MPH Applied Practice
2020-21 HANDBOOK

UNC GREENSBORO

CEPH ACCREDITED MASTER'S

Public Health Education

Students should read this handbook before talking with their advisors since s/he is responsible for the various requirements

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Overview

This handbook will help you understand and plan for your Applied Practice (AP) required by the Council on Education in Public Health (CEPH). Your applied practice will take place during your HEA 650 internship and result in two (2) products; one of those products will also count as your Integrative Learning Experience (ILE) due at the end of the spring semester. Through these 2 products, you must demonstrate competencies in 5 public health competencies (3 foundational and 2 specific to PHE). Documentation of your AP products and ILE will be housed in the Competency Artifact Portfolio (CAP) on CANVAS (What used to be called the 'e_portfolio').

All graduating 2020-21 UNCG MPH students will complete their Applied Practice in a community-based public health agency during their internship. This real-world experience is a unique opportunity to enable students to apply practical skills and knowledge learned through MPH coursework in a professional public health setting that complements the student's interests and career goals. The applied practice is a **requirement** of students enrolled in an MPH program accredited by CEPH.

An applied practice is a planned and thoughtful real-world experience in partnership with a community agency to enable UNCG students to apply practical skills and knowledge learned in coursework to a public health setting that complements the student's interests and career goals. The applied practice will be supervised by your MPH advisor and requires approval from the PHE Applied Practice (AP) Coordinator. The applied practice requirement will be met successfully by completing the AP activities during your final year of the MPH program of study.

The applied practice 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 AP requirement, all students must obtain pre-approval from their MPH Advisor. The applied practice experience will result in 2 products.

All students will complete their AP in a community setting such as local public health agency, community non-profit, public or private school, or governmental site. If a student chooses to work with a university-affiliated center or institute, the university-affiliated setting must be primarily focused on community engagement with external partners. University health promotion or wellness centers may also be appropriate. Agency needs are considered first and foremost as the placements and AP activities need to be mutually developed to benefit both the student and the site.

Students must submit a proposal for their AP activities the semester *before* they take place. This means that planning for the applied practice must begin early in the fall of the final year.

The Applied Practice will:

- Require you to rigorously apply graduate skills and competencies acquired in the MPH Program
- Address a practical issue or problem in a "real world" setting
- Address a problem or issue likely to be encountered in the practice of public health
- Advance your skills and knowledge
- Focus on specific projects and products
- Be manageable in terms of your time, skills, and knowledge
- Have a preceptor who has the appropriate education and training to oversee the project and is willing to agree to the responsibilities described in the project agreement
- Enhance your career potential and professional development

We firmly believe that this experience not only benefits the agency you work with but allows you to practice public health skills that prepare you to hit the ground running when you graduate!

Mike Perko, PhD
Professor/ Director of Graduate Studies

Important People

Public Health Education MPH Faculty Advisors
Upon admission to the MPH Program, each student is assigned a faculty advisor. The faculty advisor oversees and guides the MPH student's educational experience. Participating in the AP is an important aspect of the educational process. The MPH faculty advisor will work closely with advisees to plan and propose the AP experience and review AP products.

Applied Practice (AP) Coordinator
The Applied Practice Coordinator, Crystal Dixon, MPH serves to oversee the administration of the AP process; the actual work of the applied practice experience will be done in coordination with the student, MPH advisor and the preceptor.

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Community Preceptor at internship site
The preceptor serves the critical role of facilitating a successful learning experience through the applied practice experience. The preceptor oversees the student's applied practice experience work on-site, provides guidance and feedback on a consistent basis to the student regarding their performance during their experience, and completes an evaluation of the student's performance at the end of the experience.

Naglaa Rashwan, 2nd year MPH, 2020

PHE Concentration Competencies
In addition to the 3 required CEPH foundational competencies, students must also satisfy 2 PHE specific MPH program concentration competencies. Unique to PHE's program strengths, MPH students will learn these competencies to strengthen their work in the community:

PHE Concentration Competencies
1.   Justify the use of leadership principles within specific context to support community health
2.   Defend appropriate intervention approaches based on social ecological factors to support community health.
3.   Develop evaluation plans for stakeholders to address community issues.
4.   Integrate socially just, theory-informed, and culturally responsive approaches in community health initiatives.
5.   Recognize principles of systems-thinking to address community health programing.

