

**Michigan State University  
Division of Public Health**

**Master of Public Health  
Applied Practice Experience  
Handbook**

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Master of Public Health  
College of Human Medicine  
MICHIGAN STATE UNIVERSITY

## Table of Contents

What is HM 892: Public Health Applied Practice Experience (APE)? .....	3
Practicum Topic and Practicum Site Selection .....	3
Applied Practice Experience Options .....	4
Domestic Experience .....	4
Program Sponsored Applied Practice Experiences (PSAPE) .....	4
Individual International Applied Practice Experiences (IIAPE) .....	4
Roles and Responsibilities .....	4
Applied Practice Experience Deliverables .....	5
APE Final Report .....	5
APE PowerPoint Presentation (File) .....	6
APE PowerPoint Presentation (Oral Presentation).....	6
Practicum Site Supervisor Evaluation .....	6
Templates and Rubrics .....	6
Completing HM 892: Public Health Applied Practice Experience.....	7
Prior to Enrollment in Applied Practice Experience .....	7
Additional Steps for an IIAPE Student .....	8
During the Applied Practice Experience.....	8
After the Applied Practice Experience is Complete .....	8
Master of Public Health Practicum Travel Fellowship .....	9
Michigan State University Policies on Research Involving Human Subjects .....	9
Responsible Conduct of Research and Scholarship .....	9
University Committee on Research Involving Human Subjects (UCRIHS) .....	9
Integrity and Safety in Research and Creative Activities .....	10
Appendix A: Roles and Responsibilities .....	11
Appendix B: Competencies .....	15
Appendix C: Practicum Proposal - Goals, Objectives, and Competencies Template .....	17
Appendix D: Applied Practice Experience Journal Template .....	25
Appendix E: Applied Practice Experience PowerPoint Presentation Template .....	28
Appendix F: Practicum Site Supervisor Evaluation .....	30
Appendix G: Applied Practice Experience Rubrics .....	32

## **What is HM 892: Public Health Applied Practice Experience (APE)?**

The Public Health Applied Practice Experience is a minimum three-credit, competency-based, field experience where the student creates and submits a standard set of practicum deliverables. The student is required to complete 180 practicum hours with a minimum of 120 hours of on-site time. The APE aims to provide a student with opportunities to apply public health concepts and theories in practical settings and improve their learning related to the three required competencies (MPH Foundational Competencies 19 and 21 and General Concentration Competency 1) and two student-selected competencies.

**APE credits above the minimum of three are excess credits and cannot be used to satisfy elective credit requirements of the MPH degree.**

Every MPH student must complete a practicum experience as a requirement for degree completion. The APE is an essential part of the Master of Public Health curriculum and is intended to provide hands-on experience in the field of public health. The APE must be conducted in partnership with an agency or organization, which functions to provide a public health service. The APE is overseen by the HM 892 course instructor, who ensures that all requirements of the APE are met. The student is expected to produce standard practicum deliverables, which address core and program competencies and satisfy course requirements.

The APE can be done either domestically or internationally. A student's previous/usual professional activities do not suffice to fulfill the APE requirement. If the APE is completed at a student's current place of employment, the project must not be part of their normal job responsibilities and it is required that their practicum site supervisor be someone other than their immediate supervisor.

The Master of Public Health offers eligible students the opportunity to apply for modest financial assistance for travel that is related to domestic or international practicums. Please see the Master of Public Health Practicum Travel Fellowship section for more information.

## **Practicum Topic and Practicum Site Selection**

There is no standard approach to identifying a suitable practicum topic and/or a practicum site/agency. Many students locate projects and agencies by learning of agencies where prior students have completed their practicum, via conversations with faculty members, peers, or through internship/job postings. It is never too early to begin to seek out and develop professional relationships with public health professionals working at public health agencies that may serve as optimal practicum sites in the future. Ultimately, the topic and scope of a student's practicum should coincide with their educational and career goals.

The student is encouraged to work with their faculty mentor from the start of their program to discuss their public health interests and goals and how those can lead them to potential practicum sites/projects. The student then works with the CE coordinator to discuss ideas for practicum goals and objectives and strategies for locating potential practicum sites.

A student who is struggling to locate a practicum site may be referred by the CE coordinator to the practicum coordinator for additional assistance in their search efforts.

## **Applied Practice Experience Options**

There are three options for completing the APE: 1) Domestic experience, 2) Program Sponsored Applied Practice Experience (PSAPE), and 3) Individual International Applied Practice Experience (IIAPE). The process and requirements for successful completion of all APE options is described in the remainder of this document. Please note: additional administrative requirements exist for a student pursuing the IIAPE and are detailed in the Completing HM 892: Public Health Applied Practice Experience section.

### **Domestic Experience**

Domestic experiences take place within the borders of the United States (including Alaska and Hawaii) and comprise the majority of MSU MPH Applied Practice Experiences. Domestic experiences offer opportunities that are often closer to home, less expensive, and more closely related to a student's interests, while still providing the real-world practical experiences our students desire. Many domestic practicum experiences take place in a student's own community, but a student is welcome to seek out practicum opportunities in other cities, counties, or states.

### **Program Sponsored Applied Practice Experiences (PSAPE)**

An MPH student has the opportunity to complete their practicum requirement by enrolling in one of the Program Sponsored Practicum Experiences. PSPEs typically involve an intensive experience at an international location. An MPH student enrolled in a PSPE opportunity is required to identify personal goals and objectives for their experience and must demonstrate the application of the MPH Foundational and General Concentration Competencies through the course activities. Unlike other practicum experiences, PSPE opportunities include lectures and structured activities surrounding an identified goal or topic. This specialized experience requires the site leader to grade all practicum components as opposed to the HM 892 course instructor.

Details on PSAPes offered by the Master of Public Health program can be found at: <https://mph.chm.msu.edu/program-information/international-opportunities>.

### **Individual International Applied Practice Experiences (IIAPE)**

Individual International Practicum Experiences are practicums that are pursued by the student at an agency outside of the United States and are not part of an established MSU Education Abroad experience. A student pursuing an IIAPE is responsible for contacting the host organization, identifying a practicum site supervisor, and developing their practicum experience the same as students pursuing a domestic APE.

