KANSAS STATE UNIVERSITY

Master of Public Health Program

Student Information:

Name	_____	E-mail	_____
Address	_____	City, State, Zip	_____
MPH Emphasis Area	_____	Phone	_____
Emergency Contact	_____	Phone	_____
Relationship	_____	E-mail	_____

Major Professor Information:

Name	_____	Department	_____
Title	_____	Phone	_____
Campus Address:	_____		
E-mail	_____		_____

Agency Information:

Agency Name and Location	_____		
Agency Director	_____	Title	_____
Street Address	_____	Phone	_____
City, State, Zip	_____	Website	_____

Preceptor/Mentor Information:

Preceptor/Mentor Name	_____	Department	_____
Title	_____	Phone	_____
Preceptor's Public Health Background (e.g., degree(s), training, experience)	_____		
Office Address	_____	City, State, Zip	_____
Preceptor E-mail	_____		_____

Applied Practical Experience Information:

Beginning Date	_____	Ending Date	_____
Total number of projected hours	_____	Total number of credit hours	_____

Payment Type:

☐ Unpaid ☐ Paid ☐ Other _____

The Applied Practical Experience (APE) is an application of knowledge in a practice setting; therefore, the preferred timing for the APE is at the end of the MPH coursework. Please list below the courses you have completed that qualify you for your APE:

Check MPH Core Courses Completed:

☐ **Biostatistics:** (MPH/STAT 701)	☐ **Environmental Health Sciences:** (MPH/DMP 802)	☐ **Social and Behavioral Sciences:** (MPH/KIN 818)
☐ **Epidemiology:** (MPH/DMP 754)	☐ **Health Services Administration:** (MPH/HMD 720)	

Other MPH Courses Completed:

Number and Name of MPH Emphasis Area Required Courses Completed:	

Number and Name of MPH Emphasis Area Elective Courses Completed:	

Instructions: Briefly describe your overall APE below and what you anticipate doing/experiencing during your placement. Include details about the project(s) you expect to complete during your placement.

Tentative Title of APE project

Scope of Work or Primary Focus:

Instructions: In consultation with your agency mentor/preceptor and major professor, determine the **Learning Objectives** for your APE, the **Activities to be Performed** to accomplish the objectives, and the **Anticipated Products** (reports, surveys, training modules, brochures, etc.) that will be submitted to your faculty advisor and supervisory committee at the end of your APE for graded assessment during the final exam.

Learning Objectives: (A learning objective is the knowledge and skills you want to acquire by the end of your experience.) Write SMART objectives, choose the verbs carefully (see below), here are resources

https://www.health.state.mn.us/communities/practice/resources/phqitoolbox/objectives.html

https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf

https://www.cdc.gov/publichealthgateway/phcommunities/resourcekit/evaluate/develop-smart-objectives.html

If more space is needed submit additional pages in a separate attachment.

Choose the verbs carefully, here are resources, use the higher order (preferable top 2-3 levels) verbs in Bloom's
https://davenport.libguides.com/learningoutcomes/action_verbs

https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

```

```

Activities to be Performed:

```

```

Anticipated Products:

--Oral presentation with PowerPoint slides and/or other media to public health agency staff and preceptor, and/or
    other public health audience.
--Poster to external audience(s) such as a conference, K-12 student group, other group appropriate to your
    project, etc.
--Educational materials specific to agency/project such as: brochures, flyers, training modules, update or create
    web materials, or other creative modalities used to convey information.
--Other examples include videos, multi-media presentations, spreadsheets, websites, posters, photos or other
    digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual
    students) in any physical or electronic form chosen by the program.

In the space below, describe and explain at least two anticipated products from your APE, please include the
purpose or function of the products.
1.
2.

Keep a portfolio during your APE and copies of all products you produce and projects you work on. Seek approval
for using materials, data, content and other agency materials in the APE/ILE reports, presentations, posters, and
other public events.

During and after your experience, you must document and address at least five of the 22 MPH Foundational
Competencies listed below. In your portfolio you will provide a copy of your products along with a table (example
below) outlining your chosen competencies. Explain how the competencies were attained and utilized during your
APE. You will provide a more detailed explanation in your APE report (see APE report template).

**Tentatively select five competencies you plan to address and fill in the table below. If needed you are able to
change your mind and add/delete a competency as needed during your APE. This is for planning purposes.**
Attainment and Use of MPH Foundational Competencies

Number	Competency	Description

If more space is needed submit additional pages in a separate attachment.

