to Epidemiology
- Behavioral and Social Factors in Public Health
- Environmental Influences on Human Health.

The APE can be completed either in one semester or spread out over three semesters but must be completed within one year (three semesters) of registering for the APE. There is no incomplete option. If, during a spring or fall semester, a student is not registered for other courses while working on the APE, then they must register for maintenance of matriculation in order to maintain active student status.

Students are required to keep a log of hours spent at the APE site, and to submit all the required deliverables within two weeks of completing the experience, and a minimum of four business days prior to their "checkout appointment/exit interview."

Criteria for APE

The APE can take many forms, all under appropriate supervision at the APE site and by school faculty. Possible options include: 1) Structured project within a health agency or other relevant community-based organization or a research-oriented project; 2) Course-based activity (excluding Capstone) under the supervision of a faculty member and external stakeholder; 3) Service-learning; 4) Internship opportunity; or 5) Volunteer opportunity, which may include activities organized by a student organization. Service-learning is an experiential teaching and learning strategy that combines academic instruction with meaningful community service and guided reflection activities.¹ Examples of service-learning include teaching through community engagement, planning non-profit organizational walks, conducting a conservation project at a park, lakeshore, or nature center, and assisting senior citizens with activities to enhance their quality of life.¹ An appropriate APE may involve governmental, non-governmental, non-profit, industrial, for-profit, or university-affiliated settings (focused on community engagement with external stakeholders).²

If a student fulfills the APE requirement at his/her place of employment, the Site Supervisor cannot be the student's immediate work supervisor and the experience must extend above and beyond the student's normal work duties. The Site Supervisor cannot be a relative of the student. The Site Supervisor should have a MPH degree or a master's degree in a related field, or the equivalent combination of education and experience. The Site Supervisor must meet with the student on a regularly-scheduled basis to provide guidance and a community

health perspective. The student and his/her Academic Advisor, the Site Supervisor and the Director of Public Health Practice will determine the place, scope, and duration of the APE (*APE Application* and *APE Agreement*). Students are required to submit an *APE Application* to the Director of Public Health Practice no later than the first two weeks of starting at the APE site, and receive approval no later than the third week of starting at the site. The Academic Advisor and the Site Supervisor will need to sign the *APE Agreement*. In general, APE sites will:

- Enable students to apply specific skills or competencies learned in the academic program;
- Provide logistic or virtual support to the student (e.g. desk, telephone, patient records, data, etc.);
- Provide a public health practice experience relevant to students' MPH studies;
- Have a community-based/public health perspective;
- Enable students to meet SMART objectives, achieve competencies, and fulfill criteria established by the school;
- Be mutually beneficial to both the site and the student.

The APE should be at least the equivalent of one month of full-time work (**a minimum of 140 hours**). Students may elect to do multiple APE experiences. The minimum hours required for any individual APE experience shall be no less than 30 hours. A complete set of documentation (*APE Application*, *APE Agreement*, *Interim Evaluation of APE*, *log of hours*, *APE Report*, *Student Evaluation of APE site*, *Final Site Supervisor Evaluation*, and *APE Poster* [electronic version]) is required for each APE experience the student elects to do. Students will not be approved to graduate until all documentation for the APE is completed and approved by the Director of Public Health Practice and the student's Academic Advisor. The APE portfolio must include complete APE documentation, including a minimum of two products.

APE Responsibilities

Student's Academic Advisor

1. Identifies students who are academically prepared to do the APE, facilitates their registration and communicates this information to the Director of Public Health Practice.
2. Provides the Director of Public Health Practice with new APE site referrals.
3. Communicates as needed with the student, the Director of Public Health Practice, and the Site Supervisor to develop the *APE Application*, *APE Agreement*, *APE Report*, and *APE Poster*.
4. Communicates with the Director of Public Health Practice, the Site Supervisor and the student during the course of the APE to discuss progress and to resolve any problems as needed.

Director of Public Health Practice

1. Communicates with students to facilitate the student development of an appropriate site where they can meet population-based educational objectives and competencies that are relevant to their area of concentration.
2. Reviews and provides feedback and instruction on the development of APE deliverables through the course site, APE workshop, virtual office hours and in-office or phone meetings with students.
3. Provides outreach and development of new APE sites, and supports proven high quality sites through ongoing site visits and utilization of evaluation reports.
4. Develops the Course Site, where site development resources and currently available APE opportunities are listed, and solicits new proposals annually.
5. Maintains contacts within the public health community to encourage the submission of additional placement opportunities.

