SPH DrPH Applied Practice Experience

(APEx) Handbook

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APEx Administration

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What is an Applied Practice Experience?

The Applied Practice Experience (APEx) is a 3-credit course that provides doctoral students with an opportunity to apply and translate knowledge, theory and skills learned in the classroom into practice within a professional public health setting. It is a planned, supervised, and evaluated field-based experience that can take place in a variety of agencies and organizations, involving some level of community engagement. An APEx is designed to strengthen foundational and concentration-specific public health competencies, complement the student's interests, and advance professional and career goals. The APEx at the DrPH level is designed to ensure that graduates have significant advanced-level practical experiences working in real-world multi-disciplinary and multi-sectoral team settings to help DrPH students develop as leaders and ensure meaningful and strategic contributions in the public health field.

Each student will work closely with their APEx Preceptor over the course of the APEx with support from their Faculty Advisor and APEx Coordinator. The APEx Preceptor is a field supervisor who will oversee and supervise the student's work and performance in the field. A Preceptor oversees the day-to-day work of the student. This individual helps to mentor, supervise, and direct the student's APEx. The Preceptor must be qualified to evaluate the professional performance of the student, attainment of CEPH DrPH Foundational Competencies and Concentration Competencies, learning objectives, strategies, and deliverables. The APEx Coordinator provides support to all students. The APEx Coordinator assists students in selecting APEx sites to meet their interests and career goals. The APEx Coordinator also tracks and receives all forms that pertain to the APEx for each student in the School of Public Health.

The APEx places emphasis on community engagement, which is the process of co-learning and working collaboratively with communities to address important and contemporary public health issues. Community, as a unit of identity, is defined by a sense of identification to other members, common symbol systems, values and norms, shared interests, and commitment to meeting mutual needs.[1] The School of Public Health community therefore includes a range of SUNY Downstate stakeholders including internal departments and organizations and external public health agencies and partner community-based organizations.

For additional information, please visit the APEx website: https://www.downstate.edu/education-training/school-of-public-health/for-current-students/applied-practice-experience/index.html

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[1] Israel BA, Parker EA, Rowe Z, et al. Community-based participatory research: lessons learned from the Centers for Children's Environmental Health and Disease Prevention Research. *Environ Health Perspect*. 2005;113(10):1463-1471. doi:10.1289/ehp.7675

Eligibility and Timing

Students are eligible to begin the APEx after having completed at least 15 credits of foundational and concentration core coursework. All students must complete the APEx regardless of history of public health work experience. In addition, students may be required to complete additional coursework prior to the start of the APEx to adequately address the identified competencies. Any additional prerequisite coursework will be determined in consultation with the student's Faculty Advisor and the Associate Dean for Community Engagement. Students must be in good academic standing to begin the APEx. Students are advised to start planning for the APEx one semester prior to registration. It is recommended to secure an opportunity prior to registering for the course. To register for the APEx, students **must submit a Proposal Form prior to the first day of the semester they intend to register for the course.** Students are required to complete at least 150 hours, though the period of time to finish the APEx may vary. The APEx work schedule is determined by the student and the Preceptor, taking into consideration the student's schedule and the needs of the practice site.

Requirements for the APEx and the E-Portfolio

The E-Portfolio is an electronic folder which stores all required APEx documents. Students add to and update the E-Portfolio with documents throughout their APEx. Students periodically meet with their Faculty Advisor to discuss progress and assess the level of competence throughout the program. All requirements and documentation must be completed and submitted to the APEx Coordinator. Below is a summary of APEx requirements:

1) Attend APEx information session (all APEx info sessions are recorded and can be accessed on our APEx website)
2) Registration for the Applied Practice Experience course
3) Completion of a minimum of 150 hours or more at an approved practice site
4) Complete E-Portfolio:
    a. Approved and signed APEx Proposal Form
    b. APEx Activity Log documented with hours
    c. Two work products/deliverables
    d. Self-Reflection Presentation
    e. Student Evaluation
    f. Preceptor Evaluation
    g. APEx Coordinator Evaluation
5) Exit Interview with the APEx Coordinator

APEx Sites

An APEx site must be external to the SUNY Downstate Health Sciences University (DHSU) School of Public Health (SPH) but can be a partner agency, organization, or research group that has ongoing collaborations with SUNY Downstate SPH. National, state and NYC public health agencies, not-for profit public health/healthcare think tanks or consulting firms, community-based organization, and other SUNY DHSU Departments or Schools are all acceptable APEx sites.

