To preserve, promote, and improve the health and wellbeing of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.
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Introduction

Every year, almost 100 students in the Master of Public Health (MPH) Program at the University of Florida serve as interns in public health agencies and related organizations. Applied Practice Experiences provide opportunities to apply skills and knowledge learned in the classroom to the real world of public health. And these applied experiences, in turn, strengthen our students’ competencies in the key activities of our field.

We are very fortunate to work with a growing number of agencies and organizations in the development of Applied Practice Experience (APE) and internship opportunities for our students.

This APE Handbook serves as a guide to the APE. As this is a new initiative, some changes may emerge in the future. As they do, the handbook will be updated. The most recent version of the handbook will always be available at our website: www.mph.ufl.edu.

The first two sections of the handbook provide background information on the College of Public Health and Health Professions and the MPH Program, with special emphasis on development of professional competencies, a hallmark of our program. The next section, The Special Role of the Preceptor, begins on page 8. This section addresses many of the specific issues and questions that our preceptors have posed to us during the past five years. The final three sections provide information that is likely to be helpful to all students and preceptors: relevant course syllabi, guidelines for APE and internships and the forms that students and preceptors are asked to complete.

We hope this handbook is helpful to you. If you have suggestions or questions, please feel free to contact us.

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Sheena Pryce Fegumps, MPH, MS</td>
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<td>Program Recruiter</td>
<td><a href="mailto:katypiz@phhp.ufl.edu">katypiz@phhp.ufl.edu</a></td>
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<tr>
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</table>
COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS (PHHP) OVERVIEW

The Master of Public Health Program is offered by the College of Public Health and Health Professions (PHHP), one of six colleges that comprise the University of Florida Health Science Center. The other colleges are Dentistry, Medicine, Nursing, Pharmacy, and Veterinary Medicine. Established in 1958, the College was the first of its type in the United States dedicated to educating students of many different health professions in an academic health center. In 2003, the College expanded beyond its original focus on health professions to embrace public health as integral to its mission and goals. We envision our long history of national leadership in the education of health professionals to continue far into the future through development and application of innovative models of education, research, and service that derive from collaboration among public health disciplines and the health professions.

The mission of the College is:

To preserve, promote, and improve the health and wellbeing of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.

Consistent with its mission, the College has three primary goals:

Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals,

Conduct quality research and disseminate findings that are responsive to priority health needs,

Serve as active participants and leaders in University, public health, health practice, and health services communities through collaborative approaches to intervention, professional practice, and policy.

We emphasize the development of intellectual resources and skills that can help our graduates address today’s complex health problems and pursue fulfilling careers in a variety of health arenas. The College strives to impart the following values to all of our students:

- Commitment to excellence
- Diversity
- Integrity
- Respect for human dignity
- Social responsibility
MASTER OF PUBLIC HEALTH (MPH) PROGRAM OVERVIEW

The standard Master of Public Health program is a 2-year, 48-credit program. Selected students with terminal degrees in health-related fields may complete the MPH in an accelerated 42-credit program. The first three semesters usually involve traditional coursework, while the last semester is devoted to a practice-based internship, which includes an MPH Capstone course. The internship portion of the Applied Practice Experience rounds out the MPH by providing opportunities to apply many of the skills introduced in the classroom to the real world of public health.

Concentrations

MPH students are admitted into one of six concentration areas, from which the number and type of advanced specialty course credits are determined. The concentration areas are Biostatistics, Environmental Health, Epidemiology, Population Health Management, Public Health Practice, and Social and Behavioral Sciences.

Graduation Requirements

The major characteristics and graduation requirements of the 48-credit MPH curriculum are:

- One course in each of the five core areas (15 credits)
- Core Courses in an area of concentration
- Elective courses relevant to the chosen concentration and individual career goals
- Applied Practice Experience (250 contact hours, achieved through internship and selected, approved experiences)
- Final written product (credit assigned through the Master of Public Health Capstone)

Competencies Expected of MPH Students

All students in the MPH Program are expected to master a set of public health competencies during the course of their studies. Per the CEPH 2016 Accreditation Guidelines, the MPH Foundational Competencies “are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health service administration and environmental health sciences), as well as cross-cutting and emerging public health areas”. Learning objectives for the five MPH core courses were selected to contribute to the competencies. The learning objectives also reflect the topics that will be covered in the Certification in Public Health examination, which students are encouraged to take after graduation from the program. Additional competencies specific to each concentration were developed by the faculty, based on standards in the field.

MPH Core Competencies and Learning Experiences

Graduates of the MPH degree program are expected to be grounded in the following Foundational Public Health knowledge:

**Profession & Science of Public Health**

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school
or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
7. Explain effects of environmental factors on a population’s health
8. Explain biological and genetic factors that affect a population’s health
9. Explain behavioral and psychological factors that affect a population’s health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Program Concentration Competencies

Each concentration offers a unique curriculum of courses designed to assure that students gain the skills necessary to become competent practitioners. Click below for more information about each concentration and the competencies specific to each concentration.