Your portfolio products will be assessed and graded during the final exam for your MPH 840 grade. Each member of your committee will complete an assessment survey on your APE products and your chosen competencies at the end of your final exam. This survey will be submitted to the MPH program office and reviewed by the Program Director.

MPH Foundational Competencies

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as crosscutting and emerging public health areas.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to 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 and 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 systemic levels
Planning and 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, implementation, or critique 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 the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify relevant communities and individuals 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 leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

If more space is needed submit additional pages in a separate attachment.

Communication	
Communication	
18. Select communication strategies for different audiences and sectors	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	
20. Describe the importance of cultural humility in communicating public health content	
Interprofessional Practice	
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	
Systems Thinking	
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	

#22. Apply Systems Thinking Tools to a Public Health Issue

In each of the core courses, systems thinking tools were discussed in the context of that subject.

Course	Systems Thinking Tools
MPH 701 Fundamental Methods of Biostatistics	**Process Mapping** uses graphic tools, such as flow charts, to understand the sequence of required actions for solving a real problem in public health. Statistical methods are then used accordingly in the process in order to provide scientific responses.
MPH 720 Administration of Health Care Organizations	**System Foundations** such as beliefs and values, system resources such as technology and the health care workforce, system processes including patient care, system outcomes such as policy and quality of care, and system outlook, which refers to the future of health care.
MPH 802 Environmental Health	**Scenario Planning** identifies basic trends and uncertainties. A manager can construct a series of scenarios that will help compensate for the usual errors in decision making, overconfidence and tunnel vision.
MPH 818 Social and Behavioral Bases of Public Health	**Sociological Ecological Framework** (SEM) is a multi-tiered approach used to analyze social and behavioral issues in public health. It is comprised of 5 levels that interact ranging from the individual, interpersonal, community, institutional and societal levels.

Assessment of #22. Apply Systems Thinking Tools to a Public Health Issue

You have already been introduced to systems thinking tools in many of your MPH courses; in MPH 840 you will learn how to apply systems thinking tools to a public health issue.

The MPH 840 Canvas course site has a module for the Systems Thinking Tools for public health. Once you enroll in MPH 840 (for 3 or 6 hours), you will have access to the module. After you complete the module and complete the written assignment, you will then select the tool that is most appropriate to your APE. You only need to complete the module once.

Summary of MPH 840 Systems Thinking Tools Module

Causal loop diagrams (CLDs)	**CLDs** are a system dynamics tool that produces qualitative illustrations of mental models, focused on highlighting *causality* and *feedback loops*. Feedback loops can be reinforcing or balancing, and CLDs can help to explain the role of loops within a system. CLDs are often developed in a *participatory approach*.
Innovation (or change management) history	**Innovation History** generates knowledge about a system by compiling a systematic history of key events, intended and unintended *outcomes*, and measures taken to address emergent issues. It involves in-depth interviews with key *stakeholders* to build an understanding of the performance of the system from a number of different viewpoints.
Participatory Impact	**PIPA** is a workshop-based approach that combines *impact pathway logic models* and

If more space is needed submit additional pages in a separate attachment.

Pathways Analysis (PIPA)	*network mapping* through a process involving stakeholder engagement. PIPA workshops help participants to make their assumptions and underlying mental models about how projects run explicit and to reach consensus on how to achieve impact.
Process mapping	**Process Mapping** is a set of tools, such as *flow charts*, to provide a pictorial representation of a sequence of actions and responses. Their use can be flexible, such as to make clear current processes, as a basis for identifying bottlenecks or inefficient steps
Stock and flow diagrams	**Stock and Flow Diagrams** are *quantitative system dynamics tools* used for illustrating a system that can be used for *model-based policy analysis* in a simulated, dynamic environment. Stock and flow diagrams incorporate feedback to understand complex system behavior and capture *non-linear dynamics*.
Systems archetypes	**Systems Archetypes** are a number of generic structures that describe common behaviors between the parts of a system. They provide templates to demonstrate different types of balancing and reinforcing feedback loops, which can be used by teams to come to a diagnosis about how a system is working, and how performance changes over time.

Requirement for APE: Select at least one tool from the above lists (from core courses or MPH 840 module). In the table below, list the tool and how you anticipate applying it during your APE. If needed, you are able to change your mind and add/delete a tool as needed during your APE. This is for planning purposes.

Use of Systems Thinking Tools

Systems Thinking Tool	Anticipated Description of Use

Your systems thinking tool and how you used it will be described in your APE and/or ILE reports as appropriate, and assessed during the final exam for your MPH 840 grade. You will provide a more detailed explanation in your APE report in addition to this table above (see APE report template).

