



**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 APE. Grading for the APE will be honors/pass/fail. In general, a student should register for the APE upon completion of at least 12 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 US
- Introduction to Biostatistics and Epidemiology for Public Health Studies
- Behavioral and Social Factors in Public Health
- Public Health in Action

**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 Practice Partner 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.<sup>1</sup> 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.<sup>1</sup> An appropriate APE may involve governmental, non-governmental, non-profit, industrial, for-profit, or university-affiliated settings (focused on community engagement with external stakeholders).<sup>2,3</sup>

If a student fulfills the APE requirement at his/her/their 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 an MPH degree or a master's degree in a related field, or the equivalent combination of education and experience. The Site Supervisor/APE Practice Partner Site must meet with the student on a regularly scheduled basis to provide guidance and a community health perspective. The student and his/her/their Academic Advisor, the Site

Supervisor/APE Practice Partner Site and the Director/Assistant Director of Public Health Practice will co-create and determine the place, scope, duration of the APE, and work products that are useful to the site and link to foundational and concentration-specific competencies (*APE Application* and *APE Agreement*). Students are required to submit an *APE Application*, with input from the Site Supervisor/APE Practice Partner Site, to the Director/Assistant Director of Public Health Practice no later than the first two weeks of starting at the APE Practice Partner Site, and receive approval no later than the third week of starting at the site. The Director/Assistant Director, Student, Academic Advisor and the Site Supervisor/APE Practice Partner Site will need to sign the *APE Agreement*. In general, APE Practice Partner Sites will:

- Enable students to apply specific skills or competencies learned in the academic program;
- Identify a minimum of two work products that are useful to the APE Practice Partner Site;
- Facilitate the students' demonstration of attainment of at least five competencies (of which at least three must be foundational competencies) through their experience of developing work products. The applied experiences may also address additional foundational or concentration-specific competencies if appropriate; Refer to the Competency Crosswalk Worksheet, and the Site Supervisor/APE Practice Partner Site Orientation Presentation;
- 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;
- Facilitate an experience that is 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/Mid-Point Evaluation of APE*, *Log of Hours*, *APE Project Brief*, *Student Evaluation of APE Practice Partner Site*, *Site Supervisor Final Evaluation of APE*, and *APE Poster* [electronic version], *plus a minimum of two practice partner-specific work products*) 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/Assistant Director of Public Health Practice and the student's Academic Advisor. The APE Portfolio must include complete APE documentation, including a minimum of two work products for the APE Practice Partner Site.

## ***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/Assistant Director of Public Health Practice.
2. Provides the Director/Assistant Director of Public Health Practice with new APE Practice Partner Site referrals.
3. Communicates as needed with the student, the Director/Assistant Director of Public Health Practice, and the Site Supervisor/APE Practice Partner Site to develop the *APE Application*, *APE Agreement*, *APE Project Brief*, and *APE Poster*.
4. Communicates with the Director/Assistant Director of Public Health Practice, the Site Supervisor/APE Practice Partner Site and the student during the course of the APE to discuss progress and to resolve any problems as needed.

5. Reviews all APE documentation and work products and assesses, provides feedback, and approves all final products and linkages to competencies from the beginning of the practicum, at the midpoint, and at the conclusion.

### ***Director of Public Health Practice***

1. Communicates with students to facilitate the student development of an appropriate APE Practice Partner 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 Practice Partner Sites and supports proven high-quality sites through ongoing site visits and utilization of evaluation reports.
4. Develops the Course Site, where APE Practice Partner 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/APE Practice Partner Sites 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.
9. Reviews all APE documentation and work products and assesses, provides feedback, and approves all final products and linkages to competencies from the beginning of the practicum, at the midpoint, and at the conclusion.
10. Reviews feedback from the Site Supervisor/APE Practice Partner Site and Academic Advisor at each stage of the APE.

### ***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 APE dashboard and dashboard evaluation report on a quarterly basis.
4. Updates the Course Site.
5. Updates and reviews student files for completion.
6. Communicates with students on an ongoing basis regarding the development of their APE and all required deliverables.
7. Conducts and participates in student APE workshops, weekly virtual office hours, and checkout appointments.
8. Communicates with the Director of Public Health Practice, Academic Advisors, and Site Supervisors/APE Practice Partner Sites on a timely basis to answer any questions and resolve problems as needed.
9. Reviews all APE documentation and work products and assesses, provides feedback, and approves all final products and linkages to competencies from the beginning of the practicum, at the midpoint, and at the conclusion.
10. Reviews feedback from the Site Supervisor/APE Practice Partner Site and Academic Advisor at each stage of the APE.

