

Eastern Kentucky University
College of Health Sciences
Master of Public Health

Applied Practice Experience (APEX)
Manual
Revised January 2020

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Chapter 1: Introduction to the Applied Practice Experience Manual

MPH students complete an appropriate curriculum, grounded in foundational public health knowledge and foundational competencies with specialized knowledge and expertise in a selected public health discipline. Students have an opportunity to apply the knowledge and skills acquired throughout the curriculum and demonstrate a broad understanding of the areas basic to public health throughout the Applied Practice Experience (APEX).

The principle objective of the APEX is to allow each student to demonstrate an ability to apply public health knowledge into service learning or practical experience. The APEX may be completed in a governmental, non-governmental, non-profit, industrial, university-affiliated, and/or for-profit settings.

Activities completed during the APEX should be primarily focused on community engagement and should be mutually beneficial to the site and the student. **The APEX allows each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies.**

Upon completion of the APEX, students will have prepared at least two work products that are linked to competencies selected by the student and agreed upon by the field supervisor and faculty. Examples of work products include written assignments, journal entries, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning.

Learning Objectives:

Through the APEX, the MPH student will (at a minimum):

1. Complete two or more products or deliverables that are of interest to the student and that meets the needs of the agency;
2. Build practical experience and accomplishments in ways that enhance the student's professional credentials;
3. Attainment of five (5) competencies in a public health practice area(s).
4. Identify appropriate three appropriate foundational and two concentration competencies based on specific portfolio products and experiences.

The guidelines in this manual explain the procedures and requirements for undertaking the APEX. *The student should carefully and thoroughly read these guidelines since s/he is responsible for the various requirements contained herein.* Any questions may be addressed to the faculty supervisor, the Concentration Program Coordinator, or the MPH Program Director.

Chapter 2: Basic Procedures for the APEX

A. Acceptance for the APEX

Students must meet the following criteria prior to scheduling the APEX:

1. The student shall have completed the majority of core course requirements (MPH courses).
2. The student must have at least a 3.0 overall grade point average.

B. Waiver of the APEX

Students that have at least three years of public health work experience may qualify for a waiver of the APEX course. To apply for a waiver, students must complete Appendix H and submit to the MPH Director at least two semesters prior to graduation. Once all required information is received and if approved, the applied practice experience course will be waived, and the student will enroll in another 3-hour course as an elective (to be approved by the student's advisor). The MPH Director will notify the student and the student's advisor of the decision regarding the waiver.

The student must provide the following documentation in Appendix H:

1. A current job description which details position requirements, responsibilities, and or functions.
2. Letter from employer providing proof of employment and years of experience
3. A portfolio of at least two work products that demonstrate attainment of at least five competencies, of which at least three must be foundational competencies. Each work product must be linked to specific competencies identified by the student. Examples of work products may include policy documents, written reports, evaluation instruments, posters, websites, videos, multi-media presentations, site-specific projects, or other artifacts of learning. To document the linkage with the competencies, students will complete the table in Appendix H. Then, students will electronically submit identified work products that relate to the appropriate foundational and/or concentration competencies.

C. Scheduling the APEX

The APEX may either be working with or working in a practice setting. Applied practice experience projects allow students the opportunity to work on real-world public health issues under faculty supervision, and provides tangible benefit to the partnering agency, which must be an external public health or related organization.

A list of pre-approved sites can be viewed on the MPH website. If a student is interested in collaborating at a site not currently approved, s/he may contact the appropriate MPH Concentration Coordinator to inquire about the possibility of an agreement.

The APEX is usually conducted in the last semester before graduation. The reason for this sequence is to enable the student to have as much of the didactic public health background as possible, so that the APEX can be maximized as an integrative one. However, recognizing that a particular APEX can accommodate individual students' learning needs and abilities to some extent, this timing is flexible and can be scheduled differently under specified circumstances (the student is directed to his or her faculty advisor for discussion and subsequent approval under these circumstances).

The minimum contact time of 200 hours is required. Students should work with the site to identify the amount of time required to produce quality products for the practice site and accomplish the expressed learning objectives of the APEX. Completion of the APEX may be done at multiple sites or a single site if significant time is needed to complete the two required work products. Some prefer to schedule the time during regular working hours, five days per week, while others prefer to space the hours over a longer period of time that is agreed upon by the student, field supervisor and faculty supervisor.

Care will be taken to ensure each student's APEX is developed and conducted on an individual basis.

In order to insure a well-planned and supervised experience in public health practice, the following procedure is to be used.