6. Maintains ongoing communication with students and faculty regarding APE opportunities.
7. Maintains contact with students, Site Supervisors and Academic Advisors throughout the APE to provide constructive feedback and resolve any issues that may arise.
8. Implements APE workshops and updates the course site.

Assistant Director of Public Health Practice

1. Sends a welcome email to the Site Supervisor with the *APE Guidelines* and pertinent information attached. The student and the Academic Advisor are included in the communication.
2. Develops and updates the APE database to enable easy access for reporting purposes and quality assurance
3. Updates the Course Site.
4. Updates and reviews student files for completion.
5. Communicates with students on an ongoing basis regarding the development of their APE and all required deliverables.
6. Conducts and participates in student APE workshops and checkout appointments.
7. Communicates with the Director of Public Health Practice, Academic Advisors, and Site Supervisors on a timely basis to answer any questions and resolve problems as needed.

Site Supervisor

1. Provides an orientation to the public health program/setting of the APE inclusive of organization chart, mission statement, and description of the target population served, copies of routine reports, and copies of applicable research studies.
2. Reviews the APE Guidelines and Site Supervisor Orientation
3. Provides a list of pertinent readings/articles or resource information germane to the APE project.
4. Completes all necessary forms regarding the APE inclusive of the *APE Agreement* and *Site Supervisor Evaluation of APE* forms.
5. Explains work rules and procedures, provides necessary resources for the project, and assists in establishing access to the various data systems to be used by the student.
6. Communicates directly with the student and, as needed, with the Director of Public Health Practice, Assistant Director of Public Health Practice and the student's Academic Advisor to discuss progress and resolve problems.

Student

1. Meets with his/her Academic Advisor to review their program plan, discuss timing, and obtain approval for registration for the APE course.
2. Meets with the Director of Public Health Practice and/or Assistant Director of Public Health Practice after registering for the APE course to discuss APE placement.
3. Provides an up-to date resume to the Director of Public Health Practice and/or Assistant Director of Public Health Practice.
4. Actively participates in the development of a site. Students may reach out to public health agencies, hospitals, community based organizations for the purpose of developing an APE. All APE sites and projects are required to be approved by the Director of Public Health Practice and the Academic Advisor. Ultimately, it is the student's responsibility to secure an APE site.
5. Communicates with the Site Supervisor, the Director of Public Health Practice, Assistant Director of Public Health Practice, and the Academic Advisor to discuss progress and resolve problems during the APE.

6. Completes and submits in the format provided in the *APE Guidelines* and Course Site, all required deliverables (*APE Application, APE Agreement, Interim Evaluation of APE, log of hours, APE Report, Student Evaluation of APE site, Final Site Supervisor Evaluation, and APE Poster* [electronic version]). Students are responsible for obtaining the necessary signatures on all forms and submitting them to the Director of Public Health Practice or Assistant Director of Public Health Practice. The portfolio must include complete APE documentation, including a minimum of two products.
7. Completes all required deliverables in a timely and accurate manner as detailed in the course syllabus (see section VII). You must review all work for spelling, grammar, and professional formatting and citation (APA or AMA).
8. Schedules a final checkout appointment with the Director of Public Health Practice or Assistant Director of Public Health Practice.
9. Organizes in advance and emails (as per directions on the course site) a final copy of all required APE deliverables attached to one email. Students can do a checkout appointment via phone, in-office or skype.
10. If you are doing more than 1 APE, a complete set of deliverables (*APE Application, APE Agreement, Interim Evaluation of APE, log of hours, APE Report, Student Evaluation of APE site, Final Site Supervisor Evaluation, and APE Poster* [electronic version]) will be submitted by you including the approvals and evaluations from each Site Supervisor.

The APE Application

The *APE Application* sets forth the proposed scope of the APE, including the objectives to be achieved by the student, specific learning competencies that will be attained, the proposed activities, and the timeline for deliverables.

In preparing the *APE Application*, the student should work with their Site Supervisor, the Director of Public Health Practice and their Academic Advisor to ensure common understanding of the objectives and proposed activities of the APE. The *APE Application* must be submitted by the student to the Director of Public Health Practice and the student's Academic Advisor no later than the second week of starting at your APE site. The *APE Application* must be approved, and the *APE Agreement* must be signed by the student, Site Supervisor, Director of Public Health Practice, and the Academic Advisor no later than three weeks after starting at your site.