### ***APE Practice Partner 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/APE Practice Partner Site Orientation Presentation.
3. Provides a list of pertinent readings/articles or resource information germane to the APE project.
4. Collaborates with the student and the APE Faculty on the *APE Application* to identify a minimum of two work products that are useful to the APE Practice Partner Site. The *APE Agreement* will require the Site Supervisor/APE Practice Partner Site, Student, Director, and Academic Advisor to all agree on the timeline and work products for the APE.
5. Completes all necessary forms regarding the APE inclusive of the *APE Agreement*, *Interim/Mid-Point Evaluation (at approximately 50 hours)* and *Site Supervisor Final Evaluation of APE*.
6. 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.
7. 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/their 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 an APE Practice Partner Site. Students may reach out to public health agencies, hospitals, community-based organizations for the purpose of developing an APE. All APE Practice Partner Sites and projects are required to be approved by the Director and Assistant of Public Health Practice and the Academic Advisor. Ultimately, it is the student's responsibility to secure an APE Practice Partner Site.
5. Collaborates with the APE Practice Partner Site and the APE Faculty on the *APE Application* to identify a minimum of two work products that are useful to the APE Practice Partner Site. The *APE Agreement* will require the Site Supervisor/APE Practice Partner Site, Student, Director, and Academic Advisor to all agree on the timeline and work products for the APE.
6. Completes the Competency Crosswalk Worksheet to facilitate linkages between work products and appropriate competencies.
7. Demonstrates attainment of competencies through the experience of developing work products.
8. Communicates in a timely manner with the APE Practice Partner 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.
9. Submits the *Interim/Mid-Point Evaluation* to the Site Supervisor by no later than 50 hours of time logged for their project, and the *Site Supervisor Final Evaluation of APE* at the completion of APE hours.
10. Meets all objectives and competencies identified in the approved *APE Application*.
11. Completes and submits in the format provided in the *APE Guidelines* and Course Site, all required deliverables (*APE Application*, *APE Agreement*, *Interim/Mid-Point Evaluation of APE*, *Log of Hours*, *APE Project Brief*, *Student Evaluation of APE Practice Partner Site*, *Site Supervisor Final Evaluation of APE*, 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 and Assistant Director of Public Health Practice. The portfolio must include complete APE documentation, as well as a minimum of two work products that are useful to the mission of the APE Practice Partner Site.
12. 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).
  13. Schedules a final checkout appointment with the Director of Public Health Practice or Assistant Director of Public Health Practice.
  14. 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 zoom.
  15. If you are doing more than 1 APE, a complete set of deliverables (*APE Application*, *APE Agreement*, *Interim/Mid-Point Evaluation of APE*, *Log of Hours*, *APE Project Brief*, *Student Evaluation of APE Practice Partner Site*, *Site Supervisor Final Evaluation of APE*, and *APE Poster* [electronic version]), plus a minimum of two work products for the APE Practice Partner Site will be submitted by you including the approvals and evaluations from each Site Supervisor/APE Practice Partner Site.

### ***The APE Application***

The *APE Application* sets forth the proposed scope of the APE. It will detail the learning objectives, competencies, activities, and timeline for deliverables. Students will identify a minimum of two work products that are useful by the APE Practice Partner Site that will be aligned/matched with specific competencies. All students must identify at least five competencies, of which at least three must be foundational competencies. The applied practice experiences may also address additional foundational or concentration-specific competencies if appropriate.

In preparing the *APE Application*, the student should work with their Site Supervisor, the Director/Assistant Director of Public Health Practice and their Academic Advisor to ensure common understanding of the objectives, competency attainment, proposed work products and activities of the APE. The *APE Application* must be submitted by the student to the Director/Assistant 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/APE Practice Partner Site, Director of Public Health Practice, and the Academic Advisor no later than three weeks after starting at your site. Students are required to meet all objectives and competencies identified in their approved *APE Application*. Students are required to demonstrate attainment of competencies through the experience of developing work products.