1. The student shall meet with the faculty supervisor at least 45 days in advance to begin planning the APEX.
2. If the student has located and worked out the relevant details on their own with an organization, he or she must meet with the faculty supervisor to ensure that the scope of experience and skills meets the standards established by the MPH program.
3. The student meets with faculty supervisor and a representative of the facility to develop an acceptable work plan and APEX proposal.
4. The student completes the **Field Practicum Placement Information and Student Activities/Learning Objectives/Competencies** forms (Appendix A). The student will identify at least five competencies, three of which are CEPH foundation competencies, that are met by the identified work products. CEPH Foundational Competencies and Concentration Competencies are listed in Chapter 6. This document is a contract between the student, the field supervisor, and the faculty supervisor.
5. The student receives permission to enroll the APEX course.

D. Student Requirements, Preparation and Responsibilities

Before the APEX begins, each student will:

1. Complete and obtain the necessary signatures for the following forms:
 - **Agreement to Safeguard Confidential Information (Appendix B)**
 - **Student Affiliation Agreement (Appendix C)**
 - **Agency Affiliation Agreement (Appendix D)**
2. Send a cover letter and a resume to the field supervisor at least one month prior to the beginning of the APEX and request materials describing the agency to peruse in

- advance. Become familiar with the agency through reading and discussions with the field and the faculty supervisors.
3. Employ effective skills on human relations during the APEX, i.e., be patient and empathetic, have an open mind, show appreciation, be prompt, conscientious and courteous.
 4. Become familiar with APEX objectives and endeavor to meet them through outside reading and the fullest participation in every learning opportunity.
 5. Assume responsibility for planning finances, travel, and living arrangements during the practicum.

During the APEX, students must:

1. Maintain proper professional conduct at all times and adhere to the confidentiality agreements. Students must dress properly and be prompt. Lack of compliance will be addressed and, if not improved, can be grounds for removal from the agency and/or failure of the course.
2. The student must obtain permission for days missed and must make up time lost. Any changes in the originally agreed upon schedule must be approved by the field supervisor and the faculty supervisor. Unexcused absences can be cause for removal from the agency and/or failure from the course.
3. Maintain contact with the faculty supervisor and keep him/her constantly aware of current mailing addresses and telephone numbers, and the name and contact information for the student's field supervisor.

E. Evaluation of Student Performance in the APEX

Student evaluation will be completed using the ECU MPH Student APEX Evaluation Rubric (Appendix G) and will be based on the following activities:

1. Prepare portfolio. The portfolio includes at least two products that demonstrate competency attainment. Each work product must be linked to specific competencies identified by the student. Examples of work products include posters, websites, videos, multi-media presentations, site-specific projects, or other artifacts of learning.
2. Other items that may be included:
 - weekly journal of activities
 - agendas of any meetings attended by the student
 - evaluations provided to the student
 - any other material deemed important by the student, agency, or faculty supervisor
3. Each student will complete a **Final Field APEX Report (Appendix E)** and submit it to the faculty supervisor, along with the portfolio. The report should be submitted no later than the beginning of the final week of the semester. The field supervisor should be given an opportunity to review the report. The student's final course grade will be grounded upon the evaluation of work products and competency identification and the extent to which the student has accomplished the expressed objectives of the APEX.
4. Students will prepare an oral presentation of one work product to the faculty and/or peers. This presentation will identify the collaboration between the site and the student. Any

detailed related to the steps in creating the defined work product and identification of competencies should also be presented.

5. During the last few days of the APEX, the faculty supervisor will communicate with the student to discuss the experience and provide an opportunity for the faculty supervisor to assess the students' understanding of the competencies attached to each work product.
6. During the APEX, the field and faculty supervisors will communicate via phone, email or site visit to discuss the progress of the student. At the end of the defined experience, the field supervisor will submit to the faculty supervisor a final written evaluation of the student, and the Program using the forms included in this manual (**Appendix F**).

Chapter 3: APEX Sites

The EKU MPH faculty believes that a wide range of organizations and agencies can provide an appropriate and valuable field APEX for the MPH student. Therefore, the faculty supervisor will work with the student to identify and arrange field APEX sites that meet the requirements of the APEX and the specific needs of individual students in terms of their own career interests and identities.

In general, any agency that provides, plans, coordinates, organizes, funds, or regulates public health services is valid for consideration as a training site. The faculty supervisor will also assure that the student has an appropriate field supervisor with a background in public health and/or related field of specialization.

