

Master of Public Health



Cornell University

MPH PROGRAM APPLIED PRACTICE EXPERIENCE GUIDE

for partners

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Contents

About the Cornell MPH Program.....	1
Applied Learning.....	2
Applied Practice Experiences.....	2
What is an Applied Practice Experience?.....	2
Applied Practice Process Overview.....	3
Timeline Overview.....	3
Project Requirements.....	4
Applied Practice Sites & Projects.....	4
Submitting a Practice Site Opportunity: Partner Organizations & Site Supervisors.....	5
Developing an Applied Practice Work Plan.....	5
Deliverables & Final Approvals.....	6
Evaluating an Applied Practice Experience.....	7
Performance expectations.....	8
Skills Students Bring.....	8
Roles & Responsibilities.....	9
Roles & Responsibilities: The MPH Program.....	9
Roles & Responsibilities: The Practice Site Supervisor.....	10
Roles & Responsibilities: The MPH Student.....	11
University Policy Statements.....	12
Code of Academic Integrity.....	12
Bias, Discrimination, Harassment and Sexual and Related Misconduct.....	12
Equal Opportunity & Disabilities Statements.....	12
Commitment to Diversity & Inclusion.....	13
Safety Precautions.....	13
Forms for Partners.....	i

ABOUT THE CORNELL MPH PROGRAM

The Cornell Master of Public Health Program is founded on three pillars—Sustainability, Equity, and Engagement—that inform our approach to teaching, research, service and practice. Faculty, students, staff and community partners work collectively to achieve our mission and vision, guided by five core values:

Vision: To advance health and well-being, equitably for all people and sustainably for our planet.

Mission: To utilize a systems-based approach to promote equitable and sustainable advancements in health and well-being of people in New York State and around the world.

Values: All program activities are guided by these core values:

- Excellence and integrity in training, discovery, planning and action
- Supporting diversity, in all its forms
- Promoting practices of health and well-being that are equitable across different populations and sustainable for future populations
- Ensuring equitable access to our education, training, and services
- Partnership in learning, training, discovery and service with diverse individuals and communities

Our Team

The interdisciplinary MPH program team of practitioners and researchers bring expertise from biological, environmental, and social sciences, and in both laboratory and field research, including applied public health research in diverse community settings.

Many of our instructors are experienced public health practitioners, bringing considerable “real-world” experience into the classroom, and facilitating engaged learning and applied research opportunities with community partners.

In addition to MPH faculty and staff, our courses involve more than 40 additional practitioners and researchers across sectors and disciplines, drawing upon the breadth and depth of public health activities across the Program's network of partners. We engage with public health organizations and communities around the world to help solve some of the wicked challenges of our time, from hunger and obesity to antimicrobial resistance and tick-borne disease.

APPLIED LEARNING

Our team is committed to a **community engaged learning** approach throughout the MPH curriculum. Students gain real-world practice and mentorship in the field, while contributing valuable work to public health organizations, with support from MPH faculty and staff. Applied learning helps to **translate what's learned in the classroom to real-world issues**.

MPH students are immersed in engaged, applied learning every semester through:

- Volunteer service with at least 4 local community organizations.
- Class-based projects, in which student groups develop grant proposals and evaluation plans for organizations, learning from and with partners, with faculty support.
- Applied Practice Experiences, in which students apply their classroom learning to further develop real-world skills, providing partner sites with valuable materials, services, analyses, research, and more.
- An Integrated Learning Experience, in which students develop a significant written document that contributed to a public health organization and synthesizes their learning.

The rest of this guide will focus on Applied Practice Experiences.

APPLIED PRACTICE EXPERIENCES

What is an Applied Practice Experience?

Akin to a fellowship, internship or apprenticeship, a practice experience is designed to impact a public health issue through partnership with an organization and support an MPH student to apply and build skills learned through coursework to a real-world setting with public health needs in New York State, the U.S., or around the world. The organization benefits from valuable materials, services and other activities, and the student benefits from mentoring in the field to refine their work skills and professional behavior.

The practice experience is a partnership between Cornell's MPH program, MPH students, and organizations impacting public health in non-governmental, public and private sectors. While students are encouraged to communicate and collaborate with partners independently, MPH program staff support each project along the way, from developing a work plan to responding to final feedback.

For more information about Applied Practice Experiences, read through the following sections of this Guide.