Competencies required for AP Product completion
For the applied practice product, students will address 5 competencies TOTAL (split between the two AP Products). The MPH program's curriculum is based on 3 CEPH *foundational* competency domains, and 2 PHE *concentration* competencies (see below) that students will master during their MPH. Please see below.

CEPH Foundational Competencies Required (**must choose**)	**PHE Competency Required (must choose both)**		
Choose 1 competency found under each of the following headings (3 competencies total): *Leadership (there are 2 competencies under this heading)* *Systems Thinking (there is 1 competency under heading)* *Policy in Public Health (there are 4 under heading)*	1	Justify the use of leadership principles within specific context to support community health,	
	5.	Recognize principles of systems-thinking to address community health programing.	

Deliverables required for Applied Practice Products and Integrated Learning Experience
Under the new CEPH requirements, students must also submit a final written Integrated Learning Experience (ILE) report. The ILE represents a culminating experience in which you will produce a high-quality written product. Written products might include the following: program evaluation report, training manual, policy statement, legislative testimony, etc (see more examples below). Ideally, the written is developed and delivered in a manner that is useful to your internship site.

Given the current COVID-19 pandemic, the Department of Public Health Education received approval for 2021 graduates to use their ILE product as one of the two AP required products. Thus, by the end of the internship, students will submit **2 AP products**, one of which will also count as the ILE deliverable. **Please consult with your MPH Advisor or AP Coordinator for acceptable products.** The AP #1 and AP #2/ ILE products may include, but not limited to:

AP #1 (these are only examples)	**AP#2/ ILE (these are only examples)**
Brochure for Health Curriculum	Evaluation report or evaluation plan
Policy Analysis PowerPoint Presentation	Community needs assessment report
Multi-media presentations	Training guide/manual
Dashboard user guide	Policy analysis report
Fact sheet for a target audience	Program or intervention plan
Health Resource Booklet	Application of systems thinking model and analysis report
Health Communications Plan	Process report on community-based health practice
Key Informant interview guide	
Student-designed webpage for agency	
Narrative literature review	
Survey or data collection tool	
Monitoring & Evaluation Tool Development	

Example of AP and ILE Products

Product 1: Policy analysis presentation developed for agency partners in rural NC.

- CEPH *Foundational* Competency #5: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
- CEPH *Foundational* Competency #13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- PHE *Concentration* Competency #1: Justify the use of leadership principles within specific context to support community health,

Product 2: Training guide/manual for addressing health equity in rural settings.

- CEPH *Foundational* Competency #8: Apply awareness of cultural values/practices to the design/implementation of public health policies or programs
- PHE *Concentration* Competency #5: Recognize the principles of systems-thinking to address community health programing.

*Note: It is important that students discuss expected products with their both their MPH advisor and preceptor at the internship agency prior to pre-approval of the AP to determine an alternative if documents are considered proprietary (i.e. unable to be shared outside of the organization) or if a Memorandum of Understanding (MOU) is needed.

Student Checklist (Starting early in the fall semester, use this checklist to guide, plan and propose your AP's)

Fall Semester

☐   Student is in the final year of the MPH program.

☐   Good academic standing.

☐   **(Due by Sept. 30) Upload #1** - fill out pre-internships thoughts form and upload to CANVAS at least 1 week prior to meeting with your MPH advisor.

☐   Meet with your MPH advisor early in the fall to begin planning process.

☐   **(Due by Sept. 30) Upload #2** – Upload notes from your MPH adviser meeting- these will help guide you through the process.

☐   Based on meeting with adviser and notes, identify an agency, program, or organization with a qualified preceptor for your placement. If new to UNCG, the site and preceptor must be approved by the AP Coordinator.

☐   With MPH advisor support, meet with agency preceptor to develop AP product ideas and identify competencies and the activities that will meet your goals and the needs of the site.