An MPH student who travels abroad for an IIAPE is encouraged to visit the MSU Travel Clinic prior to departure. The MPH program office also encourages the student to contact the Office of International Health and Safety at (517) 884-2174 or [oihs@msu.edu](mailto:oihs@msu.edu) with any questions or concerns regarding university-provided travel insurance.

More information for students traveling on non-Education Abroad trips can be found on the website of the Office of International Health & Safety at: <https://oihs.isp.msu.edu/students/non-education-abroad/>.

## **Roles and Responsibilities**

Several resources are available to help a student successfully plan for and complete their APE. An overview of the roles and responsibilities of the student and the various resources available to a student are all summarized in Appendix A: Roles and Responsibilities.

## **Applied Practice Experience Deliverables**

1. Applied Practice Experience Final Report (File)
2. Applied Practice Experience Journal (File, as appendix of Final Report)
3. Applied Practice Experience PowerPoint Presentation (File)
4. Applied Practice Experience PowerPoint Presentation (Oral presentation)
5. Practicum Site Supervisor Evaluation (File)

At the completion of the Applied Practice Experience, the student will submit a final Applied Practice Experience report that synthesizes public health knowledge and includes a rigorous and systematic analysis of the question or problem addressed during the APE. The APE final report should be an integrated discussion of practicum goals and objectives in addition to an assessment of the extent to which the practicum allowed the student the opportunity to address the five practicum competencies, as outlined in the student's practicum proposal. In addition, the student will develop and present a PowerPoint presentation that summarizes their practicum and learning experience and deliver that presentation to peers and faculty members via the interactive web-conference system, Zoom. The student's performance at the practicum site will also be evaluated by their practicum site supervisor. Details on the reports and rubrics are summarized below:

### **APE Final Report**

#### General Guidelines:

- The final report is a scholarly paper of high quality and professionally prepared (i.e., neat and orderly appearance, use of page numbers, use of headings and sub-headings, and devoid of grammatical and spelling errors).
- The final report will have a cover page (e.g., MSU, student name, semester of practicum experience, date of submission).
- The final report will be double-spaced, with 1-inch margins in 12-point Arial or Times New Roman font.
- References are required and should be from peer-reviewed scientific journals. References should be single spaced, using a consistent format such as APA style.
- Maximum length of 30 pages, excluding appendices and references.

#### Specific Guidelines:

- The student must create their final report outline using the topics noted in the first column of the rubric for their paper; papers that do not use the outline headings and do not address the required elements of the rubric, will be returned to the student for revision. At least 80% of these elements must be considered as "Met" by the HM 892 course instructor; students whose report does not meet this performance level will be required to revise their final report before final grading can be completed.
- The student must include their journal on the course template as "Appendix A".
- The student must include required practicum deliverables (e.g., PowerPoint presentation) appropriately labeled as "Appendix B", "Appendix C", etc.

## **APE PowerPoint Presentation (File)**

### General Guidelines:

- The PowerPoint is a professionally prepared presentation (i.e., neat and orderly appearance and devoid of grammatical and spelling errors).

### Specific Guidelines:

- The student uses the template provided in the course (this is a requirement; submissions not on this template will be returned to student). At least 80% of these elements must be considered as “Met” by the HM 892 course instructor; students whose presentation does not meet this performance level will be required to revise their final report before final grading can be completed.
- The student provides a written script for each slide (written in the “Notes Section”).
- 15-slide maximum.

## **APE PowerPoint Presentation (Oral Presentation)**

### General Guidelines:

- The student prepares to deliver an oral presentation of their practicum experience using their submitted PowerPoint file as the presentation materials.

### Specific Guidelines:

- The student will be assessed on overall presentation, quality of response to questions, and critical thinking skills (see rubric for details). At least 80% of these elements must be considered as “Met” by the HM 892 course instructor; students whose presentation does not meet this performance level will be required to revise/repeat their presentation before final grading can be completed.

## **Practicum Site Supervisor Evaluation**

### General Guidelines:

- The student is to provide the course-approved evaluation form to the practicum site supervisor at least two weeks prior to the due date (due date is the last day of classes during the semester of enrollment in HM 892).

### Specific Guidelines:

- The form must be submitted by the practicum site supervisor directly to [CHM.MPH\\_Practicums@msu.edu](mailto:CHM.MPH_Practicums@msu.edu).

## **Templates and Rubrics**

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

- Appendix C: Practicum Proposal Template
  - This template is to be used by the student to develop a practicum proposal. The form is submitted to the CE coordinator by email for iterative review until approved.

- Appendix D: Applied Practice Experience Journal Template
  - This template is to be used by the student to track their practicum experience hours and activities, as well as answer the reflective questions. The journal is submitted monthly during the practicum experience to the HM 892 course assignment box for feedback. Final journals will be submitted with the Practicum Final Report at the end of the course.
- Appendix E: Applied Practice Experience PowerPoint Presentation Template
  - This template is to be used by the student to create a PowerPoint presentation that summarizes their experience. The PowerPoint presentation is submitted to the HM 892 course instructor through the HM 892 course assignment box.
- Appendix F: Practicum Site Supervisor Evaluation
  - This form is to be completed by the practicum site supervisor and submitted by email directly from the practicum site supervisor to the following email:  
[CHM.MPH\\_Practicums@msu.edu](mailto:CHM.MPH_Practicums@msu.edu).
- Appendix G: Applied Practice Experience Rubrics
  - These rubrics are used by the HM 892 course instructor to assess the student's deliverables and should be used by students to understand performance expectations.

## Completing HM 892: Public Health Applied Practice Experience

### Prior to Enrollment in Applied Practice Experience

Enrollment in HM 892 requires a student to have received a passing grade of at least 3.0 in all foundational and core courses in addition to submitting an approved practicum proposal.

