APE Learning Agreement

Q1 **Before completing the APE Learning Agreement, please have the following information available:** 1. Name, department and address of the APE site 2. Preceptor Information (name, title, email, phone number) 3. Faculty Advisor name and email **Please do not begin the agreement without all of the information available.** **NOTE:** Once you have submitted the Learning Agreement it will be routed automatically to both your Faculty Advisor and Preceptor listed. You will be emailed a copy of the Agreement and will need to upload it to the Carmen page.

Q2 Please provide your preferred first name, your last name, and your Ohio State (name.#) email address:

○ First Name (1) _____

○ Last Name (2) _____

○ OSU email address (osumc email addresses cannot be used within our system) (3)
_____

Q3 Please select your specialization/program:

▼ Biomedical Informatics (5) ... Veterinary Public Health (7)

Q4 Please type in the first and last name of your faculty advisor
You can view your assigned faculty advisor by going to www.buckeyelink.osu.edu.

_____

Q5 Provide your faculty advisor's email (name.#@osu.edu) address, osumc email addresses cannot be used within our system

_____

Q6 Registration Term:

Q7 **Applied Practice Experience (APE) Site Information**

Q8 APE Site/Organization and Department:

○ Organization (1) _____

○ Department (2) _____

○ Site Address including City, State and Zipcode (3)
_____

Q9 Employment Sector of the Organization:

▼ Federal Government (1) ... Other Industrial or Commercial Firm (12)

Q10 **Preceptor Information**

Q11 Preceptor Name, Title and Phone

○ Name (1) _____

○ Title (2) _____

○ Phone (3) _____

Q12 Preceptor email address:

_____

Q13 Projected Start Date

_____

Q14 Is the position paid or unpaid?

○ Paid (1)

○ Unpaid (2)

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Q15
Select two work products you will produce by the end of the APE. *Work Products will be used to assess your achievement of the competencies you identified. Depending on your APE, the possibilities are endless. It is important that the products selected satisfy the requirements of the APE. These products need to be used to assess your attainment of the five competencies you selected and can be decided on with the guidance of your faculty advisor and preceptor.*

- [ ] Advocacy Tool (1)

- [ ] Business Plan (2)

- [ ] Communication and Outreach Plan (13)

- [ ] Community Assessment Report (14)

- [ ] Data analysis results or output (15)

- [ ] Grant Proposal (16)

- [ ] Link to webpage designed by student (28)

- [ ] Literature Review (27)

- [ ] Manuscript (17)

- [ ] Memos (18)

- [ ] Podcasts (20)

- [ ] Presentations (21)

- [ ] Project Proposal (26)

- [ ] Research Study Proposal (22)

- [ ] Spreadsheets (23)

☐ Statistical Analysis Plan (29)

☐ Surveys or data collection tool (4)

☐ Training Manuals or lesson plans (3)

☐ Videos (19)

☐ Websites (24)

☐ Written Report (30)

☐ Other (If not listed please specify) (31)
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Q16 **COMPETENCIES**   Students are required to identify 5 competencies they will meet during their APE. A minimum of 3 of the competencies must be selected from the Foundational competencies (there are 22 total). Students then have to select an additional 2 competencies. This can be selected from either Foundational or Specialization competencies.

✳

Q17 Of the 22 Foundational Competencies below, select a minimum of 3 foundational competencies that you will address during the APE. You may select more than 3:

☐   1. Apply epidemiological methods to settings and situations in public health practice (6)

☐   2. Select quantitative and qualitative data collection methods appropriate for a given public health context (24)

☐   3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (25)

☐   4. Interpret results of data analysis for public health research, policy or practice (26)

☐   5.Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (27)

☐   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 systemic levels (28)

☐   7. Assess population needs, assets and capacities that affect communities' health (29)

☐   8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs (30)

☐   9. Design a population-based policy, program, project or intervention (31)

☐   10. Explain basic principles and tools of budget and resource management (32)

☐   11. Select methods to evaluate public health programs (33)

☐   12. Discuss the policy-making process, including the roles of ethics and evidence (34)

☐   13.Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (35)

☐ 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations (36)

☐ 15. Evaluate policies for their impact on public health and health equity (37)

☐ 16.Apply leadership and /or management principles to address a relevant issue. (38)

☐ 17. Apply negotiation and mediation skills to address organizational or community challenges (39)

☐ 18. Select communication strategies for different audiences and sectors (40)

☐ 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation (41)