Examples of types of sites are listed below:

- Federal agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, United States Department of Agriculture, Occupational Safety and Health Administration
- State, county, or city health departments
- Other state and local health and social service agencies
- Family planning affiliates
- Schools
- Worksite health promotion program
- Fitness/wellness programs in corporate/commercial, community, hospitals, or educational settings
- Managed care organizations
- Neighborhood health centers and community clinics
- Hospitals (public, not-for profit, for-profit, psychiatric, rehabilitation)
- Community mental health centers
- Environmental health consulting companies
- Industrial settings

Site Selection:

Overall considerations in the selection of the APEX site for each student are as follows:

- Availability of field supervisor who is appropriately prepared through education and/or professional experience and who is willing and able to spend time with the student and provide guidance.
- Availability of other good role models with appropriate preparation through education and/or professional experience.
- Good understanding of the educational needs of students, including the need to increase responsibility and independence gradually.
- Willingness to provide support, ranging from a desk and a phone to stipends or salary, transportation, and lodging.
- Appropriateness of experiences as it relates to career goals and the student's area of concentration.

Chapter 4: Role of the Faculty Supervisor

In order to determine placement areas that will offer the best opportunities for professional growth, the program faculty must know about the student's relative strengths and weaknesses, particularly as they relate to the educational program goals and objectives. Provision of a wide spectrum of opportunities for consultation and guidance from an experienced public health professional during the APEX and follow-up analysis of the total experiences are further responsibilities of the faculty supervisor.

Therefore, the MPH Program Coordinator and respective faculty supervisors will be responsible for developing and maintaining affiliations with appropriate governmental agencies at the local, state, and federal levels, industry, and institutions.

The faculty supervisor has a responsibility to develop and execute aspects of the APEX by:

1. Reviewing the specific goals and objectives for the APEX.
2. Reviewing the CEPH and each concentration competency for the MPH program
3. Conducting a conference with the student to define competencies, determine interests, and clarify objectives.
4. Verifying with the MPH Program Director or Concentration Coordinator that the APEX site has the appropriate program and college-level approvals.
5. Performing the administrative functions relative to the acceptance and placement of students into the APEX site.
6. Serving as a resource and consultant to the students during their APEX.
7. Evaluating the student's work products for the assessment of competencies and other APEX requirements for a grade.
8. Forwarding copies of all APEX portfolio, forms, reports, and evaluations to the MPH Program Director to be maintained in the student official file.

Chapter 5: Role of Field Supervisor

This section of the manual is specific to the field supervisor. The student will be responsible for assuring that the field supervisor receives a copy of this portion of the manual prior to beginning the APEX.

To the Field Supervisor:

The student you select is required to complete two work products that are beneficial to the student and the setting. Each work product must be linked to program and concentration competencies. The competencies the MPH Program seeks to develop in all graduates, is included in the evaluation you will complete on the student at the end of their work. For a complete list of the ECU MPH Competencies, please refer to Chapter 6 of this document.

The first step in the training process is to review the student's objectives, education and preparation, and professional work experience. Learning objectives and competencies should be developed collaboratively with the student and the educational program and agreed upon with each student in advance (Appendix A). In addition to the learning objectives to be developed for the specific APEX, the MPH program has developed a set of general learning objectives for all MPH Students.

Through the practicum, the MPH student will be able to (at a minimum):

1. Experience the "realities" of public health practice by attending as many, and as varied as possible, managerial or other meetings involving a variety of people in the organization, such as the administrators, health educators, environmentalists, epidemiologists, medical staff, and other professions.
2. Build practical experience and accomplishments in ways that enhance the student's professional credentials.
3. Develop an understanding of the political context within which public health activities are conducted.
4. Demonstrate competence in public health practice area(s).
5. Identify appropriate foundational and concentration competencies based on specific portfolio products and experiences.

During the initial discussion with the student, it will be useful to have the student clarify his/her identified competencies and how they fit with their own personal and professional goals/objectives. Consider whether his/her competencies are appropriate and thoughtfully selected. Discuss potential projects and the conditions under which you require or prefer to have the student work. Include supervision schedule, work hours, travel, access to support staff, etc. Once accord is reached, formalize it by outlining mutual expectations in the written agreement **Student Activities/Learning Objectives/Competencies (See Appendix A)** which the student completes and you and the student sign.

Expectations of the Site:

The site shall make its facilities available to be used for educational purposes. The site shall provide the student access to available information or sources of information which will further his or her education while assigned to the site.