Before enrolling in HM 892, the student must:

- identify an approved practicum site/agency.
- identify a main contact at the practicum site/agency who agrees to serve as their practicum site supervisor.
- work with the practicum site supervisor and the CE coordinator to develop goals, objectives, and proposed deliverables for the practicum using the Practicum Proposal Template (Appendix C).
- submit iterative drafts of the practicum proposal to the CE coordinator for review and feedback.
- obtain approval for their practicum proposal.
- submit approved and signed proposals in addition to the HM 892 Override Request form to their academic advisor for enrollment in HM 892.
- complete any additional requirements identified in the practicum proposal by the practicum site supervisor and/or HM 892 course instructor. The student must contact the CE coordinator for assistance. For example:
  - Memorandum of Understanding (MOU): Select practicum sites may require an MOU with Michigan State University.
  - Institutional Review Board (IRB) Application: "If one or more practicum objectives meets the definition of 'research involving human subjects', the activity must be reviewed and approved by the IRB or determined exempt prior to initiation of the activity" [Source: <https://hrpp.msu.edu/help/manual/6-9-A.html>]. If needed, the student will be required to prepare and submit an application to MSU's IRB prior to the start of the practicum.

### Additional Steps for an IIAPE Student

- Complete and submit a Pre-Trip Authorization form **at minimum three months prior to their departure date**. An approved Pre-Trip Authorization form is required by Michigan State University in order for the student to be eligible for university-provided travel insurance.
  - The Pre-Trip Authorization form can be found in the MPH Student Community in D2L or by visiting, <https://ctrl.msu.edu/COTravel/TravelForms.aspx>.
  - The Pre-Trip Authorization Form is submitted to the HM 892 course instructor via email for required Division of Public Health approval. The form must include itinerary information including addresses, telephone numbers, and contact names for all stops during the IIAPE.
- Register the trip in the MSU Global Travel Registry. This allows MSU to share important health and safety information as well as provide emergency services to the student as necessary.
  - The student should register their trip once they have been notified the MPH program has approved their Pre-Trip Authorization form.
  - Once the student is registered in the database, the student receives a confirmation email with links to important resources and information regarding international travel and university-provided travel insurance. **An MPH student traveling abroad for the practicum experience is not responsible for payment related to university-provided travel insurance coverage.** Entry in the MSU Global Travel Registry will automatically qualify them for university-provided travel insurance coverage.
- Traveling to High-Risk Countries
  - A student who is traveling to a country designated to be higher risk (<https://oihs.isp.msu.edu/students/non-education-abroad/high-risk-destinations/>) may not travel unless a waiver is granted. The waiver request is an online form available at the website above. Waivers are reviewed by the Risk and Security Assessment committee (RSAC) and recommendations are made to the provost. Waiver requests require a three-month lead-time. For more information, please visit the Office of International Health and Safety website, <http://oihs.isp.msu.edu/>, or contact them at (517) 884-2174 or [oihs@msu.edu](mailto:oihs@msu.edu).

### During the Applied Practice Experience

While completing the APE, the student must:

- report to the practicum site, maintain accountability to the practicum site supervisor and the practicum project, and uphold professional and behavioral standards (as defined in the *MPH Student Handbook*).
- implement the plan for the practicum as outlined in the student's approved practicum proposal.
- communicate with the HM 892 course instructor and practicum site supervisor, as needed.
- track objective-related activities and time using the APE Journal Template (Appendix D).
- submit journal reflection questions for feedback, as outlined in the course syllabus
- work on planned practicum deliverable(s).

### After the Applied Practice Experience is Complete

Once the student has completed their on-site practicum hours, they must:

- complete and submit an APE Final Report and deliverable(s).
- complete and submit a cumulative practicum journal.



- develop, submit, and present a PowerPoint presentation using the APE PowerPoint Presentation Template (Appendix E).
- Schedule a time slot within the HM 892 course for a virtual conference presentation to classmates, the HM 892 instructor, and the practicum site supervisor (the practicum site supervisor is invited, but their attendance is optional).
- have their practicum site supervisor complete and submit a Practicum Site Supervisor Evaluation (Appendix F) directly to the HM 892 course instructor.
- submit artifacts and rubrics to the portfolio once they are graded.

## **Master of Public Health Practicum Travel Fellowship**

The Master of Public Health program offers a modest travel fellowship to help cover expenses that may incur if a practicum takes place outside of a student's current or permanent residence. Practicums – **both domestic and international** – are eligible; however, a student traveling for a domestic practicum experience is expected to articulate the details of the amount of travel expected for their practicum, as awards will only be granted for travel above and beyond what is expected for a typical practicum experience. Awards are granted based on availability of funds and the score of the application after review.

Application Deadlines:

March 1 of each year

July 1 of each year

November 1 of each year

Each student is expected to review the Master of Public Health Practicum Travel Fellowship Application Process prior to submitting their fellowship application. Failure to comply with instructions detailed in that document may result in denial of the fellowship application.

Fellowship Application Requirements:

- MPH Practicum Travel Fellowship Application (including any additional pages needed for the proposal narrative)
- Proposed Budget
- Budget Justification

The MPH Practicum Travel Fellowship Application, the MPH Practicum Travel Fellowship Application Process, and a budget template are available in the MPH Student Community in D2L.

## **Michigan State University Policies on Research Involving Human Subjects**

### **Responsible Conduct of Research and Scholarship**

The College of Human Medicine supports responsible conduct of research for all students in the college who perform research. Education and training are provided to assist students. Please reference the *Master of Public Health Student Handbook* for more information.

### **University Committee on Research Involving Human Subjects (UCRIHS)**

The University Committee on Research Involving Human Subjects is an Institutional Review Board (IRB). Federal and University regulations require that all research projects involving human subjects be

reviewed and approved by an IRB **before initiation**. All projects must receive UCRIHS approval, even those that do not have direct contact with human subjects (such as secondary data sources). Under the regulations, research is defined as a formal investigation designed to develop or contribute to generalizable knowledge. A human subject of research is an individual (1) from whom an investigator obtains data or (2) about whom the researcher obtains confidential information.