Application Format

The *APE Application* includes the following:

- Student Name and ID Number
- Name and address of the agency or organization serving as the APE site
- Mailing Address (if different)
- Identification of Site Supervisor and Academic Advisor
- Title of the APE project
- Nature and Scope of proposed project (description of the APE site and project – minimum of two paragraphs)
- Start and end date of the APE project
- SMART objectives (minimum of three)
- Strategies to be used
- Site resources to be used
- Foundational and Concentration-specific Competencies to be met by the APE project (**minimum of five competencies, three of which must be foundational**).

- Proposed final products (minimum of two)
- References (published within the past 5 years) (APA https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html or AMA <http://libguides.gwumc.edu/AMA> formatting)

Writing SMART Objectives

Students are required to develop a minimum of three SMART objectives. SMART objectives are measurable concise statements of the competencies, skills, knowledge, or understanding that the student plans to achieve. SMART objectives are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.³ A minimum of three SMART objectives for the APE are necessary. They should be written in the present tense and use action verbs that describe how learning will be demonstrated.

The following steps should help students to formulate good SMART objectives.

Step 1: Write down all the activities and duties that you will engage in throughout the APE.

Example: data analysis

Step 2: Write down the resources needed from yourself and the organization to accomplish each of the listed activities.

Example: need data, knowledge of how data were collected, time, software, knowledge of software, computer, work space, and what is the purpose of the analysis?

Step 3: Write the outcome for each of the listed activities.

Example: The data analysis is being used to help with the quality control survey of how a program is utilized.

Step 4: Develop SMART objectives considering the activities, resources needed, and outcomes written in steps 1-3 above. What is going to be learned?

Example:

1. Utilize statistical software to analyze the given data.
2. Assess how data must be “cleaned” to prepare for proper analysis
3. Apply data analysis product to develop overall evaluation of program

The following is a list of verbs, which may be helpful in the development of your SMART objectives.

KNOWLEDGE

Define
List
Name
Record
Repeat

COMPREHENSION

Describe
Discuss
Explain
Identify
Report
Review

APPLICATION

Employ
Illustrate
Interpret
Practice
Translate
Utilize
Apply

ANALYSIS

Analyze
Compare
Differentiate
Examine
Inspect

SYNTHESIS

Arrange
Create
Compose
Design
Manage

EVALUATION

Appraise
Assess
Evaluate
Measure
Revise

Relate

Prepare

Select

Examples of SMART objectives include:

- By February 11, 2018, Conduct a literature search to identify a minimum of 3 best practices in developing a Health Literacy Program;
- By May 28, 2018, increase by 10 percentage points from baseline, the percentage of adult males in NY who know all five of the signs of stroke (as listed by the American Stroke Association) and who also know to call 9-1-1 if stroke is suspected. Baseline to be determined by 2005 BRFSS;³
- By June 14, 2018, increase from 2 to 10 the number of community health centers that have implemented use of electronic medical records with provider reminders of high blood pressure treatment guidelines.³

Competencies and Assessment

Foundational competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas (see *Appendix A*).² Concentration-specific competencies refer to competencies for each concentration (see *Appendix B*). The APE requires each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies.² The SMART objectives that students develop will facilitate their attainment of the competencies that they have identified. Competencies are matched to deliverables and a specific deliverable can cover more than one competency. Competencies are also listed in the school’s catalog, and are available on the APE course learning management site.

The School assesses each student’s competency attainment in practical and applied settings through a portfolio approach (*APE Portfolio*), which demonstrates and allows assessment of competency attainment. Students will document how they attained proficiency in each competency in the *APE Report*, and will use the *Student Evaluation of APE Site* form to assess whether they have met each competency. Combined degree students have opportunities to integrate and apply their learning from both degree programs. Site supervisors will be asked to provide feedback on whether the students have met the competencies and objectives the students have identified in the *APE Application*.

Examples of practice-based products that demonstrate MPH competency achievement include:

Table 1. Practice-based products that demonstrate MPH competency achievement: Health Policy and Management Concentration²	
Specific products in portfolio that demonstrate application or practice	List competency name and number (see <i>Appendix A</i>, <i>Appendix B</i>)
Training manual for staff; brochure for participants; logic model for supervisor & staff; PowerPoint presentation of process & deliverables to preceptor, faculty & peers; APE Report; APE Poster	Foundational competency (FC) #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
	FC #18. Select communication strategies for different audiences and sectors
	FC #19. Communicate audience-appropriate public health content, both in writing and through oral presentation
	Concentration-specific competency (HPM) # 1. Identify the current issues in the development, organization, financing, and delivery of health services and public health systems in the U.S.
	HPM #7. Detail the principles of organizational development and apply systems thinking for resolving organizational problems.