Biostatistics Competencies and Learning Experiences
Environmental Health Competencies and Learning Experiences
Epidemiology Competencies and Learning Experiences
Public Health Management and Policy Competencies and Learning Experiences
Social and Behavioral Sciences Competencies and Learning Experiences

*Public Health Practice students may have a blend of the five concentrations above

Competency Development

Each student maintains an Electronic MPH Portfolio during the Master of Public Health program. The Portfolio serves as:
1) a guide to self-assessment of achievement of the MPH and concentration-specific competencies, and 2) a compendium of documents that demonstrate accomplishments during the MPH program. Key elements include:
- Tables of competencies, both MPH Foundational and Concentration competencies
- A CV and/or a resume
- Writing samples from courses
- Two products produced through the Applied Practice Experience

The competency tables in the MPH Portfolio help students, advisors, faculty members and preceptors track progress on achievement of competencies and identify any areas that need further development. Faculty and preceptors can then work with students to identify additional learning experiences that will further enhance those competencies. Students are strongly encouraged to work with their preceptors to select internship activities that strengthen competencies in appropriate areas. Ongoing assessment information should be utilized by the preceptor and the student to help modify activities during the internship. At the completion of the internship, preceptors are asked to submit a written assessment of the student's performance.
The assessment includes both MPH and concentration-specific competencies. Please see the Preceptor Evaluation Form for more details.
THE SPECIAL ROLE OF THE PRECEPTOR

Preceptors play a critical role in the education of MPH students. They have the knowledge and experience to guide students to new opportunities and to demonstrate how skills introduced in the classroom are implemented in the real world. Preceptors for MPH students have:

- A working knowledge and practical experience in the project areas assigned to the student
- Substantial experience in the agency or organization
- An interest in and commitment to helping a graduate student
- Time to commit to mentor a student

In this section, we describe some of the ways in which preceptors have contributed to successful student experiences and we identify roles and responsibilities of preceptors, students, and the MPH Program.

APE:

**Internship:** MPH students in the 48 credit hour program are required to complete 250 hours of Applied Practice Experience, while those in the 42 credit program are required to complete 150 hours of Applied Practice Experience. In each case, students will register for the MPH Applied Practice Experience course in their final semester to complete 150 hours as a formal public health internship. Per the 2016 CEPH Accreditation Guidelines, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate”. The internship may include many projects and other activities selected to strengthen the competence of the individual student.

**Suggestions for Successful APE Internship Experiences**

**Work together to develop an internship**
One of the first tasks that preceptors carry out with students is the development of objectives that will assist the student in strengthening public health competencies while meeting the organizational needs of the preceptor and agency. Since students in the public health practice concentration select competencies from two or more other concentrations, they usually engage in internship experiences that are common across their selected concentrations. Faculty Advisors help students and preceptors identify these activities.

**Focus on competencies to be strengthened during the internship**
Reviewing the student’s portfolio at the beginning of the internship to assess which competencies students still need to develop or strengthen helps to keep all parties on task.

**Be familiar with internship requirements**
The internship conducted by the student must meet the requirements of the course syllabus on the MPH website at [www.mph.ufl.edu](http://www.mph.ufl.edu). If there are special issues regarding the internship, such as confidentiality concerns that might prevent the student from presenting proprietary data, please contact the student’s Faculty Advisor to discuss the issues and how to address them.

**Arrange an orientation to the agency**
Properly introducing the student to the agency or organization is crucial to the overall success of the internship. Beginning with an orientation, the preceptor provides the environment in which the student can gain confidence in his or her ability to perform successfully as a public health practitioner.

**Find the right pace**
Frequently, the preceptor and the student are working together for the first time during the internship. A thoughtful assessment of the student’s abilities helps to avoid assigning too much responsibility too soon or withholding responsibilities that s/he may be able to complete.

**Schedule regular meetings**
Regular meetings in which the student updates the preceptor on progress and identifies any problems or issues are key to successful internships. Students are required to maintain a log of hours and internship assignments. This log can be signed weekly or monthly by the preceptor to assure that not only the hour requirement for the internship is met but that the student is on track with previously established goals and objectives.

**Contact the MPH Program**
Communication is key. Questions will arise, many of which can be handled with a quick phone call or email. Don’t hesitate to contact the MPH Internship Coordinator or the student’s faculty advisor to discuss any issue that may arise.

