Master of Public Health

Applied Practice Experience Handbook & Program Guidelines

2020-2021
TO: MPH Students

FROM: Dawn Williams, M.Ed.
Coordinator of Practice Education and Career Services

Welcome to the Ohio State University College of Public Health. The MPH curriculum has a required Applied Practice Experience that will give students first-hand experience in a field setting within a public health environment.

The Applied Practice Experience allows students to gain practical public health skills and apply theoretical concepts learned in the classroom and relate them to the real world of Public Health, while working alongside public health professionals that solve public health problems every day.

I hope students will take advantage of this opportunity to explore career choices in public health by using this opportunity to test drive a career choice in public health that is of interest to them.

The Applied Practice Experience Handbook has been prepared to assist students in finding, conducting and completing a meaningful Applied Practice Experience experience that meets the academic standards of the College of Public Health as well as CEPH (Council on Education for Public Health) the accrediting body for Colleges and Schools of Public Health.

The Office of Career Services website, http://cph.osu.edu/students/graduate/mph-Applied Practice Experience contains additional information about the required Applied Practice Experience, and the required forms that are required.

We wish students all the success in engaging in their Applied Practice Experience; our office is ready to assist!

Sincerely,
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1. Introduction to the Applied Practice Experience Course

1.1 General Information

The Applied Practice Experience is a requirement for the Master of Public Health (MPH) degree at The Ohio State University College of Public Health. As in all accredited colleges and schools of public health, MPH students are required to complete an approved, planned, and supervised Applied Practice Experience. The Applied Practice Experience is an integral component of professional training in public health, enabling students to observe and learn from professionals in the field. The Applied Practice Experience allows students a significant opportunity to apply theoretical learning toward the achievement of practical goals and skills while under the supervision of a preceptor and faculty advisor.

1.2 Objective

The principle objectives of the Applied Practice Experience:

- Apply knowledge, techniques, and skills acquired in the classroom;
- Provide students with a practical experience in an applied public health and/or community health setting;
- Develop skills in the field of study;
- Provide students with an opportunity to learn how a particular organization functions;
- Allow students to test drive and explore a career choice in Public Health

Experience has shown that one of the best ways to accomplish the Applied Practice Experience objectives is for the preceptor and the student, with faculty consultation, to define tasks and projects of importance to the organization and of interest to the student. This will assist the student in developing new skills and in gaining technical and managerial competence in selected areas.

1.3 Prerequisites

- Students may begin the Applied Practice Experience after completing a minimum of 20 hours toward their MPH degree.
- Be in good academic standing, with a minimum 3.0 overall GPA
- Have an Applied Practice Experience site and project approved by the faculty advisor prior to registration and the Applied Practice Experience start date.
- Students must be eligible to register for the Applied Practice Experience the semester they begin the Applied Practice Experience. The Applied Practice Experience should be scheduled when best suited to meet the students’ needs as well as the participating organization’s needs. Students should plan ahead to make sure they have planned financially for the Applied Practice Experience. Students must register and pay fees for the Applied Practice Experience course just as they would for any other course.
Additional options for the Applied Practice Experience

1.4 Applied Practice Experience Course Requirements

- **Placement** in a local, state, federal, private, or international organization that addresses public health issues with a designated preceptor.
- Faculty advisor approval of the Learning Agreement. The Learning Agreement should include competencies that the student will address during the Applied Practice Experience. Students should select 5 Competencies with 3 of them being Foundational. The list of competencies can be found on the [CPH website](#).
- Submission of an approved Online Learning Agreement
- **Registration for PUBHLTH 7189** *(once the approved Online Learning Agreement is processed in OAPSS the Applied Practice Experience course will be added to the students schedule)*
- Completion of 120 hours at the Applied Practice Experience site.
- Satisfactory evaluations from the preceptor and faculty advisor.
- Submission of 4 Assessment products including:
  - Final Report
  - Applied Practice Experience log of hours
  - Evaluations (Student, Preceptor, and Faculty Advisor)
  - Demonstration Product: Information regarding assessment products can be found in the Appendix A (Assessment Products)

1.5 Registration and Grading

Students must be registered for the 2 semester hours of the Applied Practice Experience (PUBHLTH 7189) when they begin the Applied Practice Experience. Students must plan ahead to ensure they have planned financially to register for the Applied Practice Experience course just as they would for any other course. Tuition and fee tables for the Applied Practice Experience course can be found on the Registrar’s website.