The APE Report

The *APE Report* summarizes the student project. It is divided into two major sections; the initial section describes the APE organization. You will be asked to provide the mission, organizational structure, services and program offered by your APE agency. The second section describes your project. You will be asked to do a literature review, describe your objectives, methods, results and the public health implications of your work. In the second section, each student will explicitly demonstrate how each objective and competency outlined in the *APE Application* was met through his or her APE. Please utilize standard section headings in your methods section (as per your program's requirements).

Report Format

The *APE Report* includes the following:

- Student Name
- Name of the agency or organization serving as the APE site
- Identification of Site Supervisor
- Period of APE start and end dates
- Profile of APE Organization
 1. Mission/purpose/goals of the organization
 2. Mission/ purpose/goals of the student
 3. Organizational structure
 4. Services and programs offered
 5. Population served (include demographic/census data)
 6. Other information
- Description of student's project
 1. Introduction and literature review
 2. SMART objectives (minimum of three)
 3. Competencies (minimum five competencies, of which 3 must be foundational – balance can be concentration-specific)
 4. Methods (discuss how the SMART objectives were met)
 5. Presentation of results, discussion of competencies, and public health implications
 6. References (minimum of ten AMA or APA style, published within the past five years)
- Final products of project (minimum of two)
- Did this project further your educational/career goals
- Would you recommend this APE site to other students?

APE Poster Presentation

At the completion of the APE, the student prepares and presents a poster that summarizes their experience, to the Director of Public Health Practice at the APE checkout meeting. Students' Academic Advisor and Site Supervisor are encouraged to participate.

At some time in their professional careers, MPH graduates will probably be required to prepare a poster and participate in a poster session at a professional meeting. This is a good opportunity to learn this skill and participate in a poster session attended by one's peers and colleagues.

Guidelines for Posters

APE students should begin to think about the nature, focus, and content of the poster right at the beginning of the APE. Thinking about the end product in advance can help students focus his/her APE SMART objectives and activities. Students should also discuss the development of the poster with the Director of Public Health Practice throughout the APE. Students are encouraged to sign up for “Poster Making” classes at the NYMC Health Sciences Library and to use course resources.

The following guidelines are offered to help create an excellent poster that will enhance the learning experience.

Poster Materials

- PowerPoint can be used to create the images for the poster. However, it is advisable to not simply tack up a series of PowerPoint slides, with bulleted text. Charts, photographs and/or other graphics should be included to make the poster visually appealing and interesting.

Poster Format

The *APE Poster* should contain the following information:

- Title
- Student Name and Program Concentration, Department of Public Health
- Background:
 1. Name, location and brief description of organization serving as an APE site
 2. Description of project, what motivated the project and what historical work has lead up to this project. This section should include appropriate reference citations
 3. This section also sets the stage for the results and conclusions that follow
 4. Description of population served or program participants
- Purpose and SMART Objectives/Competencies:
 1. Purpose of the project
 2. SMART Objectives proposed in the *APE Application* and *APE Report*
 3. Competencies proposed in *APE Application* and *APE Report*
- Methods:
 1. Strategies employed to complete work; depending on the nature of the APE, the activities may include a description of how the student’s activities fit into a larger project.
- Results:
 1. Key findings and lessons learned
- Conclusions:
 1. Meaning and context of findings
 2. Recommendations and Insights about how the work could be advanced or what should be done with the findings to improve the health of the public
- References:
 1. AMA or APA Format
 2. Published within the past five years

Poster Style

No matter how wonderful the APE and how brilliant the poster content, people will only learn from it if the material is presented effectively. **A poster is a visual medium.** The design should get the **main** points across easily, attract colleagues and engage them in conversation. There are several excellent sets of detailed

guidelines available on the web: <http://www.nymc.edu> (Click on library, then Click Services, then Poster Printing.)

The overarching themes of all of these (and other sets of guidelines) are:

- Organization: Use headings to help readers find what they are looking for (APE setting, objective, result, conclusions, etc.). Most suggest a columnar format: top to bottom, left to right. You may want to include arrows to direct the reader. Use pleasing and balanced arrangement of graphics, text, colors.
- Less is more: Keep the verbiage to a minimum. Do not simply tack up pages of text. Some suggest a maximum of 50-75 words of text on a page. All text should be in fonts large enough to be read from 3- 6 feet away. Title should be in larger font sizes to be read from far away. Use simple fonts (e.g. Arial, Helvetica); do not use more than 2 types of fonts. Note: double-check the spelling in the text.
- Colors: Dark colors on a light background are easiest to read. Use a theme of 2-3 colors; avoid overly bright (neon) colors.
- Graphics: Use graphics (simple charts, tables, graphs) and photos as appropriate. Remember: a picture can be worth a thousand words. Not only do they help tell a story, they also help attract the audience.

