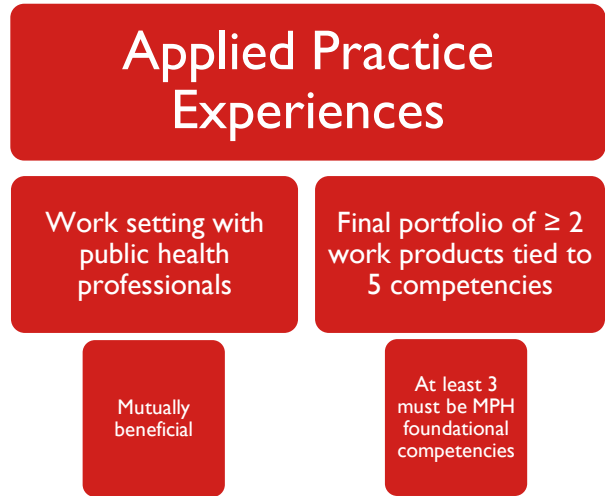


MPH APPLIED PRACTICE EXPERIENCES (APE)

The 2016 Criteria require MPH students to demonstrate competency attainment through applied practice experiences. While this may be achieved through a traditional practicum or internship, the criteria allow for more innovative approaches as well. The APE may also take the form of course-based activities, activities linked to service learning, co-curricular activities, or a blend of for-credit and/or not-for-credit activities, for example.

To demonstrate compliance, students link the work that they do in applied settings to the foundational and concentration competencies. Each student must compile a portfolio of at least two work products that link to five foundational and concentration competencies (at least three of which must be MPH foundational competencies).



SUCCESSFUL APPROACHES TO THE APE

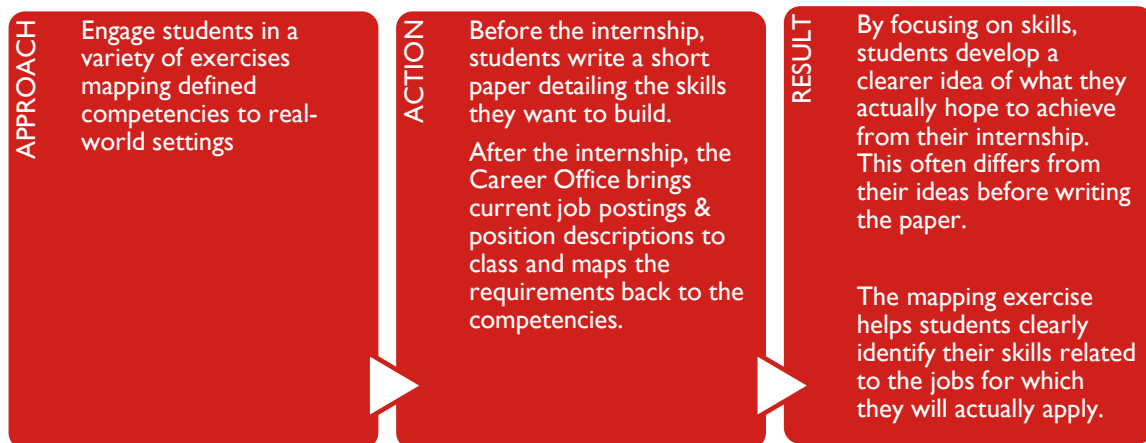


ALIGNING COMPETENCIES WITH THE REAL WORLD

HARVARD UNIVERSITY (SPH)

Challenge: Students have difficulty connecting academic competencies to real-world workplace expectations

Solution: Bring real-world examples into the classroom



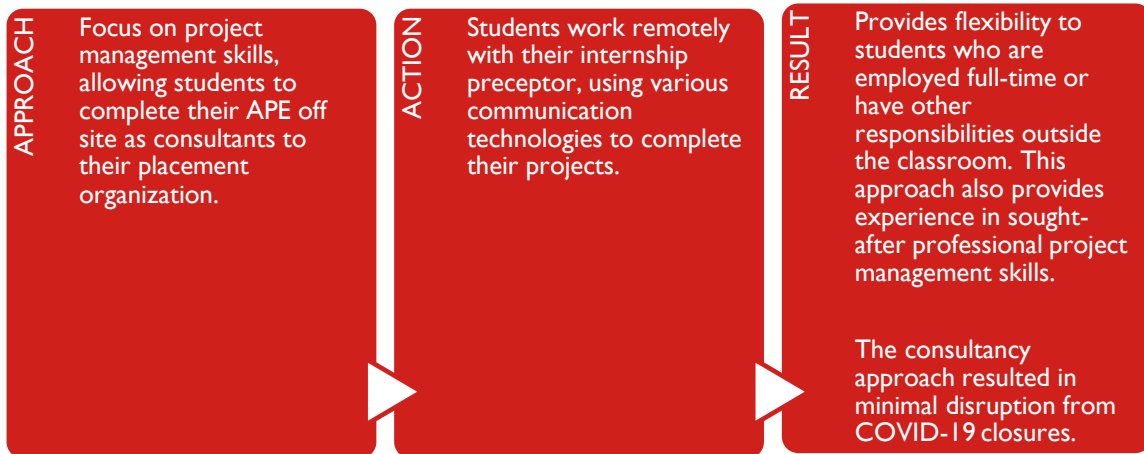
FLEXIBLE APPROACHES TO COMPLETING THE APE



CONSORTIUM OF EASTERN OHIO (PHP)

Challenge: Accommodating students who are employed full-time

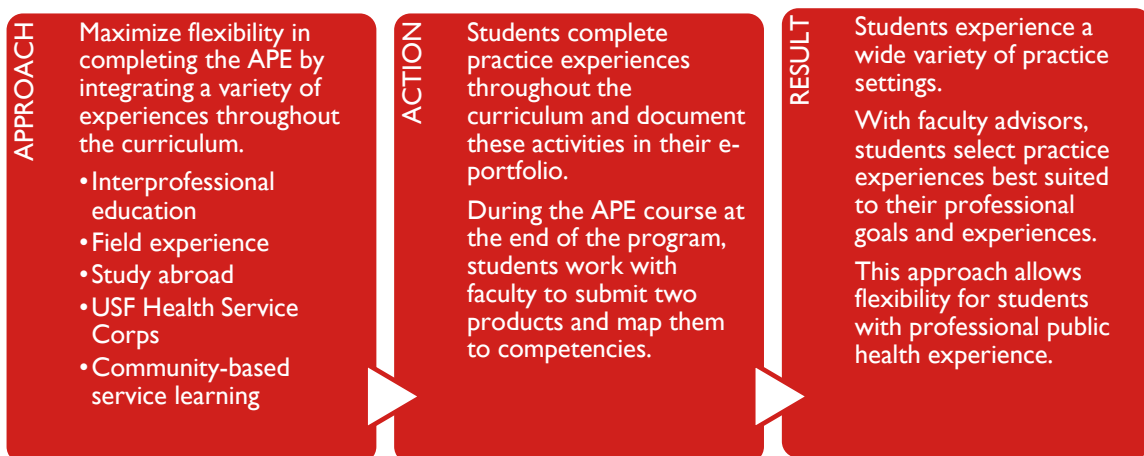
Solution: Consultancy approach



UNIVERSITY OF SOUTH FLORIDA (SPH)

Challenge: One-size-fits-all standardized internship program is not desired and/or feasible

Solution: Course-based approach



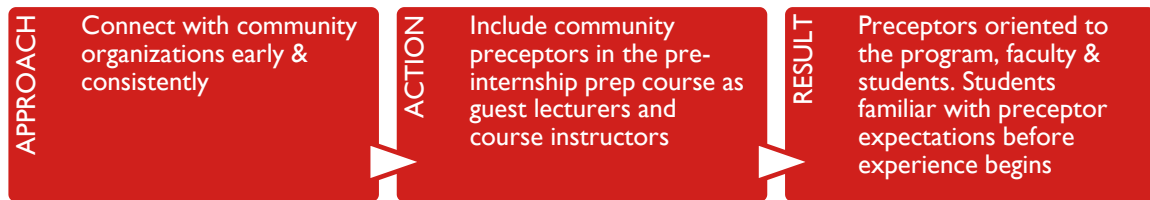
BUILDING RELATIONSHIPS WITH PRECEPTORS



UNIVERSITY OF VIRGINIA (PHP)

Challenge: Limited number of nearby appropriate agencies and heavy agency workloads may make it challenging to take on student supervision

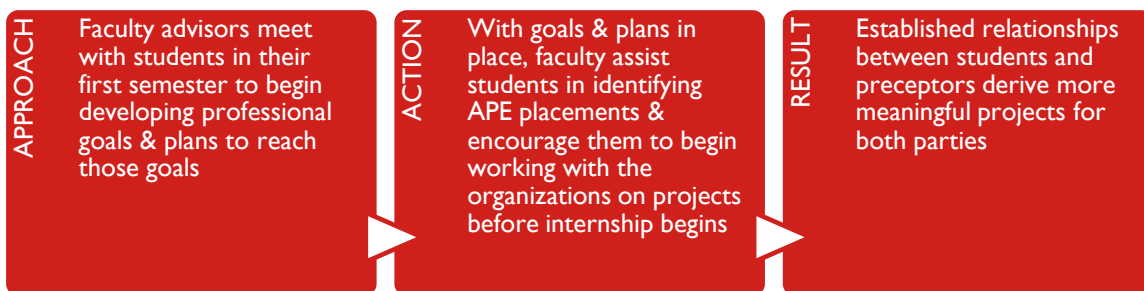
Solution: Connect with community organizations to learn about their needs and establish a partnership with preceptors invested in the program; make it easier and more beneficial to host public health students



EASTERN VIRGINIA MEDICAL SCHOOL (PHP)

Challenge: Desire for more meaningful experiences for students and preceptors

Solution: Students develop professional goals and plans starting on day one



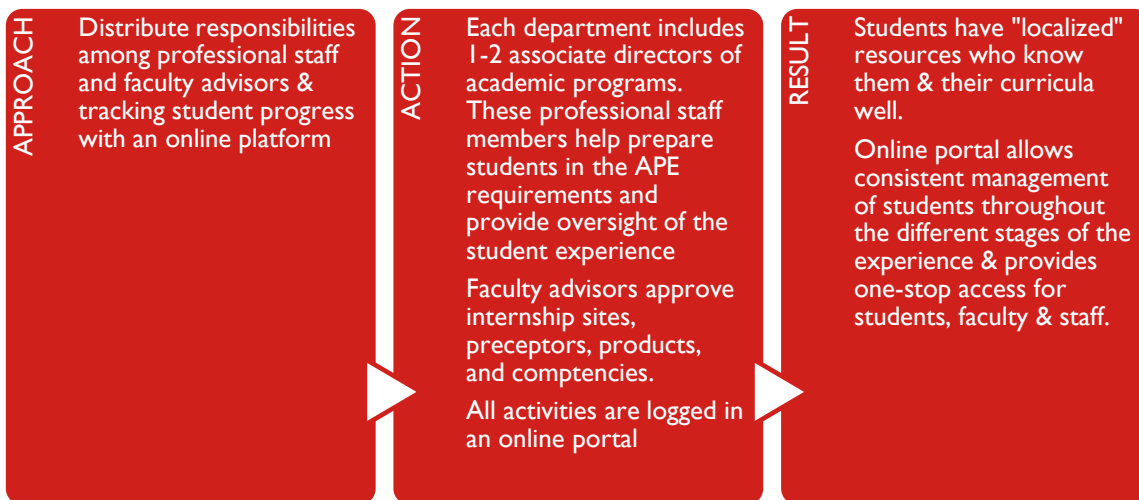
MANAGING A LARGE NUMBER OF STUDENTS



EMORY UNIVERSITY (SPH)

Challenge: Managing a large cohort of students each semester

Solution: Combining staff, faculty, and technological resources



MAPPING THE APE TO FOUNDATIONAL COMPETENCIES

As described above, the APE must result in two work products that align with five competencies. Of these five competencies, three must be foundational competencies defined in Criterion D2. The following examples highlight ways in which various experiences can be mapped to foundational competencies. These examples do not include the mapped concentration competencies, as these competencies vary by unit and degree offering.

Drug diversion initiative for the Baltimore public defender's office

Students worked to develop, implement, and evaluate a community-based drug diversion policy.

FC 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 level

FC 9: Design a population-based policy, program, budget, or initiative

FC 15: Evaluate policies for their impact on public health and health equity

FC 20: Describe the importance of cultural competence in communicating public health content

Example APE courtesy of University of Maryland, Baltimore (PHP)

Strategic plan for oral health non-profit organization

Students engage with organizational leaders and stakeholders to develop and present a strategic plan.

FC 13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

FC 16: Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making

FC 18: Select communication strategies for different audiences and sectors

Example APE courtesy of the Consortium of Eastern Ohio (PHP)

Employee wellness/occupational health program at a big box store

Students design and implement a wellness program for employees at various levels within a large corporation.

FC 7: Assess population needs, assets, and capacities that affect communities' health

FC 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

FC 19: Communicate audience-appropriate public health content, both in writing and through oral presentation

Example APE courtesy of Walden University (PHP)