DOWNSTATE
HEALTH SCIENCES UNIVERSITY

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SPH MPH Applied Practice Experience (APEx)

Handbook

2022-2023

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APEx Administration

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Dr. Afable supports all aspects of the MPH Applied Practice Experience (APEx) and is the central point of contact for APEx planning, implementation, and deliverables.

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Ms. Hussain assists the Associate Dean for Community Engagement and serves as the APEx coordinator supporting APEx planning, implementation, and deliverables.

What is an Applied Practice Experience?

The Applied Practice Experience (APEx) is a course that provides the student 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 must be supervised by a Preceptor and requires approval from a Faculty Advisor designated by the student's academic department at the SPH.

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 MPH 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 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. The APEx project will include student work assignments and/or deliverables that must address the needs of the organization with which the student is placed.

Dedicated APEx information can be found at: https://www.downstate.edu/education-training/school-of-public-health/_documents/DetailedDegreeandConcentrationCompetencies11-17-2014.pdf

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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 Applied Practice Experience after completion of five of the six core courses in the MPH Program: BIOS 5200, CHSC 5206, EOHS 5200, EPID 5200, and HPMG 5206. Students must be in good academic standing to begin the APEx. Typically, the Applied Practice Experience is completed in the student's third semester, but eligible students are welcome to complete the APEx at any time throughout the year. Students are required to complete at least 120 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 before the student can earn their degree. Below is a summary of APEx requirements:

1) Attend APEx info session held in the fall semester (all APEx info sessions are recorded and can be accessed on our APEx website)
2) Registration for PUBH 6500 Applied Practice Experience- (1) one credit course (Pass/Fail)
3) Completion of a minimum of 120 hours or more at an approved practice site
4) Complete E-Portfolio:
   a. Approved and signed APEx Proposal Form
   b. Log for APEx Activity/Journal Log must be uploaded to E-Portfolio
   c. Completion of a minimum of two work products/deliverables that strengthen at least least 5 public health competencies; at least 3 competencies must be Foundational Competencies (the remainder can be concentration specific)
   d. Student Competency Assessment Form
   e. Faculty Competency Assessment Form
   f. Preceptor Evaluation
5) Participation in a Checkout Meeting 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 needs of the APEx Preceptor's organization and strengthen core public health competencies selected by the student. The student is expected to propose two (2) deliverables/work products that address 5 public health competencies (see below). Prior to implementation, the APEx Proposal is signed by the student, Preceptor, and Faculty Advisor. 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.

APEx Work Products

The APEx Proposal Form must document at least two (2) work products that benefit the APEx agency as well as the student. It is important that students also consult with their Faculty Advisor when brainstorming and proposing 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. Other 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 (3) distinct MPH Foundational Competencies and up to two (2) distinct Concentration Competencies, for a total of five (5) 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.

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/_documents/DetailedDegreeandConcentrationCompetencies11-17-2014.pdf

Examples:

Deliverable: Sexual risk-reduction curriculum developed for adolescent females in rural Georgia.

- CEPH MPH Foundational Competency #9: Design a population-based policy, program, project or intervention.
- CHSC Concentration Competency: Design evidence-based and culturally relevant health promotion interventions.

Deliverable: Data Analysis Output from a survey assessing attitudes toward various methods of birth control.

- CEPH MPH Foundational Competency #2: Select quantitative and qualitative data collection methods appropriate for a given public health context.
- CEPH MPH Foundational Competency #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software.
- CHSC Concentration Competency: Apply ethical principles to public health research and practice.

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.

- CEPH MPH Foundational Competency #21: Perform effectively on interprofessional teams.
- CEPH MPH Foundational Competency #2: Select quantitative and qualitative data collection methods appropriate for a given public health context.
- CEPH MPH Foundational Competency #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software as appropriate.

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 further guidance and 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 Associate Dean for Community Engagement, Dr. Aimee Afable, aimee.afable@downstate.edu, or with the APEx Coordinator, Samiha Hussain, samiha.hussain@downstate.edu.

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

The School of Public Health requires a Memorandum of Understanding (MOU) on record for all APEx organizations. Students working with APEx organizations that are new to the School of Public Health must obtain approval from their Faculty Advisor. Once the Faculty Advisor approves, students can then request a linkage agreement from Ms. Samiha Hussain, the APEx Coordinator, samiha.hussain@downstate.edu. 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 Associate Dean for Community Engagement, Dr. Aimee Afable aimee.afable@downstate.edu. Include the following information in the email to Dr. Afable on the point of contact at the organization: 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 PUBH 6500 Applied Practice Experience- (1) credit course (Pass/Fail) in the semester which **they plan on completing** their APEx.

Student Log of APEx hours

The student should use the Activity/Journal Log template, (Appendix D) 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.

