SPH MPH 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 five of the six MPH cores: BIOS 5200, CHSC 5206, EOHS 5200, EPID 5200, and HPMG 5206. 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

III. ACADEMIC FACULTY ADVISOR INFORMATION

Advisor's Name:	
Advisor's Email:	

IV. APEx SITE INFORMATION

Organization Name:	
Department:	
Address:	
Phone Number:	

V. PRECEPTOR INFORMATION

Preceptor Name:	
Preceptor's Title:	
Preceptor's E-Mail Address:	
Preceptor's Number:	
Preceptor's Role:	

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. 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.	

Proposed Work Product #1 and brief description:	Proposed Work Product #2 and brief description:
Competency 1:	Competency 1:
Competency 2:	Competency 2:
Competency 3:	Competency 3:
Competency 4:	Competency 4:
Competency 5:	Competency 5:

VII.   LOGISTICS OF THE APEx

APEx Est. Start Date (mm/dd/yy)	
APEx Est. End Date (mm/dd/yy)	
Will this APEx be paid by the organization/agency?	☐ Yes ☐ No
If yes, please provide stipend amount:	
How did you find this APEx?	☐ Faculty Member ☐ Another Student ☐ Searchable Database ☐ Other ☐ Self-Search

VIII.   STUDENT, PRECEPTOR AND FACULTY ADVISOR SIGNATURES

The student, APEx preceptor, and faculty advisor confirm by signing below that they have reviewed and approved the content of this proposal form.

Student Signature and date:	
APEx Preceptor Signature and date:	
Faculty Advisor Signature and date:	

MPH Foundational Competencies (22 Total):

Evidence-based Approaches to Public Health

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

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

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

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

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

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

Planning & Management to Promote Health

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

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

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

10. Explain basic principles and tools of budget and resource management

11. Select methods to evaluate public health programs

Policy in Public Health

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

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

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

15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision,

empowering others, fostering collaboration and guiding decision making

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

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral

    presentation

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

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

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