APEx Proposal Form

All students are required to submit an Applied Practice Experience (APEx) Proposal which documents the student's proposed APEx project. The APEx project is designed to address the needs of the APEx Preceptor's organization and strengthen core public health competencies selected by the student. The student is expected to propose two deliverables/work products that address 5 public health competencies (see below). Prior to implementation, the APEx Proposal is signed by the student, Preceptor, Faculty Advisor, and APEx Coordinator. The Proposal Form serves as an agreement between the student, the Preceptor, and the SPH Program. The Proposal is developed in consultation with the Preceptor and must be pre-approved by the Faculty Advisor and the Preceptor prior to initiating the APEx. Once the Proposal Form is completed and approved by all parties (Student, Preceptor, Advisor, APEx Coordinator), it must be sent to the APEx Coordinator to be granted clearance to commence the APEx. To register for the APEx, students **must submit a Proposal Form prior to the first day of the semester they intend to register for the course.**

APEx Work Products

The APEx Proposal Form must document at least two work products that benefit the APEx agency as well as the student. Students are advised to meet with their Preceptor regarding the scope of work and can consult the APEx Coordinator for potential deliverables.. Students must also discuss with their Preceptor whether deliverables are considered proprietary (i.e. unable to be shared outside of the organization); if so alternative deliverables must be proposed.

Students must upload their two their deliverables to the E-Portfolio. Deliverables may include, but are not limited to the following:

Brochure

Curriculum

Dashboard user guide

Data Extraction, Collection & Analysis Report

Data analysis results or output

De-identified data set

Evaluation or evaluation plan

Fact sheet for a target audience

Health Resource Booklet

Health Communications Plan

Key informant interview

Summary report

Webpage designed by the student

Literature review

Monitoring & Evaluation Tool

Development Multi-media presentation

Policy Analysis

PowerPoint Presentation Program

Project Management Plan Poster/Presentation

Quality Improvement Plan

Training guide/manual

Manuscript

Research Study Proposal

Risk Assessment

Analysis Report/Spreadsheets

Standard Operating Procedures

Statistical Analysis Plan

Survey or data collection tool

If a student collaborates with other students or individuals on any deliverable, they must include the supporting documents that validate their individual performance (e.g. peer evaluations). If a peer evaluation is not available, they may submit supporting documentation identifying their specific contributions to the APEx project including list of the sections or pages they drafted for each deliverable and/or other tasks for which they were directly responsible.

In total, deliverables must demonstrate attainment of **at least three distinct DrPH Foundational Competencies, one of which must be from the Leadership, Management & Governance section, and up to two distinct Concentration Competencies, for a total of five competencies**. All five competencies may be foundational competencies. These competencies are determined by the Council

on Education for Public Health (CEPH), our accrediting body. Below is a list of CEPH Foundational competencies.

Self-Reflection Presentation

DrPH APEx students will create and submit a five-minute presentation at the end of the APEx, reflecting on their experience. The presentation should be recorded and submitted with all other APEx materials. The template for the presentation will be provided to students in the E-Portfolio.

Plagiarism & AI Usage

This is the representation, intentional or unintentional, of someone else's words or ideas as one's own. This includes using the work of another student, past or present, as well as the work of published authors. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate attribution by footnoting or references. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is therefore a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

All assignments submitted for this course must be entirely your own work and in your own words. The use of ChatGPT and other AI platforms is allowable as a researching tool. However, the final deliverable must be written in the student's own language and formatting. Failure to use original language and reference AI usage and its platform is considered cheating and will be treated as academic dishonesty.

Original words and references are needed for **all deliverables**, including health brochures, pamphlets, literature reviews, and others.

Incomplete Grades

Incomplete grades can be assigned by a course instructor when a portion of the requirements of a course have not been submitted in time to assign formal course grades and if the course instructor determines that the missing course deliverables are due to unavoidable circumstances. For a student to receive an incomplete, the following steps must be followed:

- Students should inform the APEx Coordinator as soon as they know that they will not be able to complete the course requirements.