APPLIED PRACTICE PROCESS OVERVIEW

A practice experience should be an opportunity to contribute to a greater good, through a mentoring relationship between someone in the field with public health expertise and an MPH student.

Applied practice projects **can take many forms**. Students should strive to complete approximately 400 hours of engaged planning, learning, mentoring and material development with partner(s), either via one longer term project, such as a summer placement, or a few smaller projects. All applied practice experience activities and deliverables should be completed, finalized and approved at least one semester before graduation.

All practice experiences involve a planning phase, where students inquire into opportunities and learn about practice sites and project scopes, conduct background research, take additional trainings that might be necessary, etc. This planning phase should focus on partner engagement, communication, field research, and comprehensive planning. Students and partners collaborate to define the project and develop a work plan. Once on site, students should engage with meaningful activities of the organization and develop useful materials and services, such as reports, data sets, and manuals, with mentorship from site supervisors.

MPH program staff support students and supervisors along the way, including helping students find interesting and suitable projects, recruiting partner organizations who may have project opportunities, and supporting students and supervisors as they define project outcome goals and develop work plans. The Cornell-based practice coordinator communicates with students and supervisors, and responds to questions, challenges, and evaluation feedback.

Timeline Overview

1. Organizations define project opportunities that students could meaningfully engage with.
2. Students research, apply for, and inquire about project opportunities based on independent searches, past student project lists, and opportunities submitted to the MPH program by organizations with project ideas.
3. Site supervisors and students collaborate to develop and approve a detailed project work plan.
4. Supervisors mentor students on site, and students and supervisors complete mid-point progress reports.
5. Students finalize deliverable(s) for the partner, and have them approved by the MPH practice coordinator and site supervisor. Students must explain in a cover page for each deliverable how they applied and demonstrated specific public health skills also learned in the classroom.
6. Supervisors and students complete final evaluations.

PROJECT REQUIREMENTS

All practice experiences require approval from a student, a site supervisor, and the MPH applied practice coordinator, based on the following requirements:

Applied Practice Sites & Projects

Applied practice sites are organizations – public, private, or non-governmental – engaged in public health work anywhere in the world. MPH students contribute to an organization with their time and by creating or assisting with useful products and/or services that contribute to the public's health. Applied Practice sites are also MPH program partners. Applied practice placements should:

- Address a practical public health issue in a real-world setting.
- Contribute to an organization and contribute valuable materials and services.
- Ask a student to apply graduate level skills learned in the MPH curriculum.
- Challenge a student to learn new skills.
- Involve a site supervisor with enough training and time to oversee the project and mentor a student's professional growth.

Students should be able to work *on site* with the organization and a site supervisor for all or part of an applied practice project. As a result, funding for travel, housing, and other expenses may need to be secured well in advance by the student through grant or fellowship applications, or provided by the site organization.

Applied practice experiences should provide partner organizations with valuable work completed by students who apply public health theory, knowledge and skills in a real-world setting. Since practice experiences take place in the middle of the MPH course of study, so there is a balance between skills a student already has to bring to the project, and skills a student is still developing that require more mentorship (see Performance Expectations, below).

If an organization has an idea for an MPH applied practice experience, they may contact the MPH practice coordinator, or submit a [Practice Site Opportunity Form](#) to outline the skills and experience a student might need to bring to a specific project. Students also find potential projects through independent research and networking through faculty, staff and students.

Submitting a Practice Site Opportunity: Partner Organizations & Site Supervisors

An organization engaged in public health work that may want to host an MPH student can complete a Practice Site Opportunity Form at [this link](#). The form asks organizations to describe:

- What does the organization do?
- What would you like a student to do? What products or services could they provide?
- What specific skills might the student need to complete this project?

In addition, the form asks for contact information for the organization and a point of contact, and specifics about practice placement dates and requirements.

The form also makes sure the person completing it has read and understands the roles and responsibilities of an applied practice site supervisor, as outlined on page 11.

In **September**, the MPH office will contact organizations that have already hosted MPH student to inquire about ongoing practice opportunities with the organization for MPH students in the coming year.