The Applied Practice Experience is graded Satisfactory/Unsatisfactory (S/U) based upon the preceptor and faculty advisor evaluation, the Applied Practice Experience report, the demonstration product and the submission of all Applied Practice Experience materials by the appropriate deadline. Final grades will be posted when final materials are submitted and reviewed by the faculty advisor and final copies of the final report and demonstration products are posted to CARMEN by the first day of finals. More information on registration and deadlines can be found in Appendix A and on the Applied Practice Experience webpage.
1.6 Difference between the Applied Practice Experience and the Culminating Project

The Applied Practice Experience allows students to put into practice the curriculum they have learned in their first year within the Public Health program. It is a professional opportunity allowing students to apply their knowledge, network with public health practitioners and become comfortable in the world of public health. The emphasis is on the experience.

The culminating project is intended to help students apply, integrate, and synthesize knowledge and experience obtained during their academic course of study to a question or problem of public health relevance. The specific requirements for the Culminating Project for each specialization can be found here. The emphasis is on the written product.

2. The Applied Practice Experience Process

2.1 Planning and Preparing for the Applied Practice Experience

Most students will complete the Applied Practice Experience during the summer after their first year in the MPH program. Preparing for the Applied Practice Experience begins early in the curriculum. The Applied Practice Experience orientation is a good introduction to the Applied Practice Experience and offers an overview of the requirements and expectations. Applied Practice Experience Orientations are held in Autumn Semester and are mandatory for all MPH students to attend. Students that are unable to attend Applied Practice Experience orientation must contact the Assistant Director/Coordinator of Practice Education and Career Services and schedule an appointment to discuss Applied Practice Experience requirements.

2.2 International Applied Practice Experience

Students with an interest in improving global health may have an interest in engaging in an international Applied Practice Experience. Students must plan ahead if they are wishing to engage in an international Applied Practice Experience. Locating an international Applied Practice Experience, receiving approval, finding funding and making travel arrangements requires months of groundwork and preparation. Application deadlines for many international programs are early in the academic year.

Students interested in engaging in an international Applied Practice Experience should make an appointment with the Assistant Director/Coordinator of Practice Education and Career Services. A list of resources and links to find International opportunities can be found on the CPH Career Resources page.

The Office of International Affairs (OIA) has many resources including, education abroad programs and scholarship opportunities to fund student international opportunities.
When an international opportunity is confirmed students are required to meet with The Office of International Affairs to ensure they are meeting university requirements including (supplemental health insurance, registering with the appropriate Embassy, etc.) OIA will determine if the student can apply a portion of their tuition to their trip abroad depending on approval by the academic department.

2.3 PEP and the Applied Practice Experience

Students in the PEP program (Program for Experienced Professionals) are encouraged to engage in a Applied Practice Experience in an agency or organization different than their current employer; however with the approval of the program director and their faculty advisor, it is permissible for them to complete a Applied Practice Experience with their current employer. The experience must be a unique experience and different than their regularly assigned duties and must take place in another department. The preceptor must be someone other than their supervisor and cannot be a fellow classmate. Students should think seriously about the benefits and drawbacks of doing a Applied Practice Experience with their current employer as the goal of the Applied Practice Experience is to gain new experience.

2.4 Choosing an Applied Practice Experience

Arranging a Applied Practice Experience represents a mix of student, faculty, and staff-initiated activities. It is ultimately the student’s responsibility to secure a Applied Practice Experience and to utilize the resources available to them. Students can initiate their Applied Practice Experience search in a number of ways, including personal and/or professional contacts, faculty recommendations, opportunities posted on Handshake Career Management System, as well as opportunities that the college advertises in the weekly newsletter. Handshake is the new Career Management System that replaced the Buckeye Careers Network. Many employers wishing to hire students for jobs and internships will post those opportunities to Handshake. Handshake will also be used to manage career events both college and university. A Applied Practice Experience can occur within a variety of organizations including, community-based, non-profit, for-profit, international, as well as Federal, Local, and State government Health Departments.

2.5 Ways to Find an Applied Practice Experience

Attend the Applied Practice Experience Orientation

Applied Practice Experience Orientations are held in autumn semester. The Applied Practice Experience Orientation will cover policies and procedures as it relates to the Applied Practice Experience. Students will learn ways to find a Applied Practice Experience and hear from other students that have completed their Applied Practice Experience.
Attend Career Fairs at Ohio State

The Ohio State University hosts a variety of career fairs in both autumn and spring semesters. Many organizations attend the fair to promote Applied Practice Experience and career related opportunities for students across multiple academic program. Career Fairs are a great opportunity for students to network with organizations for Applied Practice Experience, internship, and career opportunities. A listing of OSU career fairs can be found on the Buckeye Careers Site

Handshake

The most extensive list of Applied Practice Experience opportunities can be found on Handshake. Students should utilize Handshake to search for Applied Practice Experience and career related opportunities. When searching for a Applied Practice Experience opportunity students should be aware that all opportunities may not be posted as a Applied Practice Experience opportunity, it may be listed as an internship; however, it is the student’s responsibility to make sure the opportunity selected meets the requirements of the Applied Practice Experience in ensuring that the project or responsibilities involved are covering public health competencies. Public Health competencies can be found on the CPH website https://cph.osu.edu/students/competencies.