- To request an incomplete, the student must consult with the APEx Coordinator before or during the Exit Interview, discuss the reasons for the request, and propose a timeline for completing missing course requirements. An extension must be requested for **each** subsequent semester the semester does not complete the APEx.
- If the Incomplete is agreed upon, the course instructor enters an Incomplete for the course.
- The agreed upon timelines are communicated in writing to the student to their Downstate email and with a copy to the student's faculty advisor with the following considerations in mind:
  - For the APEx, a student must complete all requirements within 1 year of course registration.
    - If an "I" is not fully resolved within this timeframe, the course grade will result in a "F."
    - The course instructor may extend the timeline for completing the course requirements in special conditions (i.e., student leave of absence, continuing extenuating circumstances, etc.). In this case, the course instructor will send an additional email to the student, stating the amended timeline, with a copy to the chair of the department.
- Once a final grade is determined, the course instructor changes the "I" to the final assigned grade.
- To track incomplete grades each semester, the Office of Education will send to department chairs at the end of each semester two lists.
  - The first list is for students in the concentration who have an incomplete on their record and which includes the student name and identification number, the name of course(s) with an incomplete, and the semester in which the student registered for the course in which they have an incomplete.
  - The second list is for courses affiliated with the department in which one or more students have an incomplete and which includes the names and identification number of any students with an incomplete, and the semester in which the student registered for the course in which they have an incomplete.
- A student cannot graduate until all incomplete grades are resolved.

DrPH Foundational Competencies (20 Total):

Data & Analysis

1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels.

2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners.

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems.

7. Create a strategic plan.

8. Facilitate shared decision making through negotiation and consensus-building methods.

9. Create organizational change strategies.

10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems.

11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.

12. Propose human, fiscal, and other resources to achieve a strategic goal.

13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs

14. Design a system-level intervention to address a public health issue.

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.

17. Propose interprofessional and/or intersectoral team approaches to improving public health

Education & Workforce Development

18. Assess an audience's knowledge and learning needs.

19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings.
20. Use best practice modalities in pedagogical practices

For a list of DrPH Foundational Competencies and Concentration Competencies, please go to:

https://www.downstate.edu/education-training/school-of-public-health/for-current-students/competencies-drph.html

> ## Example Deliverables with designated Competencies:
>
> **Deliverable: Grant proposal to fund community-based organization project**
>
> - **DrPH #9: Propose human, fiscal, and other resources to achieve a strategic goal**
> - **DrPH #10: Cultivate new resources and revenue streams to achieve a strategic goal**
> - **DrPH #2: Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies**
>
> Deliverable: Create a HIPAA compliant data storage system to collect biometric data used to evaluate a diabetes prevention program across several clinical and community sites
>
> - DrPH #12: Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
> - DrPH #5: Facilitate shared decision making through negotiation and consensus-building methods

How should a student begin their search for an Applied Practice Experience?

The idea for an APEx can come from many places. When choosing an APEx, students should explore what skill set, experience, and content area would enhance their professional/academic goals. It is advisable to select an APEx project that can position students to secure their ideal public health job. Some students select an organization with which that they are currently volunteering, or they may be aware of an organization with which they want to work. Students may also seek potential opportunities by contacting organizations of interest, networking, and applying to internship or fellowship openings found on public health career opportunity websites.

Please see our APEx Website for ongoing APEx opportunities: https://www.downstate.edu/education-training/school-of-public-health/for-current-students/applied-practice-experience/index.html

During the school year, students may also find work-study or part-time positions that may develop into an APEx with the approval of their Faculty Advisor. Additionally, opportunities are continually being developed through SPH departments for students to enrich their learning through structured professional experiences. The titles of previous student APEx experiences are included at the end of this handbook. This list will offer some ideas to help students get started. For additional guidance on how to find an appropriate APEx project, students may make an appointment with the APEx Coordinator.

What should a student do if the Applied Practice Experience requires a Linkage Agreement?

The School of Public Health requires a Statement of Mutual Expectations on record for all external APEx organizations. Students working with APEx organizations that are new to the School of Public Health must obtain approval from the APEx Coordinator. Students can request a linkage agreement from the APEx Coordinator.

Some APEx sites may have specific requirements, such as criminal background checks, medical clearance, or a legal agreement with SUNY Downstate School of Public Health. If a legal agreement is required, please e-mail the APEx Coordinator with the following information: full name, organization, phone number, and email address. It may take a couple months to review and establish the agreement between the SPH and the organization. Requests should be submitted as early as possible to ensure completion prior to the proposed start date.