**Roles and Responsibilities**

**Preceptor**

*Prior to placement, the preceptor should:*

- Identify a project or set of projects for a student to complete. Sample assignments are located in the Guidelines section of this handbook.
- Interview interested student(s) who contact you. If the student appears to be a match for the agency, confirm placement with them.
- Review the student’s portfolio and discuss competencies that the student will work to develop during the course of the internship.
- Review the student’s APE-Internship Proposal & Worksheet to be sure you and the student agree on the projects and work assignments to be completed.
- If you are in agreement, sign the form so the student can register for the course. The form will also be signed by the MPH Internship Coordinator and the student’s faculty advisor. You will receive an electronic copy of the form once it has been approved.

*Once the placement has been made, the preceptor should:*

- Arrange a schedule with the student that will allow completion of required hours.
- Give the student an orientation to the site early in the field experience. This will assist in a smooth transition into the site and optimize the use of available resources.
- Provide adequate office space and office materials for the student if necessary.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the Internship should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions.
- Guide the student in his or her next steps throughout the project as needed and ask to review work periodically.
• Provide the student with constructive feedback.
• Afford the student the time and patience needed for an optimal learning experience.
• Keep a record of the student's progress, hours at the site, and copies of his or her work.
• The preceptor should provide constructive feedback privately to the student.
  o Feedback should be specific and timely, based on observation of behavior and skills.
  o Feedback should include descriptions of specific behaviors with both positive and negative statements.
  o In the event that the preceptor and student cannot resolve an issue, the MPH Internship Coordinator and the student’s Faculty Advisor should be contacted.
• Complete the final evaluation of the student.

Student

The student is responsible for choosing an internship of interest and for contacting the potential agency/preceptor. Once a placement has been made, the student is expected to:

• Function as a professional: This should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other agency staff, etc.
• Be professional in appearance, both in dress and conduct.
• Adhere to the schedule predetermined with the preceptor.
• Notify the preceptor if there is a possibility of being late or absent.
• Practice professional courtesy when communicating with clients and other health professionals.
• Clearly identify himself or herself as a student when interacting with the public or with other health professionals.
• Report directly to the preceptor: The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication, and understanding.
• Complete an evaluation of the agency/preceptor at the end of the experience.
• Communicate concerns and problems to the preceptor and the MPH Internship Coordinator.
• Fulfill the learning goals, course objectives, and assignments.
• Follow agency policies and procedures (including policies on confidentiality, documentation, dress code, etc.)
• Initiate a three-way conversation among student, preceptor, and faculty advisor to assess the progress of the Internship and preparation of the final written and oral reports. This can be done by conference call or meeting.

Master of Public Health Program and Faculty

• Assist the student in clarifying educational goals and competencies to be strengthened by the placement.
• Assist the student in selecting potential sites for the field experience.
• Arrange affiliation agreements.
• If needed, guide students through the IRB process via presentations and individual assistance.
• Respond to the needs of the student and preceptor during the placement and provide consultation to students and preceptors upon request.
• Maintain regular communication with preceptors and students during the course of the internship.

Institutional Review Board
Institutional Review Boards exist to protect human subjects from physical, emotional and economic harm; assess research risk as regards to benefit to the subject and research methodology; and assure University compliance with federal regulations. IRB review is mandatory for all students who go through the internship process, unless it can be agreed upon by the student, the preceptor, and the faculty advisor that it is not necessary. Students are expected to submit to the University’s appropriate IRB office for review before beginning their internship.

**Research:** A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Examples of Research:
- Researching health trends within a population
- Investigating environmental hazards related to a potential public health risk
- Evaluating the effectiveness and quality of a population-based health service
- Doing statistical analysis of a data set looking at cancer anomalies
- Testing and adapting a data collection method

**“Human” subject:** A living individual about whom an investigator obtains either data through intervention or interaction with the individual; or identifiable private information.

**“Protected Health Information”:**
Protected Health Information (PHI) is subject to federal privacy regulations. PHI is defined as health information about a patient that relates to the patient’s past, present, or future physical or mental health, the provision of health care, or the payment for health care, and identifies the patient or could reasonably be expected to identify the patient. Some examples include: name, telephone numbers, medical record numbers, full face photographic images, and biometric identifiers. Students are encouraged to work with their Faculty Advisor and a preceptor to determine what type of IRB review is necessary. The IRB homepage is located at [http://irb.ufl.edu](http://irb.ufl.edu). Please refer to the table below for IRB contact information.

