Applied Practice Experience Student Handbook

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Applied Practice Experience Student Handbook

The following student handbook provides guidance for the Applied Practice Experience at Tulane University's School of Public Health and Tropical Medicine. This handbook covers the goal of the APE, appropriate practicum sites and settings and types of activities, preceptors, coursework required to complete the APE, practicum application. Any questions regarding the APE should be directed to the student's Faculty Advisor, or to the Office of Public Health Practice.

Practicum Resources

The Pre-Practicum (APE) Portal Canvas site with APE resources is available to all. This Canvas site will include several resources for students including a searchable database of internship sites from previous students, templates for documents necessary to apply for the APE and to complete the requirements of the APE. The Office of Public Health Practice will also provide additional support for any questions or concerns from students regarding the APE. Students should work with their faculty advisor to explore APE opportunities and develop their APE proposal. Once students are registered for the SPHL-9980 course, a Faculty of Record will be assigned to the course who will check for submission and completion

of APE documents. The Faculty of Record is also available as a resource to students for any questions or concerns. The Faculty Advisor is responsible for reviewing and signing off on their APE documentation.

Purpose and Goals of The APE

The purpose of the Applied Practice Experience, or practicum, is for students to have an opportunity to apply knowledge and skills gained in the classroom to a work setting in the field of public health practice. It is required for all students in professional master's programs (MPH, MSPH, MPH&TM) and doctoral program (DrPH), including those with prior work experience. The practicum may be done in a variety of settings outside of the university, and it may align with future career goals.

The practicum (APE) needs to apply public health practice in the field and should demonstrate competencies of a practice degree. There is often a clear audience or stakeholder group that benefits from the work. The APE must be supervised and evaluated by preceptor and Faculty Advisor.

Things To Be Aware of Before Starting the Practicum Application

Types of Practicum Sites

- On-site: student conducts hours at the organization or in the field for the organization
- Hybrid: student works on-site and remote
- Remote: student works fully remote
- Workplace: student develops a practicum opportunity above and beyond their job description, responsibilities, and normal hours, at their current workplace

Types of Practicum Site Settings

A variety of practice settings can serve as a practicum site for the APE. These include, but are not limited to domestic and international settings including:

- Government
- Non-governmental organizations
- Non-profit organizations
- Industrial or corporate organizations
- For-profit settings
- Wellness centers in higher education
- Research (may be adapted for the APE if the following also occur):
  - There must be a community or population or practice setting that you are collaborating with, including a preceptor in the field
  - There must be two work products that benefits the community, population, or practice setting
  - It should have immediate application and be demonstrated by the production of work products; it cannot count towards future application.
  - The field experience often includes engagement with a community, population, or practice setting.

- Other practice settings (consult with your Faculty Advisor for approval)

Tulane-Related Travel and International Practicums

As a practicum may be completed domestic or internationally. The guidelines for Tulane-related travel for international practicum are the following:

All Tulane-related international travel must comply with current university travel policies. Students traveling abroad for academic activities, research, or any other reason related to their affiliation with Tulane University fall under this requirement.

University policy requires that all employees, students, and affiliates engaged in approved Tulane-related activity abroad (1) centrally purchase their tickets – through either World Travel Service (WTS) or Concur, and (2) register their trip for travel tracking and availability of emergency services abroad. This allows the university to track the location of Tulane affiliates abroad, and it automatically enrolls student travelers in Global Rescue in case of emergency. WTS also supports ticketing changes.

Students must be registered in Concur to access Concur or WTS travel services. Students participating in group travel (e.g. overseas courses) will be registered through their Faculty Program Director. For individual international activities, students may request travel approval and Concur registration by contacting Dr. Oberhelman (oberhel@tulane.edu) or Robert Palestina (SPHTM global health Program Coordinator; rpalesti@tulane.edu). You will need to provide your name, Faculty Sponsor or Advisor's name, and travel destination. We will provide this information to the Provost's Office on a weekly basis, and we will contact you by email when you are approved to book your travel.