Developing an Applied Practice Work Plan

Students complete an Applied Practice Work Plan **in consultation and collaboration** with the practice site supervisor and MPH faculty and staff. While **students should work closely with the host site to develop the plan**, ie. through phone meetings, emails, and working on a collaborative draft document (via PDF, Microsoft Word, or Google Doc), only the student may submit the agreed upon work plan, at [this digital link](#), **at least two months before** the practice experience begins. *Student should not ask site supervisors to complete the Work Plan on their own.*

Once the form is completed and submitted at this link, the Applied Practice Coordinator will review it and contact the student with any questions or clarifications. Once approved by the Coordinator, it will be sent to the site supervisor for final approval and a digital signature.

Work Plan form fields include:

- Contact and scheduling information
- Summary of the organization
- Summary of a public health need addressed
- Project description
- Project outputs/deliverables (*at least 1 deliverable*)
- Desired outcomes
- Applied competencies/skills
- Work plan timeline, with activities

Deliverables & Final Approvals

Planning for Deliverables

All students create deliverables, or products and materials that are **useful for the organizations** hosting applied practice experiences. Examples include written memos and reports, videos, multi-media presentations, infographics, spreadsheets, websites, posters, or anything else an organization might need that allows students to apply essential skills.

As described below under Performance Expectations, while all students develop some skills through coursework, students come with varied skill levels, and may range from expert to novice for different project activities and deliverables. It is important for supervisors and students to discuss expectations around what skills and experience are necessary for project activities, and what skills may be further developed.

While your Work Plan should list specific deliverables, we understand that these might change once a student is on site. Please keep the MPH office informed of changes, through the mid-point progress report or reaching out to the practice coordinator anytime.

Submitting & Approving Deliverables

When an applied practice experience is complete, students submit final deliverables for approval. Students complete a cover page for each deliverable, where they describe the program competencies (skills) they have applied and demonstrated, and submit each final deliverable with a cover page first to the applied practice coordinator, and then to the site supervisor, for signature approvals.

- It is the student's responsibility to ensure, through conversations with the supervisor and MPH practice coordinator, that competencies are appropriate to the project.
- If a student does not receive signature approval for a deliverable, for instance because the quality of the work fell below a practice site's expectations, students must find another project site for which they create an approved deliverable.
- Planned work activities, deliverables, and competencies/skills being applied may change during the course of an applied practice project. The mid-point progress report and final evaluation ask students and supervisors if planned deliverables have changed.
- If there are anticipated issues with completing project activities and deliverables on time or according to expectations, students and supervisors should contact the practice coordinator as soon as possible to discuss options.

Supervisors are also asked to provide feedback to the student on their work performance in a final evaluation (see Evaluating an Applied Practice Experience, below).

Evaluating an Applied Practice Experience

Midpoint Progress Report

The midpoint progress report is used by the MPH program office to troubleshoot any issues as and make sure project and students are on track for success. Responses are not shared directly with the student or the site supervisor, but the practice coordinator reviews progress reports and contacts a student and/or site supervisor if an issue warrants discussion. Both students and site supervisors are asked to complete the midpoint survey, which takes 5-10 minutes to complete.

Questions include feedback about the planning process, assessment or self-reflection of the student's professional behavior, and if there are any perceived barriers to completing the project as planned. In addition, the form asks if there have been any changes to the work plan.

The midpoint report is distributed as a digital link at about the halfway project point. Site supervisors and students are also encouraged to reach out at *any* time if issues emerge.

Final Evaluation

Site supervisors and students also complete final evaluations after the practice experience is complete. The student self-assesses their performance, and the site supervisor provides final feedback to the student on meeting expectations and performance in the workplace. Both have the option to also provide private feedback to the MPH office. The final evaluation is also distributed as a digital link, after the end date of a practice experience.

Assessing Deliverables

As discussed above under Deliverables & Final Approvals, passing the Applied Practice Experience requirement is contingent upon successful completion of deliverables, approval by the Applied Practice Coordinator, and approval by the site supervisor of deliverables. If a deliverable is not approved, students must find another project to meet graduation requirements. To graduate, a student must have two approved applied practice deliverables in their portfolio. If either the practice coordinator or site supervisor does not approve, the student must find an opportunity to create additional, approved applied practice deliverables for a practice site in order to graduate.

When a Student Falls Short of Expectations

Site supervisors are not expected to continue to host students or approve deliverables that fall significantly short of needs and expectations. An applied practice experience should benefit the organization. If it is anticipated that, for any reason, a student will not meet expectations for project activities and deliverables, **contact the MPH office** a.s.a.p.

