EMORY
ROLLINS
SCHOOL OF
PUBLIC
HEALTH

Office of Career Development

APPLIED PRACTICE EXPERIENCE

FIELD SUPERVISOR HANDBOOK

August 2020

TABLE OF CONTENTS

THE APPLIED PRACTICE EXPERIENCE (APE)

The Rollins School of Public Health (RSPH) requires all MPH and MSPH students to successfully complete an Applied Practice Experience (APE). The APE provides students with a unique opportunity to apply knowledge and skills acquired through their courses of study in a professional public health setting that complements the student's interests and career goals. The intent is to expose graduate students to a variety of professional experiences in public health environments.

WHAT ARE THE APE REQUIREMENTS?

Over the years, domestic and international governmental, non-profit, for-profit and community-based organizations and agencies have hired RSPH students for various types of student opportunities (e.g., full-time, part-time, internships, field placements). Many of these opportunities meet the expectations for the APE requirement. The **key criteria for any APE** is that it should give students the **opportunity to practice knowledge and skills** with a **public health agency external to the school** and **engaged with a community**. The following summarizes Applied Practice Experience (APE) requirements:

Location and Focus: APEs may take place at a variety of locations including governmental, non-governmental, non-profit, industry and for-profit settings or appropriate university-affiliated settings. To be appropriate for APE activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. The APE project should be mutually beneficial to both the community partner site as well as the student.

Suitable Experiences and Essential Elements: APEs should be related to the practice of public health, be engaged with a community, and related to the student's career goals. Each experience should:

- Be developed around at least 3 SMART objectives (Specific, Measurable, Attainable, Realistic and Timely) and associated strategies (see page 4)

- Meet the student-selected MPH/MSPH Foundational Competencies and Concentration Competencies (see page 5 and page 18)

- Result in at least two (2) deliverables that benefit the APE agency as well as the student and demonstrate the student's mastery of the competencies (see page 5)

Students must successfully complete at least 200 – 400 hours in an APE, but they can do so by completing one (1) or two (2) approved APEs.

Portal Entry: RSPH has a portal system to document student APEs. See page 9. The RSPH APE Portal can be accessed via https://apps.sph.emory.edu/RSPHAPE. APE information is required to be reviewed and approved within the portal by the student's APE Advisor and Field Supervisor prior to starting an APE.

SMART OBJECTIVES

Each APE should include 3 – 5 SMART objectives, which must be attainable during the length of the APE and planned in collaboration with the Field Supervisor and APE Advisor. Each learning objective will have at least 1 strategy: a plan of action by which to achieve the stated learning objective(s). Learning objectives and strategies must be articulate, concise and SMART (specific, measurable, attainable, realistic, and timely), that is:

- **Specific** - A specific objective has a much greater chance of being accomplished than a general one. To make an objective specific, make sure to include the Who, What, When, Where and Why. For example, a general objective would be "Produce a report." A specific objective would be "By the end of the project, I will produce a report summarizing the findings of a health care assessment conducted in southwest Detroit."

- **Measurable** - Establish concrete criteria for measuring progress toward the attainment of each objective. Ask yourself "How much? How many? How will I know when it is accomplished?" In the objective above, the report itself is what is measurable – Did you produce it?

- **Attainable** - Objectives should be achievable given the resources and time available.

- **Realistic** - Objectives are realistic when the skills needed to reach the objective are available and the goal fits with the overall strategy and goals of the organization. An example of an unrealistic objective for an APE is "By the end of this project, I will increase access to health care by 15% in the southwest Detroit community."

- **Timely** - When setting objectives, there should be an understanding of a begin date, end date, and how much time it will take to reach the objective within the timeframe. Examples include "By the end of the project", "By March 1, 2021, or "By the end of six weeks".

Examples of SMART Objectives & Strategies:

Objective: By May 1, 2021, I will develop a training module that can be used to train community volunteers to administer HIV testing services to members of the Augusta, GA community seeking services via the mobile health clinic.

