APPLIED PRACTICAL EXPERIENCE (APE) HANDBOOK

Spring 2019

SPH-B 696-BSCH
SPH-E 696-EPI
SPH-H 696-PHE
SPH-K 696-PA
SPH-P 696-PHA
SPH-Q 696-BIO
SPH-V 696-EH
# Table of Contents

APE Check List .................................................. 4  
Introduction ....................................................... 5  
Prerequisites ....................................................... 5  
Time Requirements ............................................... 5  
Grading Procedure ............................................... 5  
Qualified Agencies and Preceptors ......................... 5  
Philosophy of the APE in Public Health .................... 6  
APE Guidelines .................................................... 7  
Registering for the APE .......................................... 7  
Student Responsibilities and the Role with the Agency ..... 8  
Student Responsibilities ......................................... 8  
Agency and Preceptor Responsibilities ....................... 9  
Faculty APE Coordinator Responsibilities .................... 9  
During the APE-Student Responsibilities ..................... 10  
During the APE-Preceptor Responsibilities .................. 10  
During the APE-Faculty Coordinator Responsibilities ....... 10  
Safety Precautions and Sexual Harassment ................. 10  
APE Procedure and Timeline .................................... 11  
Necessary Forms List ............................................. 13  
APE Agreement Form ............................................ 14  
Memorandum of Understanding Guidelines .................. 15  
MPH Concentration Competencies ............................ 16  
Memorandum of Understanding- Example ................... 19  
Journal Report Form ............................................. 20  
Mid-Term Status Report- Student ............................. 21  
Mid-Term Evaluation Form-Preceptor ....................... 22  
Final Evaluation Form- Preceptor ............................ 24  
Student Information Form ...................................... 26
Dear MPH Student,

We trust you are enjoying your time at Indiana University and the Master of Public Health program. During your course of studies, you will be learning the most important and up-to-date information about public health from the faculty, staff, public health professionals, and your colleagues. It is crucial that you take full advantage of the resources you have available while you are on campus and begin to think about which aspect of public health interests you the most. For some, this was already determined the first week of classes, for many others, it is not determined until later in the program. Do not worry if you are in the latter group; public health offers many opportunities so it can be challenging to make a decision!

The *Applied Practical Experience* (APE) in public health is a major component of your degree. The reasons are many, but primarily the APE is a required component of your MPH degree and is designed so you can gain hands-on experience in public health and solidify professional public health skills. The APE occurs during the spring semester, or after, of your second year. Early in your program, it is important to think about where you would like to do your APE and discuss your thoughts with your Faculty Coordinator, academic advisor, faculty members, and other MPH students/alumni. We will work with you to find the best match to meet your professional goals.

The best advice we can give you is to begin thinking about your APE NOW. Think about the population (age, gender, race), the content area (sexuality, cancer, mental health), type of agency (not-for-profit, government), single health area versus broad areas, geographical location, and any other constraints you may have personally (family, economic, transportation). Be able to articulate the goals you want to accomplish during this practical experience. All of these issues must be considered and determined before you can determine the APE site.

We look forward to working with you and assisting you while you achieve your professional goals. If we can be of assistance while you are contemplating your practical experience, please do not hesitate to contact your concentration’s faculty coordinator. Have a wonderful time while you are at Indiana University and studying in Bloomington. Take advantage of everything this university has to offer for professional and personal growth.

Best Regards,

Dr. Catherine M. Sherwood-Laughlin
Faculty Coordinator- Behav, Soc and Comm Hlth

Dr. Jo Anna Shimek
Faculty Coordinator- Environmental Health

Dr. Jon T. Macy
Faculty Coordinator- Public Health Admin

Dr. Aaron Sayegh
Faculty Coordinator- Epidemiology and Biostatistics

Dr. Carol Kennedy-Armbruster
Faculty Coordinator- Physical Activity

Dr. Noy Kay
Faculty Coordinator- Professional Health Education
APE Check List

Planning the APE:

First Semester (Fall), Year One
- Discuss APE ideas and plans with your Academic Advisor and Internship Coordinator
- Research APE sites on the SPH Careers/Internship website, make an appointment with SPH Career Coach
  https://careers.publichealth.iu.edu/
- Develop a professional resume and cover letter
- Attend conferences and workshops to increase networking among public health professionals

Second Semester (Spring), Year One
- Attend the mandatory MPH APE Meeting during the spring semester
- Research APE sites on the SPH Careers/Internship website, make an appointment with SPH Career Coach
  https://careers.publichealth.iu.edu/
- Obtain a current transcript and meet with your academic advisor to determine when the APE will be conducted. Must have a minimum GPA of 3.00 and completed all core and required courses in order to begin APE
- Complete the Student APE Information Form and submit to the Faculty Coordinator at least one to two weeks prior to the first scheduled meeting. This meeting should take place before the end of this semester.
- Attend conferences and workshops to increase networking among public health professionals

Summer
- Research APE sites on the SPH Careers/Internship website, make an appointment with SPH Career Coach
  https://careers.publichealth.iu.edu/