PERFORMANCE EXPECTATIONS

For each specific project, students and site supervisors should discuss expectations around student experience and skills, and around site supervisor time and mentorship. As with any pool of candidates, **different students bring different levels of skills and experience**. The practice coordinator can help facilitate these conversations and match students and projects based on needs, skills and interests.

Completing the following brief forms can support the process:

- **For partners:** [Practice Site Opportunity Form](#)
- **For students:** [Applied Practice Interest & Skills Form](#)

Skills Students Bring

Applied practice experiences can take place at any time during a student's course of study, other than the final semester. For the most part, students have completed first and/or second semester coursework by the time they engage with an applied practice project. Depending on the timing of a project (and whether or not a student is part-time), students have likely been introduced to and practiced the following major skills in the first two semesters:

First Semester:

- Developing a résumé and cover letter
- Designing and delivering oral presentations
- Developing an outreach flyer
- Applying systems thinking tools
- Applying leadership, negotiation, and interprofessional skills
- Applying epidemiological methods
- Analyzing and interpreting quantitative data using software
- Assessing community needs and developing an epidemiologic profile

Second Semester:

- Developing a grant proposal (with an organization)
- Using evidence to advocate for public health policies
- Applying understanding of disparities and discrimination to promote public health
- Working with an interprofessional team on a Global Health Case Competition

Infectious Disease Epidemiology concentration students learn to explain infectious disease events and programs, compare and contrast prevention and control strategies, and critique diagnostic and detection systems.

Food Systems and Health concentration students learn to analyze and depict food systems from production to consumption, apply interdisciplinary approaches, and research and evaluate food systems interventions. In the second semester, they learn to investigate and communicate food systems risks throughout a food system.

Trainings & Professional Development

In their first year, students also complete trainings on plagiarism, citations, library research methods, and institutional review board (IRB) human subjects research procedures. Students also attend professional development workshops on their own, and come to the program with a variety of work experiences, so partners and students should discuss the skills and experience necessary for a specific project.

Skills Students May Not Yet Have

When they begin a practice experience, most students have **not yet** taken second year courses in which students develop a full monitoring and evaluation plan for a program or project, analyze qualitative data, learn oral and written communication theory. Also in the second year, Infectious Disease Epidemiology students take introduction to disease vectors, and Food Systems and Health students take public health nutrition. Most students take electives in their second year, including administration and management courses such as Geographic Information Systems (GIS), and concentration-specific courses such as more advanced statistics or agricultural economics.

ROLES & RESPONSIBILITIES

An practice experience is a partnership between Cornell's MPH program, organizational partners impacting public health in communities around the world, and MPH students. Each of these parties has an important role to play to ensure that an applied practice experience is successful, and benefits all.

The roles and responsibilities expected of the MPH Program, the practice site supervisor, and the student are described in the following pages:

Roles & Responsibilities: The MPH Program

- Orient the student to the purpose, requirements and processes of the applied practice experience.
- Guide the student in researching and applying for practice placement opportunities.
- Reach out to site supervisors about potential project opportunities and working with students.
- Provide support to the student and site supervisor to complete an Applied Practice Work Plan.
- Approve the Work Plan when the student submits it, and send to the site supervisor for signature approval.
- Communicate regularly and as needed with the student and site supervisor.
- Distribute mid-point progress reports and final evaluations.
- Respond to feedback from supervisors and students, as necessary.

Roles & Responsibilities: The Practice Site Supervisor

While planning the practice experience:

- Define a public health challenge and appropriate project at your organization that a student could meaningfully engage with.
- Work with the student to create an Applied Practice Work Plan, which outlines the project description, planned deliverables and outcomes of the project, and the project timeline.
- Communicate any additional requirements to the student as early as possible, such as housing or travel requirements, paid and unpaid time, hours and dates expected, an affiliation agreement or any other paperwork, etc.
- Sign off on the Work Plan when requested by the Applied Practice Coordinator, after it is approved by the MPH office.