### ***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 Practice Partner Site
- Mailing Address (if different)
- Identification of APE Practice Partner Site Supervisor and Academic Advisor
- Title of the APE project
- Nature and Scope of proposed project (description of the APE Practice Partner 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 (**at least five competencies, of which at least three must be foundational competencies. The applied practice experiences may also address additional foundational or concentration-specific competencies if appropriate**).
- Final work products (minimum of two practice-based work products that are useful to the APE Practice Partner Site and will be aligned/linked with the selected competencies in the table provided in the Application Template).
- 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](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 which will facilitate their development of work products, and attainment of competencies. SMART objectives are measurable concise statements of the competencies, skills, knowledge, or understanding that the student plans to achieve. SMART objectives are **Specific, Measurable, Attainable, Realistic and Timely.**<sup>4</sup> 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, and the work products that you will develop for your APE Practice Partner Site.

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, workspace, 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

#### APPLICATION

Employ  
Illustrate  
Interpret  
Practice  
Translate



	Review	Utilize Apply
<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
Analyze	Arrange	Appraise
Compare	Create	Assess
Differentiate	Compose	Evaluate
Examine	Design	Measure
Inspect	Manage	Revise
Relate	Prepare	Select

Examples of SMART objectives include:

- By February 10, 2023, conduct a literature search to identify a minimum of 3 best practices in developing a Health Literacy Program;
- By May 26, 2023, 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;<sup>4</sup>
- By June 14, 2023, 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.<sup>4</sup>

### ***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*).<sup>2,3</sup> 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.<sup>2,3</sup> The SMART objectives and work products that students develop will facilitate their attainment of the competencies that they have identified. Competencies are matched to work products (minimum of two for the APE Practice Partner Site) and a specific work product 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 Director, Assistant Director, and Academic Advisor monitor and review all APE documentation and work products and assesses each student’s competency alignment and attainment from the beginning of the practicum, at the midpoint, and at the conclusion. Students develop the *APE Application*, in collaboration with APE Practice Partner Site Supervisor and APE Faculty, at the beginning of the APE. The *APE Application* includes a Competency Crosswalk table where students identify competencies and match them to a minimum of two work products that they will be developing for their practice partner site. Each party signs the *APE Agreement* after they have assessed and approved the *APE Application*. The *Interim/Mid-Point Evaluation* is received and assessed by the Director, Assistant Director, and Academic Advisor midway through the student’s APE. This evaluation provides an opportunity to ensure that students are on track with their work products and competency attainment. It includes a student self-assessment section with a Competency Crosswalk table, and a section for the site supervisor to evaluate the student’s progress. In addition, the APE Faculty review the evaluation and take the necessary actions to address any challenges and facilitate a successful Applied Practice Experience. The *Site Supervisor Final Evaluation of APE* is received and assessed by the Director, Assistant Director, and Academic Advisor at the conclusion of the student’s APE. This evaluation allows Site Supervisors/APE Practice Partner Sites to assess whether the student met their competencies, and if their work products demonstrate attainment of each competency. The APE Faculty Competency Assessment Rubric and the APE Assessment and Grading Rubric are completed by the APE Faculty at the end of each student’s APE to assess their competency attainment through work product development, and overall performance in the course.

The *APE Portfolio* demonstrates and allows assessment and evaluation of competency attainment. The *APE Portfolio* includes all work products for the site as well as the required documentation for the school. Students will document how they met each objective and competency in the *APE Project Brief* and will use the *Student Evaluation of APE Practice Partner Site* 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/APE Practice Partner Sites are asked to provide feedback on whether the students have met their competencies and objectives, and whether the final work products that they developed are useful to the site. This evaluation data is entered, analyzed, and assessed in the APE Dashboard and Dashboard Report.

### **Competency Crosswalk Worksheet**

The worksheet is completed by students as part of the *APE Application* and the *Interim/Mid-Point Evaluation* to demonstrate linkages between competencies and work products that are identified as useful by the APE Practice Partner Site.

