



DOWNSTATE
HEALTH SCIENCES UNIVERSITY

SPH Doctoral Applied Practice Experience

(APEX) Handbook

2022-2023

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Applied Practice Experience (APEX) Administration

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Dr. Afable oversees all aspects of the DrPH Applied Practice Experience (APEX) and is the central point of contact for APEX planning, implementation, and deliverables.

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Ms. Hussain coordinates the APEX by assisting the Associate Dean for Community Engagement and supporting APEX planning, implementation, and deliverables.

What is an Applied Practice Experience (APEX)?

The Applied Practice Experience (APEX) is a 3-credit course that provides doctoral students with an opportunity to apply and translate knowledge, theory and skills learned in the classroom into practice within a professional public health setting. It is a planned, supervised, and evaluated field-based experience that can take place in a variety of agencies and organizations, involving some level of community engagement. An APEX is designed to strengthen foundational and concentration-specific public health competencies, complement the student's interests, and advance professional and career goals. The APEX at the DrPH level is designed to ensure that graduates have significant advanced-level practical experiences working in real-world multi-disciplinary and multi-sectoral team settings. These experiences will help to develop the DrPH student's leadership competencies and contributions to the field. The APEX places emphasis on community engagement, which is the process of co-learning and working collaboratively with communities to address important and contemporary public health issues. Community, as a unit of identity, is defined by a sense of identification to other members, common symbol systems, values and norms, shared interests, and commitment to meeting mutual needs.¹ The School of Public Health community therefore includes a range of SUNY Downstate stakeholders including internal departments and organizations and external public health agencies and partner community-based organizations. The APEX project involves the following:

- completion of 150 hours of activity with the hosting APEX site
- development of two deliverables that address the needs of the host organization that align with a set of competencies that the student wishes to develop during the APEX
- a 5-min presentation that includes a reflection on leadership experience
- submission of APEX progress reports via a set of forms
- a final 'checkout' meeting with the APEX Coordinator

Prerequisites and timing of the APEX

Students typically begin planning for the APEX in the second year of the program and sign up for the APEX course in the semester in which they plan to complete all APEX requirements and after having completed at least 15 credits of foundational and concentration core coursework. All students must complete the APEX regardless of history of public health work experience. In addition, students may be required to complete additional coursework prior to the start of the APEX to adequately address the identified competencies. Any additional prerequisite coursework will be determined in consultation with the student's Faculty Advisor and the Associate Dean for Community Engagement. This pre-requisite requirement is a general guideline. Students are required to complete at least 150 hours, though the period of time to finish the APEX may vary.

¹ Israel BA, Parker EA, Rowe Z, et al. Community-based participatory research: lessons learned from the Centers for Children's Environmental Health and Disease Prevention Research. *Environ Health Perspect.* 2005;113(10):1463-1471. doi:10.1289/ehp.7675

The APEx work schedule is determined by the student and the Preceptor, taking into consideration the student's schedule and the needs of the practice site.

Requirements for the APEx and E-Portfolio Preparing for the

APEx

Each fall semester, the SPH holds an information session dedicated to the APEx requirement for MPH and DrPH students. Students will be informed of the date and time of the session via email and in advance of the information session. A recording of information required for the APEx is also available on the APEx website. Students should review this information as a first step in the process. After reviewing these materials and the content in this handbook, please contact the APEx Coordinator for additional questions.

Identifying an Applied Practice Experience

When choosing an APEx, doctoral students should explore what skill set or experience would enhance their professional/academic goals. It is advisable to select an APEx project that can position students to advance their knowledge of potential dissertation topics, gain deeper expertise in a public health area or method, and/or work with a specific type of organization. Students may also seek potential opportunities by contacting organizations of interest, networking, and applying to internship or fellowship openings found on public health career opportunity websites. Please visit the [APEx Website](#) for further guidance and ongoing APEx opportunities. During the school year, students may also find work-study or part-time positions that may develop into an APEx with the approval of their Faculty Advisor. Additionally, SPH departments are continually developing opportunities for students to enrich their learning through structured professional experiences. See the titles of previous student APEx experiences at the end of this handbook for examples to help students begin their search. For additional guidance on how to find an appropriate APEx project, students may make an appointment with the Associate Dean for Community Engagement.