Strategies:
- Interview staff of the mobile clinic to identify key components of a training module
- Draft storyboard with script and suggested images
- Recommend authoring tool to develop module

Objective: By the end of 3 months, conduct an analysis of 2020 BRFSS data to assess the access to and usage of preventive services by young adults between the ages of 18 and 24 years in the state of Georgia.

Strategies:
- Create draft BRFSS report with 2020 BRFSS data, including tables, charts and written information on summarizing findings
- Develop one-page fact sheets and data summaries to disseminate to stakeholders and general population

Specific
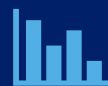
Measurable

Attainable

Relevant

Time Based

DELIVERABLES AND COMPETENCIES

Students must produce, and upload into the APE portal, at least two (2) deliverables that **benefit the APE agency** and **demonstrate the student's mastery of selected competencies**. Deliverables may include, but are not limited to the following (the student should consult with their APE Advisor or ADAP for acceptable deliverables within their department):*

- 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
- Facilitating intervention (link to video)
- Link to webpage designed by student
- Literature review
- Monitoring & Evaluation Tool Development
- Multi-media presentations
- Policy Analysis
- PowerPoint Presentation
- Program/Project Management Plan
- 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
- Written report

* Deliverables are required. **If documents are considered proprietary**, the student and Field Supervisor should discuss and determine appropriate alternatives that can be uploaded to the APE Portal for completion of the APE requirement.

If a student collaborates with other students or individuals on a deliverable, they must upload 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 responsibilities within the group, list of the sections or pages they drafted and/or other tasks for which they were directly responsible.

Deliverables must demonstrate attainment of at least three (3) distinct CEPH MPH/MSPH Foundational Competencies (see page 18) and two (2) distinct Concentration Competencies for a total of five (5) competencies. For a list of MPH/MSPH Foundational Competencies and Concentration (department-specific) Competencies, please go to https://www.sph.emory.edu/academics/competencies/index.html.

Examples of two (2) deliverables and five (5) associated competencies:

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

Competencies:

- CEPH MPH/MSPH Foundational Competency #9: Design a population-based policy, program, project or intervention.

- BSHES Concentration Competency: Design evidence-based and culturally relevant health promotion interventions.

- CEPH MPH/MSPH Foundational Competency #7: Assess population needs, assets and capacities that affect communities' health

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

Competencies:

- CEPH MPH/MSPH Foundational Competency #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software

- BSHES Concentration Competency: Apply ethical principles to public health research and practice.

HOSTING AN APPLIED PRACTICE EXPERIENCE AT YOUR ORGANIZATION

BENEFITS OF HOSTING AN APE STUDENT

The Applied Practice Experience can be a win-win opportunity for the hosting agency, Field Supervisor and student. Benefits of an APE include:

- Aiding students in fulfilling their APE requirement

- Benefit from students offering support on current projects

- Raise awareness of the organization

- Reserve the opportunity to hire the best candidate(s)

- Serve as a valuable mentoring resource to the RSPH

- Contribute to the development of new public health professionals

ROLES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR AND ORGANIZATION

The Field Supervisor, sometimes known as a preceptor or site supervisor, oversees, supervises and evaluates the student's work at the APE field site. The Field Supervisor serves as a liaison between the school and worksite, providing direct supervision to the student. Often, Field Supervisors also serve in a mentoring role, providing the student with valuable guidance, insight and lessons that can only be gleaned from years of professional experience. Field Supervisors should have working knowledge of the public health organization/agency, the community being served and content expertise. Field Supervisors must have a Master of Public Health degree, a Master's Degree in a related field, or the equivalent combination of education and experience.

The student will work collaboratively with their Field Supervisor to outline achievable MPH/MSPH foundational and concentration competencies (see page 5 and page 18), SMART objectives (see page 4) and strategies as well as relevant deliverables (see page 5).