☐   After meeting with preceptor, develop a proposal that reflects your interests and goals and supports the internship sites current or future initiative.

☐   **(Due by Oct. 16) Upload #3** – Upload a draft of your AP proposal for MPH Advisor review

☐   **(Due by Oct. 30) Upload #4** – Upload notes and feedback from Agency Preceptor

☐   The student, MPH advisor and preceptor finalize the plan, and all sign the Applied Practice Product Proposal and Preceptor – Student Agreement forms.

☐   **(Due by Nov. 16) Upload #5**- Upload the signed Applied Practice Product Proposal and Preceptor/ Student Agreement forms to the AP Coordinator before the proposal deadline.

☐   Register for HEA 650 Community Health Internship/ Practicum.

Spring Semester (To be updated)

☐   Begin internship.

☐   **Upload #6** - Upload Preliminary 1st draft AP#2/ ILE written product for adviser review

☐   **Upload #7** - Mid-semester internship check-in form

☐   **Upload # 8** – Upload final AP Product #1

☐   **Upload # 9** – Upload final AP Product #2/ ILE

Planning your AP proposal
MPH students begin to plan for their AP productsat the beginning of the fall semester in the year they plan to graduate. A reminder that the AP activities will take place during the internship and must be planned in advance.

Students shall meet with their MPH Advisor in advance of the internship spring semester and document the notes from this meeting in the Competency Artifact Portfolio (CAP). This meeting should take place early in the fall semester. The meeting is designed as a planning session for the practice experience to review goals, products, course requirements, secure practice experience site, and complete affiliation agreements if needed (The AP Internship Proposal Template located in the appendices can be used as a guide for the planning meeting)

Finding a Site during COVID-19 restrictions (See CEPH COVID-19 statement in appendix)
AP placements are highly individualized for each student and are dependent upon the initiative the student takes to plan a quality experience.

Students, in consultation with their MPH Advisor, may want to think about the following questions while preparing for the AP (Students should refer to the AP CHECKLIST, which includes a timeline for development to assist in planning the AP):

   a. How do I hope to use my MPH degree in the future?
   b. What additional skills and/or knowledge will I need to meet my career goals?
   c. Where might I be able to learn to apply the skills and/or knowledge that I wish to obtain?
   d. Who might be best suited to assist me in obtaining the desired set of skills/knowledge that I need?

Students can and should select an AP based on any previous work, current academic experience, and career interests. MPH advisors can offer insight on potential sites, as well as preceptors and available projects.

Completion of the AP at a student's current worksite is allowed by CEPH as long as the site is pre-approved and has a qualified preceptor. A student considering a practice experience at their current employment must consult the AP Coordinator.

*If the student decides on a site not previously approved, the student should contact the AP Coordinator Crystal Dixon so they can work together on placement site and preceptor approval, including the *New Practice Site Approval* form.

Preceptor
Once the site is approved or existing site chosen, the site preceptor must be identified. The preceptor mentors the student and oversees the practice experience. He/she also will be responsible for assessing the student's progress and performance. Failure to establish or maintain communication with your preceptor is not an excuse for missed AP products. MPH students are expected to communicate any preceptors issue with Ms. Dixon. Failure to do so could result in incomplete hours and an incomplete for the internship.

Preceptors must be practicing public health professionals who meets the following educational/ professional criteria:
- MPH or at least five years of professional public health experience
- Competent in mentoring and interested in the student's academic career goals
- Preceptors that have not been previously approved must be approved by the course director. The preceptor must have expertise in the selected public health area and meet the above qualifications in order to serve as mentor and supervisor. Approval is a simple process. The practice experience director reviews the resume/CV of each potential preceptor to assess his/her qualifications.
- Close family members or friends of the student may not serve as the student's preceptor.

Should someone not meet the above criteria, the AP Coordinator may grant an exception based upon the preceptors academic and professional background.