Relationship of the University and the APEX Site:

The time, location, and circumstances of all training related to this agreement shall be subject to prior approval of the University and the practicum site, to be mutually agreed upon.

Evaluation:

At the conclusion of the APEX, the field supervisor is requested to complete an evaluation of the student (**Field supervisor Report on Student and Evaluation of MPH Program, see Appendix F**).

Faculty Availability:

The faculty supervisor will provide overall supervision of the activities, including placement and evaluation. However, faculty are not able to provide day-to-day student supervision. We rely on the field supervisor for this. However, we ask the field supervisor to call us immediately in any significant problems arise.

Chapter 6: MPH Foundational & Concentration Competencies

MPH FOUNDATIONAL COMPETENCIES
Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
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

MPH CONCENTRATION COMPETENCIES

Health Promotion Concentration Competencies

- 1. Select, adapt, and/or create instruments to collect data for investigating public health issues**
- 2. Apply communication and health theories to create and deliver health communication messages.**
- 3. Develop evaluation plan for health promotion**
- 4. Analyze how to strengthen delivery systems for health promotion services.**
- 5. Provide advice and consultation on health promotion issues**

Environmental/Occupational Health & Sustainability Concentration Competencies

- 1. Examine sources and pathways of environmental and occupational health hazard exposures.**
- 2. Develop a strategy for assessing exposure risk of individuals to environmental or occupational health hazards.**
- 3. Conduct a risk analysis for an environmental or occupational health issue.**
- 4. Interpret and apply federal regulations to emerging environmental or occupational health issues.**
- 5. Examine adverse health outcomes associated with environmental or occupational health hazard exposures.**

Appendix A: Applied Practice Experience Placement Information

Fill out and return this form to the faculty supervisor prior to scheduling the APEX.

Name:
Address:
Home Phone Number:
E-mail Address:
APEX Site:
Field Supervisor Phone Number:
Field Supervisor E-mail Address:
APEX Site Address:
Work Phone at APEX Site:
Start Date:
Anticipated End Date:

Student Activities/Learning Objectives/Competencies Report of Intended APEX Activities

List major projects to be performed:

List at least five competencies, 3 of which must be MPH foundational competencies. (see Chapter 6):

List other duties and responsibilities:

This statement of responsibilities is acceptable to us (signatures required; electronic accepted):

Student: _____ Date: _____

Field Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Appendix B: Agreement to Safeguard Confidential Information

I, _____ (**Name**), Student Intern, at _____

(**Agency**), do certify my understanding that any patient/person accepting services, or counseling, and/or referral through the medium of the _____ (**Agency**)

may unequivocally anticipate that any violation of this rule will result in the immediate termination of my APEx at eh approved agency listed above. It is a breach of professional ethics to reveal confidential communications without the express written consent of the person/patient.

Student Signature _____

Date _____

Appendix D: Agency Affiliation Agreement

BETWEEN

Eastern Kentucky University – College of Health Sciences Master of Public Health (MPH) Program and _____ (Agency) and _____ (Name of Student)

PURPOSE:

This agreement entered into this _____ day of _____ / _____ Between Eastern Kentucky University, College of Health Sciences, MPH Program and the _____, hereinafter referred to as the **Agency**, is for a cooperative program of education for _____ (Name of Student). Since no financial obligation between **Eastern Kentucky University, College of Health Sciences, MPH Program** and the **Agency** is involved, the scope of the agreement is focused on the general activities planned and the assignment of responsibilities between the parties.

GENERAL AGREEMENT:

It is agreed that the _____ will serve as the Agency for the Eastern Kentucky University – MPH students in such a number and at such time as the parties hereto mutually agree; further, that the staff of the Agency will provide the necessary instruction and supervision of its students to ensure the proper application of the internship/practicum objectives.

For the MPH Program
Eastern Kentucky University

Date

For _____ (Agency)

Date

Appendix E: Student Final APEx Portfolio

Student: _____

Field Supervisor Name & Phone Number: _____

Agency Name & Address: _____

Start Date: _____

End Date: _____

Instructions: This portfolio is due at the completion of the APEx. Parts I and II should not exceed five typed pages. *

Part I. Written Summary

- A. Describe the agency in which you worked, e.g. demographic data, community resources, and health problems.
- B. Give a brief “job description” of the experience.
- C. Complete the table below. Give a detailed description and results of at least two projects or products completed that met your identified competencies. Examples of these work products must be included in the portfolio

Practice-based products that demonstrate MPH competency achievement	
Specific work products in portfolio that demonstrate application or practice	MPH Foundational Competencies or Concentration Competencies addressed by the specific work products in portfolio
	1.
	2.
	3.
	4.
	5.

