EMORY
ROLLINS SCHOOL OF PUBLIC HEALTH

Office of Career Development

APPLIED PRACTICE EXPERIENCE

STUDENT HANDBOOK

August 2020

TABLE OF CONTENTS

WHAT IS AN APPLIED PRACTICE EXPERIENCE?.....3

WHAT ARE THE APE REQUIREMENTS?.....4

SMART OBJECTIVES.....5

DELIVERABLES AND COMPETENCIES.....6

THE APE PROCESS.....7

BEGINNING YOUR APE SEARCH.....8

THE APE PORTAL.....9

FREQUENTLY ASKED QUESTIONS.....12

APPENDIX.....15

GLOSSARY.....16

EXAMPLES OF APPLIED PRACTICE EXPERIENCES.....17

FOUNDATIONAL AND CONCENTRATION COMPETENCIES.....19

CONTACT US.....20

WHAT IS AN APPLIED PRACTICE EXPERIENCE?

The Rollins School of Public Health (RSPH) requires all students to successfully complete three elements while in graduate school: core and concentration coursework, an Integrative Learning Experience and an Applied Practice Experience. These requirements are set forth by the school's accrediting body, the Council on Education for Public Health. The **Applied Practice Experience**, or **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 application of practical knowledge and skills are essential to successful practice.

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**. APE activities should be mutually beneficial to both the community partner site as well as the student. An APE must:

- Be supervised by a Field Supervisor, a practitioner qualified to evaluate the student's achievement of objectives and competencies
- Be pre-approved by the student's APE Advisor
- Meet at least 3 student-selected MPH/MSPH foundational competencies and 2 concentration competencies
- Include at least 3 SMART objectives
- Provide opportunities for the student to produce (and later upload) at least 2 deliverables that benefit the agency and demonstrate the student's mastery of the selected competencies

Students are required to complete a minimum of 200 hours in one or two APEs; produce at least 2 deliverables that benefit the APE agency and demonstrate the students' mastery of the selected competencies; enter and track all APE-related information (including the 2 deliverables) into a portal; and register in the student's APE-related department 595 course (i.e. BSHES 595, BIOS 595, etc.).

This handbook will provide students with a detailed look into the APE including requirements, process, tips for finding suitable experiences, timeline and FAQs.

WHAT ARE THE APE REQUIREMENTS?

APE requirements pertain to the location and focus, suitable experiences and essential elements, pre-approvals and portal entry.

Location and Focus: APEs may involve 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 (see Frequently Asked Questions), 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 5)
- Meet the student-selected MPH/MSPH foundational competencies and concentration competencies (see page 6)
- Result in at least two (2) deliverables that benefit the APE agency as well as the student and demonstrate achievement of competencies (see page 6)

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.

Pre-Approval: To ensure that the student selects an appropriate project to successfully meet the APE requirement, all students must obtain pre-approval from their assigned APE Advisor. The APE Advisor will review all aspects of the experience, including the proposed competencies, learning objectives and strategies, and deliverables.

Most departments have a pre-approval form for students to complete. **Students should check with their APE Advisor or ADAP to see if there is a pre-approval form and process required by their department.**

In addition, students can use the APE Student and Field Supervisor Worksheet as a guide when meeting with potential APE supervisors to ensure they have all required information necessary for pre-approval. The worksheet can be found on the RSPH APE website: https://www.sph.emory.edu/rollins-life/community-engaged-learning/practicum/index.html. Again, **each student should check with their department to see if there is a department-specific required pre-approval form and process**.

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".

EXAMPLE OF A SMART 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.

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 mastery of selected competencies. Deliverables may include, but are not limited to the following (please consult with your APE Advisor or ADAP for acceptable deliverables within your 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. It is important that students discuss expected deliverables with their Field Supervisor prior to pre-approval of the APE to determine an alternative if documents are considered proprietary (i.e. unable to be shared outside of the organization).

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 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 deliverables and 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.

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.

THE APE PROCESS

As outlined in detail in the "APE Process and Timeline" image on the right side of this page, students follow a prescribed process to complete their APE. [Those steps in the lighter blue boxes take place within the APE Portal.] Key steps in the process include:

1. Student completes a minimum of 9-credit hours at the RSPH and begins to search for an APE. (See page 8)
2. Once a potential APE opportunity is located, the student discusses the APE requirements & job tasks with their Supervisor. Once these items have been agreed upon, the student completes department-specific pre-approval forms, if any.
3. **Portal Entries:** Student enters their APE information into the APE Portal. The APE Advisor, and then the Field Supervisor, reviews and approves the APE experience, objectives and competencies. (See page 9)
4. The Student begins their APE.
5. **Portal Entries:** Midway through their APE, the student enters mid-point hours into the Portal. This is also an opportunity to revise objectives, competencies and deliverables, if necessary.
6. **Portal Entries:** At the end of the APE experience, the student completes their evaluation form and uploads the deliverables. The Field Supervisor completes their final evaluation and the APE Advisor conducts a final review and approval.
7. The APE Advisor and/or ADAP approves clearance of the APE requirement once the portal is satisfactorily completed, the timelines are met, and any additional departmental requirements (e.g., poster*) are completed.