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FIELD SUPERVISORS ARE RESPONSIBLE FOR:

1. Assisting the student with developing mutually agreeable goals, objectives, strategies and deliverables prior to the start of the experience;

2. Completing the Field Supervisor Profile (contact info, credentials and work-setting/content experiences) in the APE Portal;

3. Approving the APE project, competencies, objectives/strategies and projected deliverables in the APE Portal prior to the start of the APE;

4. Remaining available to supervise and provide guidance to the student during the experience;

5. Re-approving changes to the APE project in the APE Portal, if necessary;

6. Providing feedback to the student in one-on-one meetings (at least at the midway point and again at the end of the experience); and

7. Completing the Field Supervisor evaluation form online at the end of the experience.

ESTABLISHING WORK STANDARDS

Students are valuable contributors in work settings that offer the opportunity to apply skills and knowledge from their courses. Depending on the student's prior experience in a work setting, it is important to clearly define expectations for work standards that are reasonable, attainable, and agency/organization appropriate. Below are some tips to assist Field Supervisors and employers with establishing work standards.

1. **Orientation:** Students need a basic orientation to the agency. Orientation may include: an overview of the mission of the agency or organization; guidelines and resources for performing assigned tasks; office policies and procedures; and professional dress code expectations. Additional orientation basics may include: introduction to others in the office with whom the student is likely to interact, a tour of the facilities, and demonstration on office equipment use.

2. **Adequate work resources:** Students need to have access to the resources needed to accomplish the APE objectives. Resources may include desk and computer, phone with appropriate access to long distance calls, a name badge, access card(s), time sheets or other items as deemed necessary.

3. **Assignments:**
    • Students perform at their best when provided with defined timelines. Depending on the time of year, the student may also be juggling course attendance and assignments with the APE opportunity. Timelines help assure that competing priorities are able to be managed and completed on time.
    • Students benefit from experiencing the internal operations of the worksite that may go beyond the APE objective, including opportunities to observe management discussions, participate in strategic planning, and attend seminars.
    • Students benefit from being able to apply what they have learned in graduate school to the operations of the agency. They also benefit from being exposed to opportunities that challenge them beyond their comfort zone.

Establishing Work Standards, Cont.

4. **Regular Contact and Supervision:** The student and their Field Supervisor should plan opportunities to meet regularly (in person, by phone or virtual conferencing) to review APE project progress throughout their time with the agency.

5. **Developing Work Plans:** The student should work with the Field Supervisor to develop objectives for the APE project and form a work plan that is achievable. The work plan ideally should expose the student to a broad range of activities and decision-making processes and give the student some in-depth exposure to issues pertinent to the agency or organization's activities.

6. **Regular Meetings:** In addition to regular check-ins to review the APE project progress, the Field Supervisor should schedule regular meetings to evaluate the student's performance over the course of the prior week, discuss the activities of the agency or organization, and analyze particular successes and problems that arise over the course of the APE. The Field Supervisor might also assist the student in developing insights into public health practice, the organization's work, and otherwise provide guidance that can assist the student in launching their career. This kind of mentoring can have tremendous educational value to the student, transcending even the value of the professional practical experience the student gains through the APE.

7. **Evaluation:** At the end of the APE, the Field Supervisor will be asked to complete an evaluation form assessing the student's performance. These forms are a part of the APE Portal. The Rollins School of Public health strongly encourages Field Supervisors to schedule a one-on-one meeting with the student to discuss the evaluation and their work performance. The opportunity to provide constructive feedback can be a powerful learning experience for the student and mirrors what they can expect in the workplace.

Advertising an Opportunity

There are several ways that organizations and Field Supervisors can advertise an APE opportunity, which include:

- Post available opportunities (including, part-time, full-time, fellowship, internship, etc.) directly to the school's Career Development job database, ROL Handshake at https://www.sph.emory.edu/careers/employers/post-jobs/index.html. If you have any questions, please email rsphpracticum@emory.edu.

- Recruit an individual student. You are welcome to work directly with an RSPH student to create an APE opportunity.

- Work directly with a department by contacting the Assistant/Associate Director of Academic Programs (ADAP) or the APE Advisor. Please check https://www.sph.emory.edu/rollins-life/community-engaged-learning/ape/contact/index.html for the most up-to-date list of Department ADAPs and APE Advisors.

- The Rollins Earn and Learn (REAL) program is a cost-sharing opportunity that subsidizes half a student's wage. If you are interested in learning if your organization qualifies, please contact real@emory.edu.