Approval of APEx sites

An APEx site must be external to the SUNY Downstate Health Sciences University (DHSU) School of Public Health (SPH) but can be a partner agency, organization, or research group with ongoing collaborations with SUNY Downstate SPH. National, state, county, and city public health agencies, not-for-profit public health/healthcare think tanks or consulting firms, community-based organizations, and other SUNY DHSU Departments or Schools are examples of acceptable APEx sites. The School of Public Health requires a Memorandum of Understanding (MOU) on record for all APEx organizations. Students working with APEx organizations that are new to the School of Public Health must obtain approval from their Faculty Advisor. Once Faculty Advisor approves, students can then request a linkage agreement

from Ms. Samiha Hussain, the APEX Coordinator, samiha.hussain@downstate.edu. Some APEX sites may have specific requirements, such as criminals background checks, medical clearance, or a legal agreement with SUNY Downstate School of Public Health.

Legal Agreements for APEX sites (begin 2-3 months prior to start date)

If a legal agreement is required, please contact the Associate Dean for Community Engagement, Dr. Aimee Afable at aimee.afable@downstate.edu. Include the following information in the email to Dr. Afable on the point of contact at the organization: full name, organization, phone number, and email address. The APEX Coordinator can help students to identify APEX sites that meet their interests and career goals.

Working with an APEX Preceptor

The APEX must be supervised by a Preceptor, a field supervisor who will oversee and supervise the student's work and performance in the field. A Preceptor oversees the day-to-day work of the student. This individual helps to mentor, supervise, and direct the student's APEX. The Preceptor must be qualified to evaluate the professional performance of the student, attainment of DrPH Foundational and Concentration Competencies, learning objectives, strategies, and deliverables.

Developing competencies to be addressed in the APEX

As part of the APEX, students must develop a set of deliverables that demonstrate attainment of five (5) competencies, with at least three (3) DrPH Foundational Competencies. The remaining two (2) competencies can be Foundational or Concentration Competencies. At least 1 of the 5 competencies must be chosen from the **Leadership, Governance, Management** domain OR a concentration-specific competency related to **Leadership**. [Please use this link to view all DrPH Foundational and Concentration-specific competencies.](#) Some examples of APEX work products are included in the table below.

The APEX proposal form

All students must submit an APEX Proposal Form to document the student's proposed APEX project. The APEX project is designed to address a need of the APEX Preceptor's organization, encourage community collaboration, and strengthen core public health competencies selected by the student. The student is expected to propose two (2) work products ('deliverables') that address 5 public health competencies and that benefit the APEX agency and the student. Prior to implementation, the APEX Proposal Form is signed by the student, Preceptor, and Faculty Advisor. The Proposal Form must be approved and submitted prior to initiating the APEX.

Student log of APEX hours

The student should document their hours and activities using the Activity/Journal Log template (Appendix D). This activity log should include the number of hours involved in the work activity, the date, and description(s) of work activity.

APEX deliverables/work products

Deliverables/work products may be based on a single project or a set of related projects that demonstrate a depth of competence. Students are required to submit at least two (2) deliverables that benefit the APEX agency as well as the student. Students must also discuss with their Preceptor whether deliverables are considered proprietary (i.e., unable to be shared outside of the organization) as proprietary deliverables cannot be evaluated for the APEX. Each of the five chosen competencies (discussed above) must be listed under at least one of the deliverables, so that the two deliverables demonstrate all the chosen competencies. A competency can be listed under both deliverables.

Students must upload their two deliverables to the E-Portfolio.

Self-reflection presentation

DrPH APEX students will create and submit a five-minute presentation at the end of the APEX, reflecting on their APEX experience. The PowerPoint presentation should be recorded and submitted as a pdf with all other APEX materials. [The template for the presentation will be provided to students and can be accessed using this link.](#)

Incomplete Grades

Incomplete grades can be assigned by a course instructor when a portion of the requirements of a course have not been submitted in time to assign formal course grades and if the course instructor determines that the missing course deliverables are due to unavoidable circumstances. For a student to receive an incomplete, the following steps must be followed:

- Students should inform the course instructor as soon as they know that they will not be able to complete the course requirements.
- To request an incomplete, the student must consult with the course instructor as soon as they can and in advance of the last day of the semester, discuss the reasons for the request, and propose a timeline for completing missing course deliverables.
- If the Incomplete is agreed upon, the course instructor enters an Incomplete for the course.
- The agreed upon timelines are communicated in writing to the student to their Downstate email and with a copy to the student's faculty advisor with the following considerations in mind:
 - For DrPH APEX a student must complete all requirements within 1 year of the first day of the semester in which an incomplete is assigned.
 - If an "I" is not fully resolved within this timeframe, the course grade will be calculated based on all coursework submitted by the end of the timeframe.