* Some departments require that students also develop and present an APE poster presentation at the conclusion of their experience. Students should check with their APE Advisor or ADAP to see if this is the case in their department.

The APE Process and Timeline

BEGINNING YOUR APE SEARCH

The idea for an APE can come from many places. Some students may want to work at a specific organization, while others want to explore a specific content area. Students may seek potential opportunities by contacting organizations of interest, networking with other students or professionals, applying to openings posted on the ROL Handshake, or in a meeting with a professional development coach in the Office of Career Development. During the school year, students may also find work-study or part-time positions that may develop into an APE, such as those through the Rollins Earn and Learn (REAL) program. Additionally, opportunities are continually being developed through departments for students to enrich their learning through structured professional experiences. The list of example APEs included at the end of this handbook (see Appendix 2) may offer some ideas to help students get started, and the RSPH encourages students to explore this website: "Where to Find an APE" (https://sph.emory.edu/rollins-life/community-engaged-learning/ape/find/index.html).

What should a student do if the APE requires an agreement or memorandum of understanding?

Some APE a may have specific requirements, such as a background check (e.g. government clearance) or a memorandum of understanding (MOU) with Emory. If a MOU is required, request a copy of the document from the organization and forward it 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 pertaining to the organization's point of contact: full name, organization, phone number, and email address. It may take a couple months to review and establish the agreement between the RSPH and the organization. Requests should be submitted as early as possible to ensure completion prior to the proposed start date.

THE APE PORTAL

RSPH has a portal system to document student APEs. The RSPH APE Portal can be accessed via https://apps.sph.emory.edu/RSPHAPE. The following steps outline how to document an APE in the APE Portal. APE information is required to be reviewed and approved prior to starting an APE by a designated APE Advisor in the student's academic department. Please note: Most departments have a pre-approval form for students to complete and have approved before entry into the APE Portal. **Students should check with their APE Advisor or ADAP to see if there is a pre-approval form and process required by their department.**

Step 1: **Profile Completion:** The student logs into the APE Portal using their Emory ID and Password. The system is linked with the OPUS system, so when a student logs into the portal, demographic/academic data (i.e., name, expected graduation date, department, degree seeking, and program concentration, if any) should be populated in the fields on the profile page. If these fields are not populated or if the information is incorrect, the student should correct the information (all fields are required).

Step 2: **Department Oversight Selections:** Students will select their assigned ADAP and APE Advisor from the dropdown list on the profile page. If they do not know who their assigned APE Advisor is, they should check the contact list on the website (see Contact Us, page 20) or contact their ADAP. Note: The Department's APE Advisor(s) is not the same as the student's Faculty Advisor.

Step 3: **Resume Upload:** Students should upload a current version of their resume (their Field Supervisor, ADAP and APE Advisor will be able to view the resume from within the portal). Should they need to update their resume, they may upload a newer version of the resume, which will overwrite the existing version.

The APE Portal, Continued

Step 4: **Adding an APE:** Upon completing a minimum of 9-credit hours and receiving pre-approval (if required by the student's department), the student can add an APE into the system via the "My APE" Tab. To add a new APE, they must have the following information available:

1. First name, last name, and current email address of the Field Supervisor who will oversee and supervise the student's work and performance at the field site
2. The community partner and branch/division (if any) of the associated organization
3. Address of the APE worksite (Student's should use an address where they will be working and not the corporate office address)
4. Expected APE start and end dates
5. CEPH MPH/MSPH Foundational Competencies and concentration (degree) competencies they plan to attain through the proposed APE
6. APE learning objectives and strategies (see page 5)
7. A list of at least 2 proposed deliverables that benefit the agency and will demonstrate attainment of the selected competencies (see page 6)

Step 5: **Pre-Approvals:** After the student enters their APE information, their designated APE Advisor will receive an email asking them to review and approve (or if changes need to be made, deny with comments) the proposed APE competencies, learning objectives, strategies and deliverables. Once these have been approved by the APE Advisor, the Field Supervisor will receive an email asking them to review and approve (or if changes need to be made, deny with comments) the proposed APE competencies, learning objectives, strategies and deliverables. Once the student receives approval from the APE Advisor and Field Supervisor, they may begin their APE and hours will begin to count toward this requirement. To keep track of APE hours, the student should use a time keeping system (i.e. Kronos, Excel template available online, etc.).