THE APE PROCESS

The APE requirement is completed through a series of steps including documenting information, approvals and evaluations at set time points in the process. The information outlined below provides more details on the process from start to finish. The overall process is summarized in the APE Process and Timeline image on the next page (page 11).

1. **Initial Contact:** APE opportunities may be developed through a number of different ways. Typically, students locate potential APE opportunities by:

   • Responding to a job opportunity posted to a posting site, such as the RSPH ROL Handshake website, or promoted by their department;

   • Contacting an organization they heard through word-of-mouth might have a position available; or

   • Reaching out to a public health professional they met previously through networking, or even through other connections, to set up an informational interview to discuss the possibility of an APE experience.

   For information on advertising available APE positions, please see the section called Advertising an Opportunity (see page 9).

2. **Develop Plans for the APE:** The Field Supervisor and student should schedule a time to discuss the plans for the APE and together, develop the project goals and scope that will be mutually beneficial to the agency and student, and also meet the RSPH's requirements. Once the overarching plans are in place, they can establish APE SMART objectives and strategies (see page 4), identify projected deliverables and expected competencies (see page 5) to be attained, and determine the length of time necessary for the student to work with the organization in order to accomplish these items.

   When meeting with a student to discuss a potential project, the potential Field Supervisor can request the student bring a copy of the "APE Student and Field Supervisor Worksheet" to use as a guide for the meeting and ensure all expectations are discussed. The form is available on the APE website.

   Although most of the information is the same, most departments have a department-specific pre-approval form for students to complete. In these cases, a student may provide their Field Supervisor with the department form as a guide for the meeting. Students should check with their department Assistant/Associate Director of Academic Programs (ADAP) and APE Advisor to see if there is a pre-approval form and process required by their department. [Definitions of the ADAP, APE Advisor and other key terms are found in the Glossary section on page 15.]

3. **Data Input by Student:** To document student APEs, the RSPH maintains an electronic APE Portal. Information documented in the portal includes the student's work site, APE objectives/strategies, expected deliverables, competencies, Field Supervisors' qualifications, hours worked and student and Field Supervisor's evaluation of the experience. The portal enables the school to monitor how the APE requirements are being met and provide approval at various steps. Information entered into the APE Portal is available for review by the department ADAP and APE Advisor. The portal allows the school to monitor where students have had professional experiences and serves as a resource for future students seeking opportunities.

   Before the start of an APE, the student will complete the site information in the APE Portal, including:
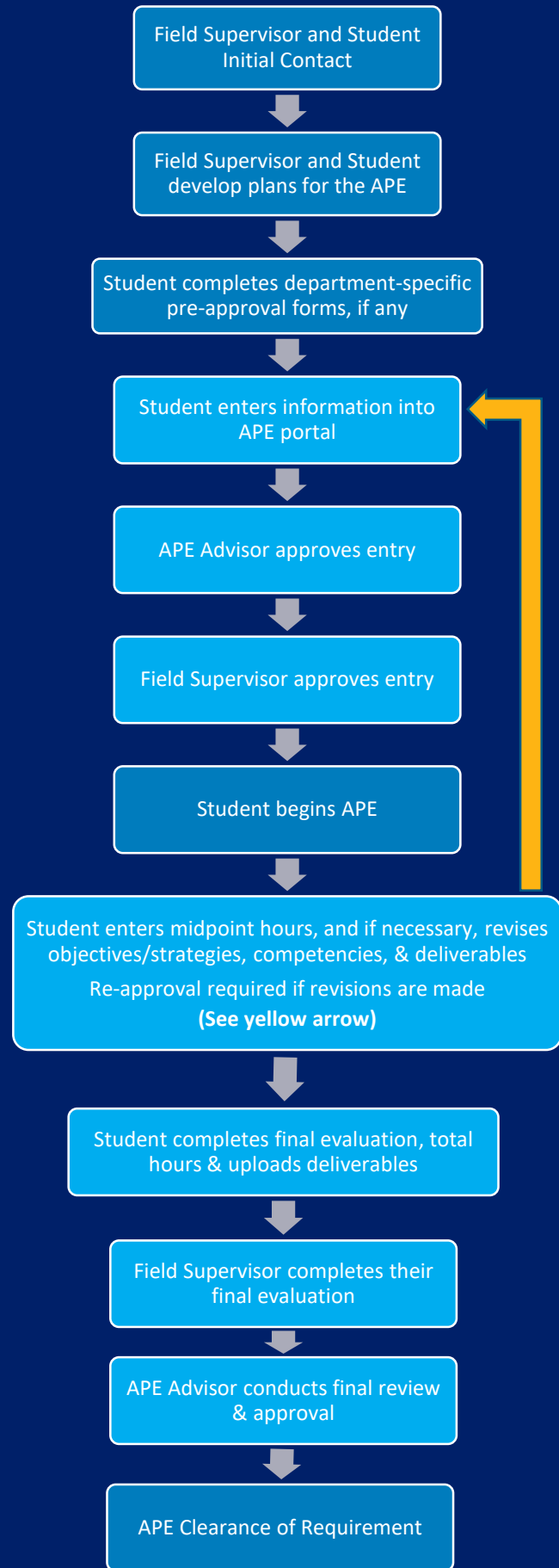   - Organization name
   - Position title and description
   - Name and email address of their Field Supervisor
   - APE objectives with strategies for achieving each of the objectives
   - Foundational and Concentration Competencies
   - List of expected deliverables