Registration

Students must register for **EPID, CHSC or EOHS 7000 Applied Practice Experience** in the semester which **they plan on completing** their APEx. Students are advised to secure an APEx opportunity prior to the semester they aim to register for.

Student Log of APEx hours

The student should use the Activity Log template, (Appendix E) to document their hours and activities. Details on this activity log should include: # of hours involved in the work activity, the date, and description(s) of work activity. The Activity Log template is provided in the APEx E-Portfolio.

Recommended timeline for the APEx

Step
1) **Attend required APEx information session**
2) **Complete at least 15 credits of foundational and concentration core coursework** Upon completion of at least 15 credits students become eligible to commence their APEx.
3) **Begin search for an APEx** If students are unsure of how to get started, please review a list of the APEx sites and topics students have been engaged with over the years listed at the end of this handbook. In addition, students can reach out to the APEx Coordinator to schedule an appointment to discuss APEx ideas

and ongoing opportunities offered by the School of Public Health.

However, if a student already knows and has established contact with their APEx site and Preceptor, they should go to the next step.

4) **Identify an APEx site, Preceptor, draft APEx Proposal Form, and complete Linkage Agreement**

Working with the Preceptor, the student must draft the APEx proposal form, which requires approval and signatures from their Faculty Advisor and Preceptor.

While the majority of SPH partners have Linkage Agreements on file, new partners/sites must sign Linkage Agreements. If there is no Linkage Agreement in place, the student or his/her advisor must inform the APEx coordinator and facilitate review and completion of Linkage Agreement. All approved and signed Linkage Agreements must be sent directly to the APEx coordinator.

5) **Meet with Faculty Advisor**

Students are required to meet with their Faculty Advisor to discuss their APEx Proposal. If they do not know who their assigned Faculty Advisor is, they should contact the Assistant Dean of Enrollment and Student Affairs. Students draft their Proposal/Work Plan which includes the selected chosen competencies specific to their APEx. The Faculty Advisor approves the APEx Proposal in collaboration with the APEx Preceptor, and the student.

6) **Commence APEx and Create APEx E-Portfolio**

Once the APEx proposal is completed, approved, and signed, students submit the signed APEx proposal to the APEx Coordinator via email. At this time, the APEx Coordinator will grant clearance to commence the APEx and start accumulating hours the APEx Coordinator will provide student to a link to their APEx E-Portfolio. The original signed APEx proposal must be uploaded to this E-Portfolio. It is advisable that students have a completed and signed APEx proposal in the semester prior to APEx registration. Students are permitted to start accumulating hours towards their APEx once the APEx Proposal is approved without registering for the course as long as they have completed the prerequisite coursework.

7) **Register for the APEx**

Students should register for the APEx course the semester they plan on completing the APEx requirements. **Students must have an approved and signed APEx Proposal Form by the first day of the semester in which they plan to register for the APEx.**

8) **Complete Hours, Deliverables, & Self-Reflection Presentation**

After 150 hours or more are completed, students submit the Activity Log of the Total Hours worked and electronic copies of the two work products/deliverables and Self-Reflection Presentation. The students must upload all these documents to their E-Portfolio and inform APEx Coordinator.

9) **APEx Exit Interview**

The APEx Exit Interview link to schedule an appointment will be sent out a few weeks prior to the meeting timeframe. This typically takes place 1 month before the end of the semester.

9) **Student & Preceptor Evaluation**

Once student has completed the minimum hours and deliverables, APEx Coordinator will send the Student Evaluation. In this form, the student is asked to evaluate their APEx experience and whether they were able to strengthen their proposed competencies that are associated with each deliverable. The Preceptor evaluation will be emailed with the student copied. It is the student's responsibility to ensure that their Preceptor completes the evaluation.

10) **APEx Coordinator Evaluation**

Once the APEx Coordinator receives the Student & Preceptor Evaluations, they will complete the final evaluation.

APEx Exit Interview with APEx Coordinator

Exit Interviews are mandatory for students who:

- Are registered for the APEx that semester.
- Intend on completing the APEx that semester.
- Are requesting an extension (continuing APEx past semester registered)

These appointments are often brief (15-30 minutes) and to ensure the student is on track to completing the APEx. Students do **not** have to complete all the requirements before the meeting.