The APE Portfolio

The student assembles the APE portfolio once the Director of Public Health Practice and Academic advisor approve of all deliverables and final products. The APE portfolio is a structured demonstration of the student's practice experience. It must include complete APE documentation (*APE Application, APE Agreement, Interim Evaluation of APE, log of hours, APE Report, Student Evaluation of APE site, Site Supervisor Evaluation, and APE Poster* [electronic version]). The portfolio must include a minimum of two products.² Every student who completes the APE will meet the minimum standard by developing the *APE Report* and *APE Poster*. Students are encouraged to develop additional products. Examples of products include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos, literature reviews, pamphlets, fact sheets, brochures or other digital artifacts of learning.²

Exemption from APE Requirement

APE is considered a core requirement for the MPH and a waiver is rarely granted. However, students who believe their previous work experiences fulfill the APE requirement must submit the *APE Waiver Application* to their Academic Advisor at least 18 months prior to graduation. In general, students requesting exemption from the APE requirement must document at least ten years of work experience encompassing broad-based and diverse areas of public health practice. The documentation accompanying a waiver application is expected to fully demonstrate that the student will have nothing to gain from an APE with respect to developing a deep understanding within the discipline of public health and a broad understanding of the scope of public health practice. The student must document that he/she has met all of the criteria required for granting a waiver.

The student's Academic Advisor will review the application. Only applications approved by the Academic Advisor will be reviewed by the Director of Public Health Practice. If the Director of Public Health Practice agrees that a waiver should be granted, he/she will present the request to a waiver committee for confirmation. The student will be notified by the Director of Public Health Practice of the waiver committee's decision. If the waiver committee has denied the waiver request than the student will be informed by the Director of Public Health Practice which criteria were not fully met. All waiver decisions are final and cannot be appealed.

Waiver Criteria

1. Documentation of previous public health practice where public health concepts have been applied. Public health concepts include knowledge of the core functions of assessment, and policy development; the assurance of a population- based approach to health problems and their prevention; experience working with community partners.
2. Documentation that specialty knowledge in the student's area of concentration has been applied previously using a population approach to health problems.
3. Documentation that the student's previous public health experience was broad based, diverse, of sufficient time (minimum of ten years work experience) and involved the application of many skills that complement his/her main area of academic training.
4. Documentation that previous public health experience was planned and had well defined learning objectives, outcomes, evaluation criteria which results in a formal presentation or publication and was supervised by a professional qualified to evaluate the public health practice of the student.
5. Students must present a minimum of 2 products.
6. Documentation of the student's prior experience must be applicable to future goals.
7. A few examples of areas which might be considered for a waiver could include:
 - Developing policies and intervention strategies to meet public health needs;
 - Conducting relevant research on population-based health problems;
 - Establishing health objectives, priorities, and needs assessments;
 - Assessing, monitoring or conducting surveillance of health problems/services in a designated population.

References

1. Rosenkranz RR. Service-learning in higher education relevant to the promotion of physical activity, healthful eating, and prevention of obesity. *Int J Prev Med*. 2012;3(10):672-681.
2. Council on Education for Public Health. Accreditation criteria: Schools of public health & public health programs. Amended 2016. <https://ceph.org/assets/2016.Criteria.pdf>.
3. Centers for Disease Control and Prevention. Evaluation Guide: Writing SMART Objectives. 2016. https://www.cdc.gov/dhdsp/docs/smart_objectives.pdf.

*Please note that previous clinical experience (as a physician or other health practitioner), but with no supervised and evaluated experience in an agency taking a population-based approach to a community, does not justify a waiver.

Applied Practice Experience (APE) Waiver Application

I request a waiver of the MPH APE requirement. I have acquired skill and experience in the application of public health principles to solve community health problems through prior field-based experience/employment. My prior experiences have been appropriately supervised, planned, implemented and evaluated.

Attached to this application is a resume of my relevant employment/experience and other required documentation.