While the student is on site:

- Engage the student in applied public health work that is valuable to your organization.
- Update the Applied Practice Work Plan with the student, as necessary.
- Communicate with the MPH program's Applied Practice Coordinator to troubleshoot issues if they arise, Audrey Baker at azb4@cornell.edu.
- Provide adequate working space for the student, as needed.
- Review your organization's policies, rules, and mission and goals with the student.
- Provide the student with any necessary background information and materials for the project, as warranted.
- Meet with the student regularly to provide necessary guidance and supervision, as well as establish and maintain project goals, objectives and timeline.
- When appropriate, identify other experiences, outside of the practicum, that may expose the student to relevant aspects of the practice site (e.g. staff meetings, conference calls, etc.), if available.
- Complete an online mid-point progress report that takes about 10 minutes to complete (look out for an email from Audrey).

After the practice experience is complete:

- Complete a final evaluation of the student that takes about 15 minutes (look out for an email from Audrey).
- Approve (if warranted) the student's deliverable(s) with assessment cover pages (look out for an email from Audrey).

Roles & Responsibilities: The MPH Student

While planning the practice experience:

- Research, network and apply to practice opportunities.
- Reach out to a site supervisor to facilitate the creation of an Applied Practice Work Plan.
- Work with the Applied Practice Coordinator, faculty advisors and site supervisor to select at least five public health competencies acquired in your MPH coursework to apply and demonstrate in a professional setting.
- Submit an Applied Practice Work Plan developed in collaboration with a site supervisor for approval by the Applied Practice Coordinator.

While on site:

- Update the Applied Practice Work Plan with the site supervisor, as necessary.
- Create at least two deliverables for the practice site, as planned with the site supervisor.
 - Deliverables should be drafted with plenty of time for review and feedback from the site supervisor (and/or MPH staff or faculty) before they need to be used, presented or finalized.
- Communicate with the MPH program's Applied Practice Coordinator to troubleshoot issues if they arise, Audrey Baker at azb4@cornell.edu.
 - Illnesses and emergencies.
 - Questions or challenges about the Applied Practice Work Plan, site, or site supervisor.
- Be a responsible, professional adult!
 - Arrive to the site on time, work expected hours, and dress appropriately.
 - Strive to work independently, take initiative, foster collaboration, and guide decision-making, when appropriate.
 - Strive to work well with others, collaborate effectively on projects, and work with diverse groups.
 - Strive to exhibit strong organizational, time management, and oral and written communication skills.
- Complete an online mid-point progress report that takes about 10 minutes to complete (look out for an email from Audrey).

After the practice experience is complete:

- Complete a final evaluation that takes about 15 minutes (look out for an email from Audrey).
- Submit deliverables to Canvas with Applied Competency Demonstration Cover Pages, for assessment.
- Add strong Applied Practice deliverables to your Digication ePortfolio.

UNIVERSITY POLICY STATEMENTS

Code of Academic Integrity

Each student is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student for academic credit will be the student's own work. See Cornell's [Code of Academic Integrity](#).

Bias, Discrimination, Harassment and Sexual and Related Misconduct

Cornell University is committed to providing a safe, inclusive, and respectful learning, living, and working environment for its students, faculty, and staff. To this end, through Cornell University Policy 6.4, the university provides means to address bias, discrimination, harassment, and sexual and related misconduct.

For the current governing Cornell policy, please see [Cornell University Policy 6.4](#), "Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct" The university has designated different types of prohibited conduct as well as procedures that correspond best with the university's different constituencies. The applicable procedures for students, staff and faculty are available in the Procedures tab on this website and by clicking [this link](#).

Equal Opportunity Statement

Cornell University has an enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination. Association with Cornell, either as a student, faculty, or staff member, involves participation in a free community where all people are recognized and rewarded on the basis of individual performance rather than personal convictions, appearance, preferences (including sexual or affectional orientation), or happenstance of birth.

Cornell University's history of diversity and inclusion encourages all students, faculty and staff to support a diverse and inclusive university in which to work, study, teach, research and serve. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, marital status, citizenship, sex, sexual orientation, gender identity or expression, age, disability, or protected veteran status. Cornell University is an affirmative action/equal opportunity employer.

Disabilities

Cornell University is committed to equality of educational opportunity for all students. If you believe you have a disability requiring an accommodation, please contact Student Disability Services (<http://sds.cornell.edu/index.html>). This office facilitates services and accommodations so that Cornell students with disabilities enjoy the same exceptional opportunities as their peers with the greatest degree of independence possible.