Faculty Advisor

Often faculty connections with the community may lead to potential Applied Practice Experience opportunities for students. Students should establish a relationship with their faculty advisor to talk about their career goals and interests. In addition, students should seek out faculty whose research may interest them. As opportunities arise faculty may be more willing to recommend students and put them in contact with a preceptor if they are aware of the student’s career goals and interest. Students will not be permitted to use research being done with a faculty member as a Applied Practice Experience. The College will not allow a research based Applied Practice Experience unless the faculty is working directly with a public health organization and the student has the opportunity to engage with the organization.

Second year students

Second year students are a great resource for new students to find out about Applied Practice Experience opportunities. If students want to know what other students have done in the past, they may review the Applied Practice Experience reports and the list of Applied Practice Experience sites on CARMEN.

Network with Professionals and Alumni

Being involved with professional associations such as SOPHE (Society of Public Health Professionals), OPHA (Ohio Public Health Association) and APHA (American Public Health Association) may lead to
Applied Practice Experience opportunities. In addition, there are programs in the college and on campus that can put students in contact with local and national professionals including Alumni Lunch-n-Learn sessions, Voices from the Community events. The Alumni Connect program allows students to connect with CPH alumni that have agreed to assist students and provide career advice, networking, shadowing opportunities, and potentially provide Applied Practice Experience opportunities. More information about the Alumni Connect program can be found at: http://cph.osu.edu/alumni/alumni-connect.

Research National Organizations

Many national organizations like the National Institutes of Health, the Centers for Disease Control & Prevention and the Health Resources and Services Administration (HRSA) offer many summer internships. Students should be aware that the application process may begin several months in advance. Students seeking potential Applied Practice Experience opportunities should plan ahead to research deadlines for national programs. The Association of Schools and Programs of Public Health website www.aspph.org also provides resources to find national internship/Applied Practice Experience opportunities.

The Office of Academic Programs and Student Services

The Assistant Director/Coordinator of Practice Education and Career Services will assist students that may have difficulty securing a Applied Practice Experience. The Coordinator will work closely with students to help them find an appropriate Applied Practice Experience. As organizations submit positions they will be advertised to students.

Finding a Applied Practice Experience on Your Own

Students may initiate their own Applied Practice Experience by contacting organizations directly. Students should communicate with their faculty advisor to make sure the Applied Practice Experience is an appropriate experience. When an organization or preceptor agrees that the student is a good fit the student should begin to complete the Online Learning Agreement.

Before contacting an agency, students should have an updated résumé as most potential preceptors will want to know the student’s background to make sure they are a good fit for the organization. It is a good idea to find out many details about the Applied Practice Experience to make sure it fits within the student’s career goals. If several students have applied the organization may want to interview the top candidates. Remember, this is considered a professional experience and the preceptor will want a student that fits within the culture of the organization.

2.6 Applied Practice Experience Site Criteria

The Applied Practice Experience site must meet the following criteria:

- The site must be an organization, agency or community health center engaged in public health activities, allowing the student to develop skills or competencies included in the academic program (e.g. program planning, evaluation, management, data analysis, policy development).
- The organization should provide a preceptor that is willing and able to spend regularly scheduled time with the student and provide guidance.

- The organization/Preceptor should exhibit willingness to gradually increase the student responsibilities and independence over the duration of the Applied Practice Experience experience.

- The organization/Preceptor should expect the student to complete the Applied Practice Experience on site within the organization providing work space, access to resources, and the possibility to do field work or conduct field visits offsite.

- The site is a good match with the needs of the student and offers a valuable learning experience for the student.

2.7 Timeline (Before, during, and after the Applied Practice Experience)

Semester Prior to the Applied Practice Experience (or before)

Student should begin exploring Applied Practice Experience opportunities.

Students should meet with their faculty advisor to brainstorm and explore potential Applied Practice Experience

Students should complete the learning agreement and make sure that it includes 5 competencies (at least 3 of them must be Foundational)

Students should plan ahead for the Applied Practice Experience and ensure they can register the semester they will begin the Applied Practice Experience. Students must pay register and pay fees for the Applied Practice Experience course just as they would any other course. The Applied Practice Experience is a requirement for the MPH Degree.

