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What is an Applied Practice Experience?

An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student’s interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student’s academic department at RSPH. To successfully fulfill the APE requirement, students must a) complete a minimum of 200 hours in one or two public health agencies, institutions or communities; b) meet student-selected MPH/MSPH foundational competencies and concentration competencies; c) produce at least 2 deliverables that benefit the APE agency; d) enter and track all APE-related information, deliverables and required approvals in the RSPH APE Portal; and e) register in the student’s Department 595 course (i.e. BSHE 595, BIOS 595, etc.) in the student’s final semester of enrollment.

Why is the Applied Practice Experience necessary?

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. In addition, the APE is required of all students enrolled in a degree-seeking concentration at a school of public health accredited by the Council on Education for Public Health (CEPH).
What are the Applied Practice Experience Requirements?

The APE requirement can be met successfully by completing one (1) or two (2) APEs.

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, typically with external partners. The APE project should be mutually beneficial to both the community partner site as well as the student. To ensure that student’s select an appropriate project to successfully meet the APE requirement, all students must obtain pre-approval from their assigned APE Advisor.

APE information must be reviewed and pre-approved prior to the student starting their APE by a designated APE Advisor from their academic department. The APE Advisor will review the proposed MPH/MSPH foundational competencies, concentration competencies, learning objectives and strategies, and deliverables. To request pre-approval, students will need to confirm/provide the following information:

- The APE can result in at least two (2) deliverables that benefit the APE agency as well as the student
- The APE meets student-selected MPH/MSPH foundational competencies and concentration competencies

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](https://www.sph.emory.edu/rollins-life/community-engaged-learning/practicum/index.html)

*Students must submit at least two (2) deliverables through the APE Portal. 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 | summary report |
| Data Extraction, Collection & Analysis Report | Facilitating intervention (link to video) |
| Data analysis results or output | Link to a webpage designed by the student |
| De-identified data set | Literature review |
| Evaluation or evaluation plan | Monitoring & Evaluation Tool Development |
| Fact sheet for a target audience | Multi-media presentations |
| Health Resource Booklet | Policy Analysis |
| Health Communications Plan | PowerPoint Presentation |
| Key informant interview | 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 any 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.

In total, deliverables must demonstrate attainment of at least three (3) distinct CEPH MPH/MSPH Foundational Competencies and two (2) distinct Concentration Competencies within one or two APEs for a total of five (5) competencies. For a list of MPH/MSPH Foundational Competencies and Concentration (department-specific) Competencies, please go to [this link](https://www.sph.emory.edu/rollins-life/community-engaged-learning/practicum/index.html).
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 should defer to the information provided by their department.

Examples:
- Deliverable: Sexual risk-reduction curriculum developed for adolescent females in rural Georgia.
  - CEPH MPH/MSPH Foundational Competency #9: Design a population-based policy, program, project or intervention
  - BSHE 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/MSPH Foundational Competency #2: Select quantitative and qualitative data collection methods appropriate for a given public health context.
  - CEPH MPH/MSPH Foundational Competency #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software
  - BSHE Concentration Competency: Apply ethical principles to public health research and practice.

https://www.sph.emory.edu/academics/competencies/index.html.
How should a student begin their search for an Applied Practice Experience?

The idea for an APE can come from many places. Some students may be aware of an organization with which they want to work with, while others know there is a specific content area they would like to explore. Students may also seek potential opportunities by contacting organizations of interest, networking, and applying to openings posted on the ROL Handshake or through 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 APEs included at the end of this handbook will offer some ideas to help students get started, and the RSPh encourages students to explore this website: “Where to Find an APE” (https://www.sph.emory.edu/rollins-life/community-engaged-learning/practicum/find-a-practicum/index.html).
What should a student do if the Applied Practice Experience requires an agreement or memorandum of understanding?

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, 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 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 RSPH and the organization. Requests should be submitted as early as possible to ensure completion prior to the proposed start date.
How should students document/track their Applied Practice Experience?

RSHP has a portal system to document student APEs. The RSHP 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.

Step 1: Profile Completion: Log into the APE Portal using the student’s 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 at the end of this handbook, the website contact list, 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.

Notes:
- Students enrolled in the Hubert Department of Global Health must complete the form and approval process through Canvas prior to accessing the APE Portal and entering information.
- Students enrolled in the EMPH Program must receive approval from your APE Advisor prior to accessing the APE Portal and entering information.

Step 4: Adding an APE: Upon completing a minimum of 9-credit hours, 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 Competencies they plan to attain through the proposed APE
6. APE learning objectives and strategies*
7. A list of proposed deliverables relevant to the selected competencies
*Note: APE learning objectives and strategies must be articulate, concise and SMART (specific, measurable, attainable, realistic, and timely). APE learning objectives must be attainable during the length of the APE and should be planned in collaboration with the Field Supervisor and APE Advisor. Each learning objective will have at least one (1) strategy: a plan of action by which to achieve the stated learning objective(s).

Step 5: **Pre-Approvals:** After the student submits 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 the competencies, learning objectives and strategies 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.).

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, upload 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. The student will also be asked to evaluate their APE experience.

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, Concentration Competencies and proposed 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 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**

**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 be related to the needs of the partner organizations or groups.

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

If needed, the RSPH Office of Career Development (OCD) can step in and assist students should issues arise with their Field Supervisor. Students should submit all requests to rsphpracticum@emory.edu, including the student’s full name, student’s phone number, Field Supervisor’s full name, Field Supervisor’s email address, Field Supervisor’s phone number, whether the Field Supervisor is also your 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.

**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. The APE 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.

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

Only after the student has completed and entered the following requirements into the APE Portal will the student be cleared for graduation.

1. Work a minimum of 200 hours in one or two public health agencies, institutions or communities
2. Produce at least 2 deliverables that benefit both the APE agency and the student
3. Meet student-selected MPH/MSPH foundational competencies and concentration competencies
4. Enter and track all APE-related information, deliverables and required approvals in the RSPH APE Portal by April 1st of the student’s graduating semester (Note: December graduates must submit by November 1st; August graduates must submit by July 1st)
5. Register for the student’s department 595 course

**Can a student use an experience prior to their enrollment in the MPH program as an APE? OR If a student is scheduled to enroll in the MPH program in the fall; can they start working on an APE the summer prior to enrollment?**

No. Students are not allowed to begin an APE until they have completed at least 9-credit hours of coursework after enrolling at the RSPH. 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 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 and ILE may be related. For example, as part of an APE experience, a student may develop and disseminate a questionnaire on the training needs of people living with lupus. As a thesis project, a student can utilize thesis data to address specific research questions and hypotheses. As a capstone project, a student may utilize the data to develop a training program targeting the needs of this population.
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.

**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 enhance a student’s professional skills and knowledge. An APE may result in a number of products ranging from a paper, a literature review, a curriculum, applied analytic opportunities, or other deliverables for the community partner that a student is working with and deemed relevant by their APE Advisor.

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

**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. 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.

**What is the deadline for entering a new APE?**
The deadline for entering a new APE into the RSPH APE Portal is January 30 for May graduates.
- August graduates should enter any new APEs by April 30
- December graduates should enter any new APE by August 30.

**What is the deadline for the Field Supervisor evaluation?**
The deadline for the Field Supervisor evaluation is April 1st for students graduating in May.
- August graduates the deadline is July 1st
- December graduates the deadline is November 1st.

Although the portal sends automated messages to the Field Supervisor after the student completes the student evaluation, the student should still follow-up to remind their Field Supervisor to complete this final step either in-person, phone or email. It is the student’s responsibility to ensure all steps for meeting the APE requirement are completed on time.

**How should students keep track of their APE hours?**
If the student’s employer has a clocking system, they can access the data to input their midpoint and final hours. If a system does not exist at their place of employment, the student should use the Excel sheet available in the resources section of the
website or another means of tracking to document their hours until it’s time to input that information in the APE Portal. The APE Portal does not have a tracking system and only collects hours at the midpoint and end of the APE.

**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.
**Glossary**

*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.

**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.

*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.

**Notes:**
- Students enrolled in the Hubert Department of Global Health must complete the form and approval process through Canvas prior to accessing the APE Portal and entering information.
- Students enrolled in the EMPH Program must receive approval from your APE Advisor prior to accessing the APE Portal and entering information.

*Field Supervisor*

A Field Supervisor is an on-site supervisor 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, attainment of CEPH MPH/MSPH Foundational Competencies and Concentration Competencies, learning objectives, strategies and deliverables.

*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 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. 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.
**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.

**SMART Objectives**

Each APE should outline 3 – 5 SMART objectives linked to at least three (3) CEPH MPH/MSPH Foundational Competencies and two (2) Concentration Competencies. Objectives should be written as SMART objectives, 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 (e.g. A general objective would be "Get in shape." A specific objective would be "I will join and attend a health club at least three times per week for three months in order to lose 15 pounds.")
- **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 15 pounds is what makes it measurable.
- **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.
- **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. In the objective above, the 3 months is the timeframe for achieving the goal.

**Example of a SMART Objective:**

*By year two of the research project, 30 community volunteers will be trained to administer HIV testing services to members of the Augusta, GA community seeking services via the mobile health clinic.*
Sample Applied Practice Experience Ideas

RSPH students have completed APEs in the Atlanta-metropolitan area, in locations throughout the state, across the country and around the world. The following is a list of sample APE ideas (most are actual experiences RSPH students have completed in the past):

- Prepare a health promotion presentation, develop speaking opportunities, and deliver to multiple audiences.
- Organize community seniors to provide volunteer support in schools, daycare, NICU, etc.
- Develop and implement a program to accomplish a health goal for neighborhood, faith community, company or organization.
- Develop and implement a "Craig's List" for volunteer public health needs and skills; e.g., "I need a survey instrument"/"I can design a survey instrument".
- Study, volunteer, or work with a global health initiative such as the Comprehensive Rural Health
- 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 local health department to design and implement student internship experiences.
- Intern with the National Network of Public Health Institutes or with a statewide Public Health Institute (or with other public health agencies).
- 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.
- 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, Raksha.
- 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.”
• 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 of supplemental curriculum materials to reinforce safety and injury prevention messages among students in grades 1-6.
Foundational & 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 (Department-specific) Competencies

For a list of Concentration (Department-related) Competencies, please visit: https://www.sph.emory.edu/academics/competencies/index.html
EMPH & GH require APE agreement forms to be completed and approved prior to entry of data in portal. Please check with your ADAP.

**August graduate deadline is July 1st; December graduate deadline is November 1st for completing all the steps in the APE Portal.**
Contact List

Please check [https://www.sph.emory.edu/rollins-life/community-engaged-learning/ape/contact/index.html](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