Templates and Forms

Students will reference the following templates and forms to aid in completion of their APEx. All submissions must be typed (not handwritten). It is recommended the student review all templates and forms so they are aware of how their final submissions will be evaluated.

- Appendix A – APEx Proposal Form: This template is to be used by the student to develop an APEx proposal after discussing the scope of work with the Preceptor. The form can be found on the APEx website. Students can request a completed example from the APEx Coordinator as a reference.
- Appendix B – Student Evaluation Form: This form will be sent to the student after they have informed the APEx Coordinator of their hours and deliverables submission to the APEx E-Portfolio.
- Appendix C – Preceptor Evaluation Form: This form is to be completed by the APEx Preceptor. The APEx Coordinator will send the link to this evaluation to the Preceptor once the student has uploaded their hours and deliverables to the APEx E-Portfolio.
- Appendix D – APEx Coordinator Evaluation: This form is to be completed and signed by the APEx Coordinator. The APEx Coordinator will complete the evaluation after receiving both the Student and Preceptor evaluations.

- <u>Appendix E – APEx Activity Log:</u> This template is to be used by the student to track their APEx activity dates and hours, as well as details about their APEx accomplishments and reflections. It is found in the APEx E-Portfolio once the student has submitted an approved Proposal Form.

Frequently Asked Questions

Can SPH Faculty serve as Preceptors?

Field Preceptors are professionals outside of the SPH Faculty. Students may work on projects headed by Faculty, but they should be done in partnership with community organizations or field partners and the products produced by students should be related to the needs of the partner organizations, groups, institutions or the shared goals of the partnership. Students can work on applied public health research conducted by other SUNY Downstate Health Science University (DHSU) Departments or Schools; in this situation, to the extent possible, Preceptors from the other SUNY DHSU Department/School should be identified.

What happens if a student has an issue with an APEx Preceptor?

If needed, the SPH Associate Dean for Community Engagement can step in and assist students should issues arise with their Preceptor. Students should submit all requests to the APEx Coordinator including the student's full name, student's phone number, Preceptor's full name, email address, phone number, whether there was an another individual providing supervision on the APEx project, and description of the issue. The APEx Coordinator will follow-up within 24-48 business hours via phone or email to discuss the issue and assist in resolution.

Can the APEx requirement be waived? (e.g. public health nurse with 20 years of experience or physician)?

No. Exemptions are not granted for the APEx. The APEx is a supervised experience based upon the application of graduate level competencies gained while enrolled at the SPH. A student's work experience prior to enrolling in graduate school at the SUNY Downstate School of Public Health, while important to professional development, was not guided by the knowledge gained in coursework at the SPH. Therefore, prior work experience does not substitute for the APEx requirement.

Can a student use an experience prior to their enrollment in the DrPH program as an APEx? OR if a student is scheduled to enroll in the DrPH program in the fall; can they start working on an APEx the summer prior to enrollment?

No. Students are not allowed to begin an APEx until they have completed at least 15 credits of coursework, after enrolling at the SPH. In an APEx, students are expected to practice graduate level competencies (i.e., the knowledge and skills) they have acquired through their coursework in a professional public health environment. Students have not acquired any competencies through their coursework until they have completed the prerequisite coursework.

Can a student conduct an APEx at their current place of employment?

Students can complete an APEx at their current place of employment, but the APEx opportunity must extend beyond their regular work duties. Students should identify a professional that is able to evaluate the public health competencies of their deliverables to serve as Preceptor for their APEx. If a student is unsure about whether their current worksite is an appropriate setting for their APEx, they should contact their APEx Coordinator.

Can the work that a student developed in the APEx also be a part of their DrPH dissertation?

Work completed for the APEx can inform the proposal and dissertation, but an APEx deliverable cannot be used in the written dissertation product.

Can a student be registered in APEx concurrently in the semester in which they are taking their qualifying examination?

Students must complete the APEx, all required core, concentration, and elective courses, and achieve a minimum GPA of 3.0 before taking the Qualifying Examination. Please refer to the SPH Doctoral Program Handbook for more details.

Can a student complete more than one project in fulfillment of the APEx?

Yes. As long as students complete all the required components of an APEx, they may submit up to two (2) deliverables from two APEx projects (which may require 2 different Preceptors), that can ensure a meaningful practical experience for students as well as the community partner.

Is an APEx paid or volunteer opportunity?