Preceptor's Role and Responsibilities

Preceptors will be your advocate at your internship site and will assist you in meeting your AP project. During the entire AP process, preceptors will be expected to:

- Orient the student to the organization's goals, structure, internal communication and partners.
- Make him/herself available to student.
- Provide oversight, guidance, and adequate resources to facilitate completion of the agreed upon activities. Invite and encourage the student to learn new skills, and attend meetings, trainings, and other events that will enhance the learning experience.
- Integrate the student with regular staff and introduce the student to others who can assist with career opportunities.
- Provide direction to supplemental resources, opportunities for networking, and career advancement.
- Provide periodic feedback and guidance to the student in writing and/or through meetings, and through the progress report and final evaluation.
- Communicate with the AP Coordinator, as needed.
- Assess the student's performance and complete the Evaluation of Student form and submit it to the AP Coordinator in a timely fashion at the end of the practice experience.

Proposal Development

Once the preceptor is approved, the student then schedules a meeting with the preceptor to outline the practice experience project, including competencies, products "2 products", work activities, start and end dates, and work schedule, which will be documented on the *Applied Practice Product Proposal* form. ***Placements that are clerical, clinical, or mostly observation or shadowing are not allowed. ***

Preceptors should review their organizations' applicable policies and expectations with the student. Preceptors will review the UNCG MPH Preceptor Guidelines and consult with AP Coordinator for additional details, as needed.

Proposal Form

The *Applied Practice Product Proposal* form has multiple sections that must be completed. In order to prevent having to redo the form, it is required students submit a draft of the form to their MPH Advisor for review and upload it to the Competency Artifact Portfolio (CAP) CANVAS site **before** asking for their preceptors' signatures.

Competencies

The proposal should focus on the five competencies, (three CEPH Foundational, 2 PHE Concentration). Students must choose among the competencies listed in the *MPH Competencies* section of this handbook.

AP Products

Products should be tangible and functional that the organization can adopt such as 1) operation manual 2) data dictionary 3) strategic plan based off an organization self- assessment 4) SAS Code 5) data analysis report or 6) policy brief. Each product must coincide and be paired with the competencies chosen to be covered during the student's practice experience. Products must be uploaded to students' CANVAS Competency Artifact Portfolio (CAP).

Work Activities

For each product, list the specific activities and tasks that the student will undertake during the AP to execute the products. Work activities are 1) a complete project in an area of public health practice or 2) Individual activities as components of a large project.

Start and Finish Dates

Practice experiences must be completed within the semester the student is registered for HEA 650; semester-specific start and end dates will be provided by the course director via the CANVAS e_portfolio site.

Preceptor – Student Agreement

The Preceptor – Student Agreement form is signed by both the student and preceptor. It defines the roles and responsibilities of both parties and is submitted along with the student's proposal.

Submitting Forms

The student must upload all completed and signed forms by the due dates (See CAP Canvas site)

*Students whose practice experiences placement sites and/or preceptors have not been previously approved must also submit the appropriate forms for new sites and preceptors.

Research Approval

Since practice experiences are by nature practice-based, Institutional Review Board (IRB) is generally not needed. However, should a student need IRB approval for a component of their practice experience, the student must see to it that they follow the UNCG Institutional Review Boards (IRB) procedures. In some cases, the student will need to obtain IRB approval from both UNCG and the organization where the student is placed. Should the topic of research surface in any way during the practice experience, it is the student's responsibility to contact both the MPH Advisor and AP Coordinator immediately and provide details before proceeding.

Academic Probation

Students on Academic Probation must fulfill probationary requirements prior to completing the AP. Information on Academic Probation is located here at the UNCG Students First Office.

Questions/Further Assistance

A list of Frequently Asked Questions (FAQ) is included IN the AP Handbook Appendix. If you need additional assistant at any time, please contact your adviser or the AP Coordinator.

Mid-Semester Progress during your internship

MPH students will upload a *Mid-semester Applied Practice Product Progress Report* to CANVAS Competency Artifact Portfolio (CAP) to briefly discuss progress on the AP. If the student's applied practice experience has changed from the approved proposal, the student should document these changes on the Practice Experience Progress Report. If these changes vary greatly from the original approved proposal, the AP Coordinator may ask the student and their preceptor to complete a revised proposal form.