Student _____
Name Signature Date

Program _____

Academic
Advisor _____
Name Signature Date

Director of Public
Health Practice _____
Name Signature Date

Reviewed by waiver committee _____ Approved Not Approved

Director of Public Health Practice

Name Signature Date

Dean's Office

Name Signature Date

Applied Practice Experience (APE) Application

Student Name:

ID number:

Agency/Organization:

Agency Physical Address:

Mailing address if different:

Site Supervisor Name, Degree(s) & Title:

Phone number:

Fax number:

Email address:

Academic Advisor Name, Degree(s) & Title:

Phone number:

Fax number:

Email address:

APE Proposal (Title of Project):

Start date:

End date:

Nature & scope of proposed project:

Objectives (please list a minimum of three):

Strategies to be used:

Site resources to be used (if special permission is needed to gain access to data, records, etc. how it will be arranged):

Identify which competencies you will be developing during the course of your APE (please identify a minimum of five competencies, of which three must be foundational competencies):

Final products (Each student must include two products. Students must match their identified competencies to their products. A specific deliverable can cover more than one competency):

Practice-based products that demonstrate MPH competency achievement	
Specific products in portfolio that demonstrate application or practice	List competency name and number as defined in the APE Guidelines (see <i>Appendix A, Appendix B</i>)

References: (AMA or APA formatting)

Applied Practice Experience (APE) Agreement

I have participated in the development of the APE proposal and agree to the conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

Student _____ Date _____

Site Supervisor _____ Date _____

Academic Advisor _____ Date _____

Director of Public Health Practice _____ Date _____

Site Supervisor Interim Evaluation of Applied Practice Experience (APE) Student

Student Name:

ID number:

Agency/Organization:

Agency Physical Address:

Site Supervisor Name, Degrees & Title:

Phone number:

Fax number:

DIRECTIONS: *This evaluation should be completed by the site supervisor mid-way through the APE. Using the following rating scale, the site supervisor will evaluate the student for the qualities listed below marking the box corresponding to the appropriate rating. Please attempt to respond to all of the listed qualities. You may add any comments that are helpful in describing the student's performance in the space provided in section III.*

RATINGS:	<i>EXCELLENT</i>	5
	<i>ABOVE AVERAGE</i>	4
	<i>AVERAGE</i>	3
	<i>BELOW AVERAGE</i>	2
	<i>NEEDS IMPROVEMENT</i>	1
	<i>UNSATISFACTORY</i>	0

I. PERSONAL QUALITIES		5	4	3	2	1	0	N/A
A.	Congenial, poised.							
B.	Approachable, courteous.							
C.	Well-grounded, wears suitable clothing for worksite.							
D.	General personality for public health or community service							
E.	Use effective oral communication skills							
F.	Use effective written communication skills							
II. PROFESSIONAL QUALITIES		5	4	3	2	1	0	N/A
A.	Has leadership abilities							
B.	General attitude toward assigned work.							
C.	Attitude toward suggestions for improvement.							
D.	Attitude toward being supervised.							
E.	Has ability to work well with people from different cultures							

II. PROFESSIONAL QUALITIES		5	4	3	2	1	0	N/A
F.	Industrious, willing to work, conscientious.							
G.	Interested in the work of the agency, association, or organization.							
H.	Initiative sees what needs to be done, resourceful.							
I.	Takes responsibility, trustworthy.							
J.	Cooperative, dependable.							
K.	Handles routine matters effectively.							
L.	Makes good use of time and gets things done.							
M.	Overall ability to handle general problems.							
N.	Has ability to make constructive plans in order to solve problems.							
O.	Has a caring, empathetic attitude toward the agency's clientele.							
P.	Has ability to advocate for public health policies							
Q.	Prompt, reported to the agency for work on time.							
R.	Probable future success as a public health professional.							
S.	Has ability to make positive interactions with interprofessional team members							

III. COMMENTS:

Site Supervisor _____
Signature

Date _____

Student _____
Signature

Date _____

Applied Practice Experience (APE) Report

Student name:

Site of APE:

APE Site Supervisor:

Period of APE Start date: End date:

1. Profile of APE Organization:

- a) Mission/purpose/goals of the organization
- b) Mission/ purpose/goals of the student
- c) Organizational structure
- d) Services and programs offered
- e) Population served (include demographic/census data)
- f) Other information

2. Description of student's project:

- a) Introduction (include description of project, literature search and literature review, why is this project important)
- b) Objectives
- c) Methods (list and discuss how each SMART objective was met)
- d)
 - i. Presentation of results
 - ii. Discussion of competencies (list and discuss how each competency was met)
 - iii. Public health implications
- e) References (minimum of ten AMA or APA style)