**Directions:** *The purpose of this worksheet is to help you identify competencies and match them to work products that you will be/are developing for your practice partner site. You must identify a minimum of five competencies, of which three must be foundational. Students are required to develop at least two work products.*

*Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.<sup>3</sup> **The APE Poster and APE Project Brief are required deliverables for the course but cannot be counted as work products.***

*In the table below, list the competencies that you included in your APE Application. Next to each competency, enter which of your work product(s) will demonstrate your attainment of the selected competency. Please provide a description in the explanation box of how you will demonstrate attainment of the competency with the work product. **\*Please note that a work product can be matched to more than one competency.***

<b>Competencies</b>	<b>Work Product(s)</b>	<b>Explanation</b>
[Competency 1]		
[Competency 2]		
[Competency 3]		
[Competency 4]		
[Competency 5]		

***APE Faculty Competency Assessment Worksheet***

The worksheet is completed by APE Faculty at the end of each student’s APE to demonstrate assessment of the individual student’s competency attainment through work product development.

**Director/Assistant Director Assessment**

<b>Work Products</b>	<b>Competencies</b>	<b>Not Met (1):</b> Work product fails to cover any or all the required competency elements.	<b>Met (2):</b> Work product covers the competency statement but there are minor issues related to the alignment.	<b>Exceeded (3):</b> Work product covers all required competency elements.
	[Competency 1]	1	2	3
	[Competency 2]	1	2	3
	[Competency 3]	1	2	3
	[Competency 4]	1	2	3
	[Competency 5]	1	2	3

**Academic Advisor Assessment**

<b>Work Products</b>	<b>Competencies</b>	<b>Not Met (1):</b> Work product fails to cover any or all the required competency elements.	<b>Met (2):</b> Work product covers the competency statement but there are minor issues related to the alignment.	<b>Exceeded (3):</b> Work product covers all required competency elements.
	[Competency 1]	1	2	3
	[Competency 2]	1	2	3
	[Competency 3]	1	2	3
	[Competency 4]	1	2	3
	[Competency 5]	1	2	3

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

Director/Assistant Director: \_\_\_\_\_ Date: \_\_\_\_\_

*Assessment and Grading Rubric*

<b>Components</b>	<b>Grading Criteria</b>	<b>Points</b>	<b>Fail</b>	<b>Pass</b>	<b>Honors</b>
<b>APE Application</b>	<p>1) Develops minimum of (3) specific and measurable objectives.</p> <p>2) Identifies minimum of (5) competencies (see product table in Application template), of which at least (3) must be foundational competencies.</p> <p>3) Identifies minimum of (2) work products that are useful to the APE Practice Partner Site and matches them to specific competencies.</p> <p>4) Provides clear and succinct explanations for how each competency will be attained through the development of the aligned work product(s).</p> <p>5) Provides professional citation and formatting (APA or AMA).</p>	<b>15 points</b>	0-11	12-13	14-15
<b>Interim/Mid-Point Evaluation</b>	<p>1) Demonstrates professional behavior at the APE Practice Partner Site.</p> <p>2) Punctual and in attendance as required by the Site Supervisor/APE Practice Partner Site.</p> <p>3) On track to complete the work products identified in the Application.</p> <p>4) On track to complete the competencies identified in the Application.</p> <p>5) On track to complete the objectives identified in the Application.</p>	<b>5 points</b>	0-3	4	5
<b>APE Project Brief</b>	<p>1) Correct use of grammar, punctuation, sentence structure, spelling, professional citations, and formatting (APA or AMA).</p> <p>2) Uses strong and appropriate research references, minimum of (10) all published within the past 5 years.</p> <p>3) Clearly maps competencies to the minimum of (2) work products developed for the APE Practice Partner</p>	<b>25 points</b>	0-19	20-22	23-25

Components	Grading Criteria	Points	Fail	Pass	Honors
<b>APE Project Brief Continued</b>	<p>Site that were identified in the Application.</p> <p>4) Clearly explains methodology, results of project and public health implications.</p> <p>5) Overall high-quality presentation and substantive integration of evidence-based practice.</p>				
<b>APE Poster</b>	<p>1) Appropriate use of pictures, graphics, charts and graphs to support project.</p> <p>2) Able to clearly and succinctly give details in a short and concise manner, with correct use of grammar, punctuation, sentence structure, spelling and professional formatting of citations/references (APA or AMA).</p>	<b>10 points</b>	0-6	7-8	9-10
<b>Site Supervisor Final Evaluation of APE</b>	<p>1) Well-Matched to the APE Practice Partner Site.</p> <p>2) Met expectations of the Site Supervisor/APE Practice Partner Site.</p> <p>3) Met the minimum of (2) useful work product expectations for Site Supervisor/APE Practice Partner Site.</p> <p>4) Developed minimum of (2) work products for the APE Practice Partner Site, which demonstrate competency attainment.</p> <p>5) Met objectives identified in the Application.</p>	<b>15 points</b>	0-11	12-13	14-15
<b>APE Portfolio</b>	<p>1) Contains all required deliverables.</p> <p>2) Able to organize Portfolio and present in a clear manner.</p> <p>3) Contains minimum of (2) work products for the APE Practice Partner Site (<i>see Criteria for Evaluation</i>) that are matched to the competencies identified in the Application.</p> <p>4) Contains required separate D5 Template.</p>	<b>10 points</b>	0-6	7-8	9-10