Faculty and the student must submit the proper forms when the research undertaken by the student will include actively gathering data from human subjects as described above and/or use of either current or established data of human subjects gathered at a previous time. Before a graduate student begins any research project, the student must consult with their MPH advisor or chair of the guidance committee. For more information about the review process, contact the UCRIHS office at (517) 355-2180, [irb@msu.edu](mailto:irb@msu.edu), or go to room 207, Olds Hall. Information is also available at <http://hrpp.msu.edu/>.

### **Integrity and Safety in Research and Creative Activities**

This information and more can be found by visiting <https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf>.

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct. The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone - faculty, staff, and students alike.

Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

## Appendix A: Roles and Responsibilities

Resource	Role	Prior to APE	During APE
Student		<ul style="list-style-type: none"> <li>• Utilizes provided resources to discuss and identify public health career and learning goals.</li> <li>• Researches potential practicum sites and contacts potential practicum site supervisors.</li> <li>• Once site is identified, create and submits practicum proposal for iterative review and final approval.</li> <li>• Completes and submits HM 892 Override Request form, along with approved practicum proposal, to academic advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements plan for practicum as outlined in practicum proposal.</li> <li>• Upholds professional and behavioral standards as outlined in <i>MPH Student Handbook</i> while completing practicum.</li> <li>• Maintains regular, on-going communication with HM 892 course instructor and practicum site supervisor throughout experience.</li> <li>• Submits journals during practicum, as outlined in HM 892 syllabus.</li> <li>• Provides practicum site supervisor with evaluation form.</li> <li>• Completes all required assignments, as outlined in HM 892 course.</li> </ul>
MPH Faculty Mentor	<p>The MPH faculty mentor is an MPH resource assigned to the student at the beginning of their program. The faculty mentor is an MPH program faculty member who has a background in various areas of the public health field. The faculty mentor is intended to help the student develop professionally throughout their studies.</p>	<ul style="list-style-type: none"> <li>• From the beginning of the program, works with the student to help identify their public health interests and goals and how that relates to the type of practicum site/project the student should seek out.</li> </ul>	<ul style="list-style-type: none"> <li>• No specific role; the student is encouraged to continue to work with their faculty mentor as they progress through the MPH program.</li> </ul>

Resource	Role	Prior to APE	During APE
Academic Advisor	The academic advisor is assigned to the student at the beginning of their MPH experience. The academic advisor plays a limited role in a student's APE but is available to help the student troubleshoot uncertain situations.	<ul style="list-style-type: none"> <li>• Refers the student to the CE coordinator when they are ready to begin their pre-Applied Practice Experience requirements.</li> <li>• Approves and processes HM 892 override requests after the student's practicum proposal has been approved.</li> <li>• Discusses any further curriculum planning outside of the APE.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides counseling and advice if timeline of practicum is delayed, impacting successful completion of HM 892.</li> </ul>
CE Coordinator	The CE coordinator is an MPH resource who works with the student throughout their APE.	<ul style="list-style-type: none"> <li>• Refers the student to the practicum coordinator when necessary.</li> <li>• Works with the student to help identify whether their potential practicum project relates appropriately to the MPH Foundational and General Concentration Competencies.</li> <li>• Works with the student to develop a practicum proposal that best suits their needs and the needs of their practicum site.</li> <li>• Approves final practicum proposal.</li> <li>• If necessary, works with the student to complete any additional requirements such as MOUs or IRBs.</li> </ul>	<ul style="list-style-type: none"> <li>• Calls the student for a conference whenever a potential problem arises.</li> <li>• Removes the student if necessary (e.g. the student or the setting is inappropriate).</li> </ul>
Practicum Coordinator	The practicum coordinator is an MPH resource who works as a liaison to initiate and maintain relationships between the MPH program and practicum sites. The practicum coordinator, when needed, can also work directly with the student if they have trouble identifying potential practicum opportunities.	<ul style="list-style-type: none"> <li>• Works with referred students who may be struggling to find potential practicum sites/projects or if they are unsure if the practicum site/project they've selected is appropriate.</li> </ul>	

Resource	Role	Prior to APE	During APE
Practicum Site Supervisor	The practicum site supervisor is the individual within an organization who has agreed to supervise the student during their practicum experience.	<ul style="list-style-type: none"> <li>• Aids the student (along with the CE coordinator) in identifying practicum goal(s), objectives, and mutually beneficial deliverables.</li> <li>• Helps the student plan a list of activities to achieve practicum objectives.</li> <li>• Gives the student an orientation to the organization, explaining the organization's structure and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides adequate workspace and office materials for the student, if necessary.</li> <li>• Explains to the student expectations of their conduct while working with the organization.</li> <li>• Invites the student to organization, interagency, and community meetings, as appropriate.</li> <li>• Supervises the student and provides routine interaction and instruction.</li> <li>• Provides the student with constructive feedback.</li> <li>• Mentors the student with respect to the principles of professional ethics.</li> <li>• Contacts the student and the course instructor if problems arise at any time during the practicum.</li> <li>• Completes and submits the Practicum Site Supervisor Evaluation form at the end of the experience (form will be provided).</li> <li>• Optional attendance at virtual conference where student presents oral presentation of their practicum experience (Webinar).</li> </ul>

Resource	Role	Prior to APE	During APE
HM 892 Course Instructor	<p>The HM 892 course instructor is an MPH program faculty member responsible for the curriculum, who has a background in various areas of the public health field as well as the practical experience necessary to effectively guide the student through the multiple aspects of their Applied Practice Experience. The course instructor is available through the D2L course space as in any other MPH course. Regular, ongoing communication with the course instructor is required for successful completion of the APE.</p>		<ul style="list-style-type: none"> <li>• Monitors student progress through submission of required documents (according to proposed timeline) and periodic communication with practicum site supervisor, as needed.</li> <li>• Provides advice and guidance to the student through visits, telephone or email contact, and in response to monthly journals, as appropriate.</li> <li>• Alerts CE coordinator if issues arise.</li> <li>• Reviews and provides guidance to students as they develop required HM 892 deliverables.</li> <li>• Assesses student performance based on HM 892 deliverables.</li> <li>• Participates in regular, ongoing communication with the student.</li> </ul>