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<tr>
<th>IRB – 01 Gainesville Health Science Center</th>
<th>IRB – 03 Jacksonville Health Science Center</th>
<th>IRB – 02 UF Campus IRB</th>
<th>Institutional Animal Use and Care Committee</th>
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<td>Human Subject Research</td>
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<td>Behavioral/NonMedical</td>
<td>Quality Improvement/Quality Assurance</td>
</tr>
<tr>
<td>North Florida/South Georgia Veteran’s Health</td>
<td></td>
<td>Research Voice: (352) 392-0433</td>
<td>Quality Improvement Performance Registry (QIPR)</td>
</tr>
<tr>
<td>System Shands Health Care and Clinics</td>
<td></td>
<td>Fax: (352) 392-9234</td>
<td>Behavioral/NonMedical</td>
</tr>
<tr>
<td>Voice: (352) 273-273-9600</td>
<td></td>
<td>e-mail: <a href="mailto:irb02@ufl.edu">irb02@ufl.edu</a></td>
<td>Research Voice: (352) 265-0002</td>
</tr>
<tr>
<td>Fax: (352) 273-9614</td>
<td></td>
<td>Web: <a href="http://irb.ufl.edu/irb02">http://irb.ufl.edu/irb02</a></td>
<td>Fax: (352) 392-9234</td>
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<tr>
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<td></td>
<td>Web: <a href="http://irb.ufl.edu/irb02">http://irb.ufl.edu/irb02</a></td>
<td>E-mail: <a href="mailto:iacuc@research.ufl.edu">iacuc@research.ufl.edu</a></td>
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<td>Web: <a href="http://www.iacuc.ufl.edu/">http://www.iacuc.ufl.edu/</a></td>
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**Quality Improvement/Quality Assurance**
Quality Improvement Performance Registry (QIPR) Behavioral/NonMedical Research Voice: (352) 265-0002 Fax: (352) 392-9234 Web: [https://qipr.ctsi.ufl.edu/approver/](https://qipr.ctsi.ufl.edu/approver/)
PREREQUISITES

Completion of core courses; Permission of MPH Program

PURPOSE AND OUTCOME

Course Overview
The MPH Applied Practice Experience (APE) provides an opportunity for each student to work in a public health setting. Students in APE will have the ability to work with preceptor supervision to apply public health competencies acquired in the classroom setting to public health practice through experiential activities.

Relation to Program Outcomes
CEPH 2016 Accreditation Criteria - D5. MPH Applied Practice Experiences. “MPH students demonstrate competency attainment through applied practice experiences.”

The Foundational Competencies are as follows:

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities’ health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

**Policy in Public Health**
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

**Leadership**
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors

**Communication**
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**
21. Perform effectively on interprofessional teams

**Systems Thinking**
22. Apply systems thinking tools to a public health issue

**Course Objectives and/or Goals**
Upon completion of this course, students will be able to:

1. Apply public health theory and concepts to practical issues and scenarios in a public health agency setting
2. Contribute to tasks in a professional manner
3. Demonstrate attainment of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above) and two must be concentration competencies (see MPH handbook), though the development of two portfolio products
4. Justify in writing how the two portfolio products demonstrate attainment of the selected competencies
5. Accept constructive feedback from the public health agency preceptor

**Course Structure**
Students in the MPH program are required to apply course content to practice experiences throughout their time in the program. Students in the 48 credit hour program must log 250 total hours of Applied Practice Experiences while students in the 42 credit hour program must log 150 total hours of Applied Practice Experiences. Options for gaining Applied Practice Experiences are as follows:

- 150 hours of Internship (required for all MPH students)
• Participation in Interprofessional Learning in Healthcare (required for all MPH students)
• Participation in Afternoon of Learning (required for all MPH students)
• Common Reader Book Discussion (required for all MPH students)
• 100 hours of other applied practice experience that may include experiences gained through a public health service learning course or public health study abroad course, public health service and volunteer activities organized by a student association, participation on a Putting Families First team, participation in the Clarion Competition, participation in the Global Health Case Competition, attending a city or county agency meeting when a public health issue is on the agenda, serving as a board member for a public health agency, and other experiences as approved by the faculty advisor and MPH Internship Coordinator.

The Applied Practice Experience course should be taken in the final semester of the MPH program. During their Applied Practice Experiences students must create at least two portfolio products that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above, and MPH handbook) and two must be concentration competencies (see MPH handbook for concentration competencies). These two portfolio products must be uploaded to the APE course in the final semester and will be graded by the faculty advisor. In addition, student must upload documentation of APE hours, Factual reports of APE experiences, and student evaluations of the internship site and the faculty advisor. See grading rubric below for details on these elements.

DESCRIPTION OF COURSE CONTENT

Course Policy and Procedures:

It is the student’s responsibility to identify and request approval for opportunities that count toward the required APE hours, including the Internship. The MPH program will work to identify potential APE experiences and share those opportunities with students. A list of previous internship sites can be acquired from the internship coordinator.