Commitment to Diversity & Inclusion

The Cornell MPH Program aims to train a public health workforce that is able to advance health equity by reducing disparities based on race, ethnicity, class and geography, including rural and urban settings around the world. To facilitate the change to overcome such structural barriers to the health and well-being of populations, the Program aims to develop diverse public health leaders who represent underserved and structurally disadvantaged communities most affected by disparities in social determinants of health.

The MPH program is committed to the Cornell University legacy of diversity summarized by our founding mission of, “Any Person, Any Study”. We aim to create an environment that allows our differences to foster our education and engage our learning. We are committed to honoring the unique contributions of each student and expect all students to respectfully listen and dialogue with those that have a different experience to share. We are committed to disability and religious accommodations. The student must make the instructors aware of this need so we can assist.

Visit [Cornell’s Diversity and Inclusion web page](#) for more about Cornell’s policies and commitment.

Safety Precautions

Cornell University and the MPH program cannot guarantee the safety of Applied Practice sites. While at the site, students should take normal precautions to assure their own safety. Should a student be asked to do something that seems unsafe during a practice experience, or if conditions on site seem unsafe, they should immediately report any safety concerns to the site supervisor and MPH practice coordinator.

Insurance Requirements for Students Abroad

Cornell requires students who are traveling abroad to be covered by an active health insurance policy throughout the duration of their study abroad experience, and any periods of travel before or after. **Your health care plan must:**

- Provide you with coverage for medically necessary care – not just emergency care – while abroad
- cover pre-existing conditions
- cover you in your host country and in other country where you might travel
- have a minimum benefit of at least \$250,000 per year
- provide inpatient and outpatient mental health coverage

From: <https://studenthealthbenefits.cornell.edu/requirements/students-studying-abroad>

FORMS FOR PARTNERS

- **[Practice Site Opportunity Form](#)** (partner sites)

If a partner site has a project idea that might interest MPH students and be a good fit for an Applied Practice Experience, complete this form and/or contact the practice coordinator, Audrey Baker, directly at azb4@cornell.edu.

- **Applied Practice Work Plan** (for students and site supervisors)
 - Due at least two months before the start of a practice experience.
 - Use the fillable PDF or a Word Doc for planning between students and supervisors.
 - A copy of the fillable Work Plan PDF is included at the end of this Guide.

*While students should work closely with the host site to develop the work plan before submission, ie. through phone meetings, emails, and working on a collaborative draft document, only the student may submit the agreed upon work plan. Students and supervisors may use a PDF, Microsoft Word, or Google Doc version of the Work Plan for initial document collaboration. **Student should not ask site supervisors to complete the Applied Practice Work Plan on their own.***

- **Applied Competency Demonstration Cover Page** (for students to complete)
 - Due with each Applied Practice deliverable submitted in Canvas.
 - Approved by the practice coordinator, then signed by the student's site supervisor.
- **Evaluations** (for students and site supervisors)

Links to online mid-point progress reports and final evaluations in Qualtrics are distributed to students and site supervisors at approximately the halfway point and end date of their practice experience. Look out for emails from the Applied Practice Coordinator at azb4@cornell.edu.



Applied Practice Experience (APE) Plan

The Cornell MPH Program is committed to community-engaged learning and to contributing to the public health workforce through service and engagement. Through the Applied Practice Experience (APE), students apply their learning to further develop real-world skills, and students provide partner sites with valuable materials, services, analyses, research, etc.

MPH students: Please consult with your site supervisor about the organization, its needs, the potential project and your role. In conversations, make it clear that you aim to create two (2) deliverables that are of use to the organization, discuss what they might be, and discuss the public health skills (at least 5 competencies) you plan to practice, apply and demonstrate through your APE activities and deliverables.

It is highly recommended to schedule at least one in-person, video, or phone conversation with your site supervisor well before submitting the APE Plan. **Students complete this form in consultation with the APE Coordinator and Site Supervisor.** Please do not ask your site supervisor to complete this form for you.

Once this form is complete, please submit it to the APE Coordinator (Audrey Baker) for approval. Once it is approved and signed by the APE Coordinator, please send it to your site supervisor for final approval and signature, and then submit a final signed copy to the APE Coordinator at azb4@cornell.edu.

Student Name			
Location Name		Location Address	
Supervisor Name			
Supervisor Email		Supervisor Phone #	
Start Date		End Date	

Summary of the Organization: What is their mission? What do they do? Who do they serve?

Summary of Need: Identify and state the public health problem(s) this project will address. What are the needs? How do you know these are the needs?