## Appendix B: Competencies

### MPH Foundational Competencies

(Source: [https://storage.googleapis.com/media.ceph.org/wp\\_assets/2016.Criteria.pdf](https://storage.googleapis.com/media.ceph.org/wp_assets/2016.Criteria.pdf))

#### 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 healthcare, 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

#### Communication

18. Select communication strategies for different audiences and sectors
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

## **MSU Master of Public Health General Concentration Competencies**

The MSU MPH General Concentration Competencies that reflect the program mission, vision, and values include the following:

1. Propose a program evaluation, systematic review, or research study to address a public health issue
2. Conceptualize a program, service, or policy designed to prevent, reduce and/or mitigate health inequities using a health equity framework
3. Apply the principles of community engagement and associated methodologies to public health practice
4. Apply a systematic approach in the investigation of the relationship between environmental agents and adverse health outcomes with consideration of the social determinants of health and advancing health equity
5. Analyze the ethical assumptions and implications underlying decisions in public health practice



# Appendix C: Practicum Proposal - Goals, Objectives, and Competencies Template

TO BE COMPLETED BY THE STUDENT WITH GUIDANCE FROM THE PRACTICUM SITE SUPERVISOR AND CE COORDINATOR – MUST BE COMPLETED AND APPROVED PRIOR TO REGISTRATION FOR HM892.

## Section 1: Student, Faculty, and Practicum Site Information

**Student:**


**MSU Faculty and Mentors:**


**Practicum Site Supervisor:**


**Practicum Site Leadership (Director, CEO, President, etc.):**


## **Section 2: Overview of Project(s) and Practicum Host Organization**

### **Brief Project Description:**

*Briefly describe your project(s) including purpose and expected outcomes in ~200 words.*

### **Description of Host Organization:**

*Include the organizational structure, purpose, and history. Also include your practicum site supervisor's role in the organization.*

**Section 3: Goals and Objectives**

List your goals for the practicum. Goals should include what you want to achieve by the end of the practicum (there is typically only one goal per project). If your practicum has more than one project, please add an additional goal.

For each goal, list 1-5 objectives. Objectives should be measurable and may include specific deliverables that you will be working on as part of your Applied Practice Experience. Include a date for the completion of each objective (see example at end of this document).

<b>Goal 1:</b>
<b>Objective 1.1:</b>
<b>Objective 1.2:</b>
<b>Objective 1.3:</b>
<b>Objective 1.4:</b>
<b>Objective 1.5:</b>

**Section 3 (cont'd): Planned Deliverables:** Please list the planned deliverables below.

At least two stand-alone **deliverables/work products** developed during a **program evaluation proposal, systematic review, or research study to address a public health issue are required.** These work products will be developed by the student (in collaboration with their practicum site supervisor) and be ***mutually beneficial*** and of ***utility*** to the practicum site.

<b>Deliverable 1:</b>
<b>Deliverable 2:</b>
<b>Deliverable 3:</b>
<b>Briefly describe the utility (planned used) and the benefit of these deliverables to both the practicum site and student:</b>

**Section 4: Competencies**

Each student is expected to address **a total of five public health competencies** during their Applied Practice Experience. Three of these five are *required* of all students and are listed in the table below. Each student is required to select *an additional two competencies* from among the list of MPH Foundational Competencies and General Concentration Competencies. Please reference the example found at the end of this document and complete the table below by adding your selected competencies.

Competency	Specific Competency
1	FC19. Communicate audience-appropriate public health content, both in writing and through oral presentation.  Type: Foundational
2	FC21. Perform effectively on interprofessional teams.  Type: Foundational
3	GC1. Propose a program evaluation, systematic review, or research study to address a public health issue.  Type: General Concentration
4 Student Selected	Type:
5 Student Selected	Type:

**Note:** Do not include more than five competencies. You, your practicum site supervisor, and HM 892 course instructor will assess how well you were able to meet these competencies. Thus, you should select the competencies most relevant to your project(s).

## **Section 5: Data**

The Applied Practice Experience is an essential part of the Master of Public Health curriculum and is intended to provide hands-on experience in the field of public health. The APE must be conducted in partnership with an agency or organization that functions to provide a public health service and can aid a student in further developing their professional working skills. To facilitate this, it is important for the practicum site supervisor to have a discussion with the student to clarify expectations, rules, and regulations that govern the activities the student will be performing on behalf of the host organization. The questions below should be completed jointly with the practicum site supervisor and student.

### **A. Human Subjects Research (<https://hrpp.msu.edu/help/manual/index.html>)**

Does the project entail research\* involving human subjects and/or use of identifiable data?

<input type="checkbox"/>	Yes.
<input type="checkbox"/>	No.
<input type="checkbox"/>	Not sure. (Please contact the CE coordinator to discuss.)

\*Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Not everything that involves contact with people is considered research. For example, interviewing participants of an intervention program conducted by an agency in order to evaluate and improve the program would not be considered research, unless the results were going to be used to be generalizable to other programs or agencies. For guidance on determining what is and what is not research, please access the link above, and take special note of MSU's guidance on what may be considered "student classroom research" at: <https://hrpp.msu.edu/help/manual/6-9-A.html>. This guidance should help you, your practicum site supervisor, and practicum site supervisor determine whether your practicum requires Human Subjects Review by the MSU Institutional Review Board.

If you answered "Yes" in Section A, has the project been reviewed and approved by the appropriate Institutional Review Board?

<input type="checkbox"/>	Yes. If so, <b><i>the IRB determination letter must accompany this form.</i></b>
<input type="checkbox"/>	No. (Please contact the CE coordinator to discuss next steps.)

### **B. Access to and Use of Data**

1. Will the student use data supplied by the host organization?

<input type="checkbox"/>	Yes. If yes, describe below the source and format of the data. Will the student have access to identifiable information? Please be specific.
<input type="checkbox"/>	No.

2. Will the student generate data for the host organization?

<input type="checkbox"/>	Yes. If yes, what data will be collected? How will it be collected? Please be specific.
<input type="checkbox"/>	No.

3. Does the practicum site supervisor have authority to grant student use of data?

<input type="checkbox"/>	Yes.
<input type="checkbox"/>	No.