Internship Preparation

<table>
<thead>
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<th>Throughout the Program</th>
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<th>Internship Coordinator</th>
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<tbody>
<tr>
<td>Student</td>
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<tr>
<td>Complete required and optional APE hours as needed; seek approval from internship coordinator on potential APE opportunities before taking part</td>
<td>Assess APE Time Log and Factual Reports</td>
<td>Identify and communicate program-approved APE activates; Review and approve requests for APE activities</td>
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<thead>
<tr>
<th>Two Semesters Prior to APE course</th>
<th>Faculty Advisor</th>
<th>Internship Coordinator</th>
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<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule appointment with Faculty Advisor to discuss internship</td>
<td>Respond to student's request in an appropriate amount of time</td>
<td>Provide overview of internship</td>
</tr>
<tr>
<td>Arrange interview/meeting with potential internship sites</td>
<td>Provide guidance and recommendations to student on internship</td>
<td>Answer student questions regarding internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Prior to APE course</th>
<th>Faculty Advisor</th>
<th>Internship Coordinator</th>
</tr>
</thead>
</table>
Submit internship questionnaire
with Faculty Advisor signature
no later than 2 weeks after the
first day of classes

Provide signature for internship
questionnaire

Answer student questions
regarding internship

Establish internship site

Verify the internship site is
appropriate for the student (i.e.
is it a public health
establishment?)

Coordinate signatures for
affiliations agreements if needed

Submit proposal to Faculty
Advisor no less than 2 weeks
before deadline for Faculty
Advisor’s review

Review and provide feedback on
proposal and work plan as
needed

Once the proposal has been
approved by Faculty Advisor and
preceptor, obtains signatures

Provide signature for proposal
and work plan

Coordinate signatures for
affiliations agreements if needed

Submit proposal and work plan
(with signatures) to internship
coordinator by deadline.

Review proposal and work plan
for final approval of
programmatic adherence

**During Internship**

<table>
<thead>
<tr>
<th>Student</th>
<th>Faculty Advisor</th>
<th>Internship Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain contact with the Faculty Advisor throughout the internship (no less than once every other week)</td>
<td>Respond to student's contact in an appropriate amount of time</td>
<td>Answer student questions regarding internship</td>
</tr>
<tr>
<td>If the Faculty Advisor cannot be reached, contact the Internship Coordinator</td>
<td>If the student cannot be reached, contact the Internship Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

**End of Course Deliverables**

<table>
<thead>
<tr>
<th>Student</th>
<th>Faculty Advisor</th>
<th>Internship Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit the internship time log, internship evaluation, preceptor evaluation, faculty evaluation, and portfolio requirements by the designated deadline in Canvas PHC6601</td>
<td>Faculty Advisor will grade the portfolio products, time log and preceptor evaluation using the rubric</td>
<td>Ensure timely submission of portfolio products, time log and preceptor evaluation; inform faculty advisor whether the Evaluation of Faculty Advisor by Student has been completed</td>
</tr>
</tbody>
</table>

**ACADEMIC REQUIREMENTS AND GRADING**

**Topical Outline/Course Schedule**

Description of deliverables:

**Formative Evaluation of Student by Preceptor** - This evaluation is to be completed by agency preceptors as an assessment of the students’ internship performance. Agency preceptors should complete this survey online via a Qualtrics survey at the mid-point of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance thus far based on the evaluation.

**Portfolio Products 1 & 2** – Portfolio products may include “written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning” (CEPH 2016 Accreditation
Criteria). Students must demonstrate attainment of at least 3 Foundational Competencies and two Concentration Competencies through their portfolio products. Proposed products must be approved in advance by the student’s faculty advisor and the MPH Internship Coordinator. Portfolio products will be uploaded to Canvas in the Assignments section and students may choose to add those products to their ePortfolio.

**Written Justification of Portfolio Products** – Students must justify in writing how their portfolio products demonstrate attainment of their selected competencies. The justification should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

**APE Time Log** - Students will maintain a record of hours that have been approved to count toward APE, outside of the internship period, on a time log provided by the program. Hours that reflect APE experiences gained outside of internship will be signed by the Faculty Advisor. APE time logs will be submitted in the Assignments section of the Canvas site.

**APE Factual Report** - The APE factual report should briefly describe the APE activity that was undertaken and how it relates to applied public health. For example, if a student attends a county commission hearing where a health topic was discussed then they should summarize the discussion and reflect on it based upon their own knowledge of the topic. Each APE factual report should range between 250 and 500 words and will be submitted in the Assignments section of the Canvas site.

**Internship Time Log** – Students will maintain a record of hours worked during the internship on a time log provided by the program. Internship hours with a short description of activities undertaken each work period will be signed by the preceptor. Hours that reflect additional APE experiences gained outside of internship will be signed by the Faculty Advisor. APE time logs will be submitted in the Assignments section of the Canvas site.