The APEx can be a paid or volunteer (unpaid) experience. It is important that the experience offer the opportunity for students to demonstrate competency attainment and align with the student's career goals.

What if a student does not complete their APEx in the semester they registered?

While we strongly encourage students to register for the APEx in the semester in which they anticipate completing APEx requirements, we understand there is a possibility that the requirements may not be completed at the end of the semester. In this case, students will be allowed to complete the APEx in the subsequent semesters without financial or academic penalties after requesting an extension. Please see complete Incomplete Grades Policy above for guidance. An extension must be granted for **each** subsequent semester the student did not complete their APEx.

Does the APEx show up on the academic transcript?

Yes. Students must register for the APEx in the semester they are planning to complete their hours for the APEx.

Sample APEx Ideas and Titles

SPH students have completed APEx in the New York City-metropolitan area, in locations throughout the state, across the country and around the world. The following is a list of sample APEx titles, with most from actual experiences SPH students have completed in the past:

- Evaluating the medical and social needs of pregnant and postpartum women in central Brooklyn.
- Central Brooklyn Diabetes Project research assistant.
- Developing a prepared, culturally competent, and diverse healthcare workforce.
- Caribbean Women's Health Association Intern.
- Task Force Intern on community gardens organization and funding opportunities.
- Assist local agency in implementing the National Public Health Performance Standards Program (NPHPSP)/Local Health Department Self-Assessment Tool for Accreditation Preparation, and/or quality improvement following assessment.
- Collaborate with New York City Department of Health to design and implement student internship experiences.
- Investigation of Work-Related Stress in Nurse Union/Association.
- Performance Evaluation of the Cancer Prevention Outreach Program.
- Facilitate an evaluation design for a non-profit organization.
- Evaluate a program for a foundation focused on funding and funded programs.
- Assist a nonprofit in developing and preparing a grant proposal for a health project.
- Intern with a local service agency, such as Men Stopping Violence, Feminist Women's Health Center, Caminar Latino, Women's Resource Center to End Domestic Violence.
- Serve in an active capacity on the board of directors of a nonprofit that promotes health at the community level or beyond.
- Assist a foundation with developing and preparing a request for proposal (RFP) or grant program.
- Review grant proposals/abstracts/conference proposals on behalf of sponsoring entity.
- Conduct a health impact analysis of a health-related piece of legislation under consideration or recently passed.
- Research health policy for a legislator, legislative committee or other governmental official or agency.
- Work for a professional organization to help organize a conference.
- Develop a public health group within organization.
- Conduct a workplace health needs assessment.

- Perform a comprehensive 360 analytic position assessment to use in current position.
- Connect with analytics/outcomes areas to assist with relevant project.
- Develop a new collaborative partner/partnership for your organization and demonstrate how this will serve public health interests.
- Assist a public health agency perform a data analysis to determine the training needs of the state's public health workforce.
- Evaluate a current lead hazard control program grant and develop a strategy for implementing a similar program in other areas.
- Conduct a pilot study of an online survey tool for follow-up epidemiologic investigations.
- Develop fact sheets and a participant recruitment video for the 2013 National HIV Behavioral Surveillance (NHBS) project
- Complete a descriptive analysis of Shiga toxin-producing E. coli in Georgia as well as assisted with outbreak investigations.
- Assist in the development and planning of a statewide annual report on sexually transmitted diseases.
- Develop a healthy vending machine initiative as well as supported activities of the various community health coalitions.
- Analyze community needs assessment data and compile a report on health disparities for a county health department.
- Implement a community needs assessment to inform the design of a Community of Practice for Teen Pregnancy Prevention initiative.
- Research obesity issues in children and made recommendations to the agency for their healthy childhood weight campaign.
- Revise and standardize the existing health and wellness curriculum for the agency.
- Develop, implement, and evaluate a health and nutrition curriculum for K-12 students in the summer reading program.
- Support the work of three community initiatives by creating promotional materials, coalition building and developing a final report.
- Coordinate volunteers working with the Clarkston Farmers Market and assisted in the work of the Food Security Initiative.
- Assist with the planning and implementation of county-wide, summer "Safety Safari Camps."
- Serve as research coordinator and mentor for the Pathways to Med School program.
- Assist with the development and implementation of the Food and Feed Rapid Response Team program.
- Develop of supplemental curriculum materials to reinforce safety and injury prevention messages among students in grades 1-6.