The APE Portal, Continued

Step 6: **Mid-Point Check-in**: Midway through the APE, the student and Field Supervisor will receive an email asking the student to document the hours worked to date. Students are encouraged to review their progress toward meeting the selected competencies, learning objectives, strategies and completion of deliverables with their Field Supervisor at this time. If the project circumstances or plans have changed and the objectives need to be adjusted, the student can make changes at this time. [Additional changes to learning objectives/strategies or changes needing to be made at other times during the APE can be made by emailing rsphpracticum@emory.edu.]

Step 7: **Student and Supervisor Evaluations, Total Hours & Deliverables**: About two (2) weeks prior to the end of the APE, the student will receive an email reminding them to complete the student evaluation. The student will need to log into the portal to complete the student evaluation of their experience, upload their deliverables and enter total hours completed. Once the student evaluation has been completed, the student's Field Supervisor will receive an email asking them to verify the total number of hours the student worked as well as to complete an evaluation of the student's performance and competency attainment. It is the student's responsibility to ensure that their Field Supervisor completes the evaluation in the APE portal prior to the designated deadline.

At the conclusion of the APE, the APE Advisor will review and provide a final approval of the information the student entered into the portal and will certify that the student has attained the selected CEPH MPH/MSPH Foundational Competencies and Concentration Competencies through the submitted deliverables. The APE Advisor will also review the student and supervisor evaluations to ensure the objectives and strategies were satisfactorily accomplished and mutually beneficial.

Following the APE Advisor's final approval, the ADAP will ensure that all steps were completed in the APE portal and that the student enrolled and completed the department's 595 course to clear the student for graduation.

It is the student's responsibility to ensure all required information and documents are entered and completed in the APE portal, including the Field Supervisor evaluation by the designated deadline.

FREQUENTLY ASKED QUESTIONS

When can a student start an APE? Or, can a student use an experience prior to their enrollment in the MPH program as an APE?

Students are not allowed to begin an APE until they have completed at least 9-credit hours of coursework after enrolling at the RSPH; therefore, they cannot use any experiences prior to their enrollment in the MPH program as their APE. In an APE, 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 9-credit hours.

Can the APE requirement be waived? (Ex. public health nurse with 20 years of experience or physician)

No. Exemptions are not granted for the APE. Along with coursework and the Integrative Learning Experience (ILE), the APE is one of the 3 elements that all students much complete while in graduate school. It is a supervised experience based upon the application of graduate level competencies gained while enrolled at the RSPH. A student's work experience prior to enrolling in graduate school at the RSPH, while important to professional development, was not guided by the knowledge gained in coursework at the RSPH. Therefore, prior work experience does not substitute for the APE requirement.

What is the difference between the APE and ILE (thesis or capstone)?

An APE is a supervised practice experience in the field of public health designed to meet the needs of an agency while also enhancing a student's professional skills and knowledge. An APE may result in a number of products such as a paper, a literature review, a curriculum, a dataset analysis, an informatics dashboard, or other deliverables for the community partner that a student is working with and deemed relevant by their APE Advisor.

Through the Integrative Learning Experience (ILE) - such as a thesis or capstone project - students integrate the broad base of public health knowledge and skills acquired from their coursework, the APE and other learning activities. This synthesis typically results is a product that resembles a written paper with an oral presentation.

It is important to remember, that even if an APE and ILE are related to each other, they must be distinct projects that are independent from one another and can be described as such.

Can a student's thesis or capstone count as an APE?

No. The APE and the Integrative Learning Experience (ILE) (i.e., thesis, capstone) are different experiences. There are some situations when a student's APE may lead to an ILE. For example, as part of an APE experience, an agency might need a student to develop and disseminate a questionnaire on the training needs of people living with lupus. As a thesis project, a student can utilize the data to address a student-identified research question and hypotheses. As a capstone project, a student may utilize the data to develop a training program targeting the needs of this population.

Frequently Asked Questions, Continued

Can a student do an APE at their current place of employment?

Students can complete an APE at their current place of employment, but the APE opportunity must extend beyond their regular work duties and ideally, be supervised by someone other than their regular supervisor. If a student is unsure about whether their current worksite is an appropriate setting for their APE, they should contact their APE Advisor or ADAP.

Can a student complete more than one APE?

Yes. As long as students complete all the required components of an APE, they may complete up to two (2) APEs. This is to ensure a meaningful practical experience for students as well as the community partner.

Are APEs paid or volunteer opportunities?

The APE 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.

How does the RSPH define community engagement?