**Internship Factual Report** - The internship factual report should take the form of a narrative and discuss the activities that were undertaken during the internship. Students will reflect on the internship work plan that they submitted and address the goals, competencies, and tasks outlined in that plan. The factual report will include information on whether or not the task and activities were completed during the internship. If they were not completed, students will discuss the challenges they faced and the alternate routes or methods that were taken. The Internship Factual Report should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

**Summative Evaluation of Student by Preceptor** - This evaluation is to be completed by agency preceptors as an assessment of the students’ internship performance. Agency preceptors should complete this evaluation online via a Qualtrics survey at the end of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance based on the evaluation.

**Evaluation of Internship Site by Student** - This is a pdf form that is to be completed by the student intern as a means to evaluate their internship experience. It will be submitted in the Assignments section of the Canvas site.

**Evaluation of Faculty Advisor by Student** – Students will complete an evaluation of their Faculty Advisor through a qualtrics survey. Faculty Advisor feedback is deidentified and aggregated annually and then shared with the Department Chair who is asked to provide feedback to the faculty member.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Requirements</th>
<th>Criteria for Satisfactory Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midpoint of the semester</td>
<td>Formative Evaluation of Student by Preceptor (sent to preceptor by program staff)</td>
<td>Not graded but feedback will be shared with student</td>
</tr>
<tr>
<td>Week 14</td>
<td>Portfolio Product 1 with written justification</td>
<td>See rubric; Must achieve “Full Pass”</td>
</tr>
<tr>
<td>Week 14</td>
<td>Portfolio Product 2 with written justification</td>
<td>See rubric; Must achieve “Full Pass”</td>
</tr>
<tr>
<td>Due within one week after each individual APE; assessed</td>
<td>APE Time Log</td>
<td>See rubric; Must achieve “Full Pass”</td>
</tr>
<tr>
<td><strong>at end of APE course semester</strong></td>
<td><strong>APE Factual Report</strong></td>
<td><strong>See rubric; Must achieve “Full Pass”</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Due within one week after each individual APE; assessed at end of APE course semester</strong></td>
<td><strong>Internship Time Log</strong></td>
<td><strong>See rubric; Must achieve “Full Pass”</strong></td>
</tr>
<tr>
<td><strong>Last day of classes in the APE course semester</strong></td>
<td><strong>Internship Factual Report</strong></td>
<td><strong>See rubric; Must achieve “Full Pass”</strong></td>
</tr>
<tr>
<td><strong>Last day of classes in the APE course semester</strong></td>
<td><strong>Summative Evaluation of Student by Preceptor (sent to preceptor by program staff)</strong></td>
<td><strong>Not graded but feedback will be shared with student</strong></td>
</tr>
<tr>
<td><strong>Last day of classes in the APE course semester</strong></td>
<td><strong>Evaluation of Internship Site by Student</strong></td>
<td><strong>See Rubric; Must achieve “Full Pass”</strong></td>
</tr>
<tr>
<td><strong>Last day of classes in the APE course semester</strong></td>
<td><strong>Evaluation of Faculty Advisor by Student</strong></td>
<td><strong>See Rubric; Must achieve “Full Pass”</strong></td>
</tr>
</tbody>
</table>