- The course instructor may extend the timeline for completing the course requirements in special conditions (i.e., student leave of absence, continuing extenuating circumstances, etc.). In this case, the course instructor will send an additional email to the student, stating the amended timeline, with a copy to the chair of the department.
- Once a final grade is determined, the course instructor changes the “I” to the final assigned grade.
- To track incomplete grades each semester, the SPH Student Affairs office will send to department chairs at the end of each semester two lists.
 - The first list is for students in the concentration who have an incomplete on their record and which includes the student name and identification number, the name of course(s) with an incomplete, and the semester in which the student registered for the course in which they have an incomplete.
 - The second list is for courses affiliated with the department in which one or more students have an incomplete and which includes the names and identification number of any students with an incomplete, and the semester in which the student registered for the course in which they have an incomplete.
- A student cannot graduate until all incomplete grades are resolved.

Examples of APEx deliverables:

- Written public health curriculum
- Dashboard user guide
- Data extraction, collection & analysis Report
- Data analysis results or output
- Evaluation or evaluation plan
- Fact sheet for a priority public health audience
- Health Communications Plan
- Key informant interview summary report
- Webpage designed by the student
- Literature review
- Monitoring & evaluation tool development
- Multi-media presentation
- Policy Analysis
- PowerPoint Presentation Program/Project Management Plan Poster Presentation
- Quality Improvement Plan training guide/manual
- Manuscript development
- Revision to a manuscript or grant with a response to reviewers
- Risk assessment analysis report spreadsheet
- Standard Operating Procedures Statistical Analysis Plan
- Survey or data collection tool

Examples of linking deliverables to competencies

Deliverable: Grant proposal to fund community-based organization project

- DrPH #9: Propose human, fiscal, and other resources to achieve a strategic goal
- DrPH #10: Cultivate new resources and revenue streams to achieve a strategic goal
- DrPH #2: Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

Deliverable: Create a HIPAA compliant data storage system to collect biometric data used to evaluate a diabetes prevention program across several clinical and community sites

- DrPH #12: Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
- DrPH #5: Facilitate shared decision making through negotiation and consensus-building methods

Registration

Students must register for EPID, CHSC or EOHS 7000 Applied Practice Experience- 3 credit course (Pass/Fail) in the semester which they plan on completing their APEx.

Check-out meeting with APEx Coordinator

Students should schedule their exit interviews with the APEx Coordinator in the week prior to finalizing the E-Portfolio. All exit interviews must be completed at least one week prior to the semester end (when final grades are due).

The APEx E-Portfolio

The E-Portfolio is an electronic folder that stores all required APEx documents. Students add to and update the E-Portfolio with documents throughout their APEx. All requirements and documentation must be completed and submitted to the APEx Coordinator before the student can receive a grade for the APEx course. Below is a summary of APEx requirements.

1. **Begin searching for an APEx.** If students are unsure of how to get started, please review a list of the APEx sites and topics students have been engaged with over the years listed at the end of this handbook. In addition, students can reach out to the APEx Coordinator or their Faculty Advisor to schedule an appointment to discuss APEx ideas and ongoing opportunities offered by the School of Public Health.