Recommended timeline for the APEx

Step	Recommended semester
1) **Attend required APEx info session**	Semester 1 or 2
2) **Complete 5 of the 6 MPH Core Courses (15 credit hours)** Upon completion of BIOS 5200, CHSC 5206, EOHS 5200, EPID 5200, and HPMG 5206, students become eligible to commence their APEx.	Semester 1 or 2
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.	Semester 2
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, Samiha Hussain, samiha.hussain@downstate.edu.	Semester 2

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.	Semester 2
6) **Commence APEx and Create APEx E-Portfolio** Upon completion of a signed APEx proposal, the student can start accumulating hours towards their APEx. 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 provide student to a link to their APEx E-Portfolio on One Drive. 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.	Semester 2 or 3
7) **Register for the APEx** Students should register for the APEx course, APEx PUBH 6500, the semester they plan on completing the APEx 120-hours or more requirement. **Students must have an approved and signed APEx Proposal Form uploaded to the E-Portfolio by the end of the Add/Drop period of the semester in which they plan to complete the APEx.**	Semester 3 or 4
8) **Student and Faculty Competency Assessment Forms** About three (3) weeks prior to the end of the APEx, the student should complete the Student Competency Assessment Form. 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. This evaluation form is hosted on Qualtrics and will be given to the Student by the APEx Coordinator. The student's Faculty Advisor, who will a provide a similar assessment of the student's level of competence reflected in the deliverables, will be sent a Faculty Advisor Competency Assessment Form after the student has completed theirs.	Semester 3 or 4
9) **Preceptor Evaluation, Total Hours & Deliverables** The student should also send the Preceptor Evaluation to their Preceptor via email, copying the APEx Coordinator. It is the student's responsibility to ensure that their Preceptor completes the evaluation. After 120 hours or more are completed, students submit the Activity Log of the Total Hours worked and electronic copies of the two work products/ deliverables. The students must upload all these documents to their E-Portfolio.	Semester 3 or 4

10) **Check Out Meeting with APEx Coordinator**	Semester 3 or 4
Following the Faculty Advisor final approval, students can participate in a Checkout meeting with the APEx Coordinator. Students should schedule their exit interviews with the APEx Coordinator two (2) weeks prior to finalizing the E-Portfolio. All exit interviews must be completed one week prior to the semester end (when final grades are due).	

Check-out meeting with APEx Coordinator

Students should schedule their exit interviews with the APEx Coordinator in the week prior to finalizing the E-Portfolio. All exit interviews must be completed at least one week prior to the semester end (when final grades are due).

3-Semester MPH and exception for the APEx

Students who plan to complete the MPH program in 3 semesters will be allowed concurrent enrollment in the fifth MPH core and the APEx.

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 with guidance from the student's Faculty Advisor. The form is requested from the APEx Coordinator by email and the APEx Coordinator will create a personalized APEx e-portfolio with the students' forms/ templates via Outlook One Drive.
- Appendix B- Preceptor Evaluation Form: This form is to be completed by the APEx Preceptor and uploaded via One Drive to the student's personal APEx e-portfolio complete with the Preceptor's signature. The APEx Coordinator will send the link to this evaluation to the student to send to their Preceptor towards the end of the student's APEx.
- Appendix C- Student Competency Assessment Form: This form is to be completed and signed by the student at the end of the APEx. The APEx Coordinator will send the link to this evaluation to the student towards the end of the student's APEx.
- Appendix D- Faculty Advisor Competency Assessment Form: This form is to be completed and signed by the student's Faculty Advisor at the end of the APEx. The APEx Coordinator will send the link to this evaluation to the Faculty Advisor when the student has submitted their two deliverables.
- Appendix E- Applied Practice Experience Activity Log/Journal: 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. The APEx Activity/Journal log should be updated weekly. Final

APEx Activity Log/Journals will be submitted to the student's APEx e-portfolio with the Student Competency Assessment Form at the end of the student's APEx. This document can be found in the APEx e-portfolio.

Frequently Asked Questions

Please see below for frequently asked questions students have regarding the APEx.

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 a problem 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 samiha.hussain@downstate.edu 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 resolving.

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 MPH program as an APEx? OR if a student is scheduled to enroll in the MPH 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 BIOS 5200, CHSC 5206, EOHS 5200, EPID 5200, and HPMG 5206, 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 a minimum of 15-credit hours.

What is the difference between the APEx and the Integrative Learning Experience (ILE)?

An APEx is a supervised practice experience in the field of public health designed to enhance a student's professional skills and knowledge. The ILE is a higher-level written product that requires the synthesis of knowledge and evidence on a particular public health topic. It is important to remember, that even if an APEx and ILE are related to each other, they must be distinct projects. While an APEx requires the completion of deliverables which may take the form of a literature review, the ILE is an additional requirement and cannot serve as one of the required 2 deliverables/products of the APEx. To learn more about the ILE please see ILE Handbook: https://www.downstate.edu/education-training/school-of-public-health/for-current-students/ce-presentations.html.