Final Reports

Near the end of the applied practice experience, check with the preceptor concerning the *Evaluation of Student* form preceptors need to complete and submit. The form must be completed and emailed directly by the preceptor to the AP Coordinator by the semester deadline posted on CANVAS.

The student will complete an *Evaluation of Practice Experience* form as well regarding their internship agency and preceptor experience.

Course Grade

The practice experience course director issues a grade of Pass or Fail grading based upon completion of 180 internship hours, product products, and the above forms.

Appendix 1

CEPH Master of Public Heath Foundational Competencies

In 2019 PHE transitioned to the NEW CEPH competencies mandated for all accredited programs and we wanted you to have those competencies here as a guide. All MPH core courses were designed to provide learning experiences for students to be *competent* in *foundations* of public health practice. Foundational competencies are the building blocks of your professional practice – they literally form the groundwork, or foundation, of your public health career. Students must demonstrate competency in at least 3 of these foundational competencies through their applied practice experience.

Showing ability in *Evidence-based Approaches to Public Health*, including being able to:
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative/qualitative data collection methods appropriate for a 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

Showing ability in *Public Health & Health Care Systems*, including being able to:
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

Showing ability in *Planning & Management to Promote Health*, including being able to:
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values/practices to the design/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

Showing ability in *Policy in Public Health*, including being able to:
12. Discuss dimensions of 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

Showing ability in *Leadership*, including being able to:
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

Showing ability in *Communication*, including being able to:
18. Select communication strategies for different audiences and sectors
19. Communicate appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Showing ability in *Interprofessional Practice*, including being able to:
21. Perform effectively on interprofessional teams

Showing ability in *Systems Thinking*, including being able to:
22. Apply systems thinking tools to public health issues

MPH AP Proposal Template

Student Information:

First Name ——————————————————————

Last Name ——————————————————————

Email ——————————————————————

MPH Faculty Advisor:

Name ——————————————————————

Email ——————————————————————————

AP Site Information:

Site Name ——————————————————————

Preceptor's Name ——————————————————————

Preceptor's Job Title ——————————————————————

Preceptor Email ——————————————————————

Preceptor's Phone ——————————————————————

Duration and Enrollment: (MM/YYYY)

Start Date ——————————————————————

Approximate End Date ——————————————————————

Brief Description of the AP below:

MPH CEPH Foundational Competencies: Please select competencies that you will fulfill by completing this experience (The TOTAL of both AP's must have at least 3 CEPH competencies and 2 PHE concentration competencies. You may split them up between the two).

Please select additional competencies from the PHE concentration that you will fulfill through this experience:

Provide 3 - 5 specific tasks, projects or duties that demonstrate or support you achieving the competencies selected.

Briefly describe how your Preceptor will assess your work: (one-on-one meetings, digital assessments, presentations etc.)

Work Products (2 products are required): (What will be the products of this internship experience, e.g., report, grant proposal, etc.) A minimum of two digital artifacts or work products are required for internship completion. These products are flexible in format and should be something meaningful to the experience and the internship site. Given agency priorities, it is possible that the two work products will differ from those originally submitted on this proposal form.

The Council on Education in Public Health's (CEPH) guidance on proceeding with MPH practice experiences given disruptions to universities and workplaces

Appendix 3

*PHE will be following CEPH COVID-19 guidelines as students work towards planning and implementing their AP's. Maximum flexibility and creative solutions will be applied to students whose experiences are impacted by the current crisis. *

"When feasible, we encourage programs to do everything possible to support completion of the experience(s) that you have developed, but we understand that there is still great uncertainly and distance-based work is likely to continue for an extended period of time. It may be necessary to consider your students on a case-by-case basis; while many practice sites will not be able to accommodate students, some are eager for assistance. We encourage you to try to identify replacement sites, activities, and/or products whenever possible. This effort may require reaching out to faculty members' contacts in the community, asking students to think about relationships they already have, and considering experiences completed in students' existing workplaces. You should also consider the purpose of the AP and/or ILE in your curriculum: how can you verify that students have sufficient experiences to ensure that they are practice ready at graduation?