4. **APE Advisor Approval:** After the student enters their APE information into the APE Portal, their designated APE Advisor will review and approve (or if changes need to be made, deny with comments) the proposed APE competencies, learning objectives, strategies and deliverables.

5. **Field Supervisor Approval:** Once the APE site information, competencies, learning objectives and strategies, and deliverables have been approved by the APE Advisor, the Field Supervisor will receive an email requesting their review and approval (or if changes need to be made, deny with comments) of the proposed APE competencies, learning objectives, strategies and deliverables.

   Following the approvals from the APE Advisor and Field Supervisor, the student may begin their APE and hours will begin to count toward the APE requirement. The student should be using a clocking system or other means of keeping track of their APE hours (i.e. Kronos, Excel template available online, etc.).

The APE Process and Timeline

Field Supervisor and Student Initial Contact

↓

Field Supervisor and Student develop plans for the APE

↓

Student completes department-specific pre-approval forms, if any

↓

Student enters information into APE portal

↓

APE Advisor approves entry

↓

Field Supervisor approves entry

↓

Student begins APE

↓

Student enters midpoint hours, and if necessary, revises objectives/strategies, competencies, & deliverables
Re-approval required if revisions are made
(See yellow arrow)

↓

Student completes final evaluation, total hours & uploads deliverables

↓

Field Supervisor completes their final evaluation

↓

APE Advisor conducts final review & approval

↓

APE Clearance of Requirement

Those steps in the lighter blue boxes take place within the APE Portal.

11

6. **Midpoint Check-in with Student:** Midway through the student's APE, the Field Supervisor will be sent an email asking them to meet with the student to provide constructive feedback and review progress made up to that point. If necessary, this is the point where objectives/strategies, expected deliverables and competencies can be changed.

   The student will also receive an automated notification to enter their midpoint hours and make any necessary changes they have discussed with their Field Supervisor. If changes are necessary, approval for the changes will be required and an automated email notification will be sent to the APE Advisor and Field Supervisor for additional approval.

6. **Two Week Reminder:** About 2 weeks prior to the end of the APE, the Field Supervisor and student will be reminded to log back into the APE Portal **at the end** of the student's experience to complete their respective evaluation.

7. **Student Evaluation:** At the end of the experience, the student must complete the Student Evaluation before the Supervisor Evaluation will activate. The student will have the opportunity to:
   • Assess the APE work site
   • Assess achievement of objectives
   • Assess competency attainment
   • Provide copies of the deliverables
   • Input the total number of hours completed at the APE worksite

8. **Site Supervisor Evaluation:** Once the student has submitted their evaluation in the APE Portal, their Field Supervisor will be prompted by email to log into the APE Portal to evaluate the student's professionalism and performance as well as their achievement of objectives, competencies and deliverables. The specifics of the login and approval process will be provided in the email prompt.