Components	Grading Criteria	Points	Fail	Pass	Honors
<b>APE Portfolio Continued</b>	5) Contains the required cover page and table of contents.				
<b>Professional Behavior</b>	1) Communicates professionally, and in an appropriate/timely manner throughout the APE. 2) Professional conduct that includes wearing appropriate attire/suitable clothing for the APE Practice Partner Site, and respect for other employees at site. 3) Maintains accurate log of APE hours and adheres to work schedule of the APE/Practice Partner Site. 4) All deliverables are submitted on time. 5) Follows all directions on course site.	<b>20 points</b>	0-15	16-18	19-20
<b>Total Points</b>		<b>100</b>			

***Criteria for Evaluation:***

Please note that the *Agreement Form*, *Student Evaluation*, and the *Log of Hours* are not included in the rubric as they are REQUIRED Documents that do not carry any points. A required component of the APE project will include a Portfolio. The *APE Portfolio* is a structured demonstration of the student’s practice experience. It must include complete APE documentation (*APE Application*, *APE Agreement*, *Interim/Mid-Point Evaluation of APE*, *Log of Hours*, *APE Project Brief*, *Student Evaluation of APE Practice Partner Site*, *Site Supervisor Final Evaluation of APE*, and *APE Poster* [electronic version]). **The Portfolio must include a minimum of two work products.**<sup>2,3</sup> Students are encouraged to develop additional products. **Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.**<sup>3</sup> To receive an overall grade of honors, an honors level score must be received in every category. The final student grade is determined by the Director of Public Health Practice with input from the Assistant Director of Public Health Practice, Academic Advisor and Site Supervisor/APE Practice Partner Site.

***The APE Project Brief***

The *APE Project Brief* summarizes the student project. You will be asked to provide a description of the project, literature review, explanation for why the project is important, description of the APE Practice Partner Site, methods for meeting objectives and competencies, final work products, and public health implications of your work. Each student will explicitly demonstrate how each objective and competency outlined in the *APE Application* was met through the development of the minimum of two work products for the APE Practice Partner Site.

## ***APE Project Brief Format***

The *APE Project Brief* includes the following:

- Student Name
- Name of the agency or organization serving as the APE Practice Partner Site
- Identification of APE Practice Partner Site Supervisor
- Period of APE Start and End Dates
- 1. Description of Student's APE project
  - a) Introduction (description of the project, literature review - cite a minimum of 10 different evidence-based references published within the past 5 years, why is this project important?)
  - b) Description of APE Practice Partner Site (location, mission, and services offered)
  - c) Discussion of Methods for Meeting Final Work Products Objectives
  - d) Discussion of Methods for Attaining Competencies through Final Work Products Development
  - e) Final Work Products of Project
  - f) Public Health Implications
  - g) Did this project further your educational/career goals? (Yes/No) Please explain
  - h) References (APA or AMA formatting)

## ***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/their APE SMART objectives and activities. Students should also discuss the development of the poster with the Director/Assistant 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 Practice Partner Site
  2. Description of project, what motivated the project and what historical work has led 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:
    1. Purpose of the project
    2. SMART Objectives in the *APE Application*
  - Methods:
    1. Strategies employed to complete the final work products; explanation of competency attainment through final work product development.
  - Results:
    1. Key findings, lessons learned, and competencies achieved
  - 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 required *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/Mid-Point Evaluation of APE*, *Log of Hours*, *APE Project Brief*, *Student Evaluation of APE Practice Partner Site*, *Site Supervisor Final Evaluation of APE*, and *APE Poster* [electronic version]). The portfolio must



also include a minimum of two practice-based work products that are useful to the APE Practice Partner Site and are aligned/matched with specific competencies.<sup>2,3</sup> Students are encouraged to develop additional products. **Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.**<sup>3</sup>

### ***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 they have 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/they 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/their 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. Council on Education for Public Health. Accreditation criteria: Schools of public health & public health programs. Amended 2021. <https://media.ceph.org/documents/2021.Criteria.pdf>.
4. Centers for Disease Control and Prevention. Evaluation Guide: Writing SMART Objectives. 2016. [https://www.cdc.gov/dhdsp/docs/smart\\_objectives.pdf](https://www.cdc.gov/dhdsp/docs/smart_objectives.pdf).