Community engagement is the process of working collaboratively with public health organizations and communities to address issues that affect the well-being of a community. The APE project must address the needs of a community being impacted by the student's work assignments and/or deliverables.

Can APE Advisors or RSPH faculty serve as Field Supervisors?

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 meet the needs of the partner organizations or groups. Someone other than the faculty member (for example a project staff member) should supervise the student.

What are the next steps once a student has located a possible APE?

Once a student has located a possible APE, but before they begin their experience, the student must obtain pre-approval from their assigned APE Advisor. Most departments have a pre-approval form for the students to complete. **Each student should check with their department to see if there is a department-specific required pre-approval form and process**. After receiving this initial approval, if required, the student will enter their APE description, proposed competencies, learning objectives and strategies, and intended deliverables into the APE Portal, where the APE advisor will review and approve online. As soon as the APE advisor approves the experience, the portal will send the supervisor an email asking them to approve the experience. **It is only then that a student is allowed to begin their APE.**

What is the deadline for entering a new APE?

Students cannot begin their APE until they have entered their APE***** in the APE Portal and received approval from their APE Advisor and Field Supervisor. So that students have sufficient time to complete their APE before graduation, the deadline for entering a new APE into the RSPH APE Portal, is January 30 for May graduates.

- August graduates should enter any new APE by April 30
- December graduates should enter any new APE by August 30.

*** Students should check with their department to see if there is a department-specific pre-approval necessary before they can enter their APE into the APE Portal**.

Frequently Asked Questions, Continued

Does the APE show up on my transcript?

Yes. Students must register for the APE in their last semester*****. This may be done through OPUS, just like registering for other courses. **Please see the department ADAP for more information**.

* **EMPH students, please note**: The EMPH Program ADAP will register EMPH students for the APE course after the student completes the APE agreement form and all parties have signed.

How should students keep track of their APE hours?

The APE Portal does not have a tracking system for hours, but does require students to enter hours worked at the midpoint and the end of the APE. If the student's employer has a clocking system, a student can probably access the data needed to entry into the portal. If such as system is not available, the student should use another means of tracking their hours. If desired, students can use the Excel sheet available in the resources section of the website.

What happens if a student has a problem with a Field Supervisor?

If a student is having a problem with a Field Supervisor, they should reach out to their ADAP, their APE Advisor, or the Office of Career Development (OCD). To request assistance from the OCD, students should submit the request to rsphpracticum@emory.edu and include their full name and phone number; the Field Supervisor's full name, email address, and phone number; indicate whether the Field Supervisor is also their REAL supervisor; and a detailed description of the issue. An OCD staff person will follow-up within 24-48 business hours via phone or email to discuss the issue and assist in resolving.

Once a student has documented their APE in the APE Portal, have they completed the APE requirement?

Maybe, but not necessarily. A student has fulfilled the APE requirement only after the following tasks have been done:

1. The student has entered all APE-related information, deliverables, and their evaluation into the APE Portal at the end of their APE and the student's Field Supervisor has completed their final evaluation. These entries need to be made by April 1 for May graduates, November 1 for December graduates and July 1 for August graduates. EMPH students: Please check with your APE Advisor for the entry deadlines, which are slightly different.
2. Once the student and their supervisor have completed their entries and evaluations, the APE Advisor ensures that the student has successfully:
   - Worked a minimum of 200 hours in one or two public health agencies, institutions or communities
   - Produced at least 2 deliverables that benefit both the APE agency and the student
   - Met student-selected MPH/MSPH foundational competencies and concentration competencies
   - Met APE related objectives

Important Note: Some departments require students to also develop and present an APE poster at the conclusion of their experience. Students should check with their APE Advisor or ADAP to see if this is the case in their department.

What is the deadline for the Field Supervisor evaluation?

The deadline for the Field Supervisor evaluation is April 1st for May graduates, July 1st for August graduates, and November 1st for December graduates. EMPH students: Please check with your APE Advisor for these deadlines, which are slightly different. Although the APE Portal sends automated messages to the Field Supervisor after the student has completed the student evaluation, **the student should still follow-up to remind their Field Supervisor to complete this final step**. If the Field Supervisor is having trouble accessing the Portal or does not speak English as their first language, the student should submit a ticket to the APE helpdesk (rsphpracticum@emory.edu) for alternatives. **It is the student's responsibility to ensure all steps for meeting the APE requirement are completed on time.**

APPENDIX

Appendix 1: Glossary……..……16
Appendix 2: Examples of Applied Practice Experiences..…….....17
Appendix 3: Foundational and Concentration Competencies.…….....19

Appendix 1

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 below) 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.

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

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.

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 or APE Portal, please contact:

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