Project Description: Provide a 1-2 paragraph description of the project, including your responsibilities. What are you going to do? Why do you think that this is the right thing to do?

Projected Outputs:

- List two deliverables you will produce by the end of this Applied Practice Experience (APE). *Deliverables will be used to assess your achievement of the competencies you identify (below), and should also be of use to your site organization. **Consult with your site supervisor to plan these deliverables.***

Deliverable 1:	
Deliverable 2:	
Additional (optional)	
Additional (optional)	

Desired Outcomes: What do you see as the main potential outcome(s) of this experience, both for you and for the organization?

Learning Objectives:

- **Based on conversations with your site supervisor about the activities, deliverables, and objectives of your APE**, identify at least **five (5) competencies (skills)** that you plan to practice, apply, and demonstrate through your APE activities and deliverables.

Select five (5) competencies from the dropdown list below. At least three (3) must be foundational and the other two (2) of may be either foundational or concentration competencies, if relevant. *Include the number and text for each: foundational (3.3-10.1) and concentration (IDE 1-5 or FSH 1-5) competencies are listed at the end of this form, for your reference.*

- 1.
- 2.
- 3.
- 4.
- 5.

Work plan:

- Provide a detailed timeline of how you will meet the projected deadline (*include, at least, a timeline for the submission of each deliverable*):

What will you do (activity)	By when (date)

This plan has been approved by both my Site Preceptor and the Cornell MPH Applied Practice Experience Coordinator:

Student's Signature

Date

APE Coordinator's Signature

Date

Site Preceptor's Signature

Date

MPH Foundational Competencies

Showing ability in **Evidence-based Approaches to Public Health**, including being able to:

- 3.1 Apply epidemiological methods to the breadth of settings and situations in public health practice
- 3.2 Select quantitative and qualitative data collection methods appropriate for a given public health context
- 3.3 Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- 3.4 Interpret results of data analysis for public health research, policy or practice

Showing ability in **Public Health & Health Care Systems**, including being able to:

- 4.1 Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 4.2 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

Showing ability in **Planning & Management to Promote Health**, including being able to:

- 5.1 Assess population needs, assets and capacities that affect communities' health
- 5.2 Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- 5.3 Design a population-based policy, program, project or intervention
- 5.4 Explain basic principles and tools of budget and resource management
- 5.5 Select methods to evaluate public health programs

Showing ability in **Policy in Public Health**, including being able to:

- 6.1 Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- 6.2 Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- 6.3 Advocate for political, social or economic policies and programs that will improve health in diverse populations
- 6.4 Evaluate policies for their impact on public health and health equity

Showing ability in **Leadership**, including being able to:

- 7.1 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- 7.2 Apply negotiation and mediation skills to address organizational or community challenges

Showing ability in **Communication**, including being able to:

- 8.1 Select communication strategies for different audiences and sectors
- 8.2 Communicate audience-appropriate public health content, both in writing and through oral presentation
- 8.3 Describe the importance of cultural competence in communicating public health content

Showing ability in **Interprofessional Practice**, including being able to:

- 9.1 Perform effectively on interprofessional teams

Showing ability in **Systems Thinking**, including being able to:

- 10.1 Apply systems thinking tools to public health issues

MPH Concentration Competencies

Concentration Competencies - Infectious Disease Epidemiology

- IDE 1. Integrate the general principles of infectious disease epidemiology and biology to explain infectious disease events and programs
- IDE 2. Critically assess different epidemiological and statistical methodologies and assessment techniques used in infectious disease events, research, and programs
- IDE 3. Interpret how different environmental and socioeconomic systems impact infectious disease epidemiology
- IDE 4. Compare and contrast infectious disease prevention and control strategies and systems
- IDE 5. Critique methods of infectious disease diagnostics and detection systems

Concentration Competencies - Food Systems and Health

- FSH 1. Analyze and depict food systems from production to consumption to understand their impact on health outcomes and inequities
- FSH 2. Apply interdisciplinary approaches to integrate social, political, economic, and ecological dimensions to contextualize food systems and health problems and opportunities
- FSH 3. Research and evaluate food system interventions to improve nutrition, food security and public health
- FSH 4. Investigate and communicate food safety risks throughout food systems
- FSH 5. Analyze current public health nutrition problems and policies and compare policy alternatives

FORMS FOR PARTNERS

- **Practice Site Opportunity Form** (partner sites)

If a partner site has a project idea that might interest MPH students and be a good fit for an Applied Practice Experience, complete this form and/or contact the practice coordinator, Audrey Baker, directly at azb4@cornell.edu.

- **Applied Practice Work Plan** (for students and site supervisors)
 - Due at least two months before the start of a practice experience.
 - Use the fillable PDF or a Word Doc for planning between students and supervisors.
 - A copy of the fillable Work Plan PDF is included at the end of this Guide.

*While students should work closely with the host site to develop the work plan before submission, ie. through phone meetings, emails, and working on a collaborative draft document, only the student may submit the agreed upon work plan. Students and supervisors may use a PDF, Microsoft Word, or Google Doc version of the Work Plan for initial document collaboration. **Student should not ask site supervisors to complete the Applied Practice Work Plan on their own.***

- **Applied Competency Demonstration Cover Page** (for students to complete)
 - Due with each Applied Practice deliverable submitted in Canvas.
 - Approved by the practice coordinator, then signed by the student's site supervisor.
- **Evaluations** (for students and site supervisors)

Links to online mid-point progress reports and final evaluations in Qualtrics are distributed to students and site supervisors at approximately the halfway point and end date of their practice experience. Look out for emails from the Applied Practice Coordinator at azb4@cornell.edu.



Applied Practice Experience (APE) Plan

The Cornell MPH Program is committed to community-engaged learning and to contributing to the public health workforce through service and engagement. Through the Applied Practice Experience (APE), students apply their learning to further develop real-world skills, and students provide partner sites with valuable materials, services, analyses, research, etc.

MPH students: Please consult with your site supervisor about the organization, its needs, the potential project and your role. In conversations, make it clear that you aim to create two (2) deliverables that are of use to the organization, discuss what they might be, and discuss the public health skills (at least 5 competencies) you plan to practice, apply and demonstrate through your APE activities and deliverables.

It is highly recommended to schedule at least one in-person, video, or phone conversation with your site supervisor well before submitting the APE Plan. **Students complete this form in consultation with the APE Coordinator and Site Supervisor.** Please do not ask your site supervisor to complete this form for you.

Once this form is complete, please submit it to the APE Coordinator (Audrey Baker) for approval. Once it is approved and signed by the APE Coordinator, please send it to your site supervisor for final approval and signature, and then submit a final signed copy to the APE Coordinator at azb4@cornell.edu.

Student Name			
Location Name		Location Address	
Supervisor Name			
Supervisor Email		Supervisor Phone #	
Start Date		End Date	

Summary of the Organization: What is their mission? What do they do? Who do they serve?

Summary of Need: Identify and state the public health problem(s) this project will address. What are the needs? How do you know these are the needs?

Project Description: Provide a 1-2 paragraph description of the project, including your responsibilities. What are you going to do? Why do you think that this is the right thing to do?

Projected Outputs:

- List two deliverables you will produce by the end of this Applied Practice Experience (APE). *Deliverables will be used to assess your achievement of the competencies you identify (below), and should also be of use to your site organization. **Consult with your site supervisor to plan these deliverables.***

Deliverable 1:	
Deliverable 2:	
Additional (optional)	
Additional (optional)	

Desired Outcomes: What do you see as the main potential outcome(s) of this experience, both for you and for the organization?

Learning Objectives:

- **Based on conversations with your site supervisor about the activities, deliverables, and objectives of your APE**, identify at least **five (5) competencies (skills)** that you plan to practice, apply, and demonstrate through your APE activities and deliverables.

Select five (5) competencies from the dropdown list below. At least three (3) must be foundational and the other two (2) of may be either foundational or concentration competencies, if relevant. *Include the number and text for each: foundational (3.3-10.1) and concentration (IDE 1-5 or FSH 1-5) competencies are listed at the end of this form, for your reference.*

- 1.
- 2.
- 3.
- 4.
- 5.

Work plan:

- Provide a detailed timeline of how you will meet the projected deadline (*include, at least, a timeline for the submission of each deliverable*):

What will you do (activity)	By when (date)

This plan has been approved by both my Site Preceptor and the Cornell MPH Applied Practice Experience Coordinator:

Student's Signature

Date

APE Coordinator's Signature

Date

Site Preceptor's Signature

Date