Some destinations may require additional information for approval, depending on the risk level. Students who wish to discuss travel destination safety concerns may contact Robert Palestina to arrange a meeting with Mr. Wade Wootan, Global Affairs & Regulatory Compliance Administrator.

Preceptor Qualifications

Preceptor must have 5-10 years of relevant work experience (do not need to work directly in public health) and/or have a masters, terminal degree, or higher (do not need degree to be in public health)

Acceptable preceptor credentials:

- MD
- PhD
- CPH
- MPH
- MSW
- CHES
- MCHES
- DrPH
- EdD
- MS
- MA

Required Coursework

Students are required to complete the 15 credit Foundational Curriculum core coursework. Here is a list of all the core courses:

- SPHL 6030 Foundations in Public Health (3)
- SPHL 6050 Biostatistics for Public Health (3)
- SPHL 6060 Epidemiology for Public Health (3)
- SPHL 6070 Health Systems, Policy and Management (3)
- SPHL 6080 Design Strategies for Public Health Programs (3)

How To Identify a Practicum Site

Finding a practicum site is much like finding a job. You are responsible for working with your Faculty Advisor to identify a practicum site. However, many people can help you.

- **Talk with your Faculty Advisor**
- **Reach out to other Faculty**
- **Email The Office of Public Health Practice**
    - Schedule a Zoom one-on-one appointment with Isabella Parise
- **Contact SPHTM Career Services Center**
    - The SPHTM Career Services Team provides review and feedback of resumes and cover letters, interviewing tips and resources, and several sites to share opportunities for finding a practicum. These sites include formal postings shared to SPHTM from external partners on Handshake, connecting with SPHTM alumni networks, professional job boards, and a list of practicum sites from previous students.
        1. **Search on Handshake**
            - Filter for practicums and use industry/key word searches to find practicums in your areas of interest.
            - Search "SPHTM" in the key word search to find opportunities posted directly from the SPHTM Career Services Office.
        2. **Connect with Tulane SPHTM alumni on LinkedIn**
        3. **Try Professional Job Boards**
            - APHA
            - ASTMH
            - AMCHP
- **Connect with students who have completed their field experience requirement**
- **Make sure to check out the Pre-Practicum Portal on Canvas to explore the database of previous practicum sites of Tulane SPHTM students to provide you with inspiration or a place to start.**

In collaboration with your Faculty Advisor, identify agencies who are working on health issues that are of interest to you. Don't limit yourself to the New Orleans area. Explore options throughout the state, region, country, and even the world. Email agencies and find out if they have graduate level student positions available, or if they may be open to exploring such a possibility. SPHTM students have

completed practicum experiences across the state and region, at federal agencies and private organizations in Washington, DC, and in other countries.

The Three Main Steps Involved in the APE Process

Step 1: Practicum Application
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In order to be approved to start the APE

1) Students are required to complete the 15 credit Foundational Curriculum core coursework. Here is a list of all the core courses:
   - SPHL 6030 Foundations in Public Health (3)
   - SPHL 6050 Biostatistics for Public Health (3)
   - SPHL 6060 Epidemiology for Public Health (3)
   - SPHL 6070 Health Systems, Policy and Management (3)
   - SPHL 6080 Design Strategies for Public Health Programs (3)
2) The following materials must be completed and the template for the practicum proposal* can be found on the Pre-Practicum Portal Canvas site modules tab:
   - Create and/or update student resume
   - Obtain preceptor resume/CV or screenshot of their LinkedIn (ensure resume/CV or LinkedIn page includes degrees attained and/or professional work experience, at least 5-10 years)
   - *Complete Practicum Proposal (signed by Preceptor and Faculty Advisor)
     o Students cannot begin logging hours until their Practicum Proposal is fully signed and submitted to Canvas
   - Signed Affiliation Agreement MOU/MOA with Practicum Site preceptor (if applicable as not all sites require)
   - If you are a F1 or J1 student:
     o *Complete Practicum Proposal (signed by Preceptor and Faculty Advisor)
     o Meet with OISS Advisor
     o Fill out CPT Application with OISS
     o Get I-20
     o Do not begin work until Practicum Proposal is fully signed, and CPT application is received

The student should use the Practicum Proposal Template provided for them. The student's Practicum Proposal is required to include all elements of the proposed APE listed below:

- Contact information for practicum site and preceptor
- Brief background of the practicum site (history, mission/vision, population served, activities or services offered, practice setting, etc.)
- Brief background of credentials and experience of the proposed preceptor
- Brief description of the practicum activities and plan
- Goals and 2-3 Objectives of the APE (*SMART objectives)

- o *SMART objectives
  - **S**pecific (*Who/What?*) – Be clear about the end result. Use action words (Examples: To increase, To establish, To reduce, To create)
    - Who will be impacted/who is your focus population
    - What do you intend to impact*?*
  - **M**easurable (*By how much?*) – Make sure it is possible to measure the achievement. Use a measure to show your progress towards the target. (i.e. measure is a number, percent, or unit used to track change, target is the direction you want to want to see change go). Align your measure and target to a specific data source (i.e. regular survey or state or local agency), if applicable.
    - How will you show impact over time?
    - How much and in what direction will change occur?
    - What data will you use to measure the change?
    - Where will the data come from?
  - **A**chievable *(How?)* – Make sure it is feasible and attainable. Should be reachable for you, your preceptor, community, and other stakeholders. Consider and account for availability and constraints in resources, knowledge, and time. Make sure what you can accomplish is within your scope of influence.
    - How will you accomplish the objective?
    - Does the current time frame or environment facilitate or hinder achievement of the objective?
    - What resources are needed to achieve the objective?
  - **R**elevant *(Why?)* – Align objectives with goals of the organization to make sure they are meaningful to preceptor, community, and other stakeholders
    - Will objective contribute to achieving goal?
    - Is it worthwhile and meaningful to measure this objective?
  - **T**ime-Based *(When?)* – Set a target date and milestones to help you keep things on track.
    - Is this time frame realistic?
    - When will the data be available?
- o Example:
  - By April 1, 2023, conduct 10 qualitative interviews with elderly adults in New Orleans Senior Center who participated in the physical activity program in the past year.

Sources: [YouTube Video](#)

[Minnesota Department of Health](#)

- Five (5) Competencies met by the proposed APE (at least 3 CEPH D2 MPH Foundational Competencies and 2 Programmatic Competencies)

- Work products (at least 2) that will be produced and submitted to demonstrate at least three (3) CEPH D2 MPH Foundational Competencies as well as at least two (2) Programmatic Competencies from the student's degree program (e.g. MPH in epidemiology should also apply at least two epidemiology competencies, etc.) selected from the list in the appendix section at the end of this manual.
- Estimated timeline for the APE from start to finish

The Faculty Advisor and preceptor reviews, approves, and sign off on the practicum proposal. The student is responsible for using email communication to start the process of review, approval, and obtain signatures on their practicum proposal. You will upload only the fully signed final version of your practicum proposal document to SPHL-9980 Canvas course after you register/enroll in SPHL-9980.

Quick Checklist for Step 1

- ❏ 15 credit Foundational Core Coursework
- ❏ Student Resume
- ❏ Preceptor Resume/CV or screenshot of LinkedIn page (must have listed any degrees attained and/or 5-10 years of professional work experience)
- ❏ Practicum Proposal (approved and signed by Faculty Advisor and preceptor)
- ❏ Affiliation Agreement MOU/MOA with Practicum Site signed by preceptor (if applicable)

Step 2: Registration for SPHL-9980
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After completion of the 15 credit Foundational Curriculum core coursework and practicum application materials you are eligible to register/enroll in SPHL-9980 Canvas course. A note, you **must** enroll in SPHL-9980 each semester that you are actively logging hours and completing activities related to the APE. You will upload the completion of all practicum application documents (student resume, preceptor resume, practicum proposal, and Affiliation MOU/MOA with practicum site if applicable) in the SPHL-9980 Canvas course assignments tab by the stated due dates once the academic term begins.

Documenting APE Hours

The Faculty Advisor must approve your practicum proposal **BEFORE** you can begin. Any work done prior to approval and prior to enrollment and start of academic term for SPHL-9980 will not count toward the APE hours.

The template for the timesheet can be found on the Pre-Practicum (APE) Portal Canvas site modules tab. The preceptor and Faculty Advisor must sign off on your timesheet at the completion of the 200 hours minimum.

Quick Checklist for Step 2

- ❏ Register for SPHL-9980

By due dates stated in the SPHL-9980 Canvas course

- ❑ Upload Student Resume
- ❑ Upload Preceptor Resume/CV or screenshot of LinkedIn Page (must have listed any degrees attained and/or 5-10 years of professional work experience)
- ❑ Upload Approved/Signed Practicum Proposal

Step 3: APE Completion
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1. Final Report - (REQUIRED)

Each student is required to write 6-10 pages (excluding title, abstract, references, or appendices) written Final Report after the completion of 200* hours of practicum. The final report does not count as a work product.

minimum hours for practicum (APE) may differ dependent on practicum site and preceptor. Students should check with their preceptors on what are the required hours to participate in a practicum at that site. The template document for the final report can be found on the Pre-Practicum (APE) Portal Canvas site modules tab.

The Final Report should be written using a consistent citation style, correctly citing all information, and using correct grammar and spelling. The Final Report may be written in the first person. The Final Report should include 6-10 pages of written text, not including the title page, abstract, reference page, appendices, or tables, and should include the following:

- A background description of the organization.
- Description of the activities performed by the student and the outcome.
- Description of work products (at least 2 minimum): Describe at least two products (flyers, brochures, presentations, blogs, websites, data analysis, tables and charts, reports, etc.) where five (5) competencies (3 CEPH D2 MPH Foundational and 2 Programmatic Competencies) were demonstrated.
- The practicum 2-3 objectives and how they were achieved.
- The MPH Competencies described in the Practicum Proposal and any additional competencies developed should be thoroughly discussed, along with examples of activities that illustrate how the competencies were developed.
    - Specifically, at least three (3) CEPH D2 MPH Foundational Competencies from the Competencies List in the appendix should be discussed.

- A discussion of ways in which MPH coursework was applied or observed as applicable
- A critical evaluation of the organization and the practicum experience
- A discussion of any challenges met and how they were managed
- In appendix section include the timesheet and work products

After you have written your final report, email it to your Faculty Advisor and preceptor for review and final approval. Make edits based on your Faculty Advisor and preceptor's feedback. Email the updated version to your Faculty Advisor and preceptor. The signatures of you the student, preceptor, and Faculty Advisor should all be collected and dated before submitting the final and best version of this report to SPHL-9980 Canvas assignments dropbox. The signatures on the cover page convey that the individuals listed has reviewed and approved of the version of this report as submitted. Upload final report with signatures to SPHL-9980 Canvas assignments dropbox.

2. Two Work Products - (REQUIRED)

Work products must translate to practice and may not only include research that solely benefits the student and faculty member. Work products should mutually serve the needs of the organization that serves as the internship site or a community partner if there is a research component involved.

Examples may include, but are not limited to: PowerPoint presentation that was created for a presentation, recording of presentation or webinar, flyer and recruiting materials for workshop, evaluations for workshop, de-identified dataset created, cleaned, or analyzed for organization, executive summary or report for administrators of organization, policy resolution, policy analysis, needs assessment, gap analysis, SWOT analysis, project plans, memos, grant proposals, training manuals or lesson plans, videos, podcasts, surveys, websites, photos (with accompanying explanatory text), etc.

*Reflection papers, contact hour logs, scholarly papers prepared to allow Faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

Upload at least two (2) work products that demonstrate the five (5) competencies that were proposed in the practicum application. Work products may encompass any number of documents or activities that were proposed and approved by the preceptor, Faculty Advisor, organization, and student.