## *Documents*

\*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:**

**Practice Partner Agency/Organization:**

**Practice Partner 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:**

**Title of APE Proposal:**

**Start date:**

**End date:**

**Nature & scope of proposed project:**

**Objectives:**

**Strategies to be used:**

**APE Practice Partner Site resources to be used:**

**Identify which competencies you will be developing during the course of your APE:**

**Final work products (for practice partner site):**

<b>Competencies</b>	<b>Work Product(s)</b>	<b>Explanation</b>
[Competency 1]		
[Competency 2]		
[Competency 3]		
[Competency 4]		
[Competency 5]		

**References (AMA or APA formatting):**

*APE Agreement*

By signing the APE Agreement form, I confirm that I have participated fully in the development of the APE proposal and agree to the conditions, timeline, work products and competencies specified in the APE Application. I understand that **all APE documentation and work products will be assessed for competency alignment and attainment** from the beginning of the practicum, at the midpoint, and at the conclusion. I understand that **all students are required to develop a minimum of two work products that are identified as useful to the APE Practice Partner Site.**

**Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.**

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/Assistant Director of Public Health Practice \_\_\_\_\_ Date \_\_\_\_\_

***Interim/Mid-Point Evaluation of Applied Practice Experience (APE): Submitted by Student in Conjunction with Site Supervisor***

***Student Name:***

***ID number:***

***APE Practice Partner Agency/Organization:***

***APE Practice Partner Agency Physical Address:***

***APE Practice Partner Site Supervisor Name, Degrees & Title:***

***Phone number:***

***Fax number:***

***Directions: This evaluation should be completed by the Student and Site Supervisor/APE Practice Partner Site mid-way through the APE. The evaluation gives the student the opportunity to self-assess, while the Site Supervisor/APE Practice Partner Site evaluate the student for their competency attainment. The student and Site Supervisor are to complete, sign and date the evaluation form. It is the student's responsibility to submit the completed and signed evaluation to the school, where the APE faculty will review and provide feedback.***

**I. STUDENT SELF-ASSESSMENT**

- A. Please confirm in the space below that you have reviewed your APE Application and Agreement Form and all information is up to date.
  
- B. Briefly describe the work that you have completed thus far for your APE, and your progress with competency attainment through the development of your final work products for your APE Practice Partner Site.
  
- C. Describe any challenges or obstacles that have affected the progress of your APE project.
  
- D. What is the plan to address these challenges or obstacles?
  
- E. Is there anything that you would like to bring to our attention?

F. In the table below, list the competencies that you included in your approved APE Application. Please circle the rating which best describes your level of attainment for each competency at this point in your APE:

<b>Competencies</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
[Competency 1]	1	1.5	2	3
[Competency 2]	1	1.5	2	3
[Competency 3]	1	1.5	2	3
[Competency 4]	1	1.5	2	3
[Competency 5]	1	1.5	2	3

G. In the table below, list the competencies and final work products that you included in your approved APE Application. Please provide a detailed description of how you are demonstrating attainment of each competency with the work products that you are developing for your APE Practice Partner site:

<b>Competencies</b>	<b>Work Product(s)</b>	<b>Explanation</b>
[Competency 1]		
[Competency 2]		
[Competency 3]		
[Competency 4]		
[Competency 5]		



**II. SITE SUPERVISOR/APE PRACTICE PARTNER SITE ASSESSMENT OF STUDENT**

H. Describe any challenges or obstacles that have affected the progress of the APE project.

I. What is the plan to address these challenges or obstacles?

J. Is there anything that you would like to bring to our attention?

K. In the table below, list the competencies that the student included in their approved APE Application. Please circle the criteria which best describes the student’s level of attainment of each competency at this point in their APE:

<b>Competencies</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
[Competency 1]	1	1.5	2	3
[Competency 2]	1	1.5	2	3
[Competency 3]	1	1.5	2	3
[Competency 4]	1	1.5	2	3
[Competency 5]	1	1.5	2	3

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Student \_\_\_\_\_ Date \_\_\_\_\_  
Signature

**III. APE FACULTY USE ONLY**

Approved: Yes\_\_\_ No\_\_\_ Date \_\_\_\_\_

Comments for Student:

## *Applied Practice Experience (APE) Project Brief*

**Student Name:**

**Academic Advisor:**

**APE Practice Partner Site:**

**APE Practice Partner Site Supervisor:**

**Period of APE**

**Start date:**

**End date:**

**1. Description of APE project:**

- a. Introduction (description of the project, literature review - cite a minimum of 10 different evidence-based references published within the past 5 years, why is this project important?)
- b. Description of APE Practice Partner Site (location, mission, and services offered)
- c. Discussion of Methods for Meeting Final Work Products Objectives
- d. Discussion of Methods for Attaining Competencies through Final Work Products Development
- e. Final Work Products of Project
- f. Public Health Implications
- g. Did this project further your educational/career goals? (Yes/No) Please explain
- h. References (APA or AMA formatting)

## *Applied Practice Experience (APE) Log of Hours*

**Student Name:**

**ID number:**

**Practice Partner Agency/Organization:**

**Practice Partner Agency Physical Address:**

**Site Supervisor Name, Degrees & Title:**

**Phone number:**

**Fax number:**

**Email address:**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Week of:</b>							
<b>Grand Total:</b>							

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Student \_\_\_\_\_ Date \_\_\_\_\_  
Signature

**Site Supervisor Final Evaluation of Applied Practice Experience (APE)**

**Student Name:**

**ID number:**

**Practice Partner Agency/Organization:**

**Practice Partner Agency Physical Address:**

**Site Supervisor Name, Degrees & Title:**

**Phone number:**

**Fax number:**

**APE Period**

**Start date:**

**End date:**

***DIRECTIONS:*** This evaluation should be completed by the Site Supervisor/APE Practice Partner Site at the end of the APE. Using the following rating scale, the Site Supervisor/APE Practice Partner Site 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.

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

<b>I. PERSONAL QUALITIES</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
A.	Congenial, poised.							
B.	Approachable, courteous.							
C.	Well-grounded, wears suitable clothing for APE Practice Partner Site.							
D.	General personality for public health or community service							
E.	Use effective oral communication skills							
F.	Use effective written communication skills							
<b>II. PROFESSIONAL QUALITIES</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
A.	Has leadership abilities							
B.	General attitude toward assigned work.							
C.	Attitude toward suggestions for improvement.							
<b>II. PROFESSIONAL QUALITIES</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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**

**Please circle one: Did the School reach out to you and provide the APE guidelines? (Yes) or (No)? Please circle one: Your expectations regarding the level of communication that you received from the school were (Not Met), (Met), or (Exceeded)**

**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**

**Please circle one: Did the student complete the minimum of two work products identified in the APE Application? (Yes) or (No)? Please circle one: Your expectations regarding the two work products' level of usefulness to your organization were (Not Met), (Met), or (Exceeded)? Please briefly describe how your organization will use the work products that the student created**

**Please circle one: Do these work products demonstrate attainment of the competencies identified in the APE Application? (Yes) or (No)? Please explain**

**Describe any additional knowledge, and or skills that you recommend students be taught in their required coursework**

**Describe any additional knowledge, and or skills that you would be interested in for your own personal professional growth**

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Student \_\_\_\_\_ Date \_\_\_\_\_  
Signature

***Student Evaluation of Applied Practice Experience (APE) Practice Partner Site***

**ID number:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**First Name:** \_\_\_\_\_

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

<b>1 = Did not meet expectations</b>	<b>2 = Met expectations</b>	<b>3 = Exceeded expectations</b>
--------------------------------------	-----------------------------	----------------------------------

Access to Site Supervisor	1	2	3
Level of guidance and supervision from Site Supervisor	1	2	3
Access to Practice Partner Site/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
Do you think the work products that you developed for your APE Practice Partner Site are useful to the site and demonstrate attainment of the competencies 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 APE Practice Partner 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 Competencies<sup>2</sup>**