- D. Describe any additional experiences to which you may have been exposed.
- E. Attach the portfolio of work products.

Part II. Overall Assessment

- A. Were you given adequate supervision? Explain.
- B. How well did your academic training prepare you for the practicum experience?
- C. What were the strengths and weaknesses of the APEx? (Give examples).

Part III. Overall Assessment of Field Site

Indicate by marking the box with an “X” the degree to which you agree:

- 1 = **STRONGLY DISAGREE**
- 2 = **DISAGREE**
- 3 = **NEUTRAL**
- 4 = **AGREE**
- 5 = **STRONGLY AGREE**

	1	2	3	4	5
I gained useful public health experience					
The APEX allowed me to apply new knowledge and skills					
This experience provided me insight into career paths					
I was satisfied with the APEX					
I would recommend this site to other students					

Part IV. Assessment of APEX Field Supervisor

Indicate by marking the box with an “X” to indicate the degree to which you agree with each of the following statements.

- 1 = **STRONGLY DISAGREE**
- 2 = **DISAGREE**
- 3 = **NEUTRAL**
- 4 = **AGREE**
- 5 = **STRONGLY AGREE**

	1	2	3	4	5
My Preceptor facilitated my learning about the practice of Public Health.					
My Preceptor facilitated my opportunities to apply the knowledge, skills, and attitudes I have acquired in the MPH program in relationship to (circle on) Environmental Health Science Industrial Hygiene Health Promotion Public Health Nutrition Environmental/Occupational Health & Sustainability					
My Preceptor was an effective role model of a Public Health practitioner.					
My Preceptor provided me insight into potential career paths in Public Health					

Student Signature

Date

Appendix F: Field Supervisor Report on Student

Field Supervisor _____

Student _____

Site _____

Date _____

Part I: Performance Evaluation

Rate each aspect of the student’s performance using the scale below.

<p>2 Exceed expectations – Performance consistently exceeds normally expected levels. Shows a high degree of proficiency in <u>all</u> aspects of performance.</p> <p>2 Competent – Performance frequently exceeds normally expected level. Shows a high degree of proficiency in certain aspects of performance.</p> <p>1 Developing – Performance is inconsistent, meets minimum standards only periodically and/or in certain areas. Improvement in needed.</p> <p>N/A Did Not Observe – The student’s activities have not included an opportunity to practice a particular skill</p>				
Attitude, Initiative, Professional Disposition, Communication and Appearance:	3	2	1	N/A
Willingness to accept constructive criticism				
Dependability				
Self-reliance				
Resourcefulness				
Flexibility				
Thoroughness				
Curiosity				
Personal Appearance				
Maturity				
Contributions at meetings				
Oral communications				
Written communications				
Professional disposition with clients, colleagues, public and management				
Overall performance				

Part II: Assessment of Learning Objectives

Please assess the extent to which each of the general learning objectives was met.

Learning Objectives			
Indicate if student met, partially met, or did not meet the following learning objectives. Leave blank if not observed.			
Learning Objective	Did not meet	Partially Met	Met
Experienced the “realities” of public health practice by attending as many, and as varied as possible, managerial or other meetings involving a variety of people in the organization, such as the administrators, health educators, environmentalist, epidemiologists, medical staff, public health nutritionists and other professionals			
Comments:			
Completed two or more products or deliverables that are of interest to the student and that meets the needs of the agency			
Comments:			
Built practical experience and accomplishments in ways that enhance the student’s professional credentials			
Comments:			
Developed an understanding of the political context within which public health activities are conducted			
Comments:			
Demonstrated competence in a public health practice area(s).			
Comments:			

Part II. General Appraisal of Student

1. Did the student meet the learning objectives developed specifically for this APEx? If not met, please explain reasons.

2. What was the over-all quality of the student's performance?

3. Rate the over-all quality of the student's performance. (Check the Appropriate response)

Exceeded expectations: Performance consistently exceeds normally expected levels. Shows a high degree of proficiency in all aspects of performance.

Competent: Performance frequently exceeds normally expected level. Shows a high degree of proficiency in certain aspects of performance.

Developing: Performance is inconsistent, meets minimum standards only periodically and/or in certain areas. Improvement in needed.