☐ 20. Describe the importance of cultural competence in communicating public health content (42)

☐ 21. Integrate perspectives from other sectors and/or professions to promote and advance population health (43)

☐ 22.Apply systems thinking tool to visually represent a public health issue in a format other than standard narrative (44)

Q18 **Biomedical Informatics MPH Specialization Competencies:**

☐   **1.** Access data sources (e.g.,databases) commonly used for biomedical informatics (1)

☐   **2.** Discuss core biomedical informatics theories, methods, and practice areas from individual and population-based perspectives (2)

☐   **3.** Identify and interpret applicable research article in the field (3)

☐   **4.**Apply principles of ethics for professional practice and responsbile conduct of research (4)

☐   **5.** Apply biomedical informatics methods to biomedical datasets to address challenges in public health and healthcare (6)

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Q19 **Biostatistics MPH Specialization Competencies:**

☐ **1.** Address problems arising in public health and medicine through appropriate statements of hypotheses, study design, data collection, data management, statistical analysis and interpretation of results (1)

☐ **2.** Recognize strengths and weaknesses of study designs and data sources commonly encountered in public health (2)

☐ 3. Identify strengths and weaknesses of standard analytic methods. (3)

☐ **4.**Describe basic concepts of probability, random variation and commonly used statistical probability distributions (4)

☐ **5.** Use computational methods to effectively analyze complex public health and medical data (5)

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Q20 **Clinical Translational Science MPH Specialization Competencies:**

☐ 1. Critically evaluate a clinical investigation, including the definition of study aims and objectives and the creation of an appropriate study design. (24)

☐ 2. Prepare a letter of intent for a translational/team science RFA. (25)

☐ 3. Use decision analysis and relevant evaluation methods to examine issues of appropriate implementation of treatments or technologies. (26)

☐ **4.** Recognize ethical issues that are likely to arise in clinical investigations and the procedures for handling them appropriately (18)

☐ **5.** Demonstrate understanding of the approach to and elements of writing a scientific manuscript. (23)

☐ **6.** Communicate scientific research and ideas to diverse audiences and through different modalities. (20)

☐ 7. Demonstrate understanding of the difference between clinical science and translational science; demonstrate understanding of the different domains of translational science. (27)

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Q21 **Environmental Health Sciences MPH Specialization Competencies:**

☐ **1.** Explain the significance of the community and workplace environment to environmental health   (1)

☐ **2.** Outline the health challenges that natural and anthropogenic contaminants in the environment can pose to population health. (2)

☐ **3.** Explain the physiological factors that influence human exposure and the uptake of chemical and biological environmental agents (4)

☐ **4.** Identify and explain individual (e.g., genetic, physiologic, and psychosocial) and community (e.g. social, built, economic, race) susceptibility factors that heighten the risk for populations for adverse health outcomes from environmental hazards (6)

☐ **5.** Apply various risk assessment, risk management and risk communication approaches for environmental hazards (8)

☐ **6.** Explain exposure and the underlying mechanisms of toxicity and infectivity resulting from chemical, biological and physical agents (9)

☐ **7.** Describe federal and state regulatory programs, guidelines and authorities relevant to environmental and occupational health (10)

☐ **8.** Access state, federal, and local resources for assessing environmental and occupational health (11)

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Q22 **Epidemiology MPH Specialization Competencies:**

☐ **1.** Design a survey to examine a public health problem or for use in an epidemiologic investigation (1)

☐ **2.** Choose the correct analysis for data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies and clinical trials (2)

☐ **3.** Analyze and interpret data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials. (3)

☐ **4.** Assess confounding and effect modification in data from an epidemiologic investigation (4)

☐ **5.** Demonstrate familiarity with the basic content and issues in at least two substantive areas of application in epidemiology (e.g., cardiovascular epidemiology, cancer epidemiology, chronic disease epidemiology, infectious disease epidemiology, injury epidemiology) (5)

☐ **6.** Identify the natural histories of major types of disease and their relevance to epidemiologic investigations (6)

☐ **7.** Use appropriate computer software for the management and analysis of epidemiologic data (7)

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Q23 **Health Behavior Health Promotion MPH Specialization Competencies:**

☐ **1.** Explain the history, scope, and philosophical basis of public health education (1)

☐ **2.** Critically assess the evidence linking behavioral and psychosocial factors to health and illness (2)

☐ **3.** Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal and community) (3)

☐ **4.** Critically assess the scientific literature describing health promotion interventions (4)