**Grading: S/U (Satisfactory or Unsatisfactory Grade)**

<table>
<thead>
<tr>
<th><strong>Grading Rubric for Portfolio Product 1</strong></th>
<th><strong>Component</strong></th>
<th><strong>Full Pass</strong></th>
<th><strong>Conditional Pass</strong></th>
<th><strong>No Pass</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio product demonstrates attainment of selected Foundational and Concentration Competencies</strong></td>
<td>Product clearly demonstrates attainment of all selected competencies</td>
<td>Product demonstrates attainment of some selected competencies but requires minor modifications to attain Full Pass</td>
<td>Product demonstrates attainment of no or few selected competencies and requires major modifications to attain Full Pass</td>
<td></td>
</tr>
<tr>
<td><strong>Written justification of portfolio product demonstrates attainment of selected Foundational and Concentration Competencies</strong></td>
<td>Written product clearly justifies how portfolio product demonstrates attainment of all selected competencies</td>
<td>Written product justifies how portfolio product demonstrates attainment of some selected competencies but requires minor modifications to attain Full Pass</td>
<td>Written product does not justify how portfolio product demonstrates attainment of selected competencies and requires major modifications to attain Full Pass</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grading Rubric for Portfolio Product 2</strong></th>
<th><strong>Component</strong></th>
<th><strong>Full Pass</strong></th>
<th><strong>Conditional Pass</strong></th>
<th><strong>No Pass</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio product demonstrates attainment of selected Foundational and Concentration Competencies</strong></td>
<td>Product clearly demonstrates attainment of all selected competencies</td>
<td>Product demonstrates attainment of some selected competencies but requires minor modifications to attain Full Pass</td>
<td>Product demonstrates attainment of no or few selected competencies and requires major modifications to attain Full Pass</td>
<td></td>
</tr>
<tr>
<td><strong>Written justification of portfolio product demonstrates attainment of selected</strong></td>
<td>Written product clearly justifies how portfolio product demonstrates</td>
<td>Written product justifies how portfolio product demonstrates attainment of some</td>
<td>Written product does not justify how portfolio product demonstrates</td>
<td></td>
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<tr>
<td></td>
<td>attainment of selected</td>
<td>attainment of some</td>
<td>attainment of some</td>
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</tr>
<tr>
<td>Foundational and Concentration Competencies</td>
<td>attainment of all selected competencies but requires minor modifications to attain Full Pass</td>
<td>attainment of selected competencies and requires major modifications to attain Full Pass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Grading Rubric for Remaining APE Requirements</strong> |</p>
<table>
<thead>
<tr>
<th><strong>Component</strong></th>
<th><strong>Full Pass</strong></th>
<th><strong>Conditional Pass</strong></th>
<th><strong>No Pass</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Time Log</td>
<td>The time log provides signed documentation of participation in various activities conducted during the internship and demonstrates attainment of the required internship hours</td>
<td>The time log is not signed by the preceptor or required internship hours have not been attained but only minor remediation is required</td>
<td>The time log is not signed by the preceptor or required internship hours have not been attained and major remediation is required</td>
</tr>
<tr>
<td>Internship Factual Report</td>
<td>The internship factual report has been completed and reflects the assignments that were undertaken during the internship</td>
<td>The internship factual report has been completed but requires minor mediation to reflect the assignment that were undertaken during the internship</td>
<td>The internship factual report has not been completed or requires major mediation to reflect the assignment that were undertaken during the internship</td>
</tr>
<tr>
<td>APE Time Log</td>
<td>The student has completed the total number of hours required for the Applied Practice Experience</td>
<td>The student has completed the majority of hours required for the Applied Practice Experience and can complete remaining hours within the APR course semester</td>
<td>The student has not completed the majority of hours required for the Applied Practice Experience or cannot complete remaining hours within the APR course semester</td>
</tr>
<tr>
<td>Factual Report on additional Applied Practice Experiences (Note: 42 credit hour students or those who choose to complete at least 5 credits of the APE course/Internship will not require additional APE)</td>
<td>APE factual reports have been completed and reflect the experiences associated with the APE time log</td>
<td>APE factual reports have been completed but require minor mediation to reflect the experiences associated with the APE time log</td>
<td>APE factual reports have been completed or require major mediation to reflect the experiences associated with the APE time log</td>
</tr>
<tr>
<td>Evaluation of Internship Site by Student</td>
<td>The student has fully completed the evaluation of the internship site</td>
<td>The student has not fully completed the evaluation of the internship site but can mediate this before the end of the semester</td>
<td>The student has not completed the evaluation of the internship site and cannot mediate this before the end of the semester</td>
</tr>
<tr>
<td>Evaluation of Faculty Advisor by Student</td>
<td>The student has fully completed the evaluation of the internship site</td>
<td>The student has not fully completed the evaluation of the internship site but can mediate this before the end of the semester</td>
<td>The student has not completed the evaluation of the internship site and cannot mediate this before the end of the semester</td>
</tr>
</tbody>
</table>
evaluation of their faculty advisor evaluation of their faculty advisor but can mediate this before the end of the semester evaluation of their faculty advisor and cannot mediate this before the end of the semester

**Full Pass** – Student has demonstrated achievement of the selected competencies through the portfolio products and written justification; Student has met all requirements for APE course including required APE hours, Time Logs, Factual Reports, and required evaluations; thus the student has met the CEPH requirements for APE and has completed the APE course with a “Satisfactory” rating.

**Conditional Pass** - Student needs to make minor modifications to the portfolio product or written justification and has achieved Conditional Pass or No Pass on any requirements for APE course including required APE hours, Time Logs, Factual Reports, and/or required evaluations; these are modifications that can be made within the time left in the semester to demonstrate achievement of the selected competencies to meet CEPH requirement for APE; if student completes remediation of all components to the level of “Full Pass” then they have completed the APE course with a “Satisfactory” rating; if student does not complete remediation of all components to the level of “Full Pass” then the faculty advisor should contact the Program Director and Internship Coordinator to discuss a remediation plan with the student.

**No Pass** - Student needs to make major modifications to the portfolio product or written justification and has achieved Conditional Pass or No Pass on any requirements for APE course including required APE hours, Time Logs, Factual Reports, and/or required evaluations; these are modifications that will require effort beyond the time left in the semester and thus the student has not demonstrated achievement of the selected competencies to meet CEPH requirement for APE; The faculty advisor should contact the Program Director and Internship Coordinator to discuss a remediation plan with the student, including the possibility of an “Unsatisfactory” grade in the APE course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

More information on UF grading policy may be found at: [http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades](http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades)

**Course Materials and Technology**

**Text:** None Required

**Additional Readings:** None Required

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Communication Guidelines**
Students are expected to discuss and agree upon the best format for their portfolio project in advance with their faculty advisor. Students completing internship hours are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their portfolio products. At a minimum, students should have a meeting with the faculty monthly to evaluate progress and decide on subsequent meetings.