#### *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**

#### ***Biostatistics:***

- BIOST 1:** Describe the roles biostatistics serves in the discipline of public health.
- BIOST 2:** Describe basic concepts of probability, random variation, statistical probability distributions and common statistical methods.
- BIOST 3:** Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- BIOST 4:** Apply descriptive techniques to summarize public health data and make statistical inference.
- BIOST 5:** Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- BIOST 6:** Apply and interpret basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

## ***Environmental Health:***

- ENVM 1:** Recognize the biological, chemical, and radiological contaminants found in the environment (air, water, and land) which adversely affect public health and understand the processes of pollutant control, removal, and elimination.
- ENVM 2:** Understand the formation of environmental policies and the federal and state regulatory programs relating to environmental (community) protection
- ENVM 3:** Understand basic concepts of toxicology and dose response, considering relevant human physiology and its disruption by chemical, biological, and physical exposures to cause disease and injury.
- ENVM 4:** Apply and understand the components of an occupational health & safety program including the hierarchy of controls, medical surveillance, and recordkeeping requirements.
- ENVM 5:** Interpret the results of biological, chemical, and physical testing of air, water, and soil.
- ENVM 6:** Conduct a risk assessment of a given environmental exposure.

## ***Epidemiology:***

- EPIC 1:** Describe a public health problem in terms of magnitude, person, time and place.
- EPIC 2:** Calculate and interpret standard epidemiologic measures (e.g. prevalence, incidence, case-fatality rate), measures of disease association (e.g. risk ratio, odds ratio), reproducibility (e.g. sensitivity, kappa) and sampling (e.g. power calculation).
- EPIC 3:** Understand the difference between association and causation and the effects of chance, bias, confounding, and effect modification on the analytical approach and interpretation of these concepts/results.
- EPIC 4:** Evaluate the strengths and limitations of study designs, statistical methods, and research reports.
- EPIC 5:** Conduct an epidemiological investigation using newly collected or existing data and prepare a scientific report of the methods and findings.

**Generalist:** \*Please note, the competencies below can only be used by students in the MPH Generalist degree program.

**Generalist 1:** Align the evaluation plan with the intervention goals and objectives.

**Generalist 2:** Adopt, adapt, and/or develop instruments for collecting data.

**Generalist 3:** Identify new models and emerging trends for public health financing

**Generalist 4:** Develop an implementation plan inclusive of logic model, work plan, responsible parties, timeline, marketing, and communication.

**Generalist 5:** Establish collaborative relationships and agreements that facilitate access to data

## ***Health Behavior & Community Health:***

- HBCH 1:** Design a community-based intervention (including a health assessment and program evaluation plan) that addresses an identified health problem in a specific community. [BSHM 6021]
- HBCH 2:** Apply theories and techniques of behavior change appropriately in designing health promotion interventions. [BSHM 6001]
- HBCH 3:** Develop a research proposal matching design to research questions and select appropriate quantitative and/or qualitative analyses for those research questions. [BSHM 6012]
- HBCH 4:** Describe the appropriateness and value of using mixed methods to address a research question. [BSHM 6012]
- HBCH 5:** Evaluate health programs/issues through appropriate quantitative and/or qualitative methods and best practices. [BSHM 7096]
- HBCH 6:** Communicate evaluation/research findings or research plans to lay and professional audiences. [BSHM 6014 OR BSHM 6025]

## ***Health Policy & Management:***

- HPMM 1:** Explain the principles of economics, current issues, models and emerging trends for healthcare financing and delivery of health services and public health systems in the U.S. [HPMM 5002]
- HPMM 2:** Interpret and apply legal and ethical principles and theories that impact health systems and population health. [HPMM 5003]
- HPMM 3:** Demonstrate an understanding the financing and the cost of delivering patient care, including budgeting and resource constraints and the impact of reimbursement on the financial health of health systems. [HPMM 6010]
- HPMM 4:** Compare and differentiate among business and health outcomes measurement, process/outcomes relationships and methods for performance improvement in health care organizations including the quality of patient care [HPMM 6072]
- HPMM 5:** Assess opportunities to improve health services organization performance through application of organizational theory, behaviors, and organizational change. [HPMM 6048]
- HPMM 6:** Demonstrate an understanding of the role of data and the management of systems to collect, store, process, retrieve, analyze, disseminate, and communicate information for clinical and business decision making in health care systems. [HPMM 6036]