9. **Discussion of Evaluation:** The Rollins School of Public Health strongly recommends and encourages Field Supervisors to meet with the student to discuss overall evaluation of the student's performance and provide constructive feedback beneficial to the student's professional and career development. The one-on-one evaluation should be similar to that of a performance evaluation that is typically expected to occur in the workplace.

10. **Final Approval from APE Advisor:** At the conclusion of the APE, and after the Field Supervisor completes their evaluation, the APE Advisor will review and provide final approval of the information the student entered into the portal. They will certify that the student has attained the selected MPH/MSPH Foundational Competencies, Concentration Competencies, and uploaded acceptable deliverables. The APE Advisor will also review the student and supervisor evaluations to ensure the objectives were satisfactorily accomplished and mutually beneficial.

GENERAL QUESTIONS

Does an APE need to be paid?

The APE can be a paid or volunteer (unpaid) experience. It is important that the experience support the work of the agency and align with the student's career goals, while also offering an opportunity for the student to demonstrate competency attainment. Ideally, an opportunity will be a paid position for a student. However, depending on their financial needs, some students may be willing to work in unpaid opportunities if the project is closely aligned with their career goals and interests.

For organizations or Field Supervisors who need assistance with determining a fair pay rate, the RSPH Office of Career Development can provide assistance.

When do students usually complete their APE?

If the position is full-time, most students complete their APE during the summer between their first and second year of graduate school. If the position is part time, the APE may span more than 1 semester and can be completed at any time after student completes a minimum of 9-credit hours at the RSPH.

Will my organization qualify as a potential APE site?

Any agency, institution or organization can be an APE site as long as they are public health practice-based, can ensure a safe and suitable work environment for the student and have a qualified Field Supervisor available to supervise the daily work of the student. For questions regarding the site's eligibility, please contact Career Development at rsphpracticum@emory.edu (404-727-9957) or one of the specific department contacts listed at the end of this handbook.

What is the process if the organization requires an agreement or memorandum of understanding before the student can work on-site?

Some APE environments may have specific requirements, such as a background check (e.g. government clearance) or a memorandum of understanding (MOU) with Emory. If an MOU is required, email a copy of the standard agreement document to Heather Zesiger at heather.zesiger@emory.edu. If the organization does not have an agreement drafted, Heather Zesiger can provide a copy of the standard Emory agreement.

Include the following information in the email to Heather Zesiger: full name of the point of contact at the organization for the agreement, organization name, phone number, email address, and full name of the student hire. It will take time to review and establish the agreement between the RSPH and the organization. Therefore, please submit documents as early as possible to ensure completion prior to the proposed start date.

APPENDIX

GLOSSARY

Applied Practice Experience (APE): An Applied Practice Experience is a practice-based opportunity for graduate students to integrate and apply skills and training learned through coursework in a professional public health environment. The intent is to expose graduate students to a variety of professional experiences in public health environments including not-for-profit organizations, hospitals, federal, state and local health departments, and for-profit firms. The APE is a required element for professional public health degree students and is required for all RSPH MPH and MSPH students. Completion of a minimum of 200 hours in one or two APEs as well as a minimum of two (2) deliverables, attainment of three (3) MPH/MSPH foundational Competencies and two (2) Concentration Competencies, and accomplishment of objectives and strategies are required prior to graduation.

Applied Practice Experience (APE) Portal: The APE Portal is an electronic database that students use to document information, track and receive approvals for APE opportunities. Students, ADAPs, APE Advisors and Field Supervisors all have access to the system in order to complete required steps in the APE process.

APE Advisor: Each academic department will have a designated APE Advisor (some departments may have more than one) who will provide guidance and advice to students as they secure and/or create suitable APEs. The APE Advisor may be a faculty member in the student's department or another designated person qualified to serve in this role. The APE Advisor can help students resolve issues about appropriate APEs or resolve issues that might take place during the APE. The APE Advisor will review and approve student's APE plans prior to the start of the APE and will certify successful completion of this requirement at the conclusion of the APE. Students should check with their APE Advisor or ADAP (see on right of this page) about their department's specific review process.