3. Final products of project:

4. Did this project further your educational/career goals? (Yes/No) Please explain

5. Would you recommend this APE site to other students? (Yes/No) Please explain

II. PROFESSIONAL QUALITIES		5	4	3	2	1	0	N/A
D.	Attitude toward being supervised.							
E.	Has ability to work well with people from different cultures							
F.	Industrious, willing to work, conscientious.							
G.	Interested in the work of the agency, association, or organization.							
H.	Initiative sees what needs to be done, resourceful.							
I.	Takes responsibility, trustworthy.							
J.	Cooperative, dependable.							
K.	Handles routine matters effectively.							
L.	Makes good use of time and gets things done.							
M.	Overall ability to handle general problems.							
N.	Has ability to make constructive plans in order to solve problems.							
O.	Has a caring, empathetic attitude toward the agency's clientele.							
P.	Has ability to advocate for public health policies							
Q.	Prompt, reported to the agency for work on time.							
R.	Probable future success as a public health professional.							
S.	Has ability to make positive interactions with interprofessional team members							

III. COMMENTS:

Was the student well matched to the site? Please explain

Did the student meet your expectations? Please explain

Did the School reach out to you and provide the APE guidelines?

What suggestions do you have for future MPH placements in your organization?

Did the student meet the competencies and objectives identified on the *APE Application*? Please explain

Is there additional knowledge, and or skills that you recommend students be taught in their required coursework?

Site Supervisor _____ Date _____
Signature

Student _____ Date _____
Signature

Student Evaluation of Applied Practice Experience (APE) Site

ID number: _____ **Date:** _____

Last Name: _____

First Name: _____

Please circle the criteria which best describes your experience in each of the following domains:

1 = Did not meet expectations	2 = Met expectations	3 = Exceeded expectations
--------------------------------------	-----------------------------	----------------------------------

Access to Site Supervisor	1	2	3
Level of guidance and supervision from Site Supervisor	1	2	3
Access to agency resources	1	2	3
Access to Academic Advisor	1	2	3
Access to the Director and Assistant Director of Public Health Practice	1	2	3
Do you think you met the competencies and objectives you identified on the <i>APE Application</i> ?	1	2	3
Based on the above criteria, rate your overall experience	1	2	3

Would you recommend this agency/organization to other students? Why or why not?

Is there additional knowledge, and or skills that you think should be taught in your required coursework to prepare you for the APE?

Appendix A

MPH Foundational Competencies²

A) Evidence-based Approaches to Public Health:

FC 1: Apply epidemiological methods to the breadth of settings and situations in public health practice

FC 2: Select quantitative and qualitative data collection methods appropriate for a given public health context

FC 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

FC 4: Interpret results of data analysis for public health research, policy or practice

B) Public Health & Health Care Systems:

FC 5: Compare the organization, structure and function of health care, public health and regulatory systems:

a. across national settings

b. across international settings

FC 6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

C) Planning & Management to Promote Health:

FC 7: Assess population needs, assets and capacities that affect communities' health

FC 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

FC 9: Design a population-based policy, program, project or intervention

FC 10: Explain basic principles and tools of budget and resource management

FC 11: Select methods to evaluate public health programs

D) Policy in Public Health:

FC 12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

FC 13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

FC 14: Advocate for political, social or economic policies and programs that will improve health in diverse populations

FC 15: Evaluate policies for their impact on public health and health equity

E) Leadership:

FC 16: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

FC 17: Apply negotiation and mediation skills to address organizational or community challenges

F) Communication:

FC 18: Select communication strategies for different audiences and sectors

FC 19: Communicate audience-appropriate public health content in writing and oral presentation

FC 20: Describe the importance of cultural competence in communicating public health content

G) Interprofessional Practice:

FC 21: Perform effectively on interprofessional teams

H) Systems Thinking:

FC 22: Apply systems thinking tools to a public health issue

Appendix B

MPH Concentration-Specific Competencies

Health Policy & Management:

- HPM 1: Identify the current issues in the development, organization, financing, and delivery of health services and public health systems in the U.S.
- HPM 2: Describe the development, implementation, and financing of health policy and its impact on consumers, providers and payers.
- HPM 3: Identify new models and emerging trends for healthcare financing.
- HPM 4: Interpret organizational, fiscal, legal and ethical analyses for business and clinical decision-making.
- HPM 5: Demonstrate an understanding of the processes to improve quality of patient care while recognizing and distinguishing between the cost of care and the availability of care.
- HPM 6: Compare and differentiate among business and health outcomes measurement, process/outcomes relationships and methods for process improvement in health organizations.
- HPM 7: Detail the principles of organizational development and apply systems thinking for resolving organizational problems.
- HPM 8: Characterize the structuring and positioning of healthcare organizations to achieve optimum outcomes.
- HPM 9: Tabulate quantitative, financial, economic and statistical data for decision-making.
- HPM 10: Discuss the economic, legal and ethical theories that impact on health systems and healthcare organizations.
- HPM 11: Identify principles of economics for analysis of health policy, program evaluation, and healthcare financing.