**Academic Integrity**
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

> “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

> “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Faculty Advisor Evaluation Process**
Students are expected to provide feedback on the quality of advising during their time in the MPH program. The evaluation is completed via Qualtrics. This survey is shared using aggregate data, it is not shared individually. The Internship Coordinator and the MPH Program Director are the only people who have access to your responses.

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office [http://www.dso.ufl.edu](http://www.dso.ufl.edu) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in-person assistance is available.

You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

INCLUSIVE LEARNING ENVIRONMENT

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
The Master of Public Health Website is full of valuable information for students and preceptors, including forms. Below is a list of forms that will be used during the course of the internship. The website can be found at [www.mph.ufl.edu/internship](http://www.mph.ufl.edu/internship)

APE - Internship Proposal & Worksheet
Internship Evaluation
Internship Time Log
Preceptor Evaluation

**DELIVERABLE EXAMPLES**

- Analysis of a data set
- Analysis of a survey (qualitative or quantitative)
- GIS Mapping
- Program Evaluation or Evaluation Plan
- Webpage designed by student for an approved organization
- PowerPoint Presentation of a project undertaken
- Authored Quality Improvement Plan
- Health education training curriculum
- Training Manual or Guide
- Comprehensive Literature Review
- Manuscript
- Scientific Poster
- Policy Evaluation
- Comprehensive Grant Proposal
- Video Presentation
- Photovoice Presentation
- Needs Assessment
- Extensive IRB Application
- Extensive Study Protocol
FREQUENTLY ASKED QUESTIONS

1. What is Applied Practice Experience (APE)?

   Applied Practice Experience, also known as APE, is an opportunity for each student to work in a public health setting with a public health agency or organization. Students in APE will have the ability to work with minimal supervision to apply public health competencies acquired in the classroom setting to public health practice through experiential activities.

2. What are the APE requirements?

   All 48 credit hour students are required to complete 100 APE contact hours and 150 internship hours. All 42 credit hour students are required to complete 150 internship hours. During their Applied Practice Experience all MPH students must create at least two portfolio products.

3. What are the requirements for the portfolio products?

   During their Applied Practice Experiences all MPH students must create at least two portfolio products with a public health agency or organization that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above, and MPH handbook) and two must be concentration competencies (see MPH handbook for concentration competencies).

4. My APE portfolio product is the result of a project that I worked on with a classmate. Can we both submit the same product?

   APE portfolio products can develop from several experiences. Each student must present documentation demonstrating individual competency attainment, even if the portfolio product was developed as part of a group experience.

5. I have selected two wonderful APE portfolio products. Do they need to be approved before I start working on them?

   Yes, approval is needed. All proposed portfolio products must be approved in advance by the student’s faculty advisor and the MPH Internship Coordinator.

6. What type of experiences are approved for APE?

   100 hours of Applied Practice Experience may include experiences gained through a public health service learning course or public health study abroad course, public health service and volunteer activities organized by a student association, participation in Interprofessional Learning in Healthcare (required), participation in Afternoon of Learning (required), Common Reader Book Discussion (required), participation on a Putting Families First team, participation in the Clarion Competition, participation in the Global Health Case Competition, attending a city or county agency meeting when a public health issue is on the agenda, serving as a board member for a public health agency, and other experiences as approved by the faculty advisor and MPH Internship Coordinator.

7. Can a faculty member serve as my internship preceptor?
No. The Internship must take place in a public health setting with a public health agency or organization.

8. Can I complete my internship at my place of employment?

To ensure the development of competencies in a variety of public health settings, this is not recommended. The MPH may approve an internship in settings in which students are employed, provided certain safeguards can be established to preserve the educational quality of the learning experience. The student must have been employed by the organization with satisfactory performance. The student must be assigned duties different from those regularly performed as an employee. The student must have assignments that are applicable to public health core and concentration area and assignments that offer opportunities for new experiences and learning. Additionally, the student must be assigned to a different department or program and/or to a supervisor other than their employment supervisor to oversee the internship.

9. What are the requirements for my preceptor?

The preceptor must have an academic background (graduate-level degree), understand public health, and have time to devote to the student.

10. Can I complete my internship in more than one setting?

Yes. Students can complete their internship in more than one setting as long as the organizations and sites have been approved by the student’s faculty advisor and internship coordinator, and will allow student to complete a minimum of two portfolio products.

11. Can I get paid for my internship?

Paid internships may be available in your community, but this will depend on whether the agency you are working with permits payment of interns and if it has funds available for an intern.