Can I be registered in APEx concurrently with my Integrative Learning Experience (ILE)?

Yes, you can, with the guidance and approval of your Faculty Advisor. Please discuss the APEx with your Faculty Advisor before registering.

Can a student do 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. Work supervisors cannot serve as Preceptors. Students should identify a professional outside of their direct supervisor 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 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 I do not complete my APEx in the semester I 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 120 hours may not be completed at the end of the semester. In this case, students will be allowed to complete the APEx in the subsequent semester (there will be no tuition penalties).

Does the APEx show up on my 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 (most are 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.

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:	

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:	Proposed Work Product #2
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/_documents/
DetailedDegreeandConcentrationCompetencies11-17-2014.pdf

Appendix B: Sample of the Site Preceptor Assessment Form

Please view the following sample of the Site Preceptor Assessment Form to inform your understanding of how you will be assessed by your Preceptor. The Site Preceptor Assessment Form will be sent as a link for you to send to your Preceptor along with the titles of your work products, and your 5 MPH competencies.

Please rate the student according to the following numerical scale:

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

	1	2	3	4	5
Initiative: Degree to which the student can be relied upon to do the job without close supervision.	○	○	○	○	○
Job knowledge: Appropriate background knowledge of job-related behaviors, techniques, skills, and procedures to perform effectively.	○	○	○	○	○
Application: Application of formal educational preparation to the practice setting.	○	○	○	○	○
Ethics: Degree to which student acts ethically and fairly in the professional environment.	○	○	○	○	○
Cooperation/Teamwork: Willingness to work harmoniously with others in getting the job done. Readiness to observe and conform to the policies of the agency.	○	○	○	○	○
Dependability: Compliance with deadlines and standards of performance.	○	○	○	○	○

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.	○	○	○	○	○

List Second Work Product

[ ]

Please rate the student's second 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.	○	○	○	○	○

Additional Comments:

[ ]

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: [ ]

Please select any skills or competencies that you would like future student interns to have:

☐ Grant Writing
☐ Financial Planning/Budgeting
☐ Community Engagement
☐ Project Management
☐ Program Planning
☐ Program Implementation
☐ Program Evaluation
☐ Survey Design and Data Collection
☐ Qualitative Data Collection
☐ Quality Improvement (QI) Initiatives
☐ Proficiency in Statistical Software (Please specify which program/s)
[ ]
☐ Other
[ ]

Appendix C: Student Competency Assessment Form

Please view the following sample of the Student Competency Assessment Form to inform your understanding of how you will assess your deliverables/ work products. The Student Competency Assessment Form will be sent as a link to your email towards the end of your APEx.

First Work Product:

Description of First Work Product:

List Corresponding Competency/Competencies

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 competency listed above. Rate 1-5 (1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent)

	1	2	3	4	5
Competency 1	O	O	O	O	O
Competency 2	O	O	O	O	O
Competency 3	O	O	O	O	O
Competency 4	O	O	O	O	O
Competency 5	O	O	O	O	O

Second Work Product:

Description of Second Work Product:

List Corresponding Competency/Competencies

Competency 1:
Competency 2:
Competency 3:
Competency 4:
Competency 5:

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

	1	2	3	4	5
Competency 1	O	O	O	O	O
Competency 2	O	O	O	O	O
Competency 3	O	O	O	O	O
Competency 4	O	O	O	O	O
Competency 5	O	O	O	O	O

Additional Comments

Appendix D: Faculty Advisor Competency Assessment Form

Please view the following sample of the Faculty Advisor Assessment Form to inform your understanding of how your deliverables will be assessed by your Faculty Advisor. The Faculty Advisor Assessment Form will be sent as a link to your Faculty Advisor by the APEx Coordinator once your deliverables have been submitted to your e-portfolio.

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

Please refer to the section "Second 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 second 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 second deliverable, in their selected Public Health competency areas, please explain below

Additional Comments

Date

Advisor's Signature

× SIGN HERE

clear

Appendix E: Sample of the APEx Activity Log/Journal

Please view the following sample of the APEx Activity Log/Journal to inform your understanding of how you will track your hours and activities over the course of your APEx. The APEx Activity Log/Journal can be found in your APEx e- portfolio. If you need an e-portfolio, please contact the APEx Coordinator.

	A	B	C	D	E	F	G	H	I	J
1	Name of Student:									
2	Student E-Mail:									
3	Semester/Year of APEx:									
4	Submission Date:									
5										
6	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 (final APEx forms submitted without the APEx Activity/Journal log will not be reviewed and approved).									
7	Date	On-Site Hours	Off-Site Hours	Total Hours		Brief Description of Activities and Reflection				
8										
9										
10										
11										
12										