Appendix

Appendix A: Proposal Form

The following includes a portion of the Proposal Form. The form can be downloaded from the APEx website.

DOWNSTATE HEALTH SCIENCES UNIVERSITY | SPH DrPH Applied Practice Experience (APEx) Proposal Form

I. INSTRUCTIONS

The APEx presents a valuable opportunity for students to apply the didactic knowledge gained in MPH coursework to a real-world public health issue. Students are eligible for the APEx after completing 15 DrPH credits. Students are expected to work closely with their preceptor and faculty advisor to ensure the APEx benefits the practice site and complies with requirements. As such, the following information outlines expectations, roles, and responsibilities of each participant.

II. STUDENT INFORMATION

Student Name:	
Student ID #:	
Downstate E-Mail Address:	
Concentration:	
Student Contact Number:	
Semester & Year of APEx Registration:	
Are you a Downstate Public Health Scholarship Program (HRSA) recipient?	☐ Yes ☐ No

VI. APEx PROPOSAL

Choose five (5) competencies total and the two (2) work products that will be created which demonstrate mastery of that competency/competencies. One competency MUST be a leadership competency. Provide contextual details about how the product fits into the overall project goal. Each work product can correlate with 2-3 of the chosen competencies. It is also acceptable for a final work product to relate to more than one competency; however, the described association between the competency and final product must be unique.

APEx Project Title (approx. 1 sentence)	
Brief Summary of Proposed Project, including student's role (approx. 3-5 sentences)	
APEx Competencies- at least **five (5)** total; at least three (3) must be foundational. Remaining two can be foundational or concentration-specific. One (1) must be a **leadership competency**.	

Appendix B: Student Evaluation

The following includes a portion of the Student Evaluation to assess the student's self-reflection and mastery of public health competencies.

SUNY DOWNSTATE Medical Center

Student: Please evaluate how your two work products allowed you to strengthen your competence in your selected MPH/DrPH competency areas with 1 being not all and 5 being very effective in strengthening you competency. (Students must fill in their competency selection prior to providing this form to their faculty advisor and site preceptor for completing their evaluation.)

First Work Product:

Description of First Work Product:

List Corresponding Competency/Competencies. These should be written out, not listed as a number.

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Please evaluate how your first work product allowed you to strengthen each of your competencies in your selected MPH/DrPH competency listed above. Rate 1-5 (1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent)

Appendix C: Preceptor Evaluation

The following includes a portion of the Preceptor Evaluation to assess the student's performance and deliverables throughout their experience. Preceptors will need the student's Proposal Form and two deliverables to complete the evaluation.

SUNY DOWNSTATE Health Sciences University

List First Work Product

[ ]

Please rate the student's first work product according to the following numerical scale:

1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent

	1	2	3	4	5
Utility: Degree to which you find the deliverable useful and whether you will refer to it and use it in the future.	○	○	○	○	○
Completeness: Degree to which the deliverable reflects the content that was agreed upon.	○	○	○	○	○
Appeal: Degree to which deliverable is easy to understand and its content is well-organized and appealing.	○	○	○	○	○

Please list the student's MPH/DrPH competencies from as written on the student's APEx Proposal Form:

Competency 1: [ ]

Competency 2: [ ]

Competency 3: [ ]

Competency 4: [ ]

Competency 5: [ ]

Appendix D: APEx Coordinator Evaluation

The following includes a portion of the APEx Coordinator to assess the student's deliverables and designated public health competencies.

Please refer to the section "First Work Product" on the completed Student Competency Form

Do you agree with the student's evaluation of the level of competence, reflected in in their first deliverable, in their selected Public Health competency areas?

Yes

No

If there is a disagreement with the student's evaluation of the level of competence, reflected in their first deliverable, in their selected Public Health competency areas, please explain below

Appendix E: APEx Activity Log

The following includes a portion of the APEx Activity Log where students track their hours and activities over the course of the APEx. The APEx Activity Log/Journal can be found in the APEx E-Portfolio.

Name of Student:	
Student E-Mail:	
Semester/Year of APEx:	
Submission Date:	

Instructions: Track your hours and activities using the table below. Your final APEx Activity/Journal Log is to be uploaded as an appendix in your APEx e-portfolio

Date	On-Site Hours	Off-Site Hours	Total Hours	Brief Description of Activities and Reflection
			0	