BY SIGNING THIS FORM, YOU ARE AGREEING TO THE FOLLOWING:

THE STUDENT AGREES TO:

1. Consider themselves as an integral part of the placement agency and follow the same rules and regulations of the agency as expected of other employees.
2. Be thoroughly prepared for each task to be conducted during the placement period.
3. Consult with the faculty advisor and preceptor to determine objectives, activities, and product(s) of the APE placement.
4. Consult with the agency preceptor and/or faculty advisor when unsure of appropriate actions needed to complete assignments.
5. Complete and forward to the faculty advisor all assignments by the written deadlines.
6. Be informed as much as possible about the agency before the placement begins.
7. Be able to articulate all of the APE expectations, and agreements.
8. Demonstrate professional behavior in all activities of the APE, including (but not limited to) work attendance, appointments, meetings, and discussions with all constituencies.
9. Maintain a high level of professional ethics, including complete client/program confidentiality.
10. Contact the faculty advisor by phone at least once during the APE to provide a progress report.
11. Complete the minimum number of clock hours consistent with the number of credit hours enrolled.
12. Keep a log or journal of all activities and impressions.
13. Evaluate the ILE and the agency preceptor/mentor on the forms provided by the MPH Program Director.

If more space is needed submit additional pages in a separate attachment.

14. Seek and obtain written approval for using materials, data, content and other agency materials in the APE/ILE reports, presentations, posters, and other public events.

THE MAJOR PROFESSOR AGREES TO:

1. Provide advice and consultation to the student in arranging an APE placement.
2. Prior to the beginning of the APE, assist the student in listing objectives, activities, and product(s) of the APE.
3. Be available to provide advice and guidance to the student through telephone contact or email in response to reports.
4. Confer with the student whenever a potential problem needs resolving.
5. Provide academic resources as needed.
6. Remove the student if the preceptor/mentor deems that either the student or the agency setting is inappropriate.
7. Assist the APE placement agency and its employees in any way possible to enhance the total educational effort for the student.
8. Assist the student with interpreting and documenting attainment of five of the 22 MPH Foundational Competencies.

THE PRECEPTOR/MENTOR AGREES TO:

1. Prior to the beginning of the APE, assist the student in listing objectives, activities, and product(s) of the APE.
2. Explain the organization and function of the agency.
3. Orient the student to the policies and procedures of the agency.
4. Introduce the student to representatives of other community agencies and professionals where relevant.
5. Supervise the student during planning and implementation of activities.
6. Invite the student to agency and interagency/interprofessional meetings.
7. Provide a model of professional work habits and attitudes.
8. Evaluate student performance on survey after the APE is complete
9. Provide written approval from the agency to share data/materials/other as appropriate in reports and presentation(s)

THIS AGREEMENT MAY BE TERMINATED FOR ANY OF THE FOLLOWING REASONS:

1. Any illness or other unexpected events that necessitate the student's absence for a period of time that is detrimental to the agency or student.
2. Any action by the agency that is detrimental to the student or Kansas State University.
3. Any action by the student or Kansas State University that is detrimental to the agency.

NONDISCRIMINATION AGREEMENT:

The parties agree that there shall be no discrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other non-merit reasons.

LIABILITY:

Students may wish to obtain their own professional liability insurance to the extent they desire and/or to the extent, the host agency requires. Students enrolled in the MPH Program at K-State must maintain health insurance coverage for the duration of their programs.

Compliance Requirements:

Will you need an IRB number for Human Subjects? An IACUC number for Live Vertebrates?   Yes   No
NOTE: If you need either number, check with the University Compliance Office located in 203 Fairchild Hall (785-532-3224).

Do you have written approval from the agency to share data/materials/other in your reports and presentation(s)? Please submit this with this APE form.

If more space is needed submit additional pages in a separate attachment.

Signatures:

MPH Student
Signature: _____   Date: _____

Type Name: _____

Agency Preceptor/
Mentor Signature: _____   Date: _____

Type Name: _____

Major Professor
Signature: _____   Date: _____

Type Name: _____

Committee Member
Signature: _____   Date _____

Type Name: _____

Committee Member
Signature: _____   Date _____

Type Name: _____

Committee Member
Signature: _____   Date: _____

Type Name: _____

The Program will sign once the MPH training module for MPH 840 is complete.

MPH Program Director: _____   Date: _____

Type Name: _____

BEFORE you begin your Applied Practical Experience, this form must be approved by the MPH Program Director
and turned into the MPH Program Office, Kansas State University, 103 Trotter Hall, Manhattan, KS 66506

If more space is needed submit additional pages in a separate attachment.