Health Behavior & Community Health:

HBCH 1: Identify and describe the major behavioral and social sources of morbidity and mortality.

HBCH 2: Describe the major theories and techniques for changing lifestyles health behaviors.

HBCH 3: Compare the strengths and limitations of major theories in designing different types of health behavior interventions

HBCH 4: Describe the major issues in health education and communication and effecting change in individuals, groups and communities.

HBCH 5: Identify the role that social, environmental and personal stressors play in the health of individuals and communities.

HBCH 6: Describe steps/procedures for the needs assessment, planning, implementation and evaluation of public health programs, policies and intervention.

HBCH 7: Describe the appropriateness/applicability of different research designs for the evaluation of a health program.

HBCH 8: Evaluate the strengths/weaknesses of research studies (including design, sample, variable conceptualization/measurement, analysis) and their appropriateness for research questions and for the evaluation of programs.

HBCH 9: Communicate evaluation/research findings to lay and professional audiences.

Biostatistics:

- BIOST 1: Describe the roles biostatistics serves in the discipline of public health.
- BIOST 2: Describe basic concepts of probability random variation and commonly used statistical probability distributions.
- BIOST 3: Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- BIOST 4: Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- BIOST 5: Apply descriptive techniques commonly used to summarize public health data.
- BIOST 6: Apply common statistical methods for inference.
- BIOST 7: Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- BIOST 8: Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- BIOST 9: Interpret results of statistical analyses found in public health studies.

Epidemiology:

- EPIC 1: Identify key sources of data for epidemiologic purposes.
- EPIC 2: Describe a public health problem in terms of magnitude, person, time and place.
- EPIC 3: Apply the basic terminology and definitions of epidemiology.
- EPIC 4: Draw appropriate inferences from epidemiologic data.
- EPIC 5: Explain the importance of epidemiology for informing scientific, ethical economic and political discussion of health issues.
- EPIC 6: Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- EPIC 7: Calculate and interpret standard epidemiological measures of disease rates (e.g., prevalence, incidence, risk ratio, case-fatality rate), measures of disease association, accuracy and reproducibility (e.g. sensitivity, kappa).
- EPIC 8: Compare the advantages, disadvantages, features of epidemiologic study designs and system used to address public health problems. Describe the appropriate effect measures associated with each design or system and determine when each is appropriate to address a research or public health question.
- EPIC 9: Understand issues relating to sampling, sample size, conduct power estimations and their effect on study design.
- EPIC 10: Understand the differences between association and causation and the effects of chance, bias, confounding, and effect modification on the analytic approach and interpretation of these concepts/results.
- EPIC 11: Understand the components of a research proposal and identify the basic requirements of ethical research including informed consent and protection of the rights of human subjects.
- EPIC 12: Identify, apply and interpret the appropriate statistic measure using categorical and continuous outcomes using univariate, bivariate and multivariate methods.
- EPIC 13: Manipulate a dataset and analyze data using a standard statistical software package.
- EPIC 14: Conduct an epidemiologic investigation (e.g. cross-sectional study) using newly collected or existing data and prepare a report of the investigation.
- EPIC 15: Apply critical thinking to develop research hypotheses and to develop an analytic plan.
- EPIC 16: Communicate epidemiological findings and implications effectively in both oral and written formats to a professional or lay audience and demonstrate the ability to participate effectively in group discussions.
- EPIC 17: Evaluate the strengths and limitations of epidemiological reports.

Environmental Health:

- ENV P1: Describe the features of water supplies, sources and transmission systems.
- ENV P2: Describe water management approaches for specific water quality problems.
- ENV P3: Identify drinking water regulations and treatment requirements.
- ENV P4: Identify the major water regulations and treatment requirements.
- ENV P5: Describe the common sources of air pollutants, how airborne pollutants are dispersed and strategies to minimize emissions.
- ENV P6: Demonstrate knowledge of manufacturing technology, process, work operations and development, use and interpretation of material Safety Data Sheets.
- ENV P7: Understand the formation of environmental policies and describe the process of standard setting in occupational health and safety.
- ENV P8: Develop a model health and safety program, applying industrial hygiene techniques such as engineering controls, personal protective equipment, administrative controls, respiratory protection, medical surveillance and recordkeeping requirements.
- ENV P9: Interpret regulations pertaining to the manufacturing, distribution and disposal of chemical and pharmaceutical products and solid waste.
- ENV P10: Interpret the results of biological, chemical and physical testing of air, water and soil.
- ENV P11: Conduct a risk assessment of a given environmental exposure.