2. **New APEx partner/sites must have a signed Linkage Agreement.** If there is no Linkage Agreement in place, the student or his/her advisor must inform the APEx coordinator and facilitate review and completion of Linkage Agreement. All approved and signed Linkage Agreements must be sent directly to the APEx coordinator, Samiha Hussain samiha.hussain@downstate.edu.
3. **Complete and sign an approved APEx Proposal Form.** Working with the Preceptor, the student must draft the APEx proposal form and request approval and signatures from their Faculty Advisor and Preceptor. APEx deliverables must be attainable during the length of the APEx and should be planned in collaboration with the Preceptor. The APEx Proposal Form will be reviewed by the Faculty Advisor to ensure all details of the DrPH Foundational Competencies and Concentration Competencies are listed clearly. Once the APEx Proposal Form is completed and signed, the student can begin their APEx.
4. **Register for EPID, CHS Cor EOHS 7000 Applied Practice Experience.** 3-credit course (Pass/Fail). Note: students can start accumulating hours towards their APEx once the APEx proposal is approved without registering for the course.
5. **Complete a minimum of 150 hours or more at an approved practice site.** These hours should be tracked in the APEx Activity Log/Journal, which is saved within the e-portfolio.
6. **Complete and submit a minimum of two work products/deliverables.** that strengthen at least 5 public health competencies; at least 3 competencies must be Foundational Competencies (the remainder can be concentration specific or foundational). One competency must be a leadership competency
7. **Submit a Self-Reflection Presentation.** The template for the presentation will be provided to students and can be accessed using this link.
8. **Complete the Student Competency Assessment Form.** In this form, the student is asked to evaluate their APEx experience and whether they were able to strengthen the proposed competencies that are associated with each deliverable. This evaluation form is hosted on Qualtrics and will be given to the Student by the APEx Coordinator.
9. **Complete the Faculty Advisor Competency Assessment Form.** The student's Faculty Advisor will complete an assessment of the student's level of competence reflected in the deliverables. The APEx Coordinator will send the evaluation form to the student's Faculty Advisor after they have submitted their own evaluation form and deliverables.
10. **Complete the Preceptor Evaluation Form.** The student should send the link for the Preceptor Evaluation to their Preceptor via email, copying the APEx Coordinator. It is the student's responsibility to ensure their Preceptor completes the evaluation form.
11. **Participation in a Checkout Meeting with the APEx Coordinator.** Students should schedule their exit interviews with the APEx Coordinator in the weeks prior to finalizing the E-Portfolio. All exit interviews must be completed prior to the semester end (when final grades are due).

Templates and Forms

Students will reference the following templates and forms to aid in completion of their APEX. All submissions must be typed (not handwritten). It is recommended the student review all templates and forms so they are aware of how their final submissions will be evaluated.

- Appendix A- APEX Proposal Form: This template is to be used by the student to develop an APEX proposal with guidance from the student's Faculty Advisor. The form is requested from the APEX Coordinator by email and the APEX Coordinator will create a personalized APEX e-portfolio with the students' forms/ templates via Outlook One Drive.
- Appendix B- Preceptor Evaluation Form: This form is to be completed by the APEX Preceptor and uploaded via One Drive to the student's personal APEX e-portfolio complete with the Preceptor's signature. The APEX Coordinator will send the link to this evaluation to the student to send to their Preceptor towards the end of the student's APEX.
- Appendix C- Student Competency Assessment Form: This form is to be completed and signed by the student at the end of the APEX. The APEX Coordinator will send the link to this evaluation to the student towards the end of the student's APEX.
- Appendix D- Faculty Advisor Competency Assessment Form: This form is to be completed and signed by the student's Faculty Advisor at the end of the APEX. The APEX Coordinator will send the link to this evaluation to the Faculty Advisor when the student has submitted their two deliverables.
- Appendix E- Applied Practice Experience Activity Log/Journal: This template is to be used by the student to track their APEX activity dates and hours, as well as details about their APEX accomplishments and reflections. The APEX Activity/Journal log should be updated weekly. Final APEX Activity Log/Journals will be submitted to the student's APEX e-portfolio with the Student Competency Assessment Form at the end of the student's APEX. This document can be found in the APEX e-portfolio.

Frequently Asked Questions

Please see below for frequently asked questions students have regarding the APEX.

Can an SPH faculty member serve as my Preceptor?

Field Preceptors are professionals outside of the SPH Faculty. Students may work on projects headed by faculty, but the projects should be done in partnership with community organizations or external field partners. The products produced by students should be related to the needs of the overall collaborative project as well as partner organizations, groups, or institutions. Students can work on applied public health research conducted by other SUNY Downstate Health Science University (DHSU) Departments or Schools; in this situation, to the extent possible, Preceptors from the other SUNY DHSU Department/School should be identified.

What if I have problems working with my APEx Preceptor?

The SPH Associate Dean for Community Engagement can assist students should issues arise with their Preceptor. Students should submit all requests to the APEx Coordinator samiha.hussain@downstate.edu including the student's full name, student's phone number, Preceptor's full name, email address, phone number, whether there was another individual providing supervision on the APEx project, and description of the issue. The APEx Coordinator will follow-up within 24-48 business hours via phone or email to discuss the issue and assist in resolving.

Can the APEx requirement be waived?

We recognized that many doctoral students have significant public health experience. However, exemptions are not granted for the APEx. The APEx is a supervised experience based upon the application of doctoral level competencies gained while enrolled at the SPH. While important to professional development, a student's work experience prior to enrolling in graduate school at the SUNY Downstate School of Public Health was not guided by the knowledge gained in coursework at the SPH. Therefore, prior work experience does not substitute for the APEx requirement.

Can I use an experience prior to enrollment in the DrPH program as an APEx?

Students are not allowed to begin an APEx until they have completed at least 15-credit hours of coursework, all foundational and/or concentration-specific DrPH courses, after enrolling at the SPH. In an APEx, students are expected to practice graduate level competencies (i.e., the knowledge and skills) that they have acquired through a minimum of 15-credit hours of coursework in a professional public health environment.

Can the work that I developed in the APEx also be a part of my DrPH dissertation?

Work completed for the APEx can inform the proposal and dissertation, but an APEx deliverable cannot be used in the written dissertation product.

Can I be registered in APEx concurrently in the semester in which I am taking my qualifying examination?

Students must complete the APEx, all required core, concentration, and elective courses, and achieve a minimum GPA of 3.0 before taking the Qualifying Examination. Please refer to the SPH Doctoral Program Handbook for more details.

Can I complete my APEX at my current place of employment?

Students can complete an APEX at their current place of employment, but the APEX opportunity must extend beyond their regular work duties. Work supervisors cannot serve as Preceptors. Students should identify a professional outside of their direct supervisor to serve as Preceptor for their APEX. If a student is unsure about whether their current worksite is an appropriate setting for their APEX, they should contact their APEX Coordinator.

Can I complete more than one project in fulfillment of the APEX?

Yes. As long as students complete all the required components of an APEX, they may submit up to two (2) deliverables from two different APEX projects (which may require two different Preceptors), that can ensure a meaningful practical experience for students as well as the community partner. Completion of two projects require duplicating some of the forms, such as Preceptor approvals and evaluations.

Can I collaborate with other students in the development of APEX deliverables?

If a student collaborates with other students or individuals on any deliverable, they must include the supporting documents that validate their individual performance (e.g., peer evaluations). If a peer evaluation is not available, they may submit supporting documentation identifying their specific contributions to the APEX project including list of the sections or pages they drafted for each deliverable and/or other tasks for which they were directly responsible.

Can I be paid for the work that I am doing as part of my APEX?

The APEX can be paid or volunteer (unpaid) experience. The experience must offer the opportunity for students to demonstrate competency attainment and align with the student's career goals.

What if I do not complete my APEX in the semester I registered?

We strongly encourage students to register for the APEX in the semester in which they anticipate completing APEX requirements, but we understand there is a possibility that the 150 hours may not be completed at the end of the semester. In this case, the APEX may be extended into the subsequent semester with no tuition penalties.

Does the APEX show up on my transcript?

The APEX does appear on the transcript. The grade for the APEX course (EPID 7000, CHSC 7000, or EOHS 7000) is a "P" (pass) or "F" (fail).

Sample APEx projects

- Evaluate the medical and social needs of pregnant and postpartum women in central Brooklyn.
- Central Brooklyn Diabetes Project research assistant.
- Developing a prepared, culturally competent, and diverse healthcare workforce
- Caribbean Women's Health Association Intern
- Task Force Intern on community gardens organization and funding opportunities.
- 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 New York City Department of Health department to design and implement student internship experiences.
- Investigation of Work-Related Stress in Nurse Union/Association.
- Performance Evaluation of the Cancer Prevention Outreach Program.
- Facilitate an evaluation design for a non-profit 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.
- Intern with a local service agency, such as Men Stopping Violence, Feminist Women's Health Center, Caminar Latino, Women's Resource Center to End Domestic Violence.
- Serve in an active capacity on the board of directors of a nonprofit that promotes health at the community level or beyond.
- 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 a health-related piece of 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 a new collaborative partner/partnership for your organization and demonstrate how this will serve public health interests.
- Assist a public health agency perform a data analysis to determine the training needs of the 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 and a participant recruitment video for the 2013 National HIV Behavioral Surveillance (NHBS) project
- Complete a descriptive analysis of Shiga toxin-producing E. coli in Georgia as well as assisted with outbreak investigations.
- Assist in the development and planning of a statewide annual report on sexually transmitted diseases.
- Develop a healthy vending machine initiative as well as supported activities of the various community health coalitions.
- Analyze community needs assessment data and compile a report on health disparities for a county health department.
- 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 the agency for their healthy childhood weight campaign.
- Revise and standardize the existing health and wellness curriculum for the agency.
- Develop, implement, and evaluate a health and nutrition curriculum for K-12 students in the summer reading program.
- Support the work of three community initiatives by creating promotional materials, coalition building and developing a final report.
- Coordinate volunteers working with the Clarkston Farmers Market and assisted in the work of the Food Security Initiative.
- Assist with the planning and implementation of county-wide, summer “Safety Safari Camps.”
- Serve as research coordinator and mentor for the Pathways to Med School program.
- Assist with the development and implementation of the Food and Feed Rapid Response Team program.
- Develop supplemental curriculum materials to reinforce safety and injury prevention messages among students in grades 1-6.



I. INSTRUCTIONS

The APEX presents a valuable opportunity for students to apply the didactic knowledge gained in MPH coursework to a real-world public health issue. Students are eligible for the APEX after completing 15 DrPH credits. Students are expected to work closely with their preceptor and faculty advisor to ensure the APEX benefits the practice site and complies with requirements. As such, the following information outlines expectations, roles, and responsibilities of each participant.

II. STUDENT INFORMATION

Student Name:	
Student ID #:	
Downstate E-Mail Address:	
Concentration:	
Student Contact Number:	

III. ACADEMIC FACULTY ADVISOR INFORMATION

Advisor's Name:	
Advisor's Email:	

IV. APEX SITE INFORMATION

Organization Name:	
Department:	
Address:	
Phone Number:	

V. PRECEPTOR INFORMATION

Preceptor Name:	
Preceptor's Title:	
Preceptor's E-Mail Address:	
Preceptor's Number:	
Preceptor's Role:	



VI. APEX PROPOSAL

Choose five (5) competencies total and the two (2) work products that will be created which demonstrate mastery of that competency/competencies. One competency **MUST** be a leadership competency. Provide contextual details about how the product fits into the overall project goal. Each work product can correlate with 2-3 of the chosen competencies. It is also acceptable for a final work product to relate to more than one competency; however, the described association between the competency and final product must be unique.

APEX Project Title (approx. 1 sentence)	
Brief Summary of Proposed Project, including student's role (approx. 3-5 sentences)	
APEX Competencies- at least five (5) total; at least three (3) must be foundational. Remaining two can be foundational or concentration- specific. One (1) must be a leadership competency.	

Proposed Work Product #1:	Proposed Work Product #2
Competency 1:	Competency 1:
Competency 2:	Competency 2:
Competency 3:	Competency 3:
Competency 4:	Competency 4:
Competency 5:	Competency 5:

VII. LOGISTICS OF THE APEX

APEX Est. Start Date (mm/dd/yy):	
APEX Est. End Date (mm/dd/yy)	
Will this APEX be paid by the organization/agency?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, please provide stipend amount:	

How did you find this APEX?	Faculty Member Searchable Database r Self-Search	Another Student Othe
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VIII. STUDENT, PRECEPTOR AND FACULTY ADVISOR SIGNATURES

The student, APEX Preceptor, and Faculty Advisor confirm by signing below that they have reviewed and approved the content of this proposal form.

Student Signature and date:	
APEX Preceptor Signature and date:	
Faculty Advisor Signature and date:	



DrPH Foundational Competencies (20 Total):

Leadership, Management & Governance

1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
3. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
4. Create a strategic plan
5. Facilitate shared decision making through negotiation and consensus-building methods
6. Create organizational change strategies
7. Propose strategies to promote inclusion and equity within public health programs, policies and systems
8. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
9. Propose human, fiscal, and other resources to achieve a strategic goal
10. Cultivate new resources and revenue streams to achieve a strategic goal

Data and Analysis

11. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
12. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
13. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Policy and Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health



Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

[Click here for a complete list DrPH Foundational Competencies and Concentration](#)

Appendix B: Sample of the Site Preceptor Assessment Form

Please view the following sample of the Site Preceptor Assessment Form to inform your understanding of how you will be assessed by your Preceptor. The Site Preceptor Assessment Form will be sent as a link for you to send to your Preceptor along with the titles of your work products, and your 5 MPH competencies.

Please rate the student according to the following numerical scale:

	1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent				
	1	2	3	4	5
Initiative: Degree to which the student can be relied upon to do the job without close supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job knowledge: Appropriate background knowledge of job-related behaviors, techniques, skills, and procedures to perform effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application: Application of formal educational preparation to the practice setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics: Degree to which student acts ethically and fairly in the professional environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation/Teamwork: Willingness to work harmoniously with others in getting the job done. Readiness to observe and conform to the policies of the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability: Compliance with directions and instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

List Second Work Product

Please rate the student's second work product according to the following numerical scale:

	1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent				
	1	2	3	4	5
Utility: Degree to which you find the deliverable useful and whether you will refer to it and use it in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completeness: Degree to which the deliverable reflects the content that was agreed upon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeal: Degree to which deliverable is easy to understand and its content is well-organized and appealing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments:

List First Work Product

Please rate the student's first work product according to the following numerical scale:

	1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent				
	1	2	3	4	5
Utility: Degree to which you find the deliverable useful and whether you will refer to it and use it in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completeness: Degree to which the deliverable reflects the content that was agreed upon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeal: Degree to which deliverable is easy to understand and its content is well-organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²Please list the student's MPH/DrPH competencies from as written on the student's APEx Proposal Form:

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Please select any skills or competencies that you would like future student interns to have:

- Grant Writing
- Financial Planning/Budgeting
- Community Engagement
- Project Management
- Program Planning
- Program Implementation
- Program Evaluation
- Survey Design and Data Collection
- Qualitative Data Collection
- Quality Improvement (QI) Initiatives
- Proficiency in Statistical Software (Please specify which program/s)
- Other

Appendix C: Student Competency Assessment Form

Please view the following sample of the Student Competency Assessment Form to inform your understanding of how you will assess your deliverables/ work products. The Student Competency Assessment Form will be sent as a link to your email towards the end of your APEX.

First Work Product:

Description of First Work Product:

List Corresponding Competency/Competencies

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Please evaluate how your first work product allowed you to strengthen each of your competencies in your selected MPH competency listed above. Rate 1-5 (1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent)

	1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent				
	1	2	3	4	5
Competency 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Second Work Product:

Description of Second Work Product:

List Corresponding Competency/Competencies

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Please evaluate how your second work product allowed you to strengthen each of your competencies in your selected MPH competency listed above. Rate 1-5 (1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent)

	1=Unsatisfactory, 2=Needs Improvement, 3=Satisfactory, 4=Above Average, 5=Excellent				
	1	2	3	4	5
Competency 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

Appendix D: Faculty Advisor Competency Assessment Form

Please view the following sample of the Faculty Advisor Assessment Form to inform your understanding of how your deliverables will be assessed by your Faculty Advisor. The Faculty Advisor Assessment Form will be sent as a link to your Faculty Advisor by the APEX Coordinator once your deliverables have been submitted to your e-portfolio.

Please refer to the section "First Work Product" on the completed Student Competency Form

Do you agree with the student's evaluation of the level of competence, reflected in in their first deliverable, in their selected Public Health competency areas?

Yes

No

If there is a disagreement with the student's evaluation of the level of competence, reflected in their first deliverable, in their selected Public Health competency areas, please explain below

Please refer to the section "Second Work Product" on the completed Student Competency Form

Do you agree with the student's evaluation of the level of competence, reflected in in their second deliverable, in their selected Public Health competency areas?

Yes

No

If there is a disagreement with the student's evaluation of the level of competence, reflected in their second deliverable, in their selected Public Health competency areas, please explain below

Additional Comments

Date

Advisor's Signature

x SIGN HERE

clear

Appendix E: Sample of the APEx Activity Log/Journal

Please view the following sample of the APEx Activity Log/Journal to inform your understanding of how you will track your hours and activities over the course of your APEx. The APEx Activity Log/Journal can be found in your APEx e- portfolio. If you need an e-portfolio, please contact the APEx Coordinator.

C2											
	A	B	C	D	E	F	G	H	I	J	
1	Name of Student:										
2	Student E-Mail:										
3	Semester/Year of APEx:										
4	Submission Date:										
5											
6	Instructions: Track your hours and activities using the table below. Your final APEx Activity/Journal Log is to be uploaded as an appendix in your APEx e-portfolio (final APEx forms submitted without the APEx Activity/Journal log will not be reviewed and approved).										
7	Date	On-Site Hours	Off-Site Hours	Total Hours	Brief Description of Activities and Reflection						
8											
9											
10											
11											
12											