Departmental Assistant/Associate Director of Academic Programs (ADAP): ADAPs provide departmentally-based advisement to students. ADAPs monitor student progress from the point of admission through graduation and beyond, serving as an advocate based on individual student needs. ADAPs can help students think about possible APEs to meet their interests and career goals; however, it is not their responsibility to secure an APE for students. ADAPs will complete the final graduation check at the conclusion of the APE to ensure all approvals have been obtained by the student to certify successful completion of the APE requirement.

Field Supervisor: A Field Supervisor is an on-site supervisor at the public health agency that manages the APE of a student and oversees the day-to-day work of the student. This individual helps to mentor, supervise and direct the student's APE. The Field Supervisor must be qualified to evaluate the professional performance of the student as well as the attainment of CEPH MPH/MSPH Foundational Competencies and Concentration Competencies, learning objectives, strategies and deliverables.

APPLIED PRACTICE EXPERIENCE FIELD SUPERVISOR HANDBOOK
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Appendix 2

EXAMPLES OF APPLIED PRACTICE EXPERIENCES

- Prepare a health promotion presentation, develop speaking opportunities, and deliver to multiple audiences.

- Help health department respond to COVID by staffing a COVID hotline, tracking patient data, updating hospital and ICU bed numbers for a state COVID-19 map, and serving as Logistics Officer for a day (triaging organizations' requests for PPE).

- Implement a program to accomplish a health goal for a faith community, company or organization.

- Develop a "Craig's List" for volunteer public health needs and skills; e.g., "I need a survey instrument"/"I can design a survey instrument".

- Assist with the implementation of a global health initiative such as the Comprehensive Rural Health.

- Support a local agency implement the National Public Health Performance Standards Program (NPHPSP)/ Local Health Department Self-Assessment Tool for Accreditation Preparation, and/or quality improvement assessment.

- Collaborate with a local health department to design and implement student internship experiences.

- Facilitate an evaluation design for a nonprofit 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.

- Assist a foundation with developing and preparing a request for proposal (RFP) or grant program.

- Assist in the development and planning of a statewide annual report on sexually transmitted diseases.

- 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.

- Support COVID response (e.g., communicate with stakeholders regarding prompt notification of reportable disease, facilitate case investigations based on the positive COVID-19 lab reports, enter data into national electronic disease surveillance system (NEDSS), and help identify outbreaks within long term care facilities and healthcare workers.

- Conduct a workplace health needs assessment.

- Perform a comprehensive 360 analytic position assessment to use in current position.

- 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 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.

Examples of Applied Practice Experience, Continued

- 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 make 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 assist in the work of the Food Security Initiative.

- Assist with the planning and implementation of county-wide, summer "Safety Safari Camps."

- Create an electronic communication plan, set up a volunteer registration system and assist with the Georgia Mission of Mercy (GMOM) event.

- Create a five-year strategic plan to address the mental and behavioral health workforce needs in the SOWEGA area. 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 supplemental curriculum materials to reinforce safety and injury prevention messages among students in grades 1-6.

- Create statistical process control charts to measure the impact of the Lab Interface HL7 project for GA DPH.

- Develop draft data governance policy for new incoming data on neglected tropical diseases.

APPLIED PRACTICE EXPERIENCE FIELD SUPERVISOR HANDBOOK
Office of Career Development | Rollins School of Public Health

Appendix 3

FOUNDATIONAL AND CONCENTRATION COMPETENCIES

MPH/MSPH Foundational Competencies

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

Concentration (Degree-specific) Competencies

For a list of Concentration Competencies, visit:
https://www.sph.emory.edu/academics/competencies/index.html

CONTACT US

Please check https://www.sph.emory.edu/rollins-life/community-engaged-learning/ape/contact/index.html for the most up-to-date list of Department APE Advisors and ADAPs.

Should you have questions about the APE requirement, the APE Portal, or how to post a position, please contact:

Office of Career Development
rsphpracticum@emory.edu
404-727-9957

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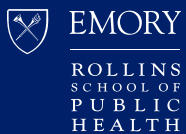
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