Master of Public Health

Applied Practice Experience

by

**Your Official Name (as it appears on your KSIS record)**

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

mASTER OF pUBLIC hEALTH

**Graduate Committee:**

List Major Professor here

List Committee Member here

List Committee Member here

**Applied Practical Experience Site:**

List agency where experience was completed

List dates of experience

**Applied Practical Experience Preceptor:**

List preceptor and degrees (John Smith, MD, MPH, etc.)

KANSAS STATE UNIVERSITY

Manhattan, Kansas

Graduation Year

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# Portfolio Products

The Applied Practice Experience (APE) requires 240 hours of on-site participation in a non-academic setting and is typically completed at the end of the coursework so that a student may apply the knowledge gained from graduate courses. It requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE.

Provide a short paragraph about the site where you completed your APE and the products that you completed.

## Table 1.1 Summary of Portfolio Products

|  |  |
| --- | --- |
| **Portfolio Product** | **Description** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

The products identified above, need to address at least one or more of the competencies chosen for Chapter 2 – Competencies. ***One product does not have to satisfy all five of your chosen competencies, but all of the products together must satisfy all five competencies.***

## Table 1.2 Portfolio Products and Competency Addressed

|  |  |
| --- | --- |
| **Portfolio Product** | **Number and Competency Addressed** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Competencies

Each student should document and address at least five appropriate MPH Foundational Competencies and tell how they were attained and utilized during the APE.

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

This chapter must contain this following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained during the APE.

## Table 2.1 Summary of MPH Foundational Competencies

|  |  |
| --- | --- |
| **Number and Competency** | **Description** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Use the number associated with the competencies from the table below when you identify the competencies you are addressing. Note that the competencies are subdivided and grouped by important public health topics.

Below is a list of the 22 Public Health Foundational Competencies, the competency number, the courses in which they are taught to facilitate completing the table above.

## Table 2.2 MPH Foundational Competencies Course Mapping

| **22 Public Health Foundational Competencies Course Mapping** | **MPH 701** | **MPH 720** | **MPH 754** | **MPH 802** | **MPH 818** |
| --- | --- | --- | --- | --- | --- |
| **Evidence-based Approaches to Public Health** |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice | x |  | x |  |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | x | x | x |  |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate | x | x | x |  |  |
| 4. Interpret results of data analysis for public health research, policy or practice | x |  | x |  |  |

|  |
| --- |
| **Public Health and Health Care Systems** |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  | x |  |  |  |
| 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 |  |  |  |  | x |
| **Planning and Management to Promote Health** |
| 7. Assess population needs, assets and capacities that affect communities’ health |  | x |  | x |  |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs  |  |  |  |  | x |
| 9. Design a population-based policy, program, project or intervention |  |  | x |  |  |
| 10. Explain basic principles and tools of budget and resource management |  | x | x |  |  |
| 11. Select methods to evaluate public health programs | x | x | x |  |  |
| **Policy in Public Health** |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence  |  | x | x | x |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  | x |  | x | x |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  | x |  |  | x |
| 15. Evaluate policies for their impact on public health and health equity |  | x |  | x |  |
| **Leadership** |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making  |  | x |  |  | x |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  | x |  |  |  |
| **Communication** |
| 18. Select communication strategies for different audiences and sectors  | DMP 815, FNDH 880 or KIN 796 |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation | DMP 815, FNDH 880 or KIN 796 |
| 20. Describe the importance of cultural competence in communicating public health content |  | x |  |  | x |
| **Intreprofessional Practice** |
| 21. Perform effectively on interprofessional teams |  | x |  |  | x |
| **Systems Thinking** |
| 22. Apply systems thinking tools to a public health issue |  |  | x | x |  |

# Information Needed if Completing a Thesis Only

Students who choose the thesis option for the Integrated Learning Experience (ILE) must complete the table below on their selected emphasis area competencies. This information may be added as a chapter in the thesis, or left in this APE report. *All other students address this information in the ILE report as outlined in the ILE template.*

## Student Attainment of MPH Emphasis Area Competencies

Each student must document and address how all of the competencies were attained and utilized during the culminating experience. Each emphasis area has five competencies that may be addressed. This explanation should be in the ILE report and oral presentation.

Emphasis area competencies are listed on the MPH website ([www.k-state.edu/mphealth](http://www.k-state.edu/mphealth)). Select “Areas of Emphasis” on the left hand menu and your emphasis area.

## Table 3.1 Summary of MPH Emphasis Area Competencies

|  |
| --- |
| **MPH Emphasis Area:** |
| **Number and Competency** | **Description** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

The table (above) must be included in the ILE report (either a chapter in the thesis or left in the APE report) and presentation.