- If the student’s Applied Practice Experience involves research, students should be aware of the implications that the IRB process may have on their Applied Practice Experience. If the Applied Practice Experience involves human subjects, the experience must be approved by the Institutional Review Board (IRB) prior to collecting or analyzing data. Information about the IRB is available on their website: http://orrp.osu.edu/irb/. If IRB approval is needed, it may lengthen the Applied Practice Experience.

2.8 During the Applied Practice Experience

Students should keep a detailed log of activities they are involved in during their Applied Practice Experience. The log will be helpful in drafting the final written report and must be submitted with the final report. The log can be found here.

The organization or the preceptor may encourage students to present to key people at the organization about the Applied Practice Experience or projects they were involved in. This is a great opportunity for students to showcase what they have learned on-site and how they connected it to their classroom
knowledge. Students may want to consider inviting their faculty advisor and the Assistant Director/Coordinator of Practice Education and Career Services to the presentation.

2.9 Nearing the End of the Applied Practice Experience
As the end of the Applied Practice Experience approaches, students should make sure all Applied Practice Experience requirements are on track for completion. Students should review their objectives, goals, and competencies as stated in the learning agreement.

Students should take time to send a thank you letter to the preceptor a sample letter can be found in Appendix C to show appreciation for the time and commitment involved, the wisdom shared, and the growth they have gained. This will pay off later when they are ready to begin their career search because they will have developed a valuable mentor in the field of public health.

2.10 Semester Timeline
The Applied Practice Experience often takes place during the summer. Students may register for the Applied Practice Experience any semester after they have completed at least 20 hours toward the MPH. Most students will follow the timeline suggested below. Many students prefer to complete the Applied Practice Experience on a part-time basis working 10-20 hours per week at the site. Students should consult with the Applied Practice Experience preceptor to discuss their availability as well as making sure all of the 120 hours will be completed within the semester they are registered for the Applied Practice Experience.

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<th>Autumn Semester</th>
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<tr>
<td>- Attend Applied Practice Experience Orientation</td>
<td>- Continue to explore options if an Applied Practice Experience has not been confirmed.</td>
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<tr>
<td>- Attend Career Fairs</td>
<td>- Focus on having an Applied Practice Experience confirmed and begin to work with the organization and your advisor to complete the online learning agreement to define projects, objectives, and competencies that will be addressed.</td>
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<tr>
<td>- Utilize Handshake</td>
<td>- Submit online learning agreement to OAPSS as soon as the Applied Practice Experience is confirmed and you have met with your advisor.</td>
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<tr>
<td>- Explore all options to obtain a Applied Practice Experience opportunity</td>
<td>-Begin Applied Practice Experience and start to log hours</td>
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3. Applied Practice Experience Roles and Responsibilities

3.1 Role of the Advisor

Each student participating in an Applied Practice Experience must have a faculty advisor. Often the faculty advisor is the student’s assigned advisor. The faculty advisor works with each student to help arrange an appropriate Applied Practice Experience. The advisor, in consultation with the preceptor, assists the student in developing an appropriate project.

During the project, the faculty advisor serves as a resource for both the student and the preceptor. The faculty advisor reviews the preceptor’s evaluation and the final report in evaluating the students Applied Practice Experience overall.

3.2 Choosing a Faculty Advisor other than the assigned Faculty Advisor

A student’s advisor for the Applied Practice Experience may or may not be their assigned faculty advisor. The ideal Applied Practice Experience advisor is someone that has an interest related to the student’s Applied Practice Experience or someone with whom they have developed a supportive student-faculty relationship. The student’s division might even appoint a faculty representative to help generate Applied Practice Experience ideas. If the Applied Practice Experience advisor does not have an appointment within the student’s division, the student must get the approval from their assigned advisor to have that faculty member serve as the Applied Practice Experience advisor. Students should not hesitate to discuss their plans with a variety of faculty to determine the appropriate fit and obtain his/her consent ahead of time. The advisor that is selected must sign off on the students learning agreement. The student should notify their assigned faculty advisor and let them if they are working with another faculty member for the Applied Practice Experience.