Signature of Field Supervisor

Date

Appendix G: Applied Practice Experience Grading Rubric

Component	Component Description	Component Evaluation Method			Points	Weight	Score
Report of intended APEX activities	Concise, professional document of less than one page describing the intended student activities, learning objectives and competencies as outlined in the APEX Manual (Appendix A)	Written communication; Filled out and submitted: 100 points	Written communication; NOT Filled out or submitted: 0 points			X 0.05	
		Exceeds Expectations	Competent	Developing			
		90-100	80-89	≤ 79			
Written summary and self-assessment of competencies	Concise, professional document describing the practice site, significant APEX activities, major projects, and extent to which the APEX learning objectives were met. Student's self-assessment of the degree of attainment of at least five competencies of which at least three must be foundational	Provides clear, concise, and professional description of the experience to include: activities, major projects and a description of how the APEX learning objectives were met. Self-assessment clearly describes at least five competencies completed (including at least 3 foundational competencies.) Content is comprehensive, accurate and uses appropriate	Provides somewhat clear, concise, and professional description of the experience. Incomplete inclusion or omission of the following: activities, major projects, and a description of how the APEX learning objectives were met. Self-assessment somewhat clear in description. Fails to explain at least five competencies completed (including at least 3 foundational competencies. Content is	Provides unclear, unconcise, and/or unprofessional description of the experience. Incomplete inclusion or omission of any or all of the following: activities, major projects, and a description of how the APEX learning objectives were met. Self-assessment is unclear in description. Fails to explain at least five competencies		X 0.30	

Component	Component Description	Component Evaluation Method			Points	Weight	Score
	competencies (as defined in Criterion D2)	grammar and language.	somewhat comprehensive, accurate and uses appropriate grammar and language	completed (including at least 3 foundational competencies. Content includes 3 or more grammatical spelling, or language errors.			
Portfolio product presentation	Professional presentation of portfolio products to peers and faculty supervisor to demonstrate competency attainment	Portfolio products are of professional quality and demonstrates the student has an in-depth understanding of the relevant concepts and/or process of the activity. Products clearly demonstrate competency attainment. The final product clearly exceeds what would be expected to a Master of Public Health student.	Portfolio products are of quality expected of students at this level. Products demonstrate the student has a n appropriate understanding of the relevant concepts and/or process of the activity. Products demonstrate competency attainment. The final product meets what would be expected to a Master of Public Health student	Portfolio products are not of the quality expected of students at this level. Products demonstrate the student has a minimal understanding of the relevant concepts and/or process of the activity. Products demonstrate less than expected level of competency attainment. The final product falls short of what would be expected of a Master of Public Health student		X 0.10	
Field supervisor evaluation of student	Form in the APEX Manual (Appendix F) filled out by the field supervisor	Performance consistently exceeds normally expected levels. Shows a high degree of proficiency in <u>all</u> aspects of performance.	Performance frequently exceeds normally expected level. Shows a high degree of proficiency in certain aspects of performance.	Developing: Performance is inconsistent, meets minimum standards only periodically and/or in certain areas.		X 0.25	

Component	Component Description	Component Evaluation Method		Points	Weight	Score
			Improvement in needed.			
Portfolio work products	Supervising faculty's assessment of competency attainment for portfolio work products	Provided at least two complete, clear and concise work products in portfolio that clearly demonstrate attainment of at least 5 identified competencies, three of which are MPH Foundational Competencies. 100 points if met; 0 points if not met			X 0.30	
					TOTAL	

Appendix H: APEX Course Waiver Application

Student Name:
 EKU ID#
 Concentration:
 Advisor Name:
 Semester of Graduation:
 Date of application:

1. Provide or attach a current job description which details the agency or place of employment, the dates of employment, position requirements, responsibilities, and or functions.
2. Attach a letter from employer providing proof of employment and years of experience
3. Complete the following template (add more rows as needed):
4. Attach the portfolio of work products.

Practice-based products that demonstrate MPH competency achievement	
Specific work products in portfolio that demonstrate application or practice	MPH Foundational Competencies or Concentration Competencies addressed by the specific work products in portfolio
	1.
	2.
	3.
	4.
	5.

Student signature:

To be completed by MPH Director:

The final approval of the waiver is based upon the following criteria:	Met	Not Met
Student meets the minimum work experience criteria based upon evidence presented.		
Student provided at least two complete, clear and concise work products in portfolio that clearly demonstrate attainment of at least 5 identified competencies, three of which are MPH Foundational Competencies		

Waiver of APEX course approved: Yes No

MPH Director Signature:

Date: