



**UNIVERSITY OF
GEORGIA**

College of Public Health
Health Policy & Management

*Doctor of Public Health -
Gwinnett Campus*

**Doctor of Public Health (DrPH)
Applied Practice Experience
(PBHL 9560)
Student Manual**

Doctor of Public Health Applied Practice Experience (APE) Student Manual

Program Rationale

Practical knowledge and skills are essential to become successful public health professionals. As professional degree students, most students are likely to have significant practice experience and the program will provide the opportunity to develop skills further. Through coursework of the program, students will learn public health concepts and approaches and the APE will demonstrate the application of these concepts through working on carefully designed public health projects and programs.

Doctor of Public Health students are expected to engage in one or more applied practice experiences in which they are required to complete at least one project that is meaningful for an organization and to advance public health practice skills. The Applied Practice Experience provides students an opportunity to apply the knowledge and skills acquired through their coursework and further develop and demonstrate attainment of program competencies.

The Doctor of Public Health Applied Practice Experience (PBHL 9560) is designed to provide an opportunity for students to apply key elements of policy, management, leadership and program analysis to an organization or institution engaged in public health implementation. The Public Health Applied Practice Experience also serves to emphasize the linkages between practice and research, and the value of integrating these through the application of rigorous academic principles to improve both policy and practice. The program of study and the Applied Practice Experience are designed to contribute to the basic objective of providing opportunities for the student to develop the competencies and skills necessary in the field of public health.

Applied Practice Experience Goals

Through the APE, student should be able to:

- Develop an understanding of the structure and functions of the participating public health agency.
- Learn to collaborate effectively with existing staff members and administrators of the agency or practice site for completing the public health project(s).
- Develop a practice experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student.
- Gain an understanding of the process of multi-program coordination while working on the APE project(s).
- Utilize applied research and data gathering techniques as they apply to public health.
- Gain an understanding of the leadership role in public health organizations.
- Apply and integrate the didactic DrPH curriculum content in public health project.

Components of the Applied Practice Experience

Each Applied Practice Experience placement should have the following components:

- An opportunity to work closely with a practicing professional who is functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization. This professional will be appointed as a preceptor in the DrPH Program in the College of Public Health.
- To successfully complete the project and to ensure that the project is relevant for the organization, students should meet, discuss, collaborate with managers, decision-makers and other personnel of the organization. Personnel met in the process of developing and completing the project should be documented (such as meetings with medical staff, administrators, health educators, epidemiologists, environmentalists and other professionals). In this way, a student gains a wide perspective about the types of issues, concerns, and processes that occur in the provision of public health.
- The student should select one or more specific projects relevant for the practice site entity to carry out as part of the Applied Practice Experience. The projects should be designed so that the student has principal responsibility, perhaps working with others in the organization, and the result should be a product, written or otherwise, that is of value to the organization. The number and types of projects performed by the student are left to the discretion of the preceptor in recognition of the agency's needs, time constraints, and the student's interests and capabilities.
- The student should meet with the preceptor and academic advisor and discuss various aspects of the selected project to better understand the complexities the organization faces in the development and implementation of a project.
- The student should undertake any other activities that the preceptor may assign, and which have mutual benefit thus further exposing the student to the organization, the needs of the organization and the complexities of its working environment.
- The student develops an understanding of the organizational context within which public health activities are conducted.
- The student meets regularly with the preceptor who guides the student. Upon the completion of the practice experience, the preceptor provides an evaluation of the student's project work based on the understanding and implementation of the core functions and essential services of public health.

Applied Practice Experience Prerequisites

The Applied Practice Experience is a requirement for all DrPH students and must be completed. **Waivers will not be granted for the Practice requirement and placements cannot be counted retroactively.** In general, the student will arrange for the experience to be completed during one semester for **three credit hours**. Students are considered eligible to begin the Applied Practice Experience if they satisfy the following conditions:

1. Been in good academic standing as outlined by the Doctor of PublicHealth program and Graduate school with a GPA of 3.0 or better in all courses.
2. Have demonstrated professionalism during coursework.
3. Completed at least two semesters in the DrPH program and completed all core courses with a grade B or better in each course.
4. Completed Applied Practice Experience Advisement and received approval from the Academic Advisor/DrPH Coordinator.

Selecting an Organization

The APE can take place in a variety of agencies or organizations such as local and state public health agencies, private agency, voluntary organizations, professional organizations, insurance agencies, etc. A vital part of the student experience will be finding a qualified site preceptor who is a public health professional. Students will work closely with the site preceptor to plan a practice experience that is mutually beneficial to the student and to the site. Additionally, students will work with the Doctor of Public Health Coordinator to develop well-defined learning objectives to be accomplished during the experience.

The DrPH Practice Coordinator will work with the student to identify and arrange field sites that meet the specific needs of individual students in terms of their own career interests and identities. The student's own work setting may be used; however, the selected project must not be in the realm of the day-to-day work responsibilities of the student. Students should select an organization or institution that will provide them with new learning and practical experiences.

In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. **Please be aware that sites external to the University may have policies that require criminal background inquiries and/or drug tests in order to participate in a practice experience. Cost associated with those policies are the responsibility of the student.**

For International Placements

Students should begin communications with the DrPH Practice Coordinator, DrPH Program Coordinator and the Site Preceptor (if known) at least two semesters prior to the Applied Practice Experience semester period. Students should consider the following:

- The DrPH Program Coordinator, DrPH Practice Coordinator and Site Preceptor should be in communication at least one semester prior to the placement or scheduled start of the practice experience.
- Although not a requirement, it is advisable that students travel to a site that has a prior University of Georgia partnership. Courses, trainings or meetings may be required prior to the beginning of the international practice experience.
- Each student is responsible for completing all requirements of the Office of Global Engagement and must register for the associated courses in addition to the PBHL 9560 course. Office of Global Engagement Contact Information: Colleen Larson, Global Education Advisor, clarson@uga.edu

Organization Criteria and Requirements

- The site provides a model for public health practice that reflects the mission and curricula of the College of Public Health. The organization has an understanding of the educational needs of students, including the need to provide information and access to personnel for successful development and completion of the project.
- The mission/objective of the organization/site includes improving health of the population.
- The site is willing to provide all support, including information about organizational structure and decision-making, types of projects the entity would like to develop. The site will also provide access to personnel of the organization for identifying and conceptualizing project ideas.
- The environment of the site is safe for the student's practice experience.
- The site has an available preceptor who is qualified and available to provide guidance to the student.
- Availability of other public health practitioners at the site.
- The site demonstrates an appropriateness of experience as it relates to career goals and the student's area of concentration.

When selecting an organization, effective training principles must be followed to ensure sound educational experiences. The following principles are starting points for planning sound practical training. In choosing a site, students should consider the following principles:

- Practice experience for an individual student must be planned in terms of his/her abilities and needs and interests as an integral part of the total training experiences.
- The student must be an active participant in planning his/her practice experience making sure that their projects and activities are a quality contribution to the agency.
- The APE project(s) developed by the student should meet real needs of the agency based on the mission, goals and objectives of the entity. The student should be given access to relevant data and information as well as personnel to complete the work.
- Based upon prior experience and education, students will interact with senior administrator or decision-maker of the organization during the experience.
- Applied Practice Experience training must be under the guidance and supervision of an individual in the practice site who is able to enhance public health learning experience in the entity and who is professionally competent in public health program development and/or implementation.
- The agency provides experiential learning to improve student competencies. A wide range of organizations and agencies can provide a valuable Applied Practice Experience for the DrPH student. Relevant organizations include governmental, non-governmental, non-profit, industrial, or for-profit settings.

Examples of Sites

- Federal Agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, Environmental Protection Agency
- State, County or City Health Departments
- Other State and Local Health and Social Service Agencies
- Managed Care Organizations
- Insurance Companies
- Neighborhood Health Centers and Community Clinics
- Hospitals (Public, Nonprofit, For Profit, Psychiatric, Rehabilitation)
- Community Mental Health Centers
- Consulting Companies
- Industrial Settings
- Multi-Specialty Medical Practices
- International Sites

Selecting a Site Preceptor

A vital part of the Public Health Applied Practice Experience will be finding a qualified site preceptor who is a public health professional. Students will work closely with the site preceptor to plan a Practice experience that is mutually beneficial to the student and to the site. Additionally, students will work with the DrPH Program Coordinator and Site Preceptor to develop well-defined learning objectives to be accomplished during the practice experience. Students will have the opportunity to evaluate the APE and in turn, the site preceptor will have the opportunity to evaluate the quality of student's work.

Selecting a Topic for the Public Health Applied Practice Experience

The Applied Practice Experience is not a research project, although it may involve conducting a study related to management, implementation, or systems functioning in the organization or institution. When the experience does involve research, it should be carefully linked to both the objectives of the APE laid out in the proposal and to the competencies worksheet developed.

The work product may be a single project or a set of related projects that demonstrate depth of competence. It may be a discrete experience or integrated into program coursework. The Applied Practice Experience project proposal must be approved, in advance, by the Doctor of Public Health Program Coordinator and Practice Coordinator.

To help understand what constitutes an appropriate Applied Practice Experience topic, several past Applied Practice Experience topics are available from the program coordinator as guidance. Students should also use the DrPH Competency Self-Assessment as a guide when choosing a topic with possible preceptors.

Applied Practice Experience Placement Process

As a part of the protocol for any student entering the field, two steps must be completed. In order to ensure successful placement, the **pre-placement** steps must be completed before the Midpoint of the semester prior to placement. In order to ensure that assessment takes place, **post-placement** steps must be followed when the student start the APE activities.

Pre-Placement

1. Review DrPH Applied Practice Experience Manual to understand the policies, procedures and practices of the APE.
2. Discuss with DrPH Program Coordinator to identify an academic advisor.
3. Make an advisement appointment with both departmental advisor and Practice Coordinator and attend one Applied Practice Experience Briefing no later than the beginning of the semester before the start of APE work.
4. Complete the *DrPH Proposal and Approval Form*. This paperwork will serve as the student's Syllabus for their specific placement. Each placement is different, **and it is the responsibility of the student to design his/her own syllabus via the *Proposal and Approval Form* after consulting with the site supervisor and the academic advisor.**
5. Complete the Memorandum of Understanding (*MOU*) with the site if necessary.
6. Submit the *Proposal and Approval Form*, *Applied Learning Agreement* and *Release of Records* forms. All forms must have appropriate signatures prior to submission.
7. Attend Practice Experience briefing (attendance is mandatory for registration of PBHL9560 to occur).
8. Institutional Review Board (IRB) Approval, if needed. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc.), and intends on publishing his/her work in any point, she/he must receive approval from the UGA IRB office. The student will need to complete the CITI training through the website: www.ovpr.uga.edu/compliance/hso/training/. Students should check with the DrPH Program Coordinator immediately upon starting the APE project to determine if IRB approval will be needed; these approvals can take weeks, and therefore it is recommended to begin this process early to avoid a delay in completing the project(s).

Post Placement

Students must ensure that several evaluation components are met. All evaluation forms can be found on the CPH website, and in the Appendices below:

Midpoint Evaluation

Midterm Evaluation is completed, signed, and then submitted to the Practice Coordinator by the midpoint of the semester (Fall semester- October; Spring semester- March; Summer semester- June).

Final Evaluation

Required Documents and Forms

- Midterm Preceptor Evaluation Form
- Final Written Report
- Organizational Report
- Applied Practice Experience Presentation
- Final Preceptor Evaluation Form
- Student Exit Evaluation Form

Agency or Site policies and procedures

The student is responsible for abiding by the policies and procedures of the agency or site in which they are completing their applied practice experience. This includes all HR policies such as background checks, drug screens and orientations. Adherence to HIPPA policies is especially important. **If the student fails a drug screen or a background check, the student should make an additional attempt to find another placement. It is the responsibility of the student to find a site where the APE can be completed. Failure to find a relevant APE site will imply failure to complete a required component of the degree program.**

Professional Liability Insurance

Some sites will require students to purchase professional liability insurance before beginning to work with them in their Applied Practice Experiences. If the student is an employee of the site, the student is usually covered as part of employment. It is the student's responsibility to check with the site to determine if such coverage is needed. Students can purchase their own liability coverage and use the insurance company of their choice.

Examples of companies used are:

- Healthcare Providers Services Organization – www.hpsso.com
- MARSH – www.proliability.com

IMPORTANT: In order to ensure coverage, the student **MUST** select a profession from the list of “covered” professions provided by the company of choice. Several public health professions are not specifically listed (i.e., epidemiology, biostatistics, etc.), however students should choose the profession that is closest to what they will be doing.

*Costs may vary between \$20-50 a year; therefore, it is recommended that students research their own coverage options prior to placement.

Deadlines

The deadline for submitting the DrPH Applied Practice Experience Proposal and Approval Form is the midpoint of the semester before entering into the placement. Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the actual date in a particular semester. No approvals will be granted past the deadline.

<http://www.uga.edu/gradschool/academics/calendars.html>

Changes or revisions to signed proposals

Any changes or revisions to the Applied Practice Experience proposal, either to the preceptor, projects, objectives or competencies must be communicated to the Practice Coordinator and DrPH Program Coordinator as soon as possible.

New Memorandum of Understanding (MOU) Requests

Students wishing to do the APE at a site that requires an official MOU, students should check with the Practice Coordinator if an MOU with UGA already exists. If new MOU is needed, student can request initiation of the MOU process with the site. Since this process can take up to 12 weeks to complete, students should start the process as soon as possible. No new MOUs will be processed after the Mid-point of the semester.

Applied Practice Experience Timeline

Table 1: Applied Practice Experience Timeline

Two Semesters Before	Semester Before	During APE
Advisement with Practice Coordinator and department advisor	Site Selection	Midpoint Evaluation
	Practice Proposal and Approval Documents	Final Evaluations
		Final and Organizational Reports
		Presentation
MOU Agreements for international placements	New MOU initiation for Domestic placements (no later than mid-point of this semester)	

Public Health Applied Practice Experience Proposal

When students have identified an APE location, know the name and contact information for their field preceptor, and have a drafted proposal, they must make an appointment with the Doctor of Public Health Program Coordinator and the DrPH Practice Coordinator to seek approval for their proposed Applied Practice Experience.

The Applied Practice Experience proposal should include the details of the experience, including:

- Learning objectives describing the specific competencies (*including at least one leadership competency*) that the student hope to enhance during the Applied Practice Experience and explaining how the Applied Practice Experience will address them.
- A detailed timeline describing the important milestones including submission of project idea(s) to the preceptor for review and comments, a date for the midpoint review, and date of submission of final report, etc.
- A description of the Applied Practice Experience tasks, responsibilities, deliverables and expectations. For example:
 - Program evaluation
 - Cost effectiveness study of a program
 - Quality improvement plan
 - Analysis of current organizational guidelines
 - Proposal for implementation of program based on a recent evaluation

All of this information should be included in the project proposal which must be signed by the DrPH Program Coordinator, Field Preceptor, and the DrPH Practice Coordinator. Students will be responsible for having the proposal signed by all three individuals prior to the start date of the Applied Practice Experience. Students should keep a copy of the proposal and all other Applied Practice Experience documents for their record.

Linking the Applied Practice Experience to DrPH Foundational Competencies

In conjunction with the Program Coordinator and the Field Preceptor, students will assess the leadership competencies at the time they initiate the Applied Practice Experience in relation to the broader DrPH Foundational Competencies. Based on this comparison they will develop a list they wish to develop/enhance in their Applied Practice Experience and include in their proposal.

Field Experience Midterm Evaluation

Students will be required to complete a midpoint review with their Field Preceptor and are responsible for scheduling a time for the review to take place. The first step of the midpoint review is to meet with the Field preceptor and use the learning objectives and timeline they developed for the Proposal to guide the discussion. Students should discuss with their field preceptor their progress to date, determine whether or not their future activities and timeline need to be adjusted, and make alterations to their Proposal if needed.

For the second part of the midpoint review, students should submit an update to the DrPH Program Coordinator and DrPH Practice Coordinator on their progress. The update should include (1-2 pages):

- Written description of the student's activities to date
- Progress on accomplishing student learning objectives
- Changes to activities/timeline based on the midpoint review with the field preceptor

Reflections on Leadership, Management, and Policy Analysis

By the time the students complete their Applied Practice Experience, they should have completed Policy Evaluation, Leadership in Public Health, Economic Evaluation Methods, Research Methods and Management of Public Health Organizations. These skills provide students with the ability to examine organizations and institutions critically and analytically.

The Applied Practice Experience is an opportunity to apply those skills in a practice environment with discussion and collaboration with a health entity. Using observations, qualitative methods, and quantitative methods students can conduct needs assessments, leadership assessments, evaluations, or policy analyses. Students should also reflect on their own strengths and weaknesses, in addition to how the Applied Practice Experience further enhanced their public health knowledge. The results of this reflection and analysis should be incorporated in the final written report and presentation.

Final Applied Practice Experience Assessment

The student will be assigned a grade of “Satisfactory” or “Unsatisfactory” upon completion of the Public Health Applied Practice Experience. The APE grade is comprised of the project deliverables, Final Written Report, Organizational Report, Midterm and Final Evaluations, Final Applied Practice Experience Presentation. All materials must be submitted to the DrPH Program Coordinator by the final day of classes for the semester of the field placement.

Final Products

Students undertaking the APE are expected to complete the following:

Final Written Report:

The final written report (6-8 double-spaced page) should be planned and developed in conjunction with students’ field preceptor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the APE, a case study of the development or impact of a public health policy, an examination of the role and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Coordinator and the Field Preceptor.

Organizational Report:

This report of 6-8 double-spaced pages should evaluate the effectiveness and efficiency of the organization selected for APE and how the application of management and organizational principles can improve organizational function and service delivery. What are the organization’s barriers to better performance?

APE Presentation:

Students must deliver a presentation on the project as well as challenges to leadership in the organization selected for the APE.

Applied Practice Experience Leadership Self-Assessment

Students must submit a detailed self-assessment reporting on how their field experience and classroom preparation have improved their leadership competencies. Reflections on their APE must provide a description of how students met their leadership competency learning objectives through specific deliverables, ongoing projects, and/or collaborative work with the organization.

Field Preceptor Evaluation

Preceptor of the APE should submit a written evaluation of students’ performance to the DrPH Program Coordinator and the DrPH Practice Coordinator.

At the end of the APE, if students have committed to delivering any products to the organization, they should be delivered as complete and in a form that is acceptable to the organization.

DrPH Applied Practice Experience Checklist

1. _____ Identify APE organization and preceptor/ field supervisor
2. _____ Determine your role/s and functions during the practicum
3. _____ Draft learning objectives and APE Proposal details
4. _____ Meet with the DrPH Program Coordinator to discuss APE Proposal
5. _____ Complete APE Proposal and submit to DrPH Program Coordinator
6. _____ Register for PBHL 9560: Public Health Residency
7. _____ Conduct Midpoint Review
8. _____ Send updates from the Midpoint Review to DrPH Program Coordinator
9. _____ Schedule Final APE presentation
10. _____ Submit Written Report
11. _____ Submit Organizational Report
12. _____ Submit Final APE Leadership Self-Assessment
13. _____ Complete Field Supervisor/preceptor evaluation

Responsibilities of APE supervisors, academic advisors and program coordinators

DrPH Program Coordinator/Academic Advisor Responsibilities

The Doctor of Public Health Program Coordinator Academic Advisor will:

1. Assist the student in finding a suitable site of their choice.
2. Ensure the student is being placed in an appropriate site.
3. Approve the student's proposal.
4. Ensure that the student has appropriate IRB approval if needed.
5. Supervise the internship.
6. Grade the internship.

DrPH Practice Coordinator Responsibilities

Doctor of Public Health Practice Coordinator will:

1. Assist the student in finding a suitable Practice site of their choice.
2. Ensure the student is being placed in an appropriate site.
3. Route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office and CPH Dean for signatures if needed.
4. Approve the student's proposal.
5. Clear the student to register for PBHL9560.
6. Maintain a tracking system for student performance.

Site Preceptor Responsibilities

The site preceptor will:

1. Meet and interview students for APE and discuss specific projects with the student.
2. If the student is selected, negotiate with the student a proposal for an acceptable experience. The proposal form is to be completed by the student and signed by the site preceptor. The student will submit the proposal with appropriate learning objectives to their site preceptor, departmental advisor and DrPH Practice

Coordinator for final approval. The proposal should be as specific as possible as to the nature of the project. This proposal form must be submitted to the DrPH Practice Coordinator by the midpoint of the previous semester and approved by the DrPH Practice Coordinator before the student may begin the Practice experience.

3. Define and arrange mechanism for collaboration of the student with other relevant personnel of the organization.
4. Provide a general orientation to the organization at the beginning of the experience.
5. Be available, on an appointment basis if necessary, to provide guidance to the student on specific issues. Meeting with the student regularly to discuss progress, problems, and insights will benefit the student in his/her practical learning process.
6. Contact the DrPH Practice Coordinator if problems arise with the involvement of the student in the APE and/or if it is determined that the student should not continue the APE with the organization.
7. Complete all evaluations for the student's record including:
 - a. the midterm evaluation (student will provide)
 - b. the final evaluation form (student will provide)

Doctor of Public Health Foundational Competencies

The DrPH is designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. These individuals are able to convene diverse partners; communicate to effect change across a range of sectors; synthesize and translate findings; and generate practice-based evidence that advance programs, policies, services and/or systems addressing population health. The competencies defined by the Council on Education for Public Health (CEPH) are:

Data & Analysis

1. 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.
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
3. 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

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problem
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & 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 interpersonal 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

Frequently Asked Questions

Q: What is a Learning Objective?

A: A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

1. A description of what the student will be able to do
2. The conditions under which the student will perform the task.
3. The criteria for evaluating student performance.

Competency: Planning effective health education program

Objective: Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool for planning sexual violence prevention programs.

Competency: Apply epidemiologic methods to the measurement of disease rates.

Objective: Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at-risk populations in 3 health districts.

Tips for Writing Learning Objectives

Learning objectives form the basis of the Public Health Applied Practice Experience Proposal and represent measurable statements of the results the student and field preceptor wish to achieve. A learning objective is a concise statement of a change in competency, skill, knowledge, or understanding the student plans to gain. Learning objectives should be specific, reasonable, obtainable, and possible to complete within a particular timeframe. Learning objectives are written generally in the present tense and use action verbs that describe how learning will be demonstrated. They give insight to why the student is doing the Applied Practice Experience. It is important to define the level of mastery that will be obtained when defining the outcome, e.g., identifying an issue vs. analyzing the issue, listing problems vs. evaluating problems. Clearly defined learning objectives are the foundation of a strong and successful Applied Practice Experience. The methods and activities should then describe the detail of the student's work and how the learning objectives will be obtained.

Q: What if I fail my APE?

A: A student may fail the Practice several reasons, including:

- Incomplete or insufficient work on the deliverable.
- Violation of rules or policies of the Practice site. e.g., failure to submit documents in a timely manner.
- Failure to communicate effectively and not being responsive to the requests of the preceptor of the APE site.
- If the problem associated with failing is serious, it may be a cause for dismissal from the Doctor of Public Health Program.
- If the problem is less serious and there are paths to correcting the behavior, the student will have one more opportunity to do another APE in a different organization.
- The student must first meet with their Doctor of Public Health Program Coordinator and the DrPH Practice Coordinator to discuss the causes of the failure and develop a plan of action.
- The plan of action may include taking additional courses, taking a semester off, completing the placement in a different site, etc.

STUDENT APPLIED PRACTICE EXPERIENCE AGREEMENT

In consideration for participating in an applied practice experience (hereinafter referred to as the "APE") at any Facility where I may participate in such an APE (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility or organization when in the Facility.
2. To be in meetings and discussions on time and to follow all established regulations of the Facility/ organization.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients.
4. To not publish any material related to my APE that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, APE reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my APE.

Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the

Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the APE based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Practice Experience Agreement; and that I have freely and voluntarily signed this "Applied Practice Experience Agreement".

This the _____ day of _____, 20_____.

Signature

Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

Witness Signature

Name: _____
(Please print)

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied practice experience (hereinafter referred to as the "Facility").

RE: _____
(Print Name of Student)

As a condition of my participation in an applied practice experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to the Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the _____ day of _____, 20__

Participant Signature

Witness Signature

Name: _____
(Please print)

Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)

Witness Signature

Name: _____
(Please print)

Name: _____
(Please print)

University of Georgia

College of Public Health

Doctor of Public Health Program

Midterm Field Applied Practice Experience Report

Student Name: _____

Preceptor Name: _____

This Report Covers the Period: _____ To _____

Total Hours Worked: _____

Part I: Activities Observed and/or Participated In:

A. Brief Description of the APE project

B. List Projects/Objectives/Competencies accomplished to date. Please attach report. The report should list meetings, discussions, activities performed since the initiation of the APE.

C. Presentations, projects, charts as examples of the work the student is completing.

D. Describe any challenges or obstacles encountered that have impacted the progress of the APE. What is being done to address these obstacles?

E. Based on the amount of time left in the APE, describe any changes that need to be made to the APE Proposal.

F. Please describe any other issues that need to be addressed.

Part II: Preceptor's evaluation of student performance:

The rating by the site supervisor is very valuable to the student. It provides objective evaluation of the student's ability, characteristics and growth. Please rate your student intern by checking the appropriate box(es) that best reflects your opinion for each of the following categories. A space for specific comments is provided.

Please also provide an overall rating of the student's performance for each category.

Key: 1 = Poor; 2 = Needs Improvement; 3 = Average; 4=Satisfactory; 5 = Excellent

Attitude Towards Work

(mark all that apply)

- Enthusiastically accepts tasks
- Genuine interest in assigned tasks
- Indifferent (neutral) to tasks
- Complains about workload
- Shuns assigned tasks
- Not observed

Overall Rating of the Student's *Work Attitude*:

- 1 2 3 4 5

Comments:

Typical Quality of Work

- Excellent quality work
- Good quality work
- Average quality work
- Less than average quality work
- Almost all work is unacceptable
- Not observed

Overall Rating of the Student's *Quality of work*:

- 1 2 3 4 5

Comments for Student's *Quality of Work*:

Dependability

- Is reliable in following instructions with little or no supervision

- Meets obligations with some supervision
- Requires careful supervision (average)
- Is unreliable even under close supervision
- Poor
- Marginal
- Not observed
- Very good
- Average
- Outstanding
- Not observed

Overall Rating of the Student's *Dependability*:

- 1 2 3 4 5

Comments of the Student's *Dependability*:

Work Initiative

(mark all that apply)

- Knows when to ask for help
- Shows creative thinking when given projects

- Does more than assigned work
- Works mostly without supervision
- Needs greater than expected supervision
- Does average amount of work
- Sometimes tries to avoid work
- Low productivity
- Unreliable final products
- Not observed

Professionalism

(mark all that apply)

- Dresses appropriately
- Actively develops professional relationships with
 - Co-workers and partners as appropriate
- Listens attentively
- Speaks clearly and distinctly
- Uses proper style, form and grammar in communication (verbal and written) A good team player
- Well-accepted by group
- Tactful
- Courteous and tactful to others
- Dresses in inappropriate clothing
- Ignores directives (does not listen)
- Rude to coworkers, supervisors
- Sometimes uncooperative
- Intentionally isolated, avoids others
- Is unfriendly, rude, or hard to get along with
- Not observed

OVERALL PERFORMANCE

Overall Rating of the Student's Work Initiative

- 1 2 3 4 5

Comments:

Overall Rating of the Student's Professionalism:

- 1 2 3 4 5

Comments:

- a. What were the Student's strongest work-related qualities?

- b. What has the student accomplished for the program?

- c. Which projects were a challenge for the student? Why?

- d. Has the student demonstrated any specific performance improvement?
Please describe:

Additional Comments (attach extra page if needed):

University of Georgia

College of Public Health

Doctor of Public Health Program

Final Written Applied Practice Experience and Organizational Report Guidelines

Student Name: _____

Semester and Year: _____

Preceptor Name: _____

APE Location/Site: _____

Part I: Final Applied Practice Experience Report

The final written report should be planned and developed in conjunction with students' field preceptor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the Applied Practice Experience, a case study of the development or impact of a public health policy, an examination of the role of and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Coordinator and the Field Preceptor. This Final Field Applied Practice Experience Summary Report must be 6-8 double-spaced pages and submitted at the completion of the field Applied Practice Experience. The final report should include the following components:

- A. Summary of agency functions and goals (what does the agency do?)
- B. Detailed description of duties and responsibilities.
- C. Brief description and results of one or more major projects completed.
- D. Describe plans; decisions participated in, communications, organizing, problems solved, etc. in which you participated.
- E. Discuss major written projects that you have completed.
- F. Describe significant meetings attended.

Part II: Organizational Report

This report of 6-8 double-spaced pages should evaluate the effectiveness and efficiency of the organization providing the Applied Practice Experience site and how the application of management and organizational principles can improve organizational function and service delivery. What are the organization's barriers to better performance? The report should also evaluate and discuss change management strategies or principles needed for the organization to consider.

Part III: Final Applied Practice Experience Presentation

Students will present the work from their Applied Practice Experience. Presentation guidelines will be provided during the semester of the Applied Practice Experience.