3.3 Role of the Assistant Director/Coordinator of Practice Education and Career Services

The Assistant Director/Coordinator of Practice Education and Career Services is the liaison for the student, the preceptor, and the faculty advisor. The primary role is to:

- Make sure students are aware of the requirements and expectations of the Applied Practice Experience by providing mandatory Applied Practice Experience orientation in Autumn Semester, as well as meeting with students individually with questions, issues, or concerns relating to the Applied Practice Experience.
- Provide resources and leads for students to locate Applied Practice Experience opportunities.
- Maintain the CPH Applied Practice Experience Web Page
- Register the student for the Applied Practice Experience course (PUBHLTH 7189) when the online learning agreement has been approved by the faculty advisor and the preceptor.
- Work with the preceptor to ensure they are aware of rules and expectations regarding the Applied Practice Experience by providing them with the preceptor guidebook.
• Track and collect final Applied Practice Experience documents from all parties.
• Send out reminders to students, preceptors, and faculty advisors regarding Applied Practice Experience paperwork and deadlines. Post Applied Practice Experience grades once all paperwork has been received at the conclusion of the Applied Practice Experience.

3.4 Role of the Preceptor

The preceptor is the person at the Applied Practice Experience site that agrees to mentor the student and oversee the day to day activities and projects the student is involved in. The preceptor should have expertise in assigned project areas, experience and status within the organization, and the ability and desire to supervise and mentor a student.

The college expects the preceptor to designate appropriate tasks that meet the agency’s needs, address the learning objectives and public health competencies, as well as provide opportunities for student growth and leadership in the field of Public Health. In addition, it is essential that the preceptor commit sufficient time for supervision and instruction. This should include time for brief weekly meetings. The preceptor should establish a funding mechanism for travel and other expenses if required for the student’s project. The preceptor is required to submit an evaluation of the students’ performance at the conclusion of the Applied Practice Experience.

3.5 Role of the Student

While at the Applied Practice Experience site students are expected to conduct themselves in a professional manner and to abide by all rules, policies and procedures set forth by the organization. Professionalism should be reflected in projects and activities performed by the student and in the relationships with administrators and other staff members at the Applied Practice Experience site.

Throughout the Applied Practice Experience, students should keep their preceptor, faculty advisor, and the coordinator of practice education and career services informed as to the progress of their Applied Practice Experience as well as any obstacles they may encounter.

Tips for students while at their Applied Practice Experience site

• Students are required to follow all rules, regulations and policies set forth by the organization.
• Be professional in appearance and conduct
• Have an initial meeting with the preceptor to discuss expectations including dress and attendance
• Adhere to the schedule predetermined with the preceptor
• Be punctual, and notify the preceptor as soon as possible if you will be late or absent
• Practice professional courtesy when communicating with clients and other health professionals
• Clearly identify yourself as a student when interacting with the public or with other health professionals
• Keep the preceptor and faculty advisor informed of your progress
• Actively seek feedback and incorporate suggestions into performance improvements
• Ask for additional responsibilities when appropriate
• Complete a daily/weekly activity log
• Produce a quality project that is useful to the organization
• Evaluate the Applied Practice Experience at the end of the experience and review your evaluation with the preceptor
• Send the preceptor a thank you note at the conclusion of the Applied Practice Experience

3.6 Handling Difficult Situations

Part of the student’s professional development may involve dealing with challenging situations. When difficulties arise between the student and the preceptor or others in the organization, the first step should be to address the issue with the parties involved and attempt to resolve it. Often, what seems like unsolvable problems are not hard to fix with a few slight adjustments.

If the problem persists or cannot be resolved by talking with the preceptor, the student should contact the Assistant Director/Coordinator of Practice Education and Career Services or their faculty advisor at any time for assistance. The Coordinator or faculty advisor may intervene in situations that seem difficult and can offer mediation between the student, preceptor and the organization.

Students are at their Applied Practice Experience sites at the invitation of the organization and the preceptor. Both parties reserve the right to terminate the Applied Practice Experience at any time. Of course, if after working with the Assistant Director/Coordinator of Practice Education and Career Services the situation remains untenable; it may be possible for the student to leave the Applied Practice Experience. This is a last resort and still requires follow-up with the preceptor in order to leave on a good note. Sometimes lack of awareness can lead to unmet expectations. In short, students should feel free to disclose Applied Practice Experience concerns to those whom they feel most comfortable, as long as it is done in a professional manner.
4. The Online Learning Agreement

4.1 Completing the Online Learning Agreement

The effectiveness of the Applied Practice Experience is greatly enhanced when the student, preceptor, and faculty advisor seek to clearly define the learning objectives and competencies that will be addressed during the Applied Practice Experience. Students with consultation from their Faculty Advisor and their Preceptor should complete the Online Learning Agreement.

It is the student’s responsibility to ensure that all information is complete on the learning agreement and all signatures have been obtained. If the learning agreement is not completed thoroughly, it will be returned to the student and the Applied Practice Experience start date may be delayed.