For students who require a modified experience after consideration of the factors above, CEPH supports a modification of program policies to allow completion of products under the supervision of a faculty member rather than a community preceptor.

CEPH also supports applied practice experiences that provide capacity to the public health community that is managing and responding to the COVID-19 crisis. Units should assume a flexible approach that facilitates these experiences while preserving the spirit of the requirements outlined in the Accreditation Criteria.

The following *examples are for illustration only*:

Example 1: MPH students are conducting remote case investigations and contact tracing for the department of health. To successfully complete the AP requirement on the basis of this experience, a student could create the following types of products under a faculty member's supervision:

- Develop a case study report, detailing a challenging or novel situation encountered
- Record a simulated call or a call reenactment, based on a script prepared by the student
- Develop a training or resource document for other employees or volunteers
- Develop electronic or print materials that could be useful to community members receiving diagnoses and/or contact tracing calls

CEPH understands the need for confidentiality and anonymizing of experiences. While a pure reflection on the experience would not typically be an appropriate work product, the work products may summarize, build upon, memorialize, analyze, or extend the work performed with a public health agency. Training or outreach materials do not need to be deployed if this is not practical, but the experience should provide students with the opportunity to document concrete instances of skill application, and faculty must have evidence of skill application available to assess. These capacity-building experiences do not negate the requirement of two products that extend beyond reflections, journals, or self-assessments.

Example 2: A student planned to develop and deploy a survey for a practice site, and it is no longer possible to work with this agency. To successfully complete the experience, the student could create the following types of products under a faculty member's supervision:

- Similar type of survey
- Hypothetical data report
- Community dissemination plan

Example 3: A student was preparing to perform a needs assessment on a local community and can no longer leave home. To successfully complete the experience, the student could create the following types of products under a faculty member's supervision:

- Stakeholder analysis
- Outreach materials
- Public service announcements

We encourage schools and programs to be as flexible as possible and to work with all students to ensure that they can graduate in a timely fashion despite disruptions. In all cases, flexibility may include the following:

- units may modify a student's plan to address different competencies than originally intended
- students may complete different activities/experiences/work products than originally intended
- students may complete products for more than one unrelated site
- students who are not graduating in the spring may complete the project in a future semester/quarter
- faculty may assess students' draft work products to allow completion of the experience without the products undergoing a review by the practice partner
- units may modify the required contact hours for the experience (Note: CEPH criteria specify no contact hour requirements for applied practice experiences)
- units can waive completion of required paperwork (e.g., preceptor evaluations, journals, contact hour logs) beyond the two work products required in the criteria
- students may complete their practice experience, and associated products, in their place of employment"

Appendix 4

Preceptor Checklist
- Orient the student to the organization's goals, structure, internal communication and partners.
- The student is expected to show respect and courtesy toward all staff (including the preceptor, other staff and interns), clients/patients and their families, and community partners.
- The student is expected to use discretion in timing questions and discussions with the preceptor. It is often best to have such conversations (express any concerns or disagreements) in private, not in the presence of other staff and/or clients/patients.
- The student is must respect any and all confidences revealed including data on individuals, social information, records, fee systems and professional policies. No mention may be made of confidential or proprietary information to any individual not directly involved.
- Technology Policy – The student is responsible for adhering to all policies for the organization regarding use of electronic devices (texting, tweeting/Facebook, cellphones, surfing the web, playing a videogame, email, etc.).
- Attendance Policy – The student is responsible for adhering to the agreed-upon schedule. He/she should be punctual and should not leave before the agreed-upon time, without first checking for permission from the preceptor.
- Dress Code: The student must exhibit a professional appearance both in manner and dress and must follow the professional standards of behavior expected in the work environment.

During the Applied Practice

Complete the required mid-semester reports and submit them to the AP Coordinator by the deadline posted on the CANVAS site. Review them with preceptor before submitting and get required signatures.

Near the end of the practice experience, check with the preceptor concerning the *Evaluation of Student* form they are to complete and submit. The form must be completed and emailed directly by the preceptor to the AP Coordinator by the semester deadline posted on CANVAS

Frequently Asked Questions

When do I begin to plan the Applied Practice?
MPH students will begin planning for the AP in the fall semester of their final year of study.