☐ **5.** Identify mechanisms to secure funding, manage and administer health promotion and disease prevention programs so as to ensure optimal program delivery (6)

☐ **6.** Design and carry out process evaluation for the improvement of health promotion programs (7)

☐ **7.** Collaboratively design and carry out outcome evaluations of health promotion programs (8)

☐ **8.** Apply ethical principles to the planning and evaluation of social and behavioral change efforts (9)

☐ **9.** Demonstrate cultural competency when planning health promotion and disease prevention activities (10)

☐ **10.** Recognize the importance of health literacy in creating and/or evaluating health promotion and disease prevention materials (11)

☐ **11.** Explain how health promotion efforts enable communities to influence their own well-being (12)

☐ **12.** Anticipate challenges and opportunities in working collaboratively with communities (13)

Q24 **Program for Experienced Professionals - Population Health Management and Leadership MPH Specialization Competencies:**

☐ **1.** Explain important issues in public health and health care, including circumstances causing major changes and reform in U.S. health care delivery (2)

☐ **2.** Analyze and apply economic theory and concepts for decision-making (28)

☐ **3.** Identify and use data within organizations to improve performance (29)

☐ **4.** Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement (30)

☐ **5.** Design, plan, implement and assess projects and develop appropriate timelines related to performance, structure, and outcomes (31)

☐ **6.** Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and across health care and public health systems (32)

☐ **7.** Use multiple methods and sources to seek comprehensive information, generate creative new solutions - or adpt previous solutions - and apply structured decision-making techniques and tools to address public health and health care questions (33)

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Q25 **Veterinary Public Health MPH Specialization Competencies:**

☐   1. Describe common zoonotic and foodborne infectious diseases, with respect to their etiology and epidemiology especially those classified as reportable, bioterrorism threats, or have a major impact on public health and/or agriculture; (1)

☐   **2.** Identify the major pathways for transmission of zoonotic agents and foodborne hazards to humans, as well as the reservoirs for many common pathogens. (2)

☐   **3.** Identify methods and instruments for collecting and transporting valid and reliable samples, determine the appropriate diagnostic technique for human, animal, arthropod, food product and/or environmental specimens, and provide an accurate interpretation of the results (3)

☐   **4.** Identify methods and programs utilized to prevent, control, and/or eradicate zoonotic and foodborne diseases, including pre- and post-harvest interventions (4)

☐   **5.** Evaluate the integrity of emergency preparedness programs, including biosecurity, biocontainment and natural disaster response plans (5)

☐   **6.** Review and apply methods for planning, initiating and conducting case and outbreak investigations of zoonotic and foodborne diseases. (6)

☐   **7.** Recognize applicable regulations and laws governing zoonotic diseases, food safety and security, or foreign animal diseases, and the agencies with authority to enforce these laws. (7)

☐   **8.** Define the role of epidemiology in maintaining human and animal health; and identify strategies in the design and conduct of surveillance, monitoring, and epidemiological studies that assess the prevalence and distribution of zoonotic and foodborne diseases (8)

☐   **9.** Analyze approaches for assessing and controlling environmental and biological agents and strategies for reducing risks to human and animal health, especially in agricultural settings (9)

☐   **10.** Conduct comprehensive literature reviews of the scientific evidence related to a veterinary public health issue, concern or intervention (11)

☐ **11.** Use individual, team and organizational learning opportunities for personal and professional development. (12)

Q26 These are the foundational competencies you selected:

Please describe the activity or learning objective that will demonstrate competency attainment. Please do this for each competency selected.

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Q27
These are the specialization competencies you selected

Please describe the activity or learning objective that will demonstrate competency attainment. Please do this for each competency selected

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Q28 **Professionalism**

Q29 Students are expected to demonstrate professionalism during their APE. Professionalism expectations for students:

 • Communicate with Preceptor regarding expectations, site policies, attendance, dress code, etc…
 •   Seek guidance and clarification from the Preceptor when necessary.
 •   Uphold confidentiality and comply with site policies and professional conduct standards.
 •   Establish and maintain professional relationships with staff.
 •   Be open to feedback, actively seek it, and incorporate it into your growth and development.
 •   Demonstrate dependability, show up on time, follow through on deadlines.
 •   Display a strong commitment to excellence in your work.

Q30 **Type your name here acknowledging you have reviewed the professionalism expectations and that you have provided all needed information in the learning agreement.**

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End of Block: Default Question Block