# Applied Practice Experience Student Manual

The following student manual provides guidance for the Applied Practice Experience at Tulane University’s School of Public Health and Tropical Medicine. The manual covers the goal of the APE, appropriate practice settings and types of activities, preceptors, and coursework required to complete the APE. Any questions regarding the APE should be applied to the student’s faculty advisor, the program manager, or to the office of the Associate Dean of Public Health Practice.

# Internship Resources

The Canvas course with APE resources is available to all students from their first term of enrollment. This course will include several resources for students including a searchable database of internship sites from previous students, templates for documents and coursework necessary to apply for the APE and to complete the requirements of the APE, and other useful resources for career advancement and development. The office of the Associate Dean of Public Health Practice will also provide additional support for any questions or concerns from students regarding the APE. Once registered for the course, a faculty instructor will be assigned to the course who will review applications and grade all coursework pertaining to the APE. The faculty instructor is also available as a resource to students for any questions or concerns.

# Internship Application

In order to be approved to start the APE, the following materials should be collected and submitted together when complete:

* Student resume
* Student unofficial transcript (including current term courses)
* Preceptor resume
* Internship Proposal
* Affiliation Agreement with Internship Site (where available)

The internship proposal describes all elements of the proposed APE including:

* Brief background of the internship 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 internship activities and plan
* Objectives of the APE (3-5)
* CEPH competencies met by the proposed APE (at least 3 general and 2 concentration competencies)
* Work products (at least 2) that will be produced and submitted to demonstrate competencies listed above
* Estimated timeline for the APE from start to finish

# Public Health Bachelor’s Degree Cumulative & Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools and programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

# MPH Applied Practice Experiences (SPH and PHP)

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.

## Final Report & Presentation Guidelines

Each student is required to write two documents after the completion of 200\* hours of internship: an 6-8 page written Final Report and a 10 slide PowerPoint presentation that details the highlights of the internship as written in the Final Report.

\* minimum hours for internship (APE) may differ dependent on internship site, preceptor, or programmatic requirements. Students should check with their faculty advisers and preceptors what are the program requirements.

## 1. Final Report (Word document)

The Final Report should be written using the most current APA formatting (please refer to the Syllabus for more details on the APA 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 six or more 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 any products or deliverables (at least 2 minimum): Describe at least two products where these competencies were demonstrated (flyers, brochures, presentations, blogs, websites, data analysis, tables and charts, reports, etc.).
* The internship objectives and how they were achieved.
* The MPH Competencies described in the Internship Plan and any additional competencies developed should be thoroughly discussed, along with examples of activities that illustrate how the competencies were developed.
  + Specifically, at least five (5) competencies from the Competencies List (below) 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 internship experience
* A discussion of any challenges met and how they were managed

## 2. PowerPoint Presentation Slides

A PowerPoint presentation of 10 or more slides.  Most internships require more than 10 slides to summarize the experience and there is no penalty for a larger presentation.  The PowerPoint should be professionally formatted and should include:

A summary of the highlights of the internship

A written notes section on each slide with your script for the presentation

Describe at least two products where these competencies were demonstrated (flyers, brochures, presentations, blogs, websites, data analysis, tables and charts, reports, etc.).

Be prepared to answer any follow-up questions regarding the presentation from faculty advisor or other MPH Program administrators.

## 3. Work Products

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

They 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, etc.

Work products must translate to practice and may not only include research that solely benefits the student and faculty member, and 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.

The final report and PowerPoint should include a narrative regarding how the work products demonstrate at least three (3) competencies from the following list as well as at least two (2) discipline specific competencies from the student’s degree program (e.g. MPH in epidemiology should also apply at least two epidemiology competencies, etc.).

**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

## Program 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 sought when developing the internship application and final report. The website will contain the most up to date version of the competencies for the program.

# DrPH Applied Practice Experience

From the CEPH 2021 Guidelines:

Regardless of the amount or level of prior experience, all DrPH students engage in one or more applied practice experiences in which students are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice.

The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into program coursework. In either case, the deliverable must contain a reflective component that includes the student’s expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable as appropriate for the program.

Relevant organizations may include governmental, non-governmental, non-profit, industrial, and for-profit settings. The school or program identifies sites in a manner that is sensitive to the needs of the agencies or organizations involved. Sites should benefit from students’ experiences. The intention of this criterion is that the applied practice experience should take place within an organization external to the student’s school or program so that it is not merely an academic exercise, but application of learning to a “real world” setting. The applied practice experience may be completed within a student’s own work setting.

DrPH programs ensure that graduates have significant advanced-level practical experiences collaborating with practitioners, allowing opportunities to develop leadership competencies and contribute to the field. The school or program identifies a minimum of five foundational and/or concentration-specific competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through application. The school or program may either choose at least one competency from the leadership, management, and governance domain in Criterion D3 or choose a concentration specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from student to student.

## SPHTM DrPH in Leadership, Advocacy, and Equity Advanced Practice Experience (APE)

The APE for the DrPH in Leadership, Advocacy, and Equity consists of fieldwork integrated into the final three advanced DrPH courses in Health Advocacy and Equity, Leadership and Strategic Management, and Advanced Program Planning and Grant Writing.

The DrPH, being a practice degree, includes a work portfolio with work products that demonstrate competency, and will not require a dissertation. The Integrative Learning Experience includes the deliverables of the final three courses in the program: Health Equity and Advocacy, Leadership and Strategic Management, and Advanced Program Planning and Grant Writing.

## Work Portfolio

The Integrative Learning Experience work products in the portfolio will demonstrate mastery of the advanced competencies and include the following products and activities:

* An in depth mixed methods analysis of health needs of a chosen population or community, with an emphasis on the impact of how SDH affect health disparities or inequities
* Priority setting of greatest needs and challenges for the population or community
* Advocacy plan with map of strategic partners and stakeholders
* Development of a proposed program or intervention to improve health outcomes
* A cost benefit analysis of the proposed program
* A full grant application including budget for an appropriate and currently available grant mechanism

Proposed projects and grant opportunities should be geared toward public health practice and programming, and not specifically towards research. Granting bodies may by private, local, global, or public, but should not be limited to federal agencies.

Students will select an organization outside of the university with which to partner, identify a preceptor onsite in the organization, and develop and conduct practical activities related to each advanced course in collaboration with the organization and preceptor. Students will develop a work portfolio from these activities that demonstrates advanced competencies around leadership, advocacy, and equity work that benefits the organization and/or population of their choosing.

## Required Documents

Students will demonstrate successful completion of the APE with the following required documents:

* Timesheets summarizing time spent and activities completed during the fieldwork, signed by preceptor
* Final report detailing self-evaluation and self-reflection of fieldwork, accomplishments, challenges, resolutions, at least five competencies demonstrated through work portfolios
* PowerPoint presentation of the final report and presentation for preceptor, program director, and faculty advisor
* Work Portfolio including needs assessment, strategic plan, advocacy plan, and grant proposal
* Preceptor and student evaluations of experience and one another’s performance

Work Portfolios should demonstrate at least five of the competencies listed below. A narrative of which competencies is demonstrated by which work products and how should be included in the final report as well as the PowerPoint presentation. The five competencies should include at least three from the general DrPH competencies list as well as at least two from the concentration level competencies list:

Data and Analysis

1.  Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels

2.  Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health

Leadership, Management, and Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

7. Create a strategic plan

8. Facilitate shared decision making through negotiation and consensus-building methods

9. Create organizational change strategies

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems

11. Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency

12. Propose human, fiscal and other resources to achieve a strategic goal

13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy and Programs

14. Design a system-level intervention to address a public health issue

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

17. Propose interprofessional^ team approaches to improving public health

Education and Workforce Development

18. Assess an audience’s knowledge and learning needs

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings

20. Use best practice modalities in pedagogical practices

Concentration Level Competencies (select at least two from the list below)

Analyze the impact of historical and contemporary multilevel bias, trauma, and resilience on health inequities between marginalized groups.

Develop priority settings to address complex health topics that pose the greatest public health threats by utilizing equity focused health impact assessment tools and methodologies.

Design an advocacy strategy that promotes health equity in a specified community by identifying and mapping stakeholders, appropriate platforms, key processes, and engaged organizations.

Construct a responsive, strategic plan that identifies key strengths and challenges in an organization by performing and using a mixed methods needs assessment.

Translate evidence-based research and practice-based findings into culturally responsive, sustainable public health programs and initiatives.

Formulate a strategic plan, needs assessment, or health improvement plan that addresses an identified health equity need, and advocates and empowers individuals and communities to achieve optimal wellbeing.