Can I do my Applied Practice over two semesters?
No. Applied practice experiences must be completed in the final semester of the MPH Program.

How and where do I start?
Talk with your MPH advisor about when to begin planning for the applied practice experience.
You are responsible for identifying and securing an appropriate internship and AP project with
specific competencies and learning objectives, and project activities.

Do I plan BOTH of my AP products at the same time since they are both due by the end of the semester?
Plan for both. After meeting with your internship preceptor you should be able to plan out both AP's.
Remember AP #2 will also count as the Integrative Learning Experience (ILE), also required by CEPH.

Is it necessary to get my MPH advisor's approval to begin the AP?
Yes, it is absolutely necessary so s/he can continue tracking your progress through your academic degree
program. Talk with your advisor prior to planning your proposal and make sure your advisor is aware of your
final plans.

How do I find a internship site to do my AP's?
Review the online list of school-approved sites found on the Cap CANVAS site. Also, talk with your advisor,
other faculty and students who may have a community contact.

Can I complete my AP's where I currently work?
Yes. Completion of an AP at a student's current worksite is allowed by CEPH as long as the site is preapproved,
has a qualified preceptor and the work is separate from your current duties. A student considering a practice
experience at their current employment must consult the AP Coordinator in the fall semester.

Can I conduct my practice experience out of the country?
Yes, if the site, preceptor and country are approved. Check with the AP Coordinator regarding
your interest early. Additional paperwork may be requested.

Can I do my Internship and AP's at UNCG?
Yes. AP's can be done at UNCG as long as the UNCG setting is primarily focused on
community engagement with external partners. University health promotion or wellness centers may also be
appropriate. Regardless of where the practice experience is done, it must be at a school-approved site with a
school-approved preceptor.

Can I still graduate if my AP's are not completed?
No, all MPH graduates must have met all AP requirements with documents completed and
approved, before graduating.

Where do I go if I'm not satisfied with my placement/preceptor?
Contact Ms. Crystal Dixon. You may also want to talk with your MPH advisor

What if I still have questions?
Contact Ms. Crystal Dixon. AP Coordinator. Her contact information is in the overview section of the handbook.

My internship site does not want me to share the work I am doing with anyone by the time I graduate.
How do I document my AP product?
Your preceptor should understand from the very start that this is a program requirement and you will be expected to demonstrate your AP products. That being said, if you are working with confidential data, we do not in any way want you to compromise anyone's confidentiality. Work with your MPH advisor and preceptor to determine what can be submitted to meet your requirements. Aggregate data reports are one example.

How do I submit my AP products?
All AP products are to be uploaded onto your Competency Artifact Portfolio (CAP). The name of the document should include a number that corresponds to your AP product.

One of my AP products is a paper. Are there any particular requirements?
Papers can differ depending on the purpose, but there are some things that would be expected of every paper. Any paper should have a title page and citations. The paper should also be grammatically and factually correct. Most papers should have some kind of introduction/statement of issue and some kind of conclusion/recommendations. Discuss any specifics with your MPH advisor.

Sample Applied Practice Experience Ideas

The following is a list of sample AP ideas:

• Prepare a health promotion presentation or speaking opportunities and deliver to multiple audiences.
• Organize community seniors to provide volunteer support in schools, daycare, NICU, etc.
• Develop/ implement a program to achieve health goal for neighborhood, faith community, or org.
• 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 like the Comprehensive Rural Health Initiative
• 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.
• 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 health-related 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 partnerships for your agency to demonstrate how this serves public health interests.
• Assist your agency do a data analysis to determine training needs of 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 for ongoing local projects.
• Assist in the development and planning of a statewide annual report on sexually transmitted diseases.
• Develop a healthy vending machine initiative/ supported activities of community health coalitions.
• Analyze community needs assessment data/ compile health disparities report for a co. Health dept.
• 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 supporting agencies for their healthy childhood weight campaign.
• Support community initiatives by creating promotional materials and developing a final report.