4. May the student take the data offsite from the agency/organization?

<input type="checkbox"/>	Yes.
<input type="checkbox"/>	No.

5. Will the student be allowed to report the data or the results of their analysis in a final practicum report or capstone paper?

<input type="checkbox"/>	Yes.
<input type="checkbox"/>	No.

6. Have confidentiality issues and data use restrictions been discussed with the student?

<input type="checkbox"/>	Yes.
<input type="checkbox"/>	No.

**Signatures:**

Practicum Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

CE Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

### **Competency Table Example**

Students must select two competencies in addition to the competencies noted below. Please refer to Appendix B for a full list of competencies.

#### **MPH Foundational Competencies**

- (19.) Communicate audience-appropriate public health content, both in writing and through oral presentation
- (21.) Perform effectively on interprofessional teams

#### **Generalist Concentration Competencies**

- (1.) Propose a program evaluation, systematic review, or research study to address a public health issue

**Goals and Objectives:** (Example formatting; to be used as a guide)

<b>Goal 1: To develop an intervention to decrease smoking rates among female residents of reproductive age in City X.</b>
Objective 1.1: <b>Conduct</b> a literature review to obtain data on smoking and demographic, health, and lifestyle characteristics of women residing in City X by MM/DD/YYYY.
Objective 1.2: <b>Review, analyze, and summarize</b> available surveillance data related to smoking and other lifestyle behaviors for women in City X by MM/DD/YYYY.
Objective 1.3: <b>Develop</b> a draft proposal to address knowledge/data gaps related to determinants of smoking for female residents of City X by MM/DD/YYYY.

**Planned deliverables:** Please list the planned deliverables below.

At least two stand-alone **deliverables/work products** developed during a **program evaluation proposal, systematic review, or research study to address a public health issue are required.** These work products will be developed by the student (in collaboration with their practicum site supervisor) and be of **utility** and **mutually beneficial** to the practicum site.

Deliverable 1: Written report: summary of findings from literature review; a literature review table, and annotated bibliography.
Deliverable 2: Report: Draft study proposal.
Briefly describe the utility (planned use) and the benefit of these deliverables to both the practicum site and student:  My practicum site supervisor <u>plans to use</u> the findings from my literature review in upcoming grant applications. Currently, there is no one document that exists that summarizes the smoking among women of reproductive age for female residents in this city; data exists across multiple data sets and reports. My mentor <u>plans to use</u> this draft proposal as a source of data for grant funding applications, and as a template for future reports for other sub-populations and risk factors. Developing this draft will <u>allow me</u> to enhance my scientific writing and program-planning skills.



## Appendix D: Applied Practice Experience Journal Template

<b>Name of Student:</b>	
<b>Student Email:</b>	
<b>Semester/Year of Practicum:</b>	
<b>Submission Date:</b>	

### **Section 1: Activity and Hours Tracking**

**Instructions:** Track your hours and activities using the table below. Your final journal is to be submitted as an appendix in your APE final report (final practicum reports submitted without a journal will not be graded and will be returned to student for completion).

Date	On site Hours	Off site Hours	Brief Journal of Activities [Link to Objectives]
			Example: <ul style="list-style-type: none"> <li>Met with practicum site supervisor</li> <li>Introduced to key staff</li> <li>Reviewed practicum scope</li> <li>Created schedule for next 3 weeks</li> <li>Began literature review [Objective 1.1]</li> </ul>
			Example: <ul style="list-style-type: none"> <li>Continued reading abstracts; summarizing findings from literature review [Objective 1.1]</li> <li>Etc.</li> </ul>

Date	On site Hours	Off site Hours	Brief Journal of Activities [Link to Objectives]
<b>Total:</b>			

**Note: Use as many sheets as necessary to log your hours.**

## **Section 2: During Experience Reflections**

(The questions below are to be considered when writing journal entries and are to be submitted monthly via D2L for HM 892 course instructor feedback.)

1. What connections, if any, are you seeing between this experience and your career path?
2. Which part of this experience is your favorite so far?
3. Which part of this experience are you finding the most challenging?
4. How is this experience impacting your overall university experience?
5. How have you applied skills or abilities gained from previous experiences to solve problems or explore issues in this experience?
6. What opportunities can you act upon within your experience to maximize your learning?

## **Section 3: Post-Experience Reflections**

(Answers to the questions below are submitted with APE final report.)

1. Provide a summary of your experience (i.e., what did you hear, see, read, or do?).
2. How has the APE enabled you to apply or transfer your learning to a new setting or circumstance?
3. In what ways has the APE increased your curiosity or awareness about new content or issues?
4. How do you see yourself now compared to who you were at the beginning of this experience?
5. What did you learn about yourself and/or others as a result of participating in the APE?
6. How has the APE built upon what you have learned from your educational experiences in the classroom?
7. What aspect of the APE contributed most to your learning and why?
8. What new insights did you develop regarding your career plans as a result of the APE?
9. How would you describe this engaged learning experience to a potential employer in a way that synthesizes knowledge and skills gained?
10. Do you feel that the work you have done with this organization will be carried forward in your public health career? Please describe your response.

# Appendix E: Applied Practice Experience PowerPoint Presentation Template


A student can find the APE PowerPoint Presentation Template in the HM 892 course.

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## HM 892: Applied Practicum Experience


- Month, YYYY
- Student Name



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## Goals, Objectives, and Competencies:

- Practicum goal(s)
- Practicum objectives
- Planned deliverables
- Student selected competencies:
  - Competency 4
  - Competency 5
  - Rationale?

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## Introduction:

- Brief introduction
- Education & experience background
- Public health focus areas
- How did you locate your practicum site/project/site supervisor?

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## Additional details:

- What do you want the audience to know about your practicum experience?
  - Did it go as planned? If not, how did you adjust?
  - What did you and your supervisor need to alter?
  - Etc.


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## Practicum Site and Project Overview:

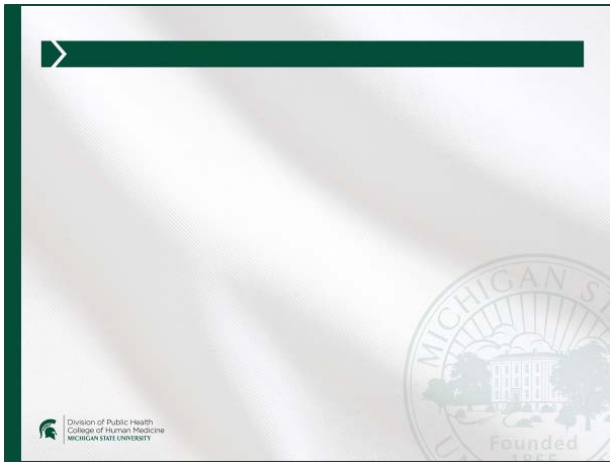
- Practicum site description
- Practicum site supervisor
- Project description

**Deliverables**

- Share your work products
- Explain what you did, what you learned while creating them
- Explain how you benefited
- Explain how you and your practicum site/site supervisor plan to use your work products

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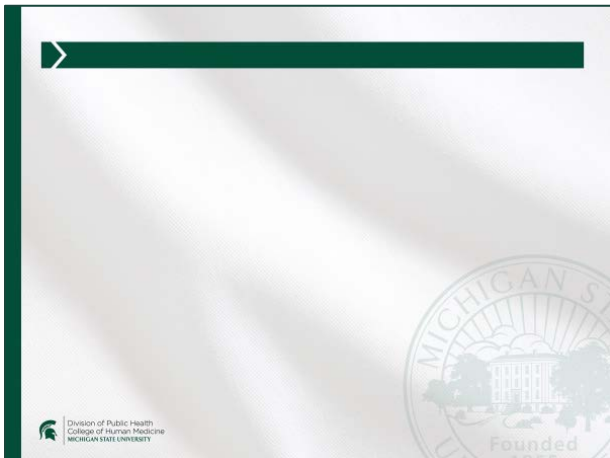
## Assessment of Experience

- Did you achieve your objectives?
- How well were you able to address the planned competencies?
- What did you learn?
- Challenges?
- How did you overcome them?



## Lessons Learned

- Did you achieve your objectives?
- What did you learn?
- What were your challenges?
- How did you overcome them?
- What would you do differently? What advice would you give students who haven't completed their practicum yet?



## Acknowledgements

- Who would you like to thank/recognize for their role in helping you complete your practicum experience?



## Appendix F: Practicum Site Supervisor Evaluation

This form must be completed by the practicum site supervisor. The evaluation rates the student's performance objectively by comparing him or her with: (a) other students of comparable academic level, (b) other personnel assigned the same tasks, and/or (c) individual standards based on your professional expertise. Please select only one score per category and feel free to include comments. If the score on an item is unsatisfactory or marginal, a comment is appreciated. Please send a scanned completed evaluation via email to [CHM.MPH\\_Practicums@msu.edu](mailto:CHM.MPH_Practicums@msu.edu).

<b>Student Name:</b>						
<b>Practicum Site Supervisor Name:</b>						
CRITERIA		Marginal	Average	Very Good	Outstanding	COMMENTS (Please add additional sheets, if needed)
<b>Professionalism</b>						
Attendance and punctuality	0	1	2	3	4	
Attitude towards work	0	1	2	3	4	
Ability/willingness to learn	0	1	2	3	4	
Judgment	0	1	2	3	4	
Relations with others	0	1	2	3	4	
<b>Communication Skills</b>						
Effective communication	0	1	2	3	4	
Rapport with clients/employees	0	1	2	3	4	
Ability to work as part of a team	0	1	2	3	4	

Quality of Work and Performance						
Writing skills	0	1	2	3	4	
Analytical skills	0	1	2	3	4	
Progress toward objectives	0	1	2	3	4	
Knowledge of relevant content	0	1	2	3	4	
Quality of work (accurate, neat, etc.)	0	1	2	3	4	
Overall performance	0	1	2	3	4	
Overall Evaluation						
Are you willing to act as a practicum site supervisor for a future MSU MPH student? (If no, please explain.)						Yes <input type="checkbox"/> No <input type="checkbox"/>
Will you/your organization be able to benefit from the deliverables/work products created by the practicum student? (If no, please explain.)						Yes <input type="checkbox"/> No <input type="checkbox"/>
List anything you believe the MPH program should provide to enable our students to be more valuable practicum interns.						

Practicum Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix G: Applied Practice Experience Rubrics

### Applied Practice Experience Final Report Rubric

Outline	Required Elements	Met	Not Met
<b>I. Introduction</b>	1. The public health problem(s) addressed by the practicum project is(are) clearly stated. The importance/public health significance of the work and/or problem the work was aimed to address is sufficiently described. The student made a case for why this work is important.		
	2. Review of the literature is comprehensive, describing the public health problem in terms of baseline or existing data in addition to other studies or reports related to the problem (national, state and/or local), but as specific as possible.  The <b>strongest</b> introductions often leverage/include a brief summary of the literature on the topic(s) addressed during the practicum project. The student should remember that few problems or needs are unique; many have been well investigated and it is always helpful to know and summarize what is already known and what has already been done to address a given problem (i.e., whether prior attempted solutions were or were not successful).		
	3. The student briefly described the work they set out to accomplish during the practicum and the overall goal(s) for their practicum experience (detailed objectives are addressed in Methods section below).		
	4. The student included a brief description of the practicum site and the public health functions/services it delivers.		
<b>II. Methods</b>	1. The student has summarized the practicum goals, objectives, five competencies, and planned deliverables (from the practicum proposal; assume this is a stand-alone document and the reader has not seen the practicum proposal).		
	2. The student has included a complete description of methods, data, and procedures they used to achieve their goals and objectives and create their work products. They should describe the IRB process, if their practicum required human subject application.		
	3. The student described their role in the project in detail as well as the role of other participants, where applicable.		
	4. The student sufficiently described any materials used in the methods (e.g., survey instruments), if applicable.		



Outline	Required Elements	Met	Not Met
III. Results	1. The student described the results of their practicum experience. Did they achieve their objectives? The student should submit an explanation.		
	2. The student explained and referenced work products included in the appendices. If the student conducted a data analysis, they should explain what items they created that demonstrate their findings. If they conducted a literature review, they should describe their work product(s). If they wrote a proposal or developed parts of or a whole intervention, they should describe what was achieved.		
IV. Discussion	1. The student linked the results of the practicum to their original problem or proposed program. They described their results and how they addressed the objectives for the project and the skills and experience gained.		
	2. The student discussed the implications of their results/work products to the problem they originally set out to address/solve. They discussed how their results will impact the problem.		
	3. The student referenced work products included in the appendices in their discussion; including assessment of the appendices' quality, strengths, weaknesses, potential use by practicum site, and application of selected competencies.		
	4. The student included what conclusions and recommendations they can draw from the work they performed during the practicum.		
	5. The student included limitations which may apply to the conclusions or recommendations they made in this section.		
	6. The student described any barriers and obstacles in the project development and implementation, including alternatives considered and how the project could have been improved.		
V. Student Evaluation of the Practicum (3-5 pages)	<p><b>Competency Assessment:</b>  We are interested in assessing the student's competency attainment throughout the APE. The following section assesses the student's awareness, knowledge, and skill-level with each competency. Rate the student's skill level for each competency. The student should explain their response and provide supporting details for <b><u>each of the five competencies individually</u></b> using the framework below:</p>		

Outline	Required Elements	Met	Not Met
<b>V. Student Evaluation of the Practicum (cont'd)</b>	<p>To what degree is the student able to effectively...</p> <ul style="list-style-type: none"> <li>• Communicate audience-appropriate public health content, both in writing and through oral presentation (FC19).</li> <li>• Perform effectively on interprofessional teams (FC21).</li> <li>• Propose a program evaluation, systematic review, or research study to address a public health issue (GC1).</li> <li>• Student-selected competency.</li> <li>• Student-selected competency.</li> </ul> <p>1 = Not at all  2 = A little bit  3 = Somewhat  4 = Quite a bit  5 = Completely</p> <p><b>Overall Assessment:</b>  The student wrote a reflection of their overall practicum experience. They should reflect on the following:</p> <ul style="list-style-type: none"> <li>• Overall, how would they rate their practicum experience? The student should provide supporting details for their response.</li> <li>• What would they do differently if they had the chance to do the practicum over again? What would they change in their approach? The student should provide supporting detail for their response.</li> <li>• How would they rate their experience with their practicum site supervisor? The student should explain their response.</li> <li>• What impact, if any, do they think their practicum experience will have on their practicum organization? The student should explain their response.</li> <li>• What impact, if any, do they anticipate their practicum experience will have on their career path? The student should explain their response.</li> </ul> <p>What recommendations do they have to the Master of Public Health faculty/staff that would improve or help a student better prepare for the practicum experience?</p>		
<b>VI. References</b>	<ol style="list-style-type: none"> <li>1. References are single spaced, using a consistent format (APA style).</li> <li>2. Works cited are recent, relevant, and credible scientific sources.</li> </ol>		

Outline	Required Elements	Met	Not Met
<b>VII. Appendices</b>	1. The paper is scholarly, of high quality and professionally prepared (i.e., it will have a neat and orderly appearance, and be devoid of grammatical and spelling errors).		
<b>Appendix A: Journal</b>	1. Journal was submitted using course-provided template.		
	2. Required practicum hours were documented.		
	3. Post-experience reflection questions answered (provided in journal template).		
<b>Appendix B: Work Product 1</b>	1. Practicum required Work Product #1 as planned in the practicum proposal.		
	2. Work product reflects an application of selected competencies.		
<b>Appendix C: Work Product 2</b>	1. Practicum required Work Product #2 as planned in the practicum proposal.		
	2. Work product reflects an application of selected competencies.		
<b>Note on Appendices:</b>	<p>As a requirement outlined by CEPH, at least two work products must be included in the final APE report. The student included these as Appendices B &amp; C, respectively.</p> <p>There is <u>no limit</u> to the number of appendices included in the final APE report (however, they must be incorporated into the final report such that ONE document/file is submitted for review). The student may include additional data collection tools/measures (such as surveys, questionnaires, or chart abstraction tools), primary data (not raw data), and other products/materials developed, used or evaluated in the project <b><u>only if</u></b> they are referenced/discussed in the Results or Discussion section.</p>		

**Applied Practice Experience PowerPoint Presentation (File) Rubric**

Required Elements	Met	Not Met
1. The student used the template provided in the course with all required sections included.		
2. Professionally prepared presentation (i.e., neat and orderly appearance and devoid of grammatical and spelling errors).		
3. The presentation contains a written script for each slide (written in the “Notes Section”).		
4. Does not exceed 15-slide maximum.		
<p>5. <b>Supporting Materials:</b> A variety of types of supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. This includes any responses to questions posed to presenter during or after presentation. The student successfully communicated audience-appropriate public health content via slide content.</p> <p><b>Evidence-based justification</b> of how the student applied their MPH competencies in their role and contributions in practicum projects/activities (not just a list of the competencies).</p>		
6. <b>Central Message:</b> The central message is compelling (i.e., precisely stated, appropriately repeated, memorable, and strongly supported). The content is audience appropriate. The student successfully communicated audience-appropriate public health content via slide content.		

**Applied Practice Experience PowerPoint Presentation (Oral Presentation) Rubric**

Required Elements	Met	Not Met
<p>1. <b>Organization:</b> The organizational pattern (i.e., specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.</p>		
<p>2. <b>Language:</b> Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. The language used in the presentation is appropriate to the audience.</p>		
<p>3. <b>Delivery Techniques:</b> Aspects such as posture, gesture, eye contact, and vocal expressiveness make the presentation compelling, and speaker appears polished and confident.</p>		
<p>4. <b>Supporting Materials:</b> A variety of types of supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. This includes any responses to questions posed to the presenter during or after the presentation.</p>		
<p>5. <b>Central Message:</b> The central message is compelling (i.e., precisely stated, appropriately repeated, memorable, and strongly supported). The content is audience appropriate. The student successfully communicated audience-appropriate public health content via oral presentation of materials.</p>		