3. Evaluations - (REQUIRED)

Student's complete student evaluation of preceptor. The preceptor completes the preceptor evaluation of student. Upload the completed evaluation of preceptor and the preceptor's evaluation of the student to SPHL-9980 Canvas assignments dropbox.

4. APE Completion Form - (REQUIRED)

The template document for the APE completion form can be found on the SPHL-9980 Canvas course assignments tab.

Faculty of Record in Canvas signs off on APE Completion Form once all APE documentation is submitted in the final and fully signed format. The APE Completion Form will be submitted to the registrar's office by the Office of Public Health Practice. The APE Completion Form will be signed upon upload of signed

submission of this final report, student evaluation, preceptor evaluation, and at least two work products to SPHL-9980 Canvas assignments dropbox.

Quick Checklist for Step 3

By due dates stated in the SPHL-9980 Canvas course

- ❑ Ensure Fully signed Practicum Proposal is uploaded
- ❑ Upload Signed Final Report with Timesheet and Work Products included in the appendix section
- ❑ Upload Work Products (2)
- ❑ Upload Student Evaluation of Preceptor
- ❑ Upload Preceptor Evaluation of Student
- ❑ Upload Signed APE Completion Form

Congratulations! Your completion of the APE is indicated by fulfilling the requirements listed in this APE Handbook.

Questions and/or Concerns?

The Office of Public Health Practice is here to support you throughout your APE process. Email us with any questions or concerns you may have.

Appendices

CEPH Description of MPH Applied Practice Experiences

From the CEPH 2021 Guidelines:

MPH students demonstrate competency attainment through applied practice experiences.

Applied practice experiences may be concentrated in time or may be spread throughout a student's enrollment. Opportunities may include the following:

• a practicum or internship completed during a summer or academic term

• course-based activities (e.g., performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or group of students)

• activities linked to service learning, as defined by the program, school or university

• co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association)

• a blend of for-credit and/or not-for-credit activities

Applied practice experiences may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

The school or program identifies sites in a manner that is sensitive to the needs of the agencies or organizations involved. Activities meeting the applied practice experience should be mutually beneficial to both the site and the student.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The school or program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

The materials may originate from multiple experiences (e.g., applied community-based courses and service-learning courses throughout the curriculum) or a single, intensive experience (e.g., an internship requiring a significant time commitment with one site). While students may complete experiences as individuals or as groups in a structured experience, each student must present at least two products demonstrating individual competency attainment.

Combined degree students have opportunities to integrate and apply their learning from both degree programs through applied practice experiences.

The school or program structures applied practice experience requirements to support its mission and students' career goals, to the extent possible.

CEPH/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

Programmatic Competencies

Program competencies are found under each program's website under each department at the School of Public Health and Tropical Medicine website. Please refer to the specific program competencies for the degree studying when developing the practicum proposal and final report. The program's website will contain the most up to date version of the competencies for the program.

Department	Program	Competencies
BIOS	Biostatistics	https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/
EHS	Disaster Management	https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/
EHS	Occupational and Environmental Health	https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/occupational-environmental-health-mph/
EHS	Occupational Health and Safety Management	https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/occupational-health-safety-management-mph/
EHS	Environmental Health Sciences	https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/
EHS	Industrial Hygiene	https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/
EPI	Epidemiology	https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/
HPAM	Health Policy	https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/

HPAM	Health Systems Management	https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/
IHSD	International Health and Sustainable Development	https://catalog.tulane.edu/public-health-tropical-medicine/international-health--sustainable-development/international-health-mph/
SBPS	Community Health Sciences	https://sph.tulane.edu/online/mph-chs
SBPS	Health Education and Communication	https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/global-health-community-education-mph/
SBPS	Maternal and Child Health	https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/maternal-child-health-mph/
SBPS	Social, Behavioral, and Population Sciences	https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/social-behavioral-and-population-sciences-mph/
SBPS	Nutrition	https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/nutrition-mph/
TM	Tropical Medicine	https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/public-health-tropical-medicine-mphtm/#text