Instructions for Completing the Online Learning Agreement

1. Access the Learning Agreement on the CPH Applied Practice Experience Page
2. Read all instructions on the page that explains all of the information that you will need to have before you complete the learning agreement.
3. After students submit the online learning agreement it will be routed electronically to both their faculty advisor and preceptor that they designated on the learning agreement.
4. The faculty advisor and the preceptor should review the agreement sign and submit.
5. When both signatures have been obtained the Assistant Director/Coordinator will add the Applied Practice Experience course to the student’s schedule.
6. A confirmation email will be sent to the student notifying them that the course has been added to their schedule.

Note: Students should be aware that submission of the learning agreement prompts a course being added to their schedule. The Applied Practice Experience course is a required course for the MPH Program and students are required to pay tuition and fees the semester they register for the Applied Practice Experience course.

4.2 Guide to Writing Quality Learning Objectives

The learning objectives are statements describing the work that will be performed and what the student expects to gain from the experience. They are written with guidance from the preceptor and the faculty advisor. Throughout the Applied Practice Experience, the learning objectives will guide the student’s progress and allow the preceptor and advisor to evaluate the student’s performance.

Each objective should be a brief, clear statement that explains the tasks that will be performed and what the student will be evaluated on. Objectives should be SMARTER:

- SPECIFIC – Include details that define the goal
- MEASURABLE – An objective that can be quantified can easily be evaluated
• ACCEPTABLE – all parties (preceptor, advisor and student) should agree on what will be accomplished in the 120 hours on site. By being involved in designing objectives, students take ownership of the work
• REALISTIC – each objective must be practical and attainable
• TIME-BOUND – some objectives will have to be completed before others, and all need to be completed by the end of the Applied Practice Experience
• EXPAND – The work done in this Applied Practice Experience develops public health skills
• REWARDING – They are contributing to the organization and the overall field of public health
• The organization is also reaping benefits from the work the student is doing

Sample Statements

• Develop a survey for the pregnant teens and administer it to 200 teens in rural communities statewide.
• Analyze data on the level of anaerobic bacteria in wastewater treatment systems.
• Gain experience in collecting data on incidence of leukemia among Native American children.
APPENDIX A
Assessment Products

There are four Assessment Products that are required to be completed and submitted at the conclusion of the Applied Practice Experience: 1) Applied Practice Experience Log, 2) self/preceptor/faculty evaluations, 3) demonstration, 4) final report.

APPLIED PRACTICE EXPERIENCE ACTIVITY LOG
A log of the activities pursued (e.g., dates, hours, setting, persons, and subjects) should accompany the final report that is posted to CARMEN once it is reviewed by the faculty advisor.

EVALUATION FORMS
Three evaluation forms are required: student, preceptor, and faculty evaluations. All evaluation links for the student, preceptor, and faculty advisor can be found on the CPH Applied Practice Experience forms and documents page. All parties are required to complete the evaluation in order for the student to fulfill the requirements for the Applied Practice Experience. When the student and preceptor evaluations have been completed they will be routed electronically to the faculty advisor.

DEMONSTRATION PRODUCT(S)
The purpose of the demonstration product, or “demo” is to have a written or visual illustration of the attainment of one or more competencies during the Applied Practice Experience experience(s). Note that all competencies must be demonstrated through a combination of the demo and the final report and multiple demonstration products may be included as needed. The selected demonstration product is expected to be original work led or contributed to in the Applied Practice Experience process. Students can select from the following types of Demonstration Products:

Demonstration Product Examples

1) Presentation: Examples include a PowerPoint, Prezi, research poster, infographic

2) Written: Examples include a manuscript (entire or relevant excerpt), policy brief, program plan, community assessment, fact sheet, brochures, and data collection instrument

3) Audio/visual: Examples include recorded presentations, multi-media content, social media campaigns, webinar sessions, web/app development, and podcasts

Consult with your faculty advisor about concerns or questions about the choice of demonstration or upload format.
APPENDIX B
Final Report Requirements

Final Report
All students are required to complete a final written report that will focus on sharing information on the Applied Practice Experience experience. The final report should summarize the student’s Applied Practice Experience with details of how it is important to the field of public health. Students should follow the guidelines below in structuring their report. The student should discuss the expectations of their report carefully with their advisor. The report length should be sufficient to cover the expected content carefully. The best recent reports have usually been five to ten pages in length. The report should contain the following sections.

TITLE PAGE
- Include Applied Practice Experience title, preceptor, year and student name

INTRODUCTION
- Describe the nature of the Applied Practice Experience (e.g., whether it is a descriptive project, experimental project, research project, or survey).
- Very briefly, describe the organization unit where the Applied Practice Experience took place, its primary mission, and its relationship to the overall organizational structure of the agency. Describe services provided, programs and public health objectives, and specific population groups targeted.
- Describe the duties specifically related to the Applied Practice Experience in the context of the entire organization.

PROJECT GOALS/ OBJECTIVES/COMPETENCIES
- State the purpose of the Applied Practice Experience (e.g., proving a hypothesis, analyzing a problem, completing an evaluation, etc.). What was the significance of the issue worked on? Why did this need to be addressed?
- Include a table in your report listing the five Competencies (at least 3 Foundational) addressed during your Applied Practice Experience and the activity performed that allowed you to address the competency. See the example below
- Outline the problem and the methods used to define and address the problem.
Example of a Table for Matching Competencies with Applied Practice Experience Activities

<table>
<thead>
<tr>
<th>Applied Practice Experience Competency</th>
<th>Applied Practice Experience Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Competency # 18:</strong></td>
<td>Developed a brochure tailored to low literacy community members on the topic of diabetes prevention</td>
</tr>
<tr>
<td>Select communication strategies for different audiences and sectors</td>
<td></td>
</tr>
<tr>
<td><strong>CTS Specialization Competency # 2</strong></td>
<td>Assisted Dr. Binkley in preparing the NIH grant application for the clinical investigation study</td>
</tr>
<tr>
<td>Collaboratively prepare a grant application to seek funding for a clinical investigation</td>
<td></td>
</tr>
</tbody>
</table>

RESULTS

- Describe the outcome(s) or product(s) of the Applied Practice Experience
- What were the most important or surprising findings?
- How does this work impact the future of this public health issue?
- Summarize recommendations

EVALUATION

- Provide a careful evaluation of the Applied Practice Experience.
- Was it a valuable learning experience? Why or why not?
- How did it compare with your expectations?
- What types of classroom skills were you able to employ in the field?
- What did the experience teach you about the world of public health practice?

DESCRIPTION OF DEMONSTRATION(S).

- Describe the demonstration product.
- Describe your role in the creation of the demonstration product(s).
- List the competencies demonstrated by your chosen product(s).

OPTIONAL APPENDIX

- Other relevant materials may be included as an appendix

The student will post all assessment products that they create (daily log, demonstration, and final report) to Carmen. Students with questions about any assessment products should consult with their faculty advisor.
APPENDIX C
Sample Thank You Letter to the Applied Practice Experience Preceptor

123 Sesame Street
San Francisco, CA 99999

September 1, 2018

Robin Parker, MPH
Program Project Manager
Ohio Tobacco Use Prevention & Control Foundation
300 East Broad Street, Suite 310
Columbus, OH 43215

Dear Ms. Parker:

While I am excited about returning to school to finish my last few semesters, I am sad about leaving my Applied Practice Experience with the Ohio Tobacco Use Prevention & Control Foundation. I have enjoyed working with the cessation awareness team, and have learned so much about the challenges and real world issues of public health organizations. I particularly enjoyed working on the “Stop before You Start” project, and hope that the suggestions our team made will impact the Worthington Senior High students’ decisions to not smoke.

The Applied Practice Experience was a significant additional commitment for you, and I appreciate your time and patience in answering my questions and finding interesting tasks for me to do. I know that my Applied Practice Experience experience will be invaluable as I complete my course work and final MPH project.

I have enclosed a copy of my updated resume, which includes my experience at the Prevention Council. I welcome any suggestions you might have about my resume or people in this field I could contact about full-time employment.

Thank you for making my Applied Practice Experience rewarding and exciting. I look forward to staying in touch with you and the rest of the staff as I continue in the field of public health.

Sincerely,

Brenda Buckeye

Enclosure

Adapted from Green, Marianne E. Internship Success. Lincolnwood, IL: VGM Career Horizons, 1997
## End-of-Semester Applied Practice Experience Paperwork Deadlines 2020-2021

<table>
<thead>
<tr>
<th>Registration Time Table</th>
<th>Autumn Semester 2019</th>
<th>Spring Semester 2021</th>
<th>Summer Term 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin,</td>
<td>8/25/2020</td>
<td>1/6/21</td>
<td>5/12/21</td>
</tr>
<tr>
<td>Classes End</td>
<td>12/4/20</td>
<td>4/21/21</td>
<td>7/30/21</td>
</tr>
<tr>
<td>Final Report and paperwork due to CARMEN drop-box</td>
<td>12/7/20</td>
<td>4/23/21</td>
<td>8/02/21</td>
</tr>
</tbody>
</table>
APPENDIX E
Staff Contacts and Resources

Dawn Williams, MEd
Assistant Director/Coordinator of Practice Education and Career Services
Office of Academic Programs and Student Services
pecs@cph.osu.edu
College of Public Health
100D Cunz Hall 1841 Neil Ave    Columbus, Ohio 43210-1240
Phone: (614)247-4380 Fax: (614)247-1846

Office of International Affairs
140 Enarson Classroom Building
2009 Millikin Rd
Phone: (614)292-6101 Fax: (614)292-4725
Email: oia@osu.edu http://oia.osu.edu/

Office of Responsible Research Practices
300 Research Administration Building, 1960 Kenny Road
Columbus, Ohio 43210-1063
Phone: (614)688-8457 Fax: (614)688-0366
http://orrp.osu.edu/irb/contact
APPENDIX F
Applied Practice Experience for MPH Students (CEPH Criterion D.5.)
(Note: Comments and examples are OSU CPH Additions to the Excerpts from CEPH Accreditation Criteria 2016)
Revised April 3, 2020

Due to the COVID-19 pandemic and the associated uncertainty regarding onsite opportunities for the MPH practicum experience, the College of Public Health and its Graduate Studies Committee have endorsed a broader set of options for summer and autumn terms 2020 and beyond. The following is a summary of relevant information including the categories of options. (The options are extracted from the CEPH Accreditation Criteria 2016 for the Applied Practice Experience (APE) required to earn the MPH degree.):

- MPH students planning to complete a practicum during SU20 or AU20 and beyond will still follow the steps outlined to register for the practicum course (PUBHLTH 7189), regardless which option from among the five that follow applies:

CEPH Criterion D.5. MPH Applied Practice Experiences

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. We encourage MPH students to complete their applied practice experience in one term. If there is a need to extend beyond one term, then the student will receive an Incomplete (“I”) grade, assuming there has been either demonstration of good progress or there was a delay due to extenuating factors. Opportunities may include the following:

- a practicum or internship completed during a summer or academic term. An example is unpaid or paid, full-time or part-time work by an MPH student at one or more agencies or organizations for a total minimum of 120 hours. (NOTE: This historically has been the only option we permitted at OSU CPH. However, opportunities may be fewer this year even when social isolation restrictions end. If a site is willing to sponsor a practicum but does not want or can’t have students onsite, explore a project with them that can be conducted virtually from afar.)
- course-based (e.g., PUBHLTH 7189) 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). An example is unpaid or paid, full-time or part-time work by an MPH student assisting a faculty member who is in turn assisting an agency or
organization (e.g. local or state agency; hospital/health care system) for a total minimum of 120 hours.

- **activities linked to service learning, as defined by the program, school or university.** An example is activity by an MPH student within an approved service learning course involving a “form of experiential education characterized by student participation in an organized service activity that (1) is connected to specific learning outcomes; (2) meets identified community need(s); and (3) provides structured time for student reflection and connection of the service experience to learning (OSU Office Service Learning)” for a total minimum of 120 hours.

- **co-curricular activities (eg, service and volunteer opportunities, such as those organized by a student association).** An example is activity by an MPH student engaged in a formal project for a community agency organization as part of a broader project by a student group for a total minimum of 120 hours.

- **a blend of for-credit and/or not-for-credit activities.** An example is a combination of activities that are aligned with two of the above categories.

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, with **university-affiliated settings must be primarily focused on community engagement, typically 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 D.2.).** 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 demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the school or program or by individual students) in any physical or electronic form chosen by the school or program. The “products” are determined by consultation with and approved by the faculty advisor and the site preceptor.

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 documentation 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.
Completion of the OSU CPH Competency-Based Rubric for the D.5 Applied Practice Experience:

Prior to Start of the Applied Practice Experience, Identify ≥5 Applicable MPH Competencies (≥3 MPH Foundational Competencies) Aligned with Specific Activities/Projects

Begin and Complete the MPH Applied Practice Experience

Complete the Student Evaluation as Part of Assessment, Including the Online CPH Rubric (w/ Template D5-1) for the MPH Applied Practice Experience

<table>
<thead>
<tr>
<th>CEPH Template D5-1</th>
<th>D.5. MPH Applied Practice Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice-based products that demonstrate MPH competency achievement: &lt;insert Specialization&gt;</td>
<td>MPH Competency as defined in Criteria D.2. and D.4.*</td>
</tr>
<tr>
<td>Specific assignment[s] that demonstrate application or practice</td>
<td>1.</td>
</tr>
<tr>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td></td>
<td>5.</td>
</tr>
</tbody>
</table>

* Each student must demonstrate attainment of at least five competencies, of which at least three must be MPH Foundational Competencies (as defined in Criterion D.2.).