Second Semester (Fall), Year Two
- Obtain a current transcript and meet with your academic advisor to determine when the APE will be completed. Must have a minimum GPA of 3.00, completed all core and required courses by the end of the fall semester of the second year in order to begin the APE in the next semester
- Meet with the Faculty APE Coordinator in August, September or October to discuss APE progress and plans
- Determine the agencies/preceptors to interview for APE
- Determine the agency/preceptor of choice
- Complete the APE Agreement Form with the Preceptor
- Complete the Memorandum of Understanding (MOU) with the Preceptor
- Meet with Academic Advisor to get signature on the SPH Advising Form
- Meet with the Faculty Coordinator before December 1st to register for the APE course. Bring the MOU and APE Agreement Form to this meeting. Students will not be able to register for the APE course when classes are not in session, and will be responsible for assessed late registration fees.
- Complete the Graduate APE Authorization Form with your Faculty Coordinator
- Take Authorization Form to PH 123 for authorization which is a required step so you can register for APE
- Register for your concentration specific course number and section at One.IU for 3 or 4 credits

Second Semester (Spring), Year Two
- Begin APE in early January
- Submit journal entries
- Submit the Student Mid-Term Status Report at the completion of 150 hours
- Preceptor submits the Mid-Term Evaluation at the completion of 150 hours
- Complete all APE hours by the end of April
- Complete the final paper and document of APE activities and post in Assignments on Canvas by noon on the Monday of finals week.
- Complete the Final Evaluation with Preceptor and submit by noon on the Monday of finals week.
Guidelines for the Applied Practical Experience in Public Health

Introduction

Public health majors prepare themselves to function professionally in a variety of settings through university courses and practical experiences. The primary purpose of the APE program is to provide opportunities for students to become acquainted with public health agencies and their role in understanding each of our concentrations. The APE also provides the student with hands-on experiences in public health which can assist in developing desirable employment skills. During the APE, the student becomes a colleague within the agency and is expected to act professionally at all times. Experiences the student acquires in the classroom and during the APE can provide a foundation in which the student can become a competent public health professional.

Prerequisites

The APE is to be completed during the LAST semester of enrollment, prior to graduation. All core and required coursework in each concentration, except 698 (Integrated Learning Experience), must be completed and the student must have a cumulative GPA of at least a 3.0 before the student can begin the APE. On some occasions, the student may take only one additional course while completing the APE. However, the additional course cannot be a MPH core or required course.

Time Requirements

The APE is a 3.0 credit hour requirement, with no less than 300 clock hours working with the agency. The exact number of weeks and the number of hours per week are mutually determined by the student and the preceptor. However, the student cannot work less than 20 hours per week with an agency. If all of the hours are not completed by the end of the semester in which the student enrolled, then the student will be assigned a grade of an “Incomplete (I).” This grade will remain in place until the student successfully completes all of the requirements for the APE. According to University policy, the Incomplete grade can remain in place for only one year from the original date of registration and an Incomplete grade cannot be assigned if the student is failing this course. If the student does not successfully complete the requirements for the APE within the year, then a failing (F) grade will be assigned.

Grading Procedure

The APE is graded based on satisfactory completion or failure, (S or F). This notation does not affect your overall GPA; however, it is very important to fulfill all of the APE requirements in order to successfully pass this course and receive a satisfactory grade towards completing all of the necessary degree requirements.

Qualified Agencies and Preceptors

Each Faculty APE Coordinator has a number of potential sites for APE selection. A comprehensive list is also available at https://careers.publichealth.iu.edu/jobs/. There are other avenues to explore for possible APEs sites: MPH faculty advisors, MPH faculty and staff, MPH alums, colleagues, and the internet. It is important that students select a field placement site and preceptor that meets their particular academic and career objectives.

When selecting a field placement location, ask the following questions:

1. Do I plan to remain with my current employer after graduation?
2. Do I plan to relocate to a different city after graduation?
3. What type of position do I aspire to after graduation?
4. What type of public health agency do I wish to work in after graduation?
5. What experience and/or skill gaps must I close in order to be promoted or hired into my desired career position?
6. Where can I get the needed experience and skills to increase my chances of securing my desired career position?
7. Does this agency offer opportunities to help me achieve my learning goals and objectives?
8. Will this agency expand my current skills and knowledge levels?
9. What types of projects will I be involved with?
10. Do I want to work directly with the clients or the community, or do I want to work behind the scenes?
11. Can I afford, financially and emotionally, to do this particular APE?
12. What are the opportunities for networking?
13. Is there a chance I will be hired at the agency or an affiliated agency once I have completed my APE?
14. Do they offer any stipends or salary during the APE?

All Preceptors (persons who supervise and mentor interns at the field placement sites) must meet one of the following criteria:

- A doctoral degree in public health or in a closely related field and one year of experience in public health
- A Master of Public Health (MPH) degree or a master’s degree in a closely related field and at least two years of experience in public health
- A bachelor’s degree in public health or closely related field and at least three years of work experience in public health
- Eight years of work experience in public health

When selecting a preceptor, ask the following questions:

1. Does this person have a degree in a field related to my concentration and meet the minimum requirements for the APE preceptor?
2. Does this person have the desire, time, and skills to adequately supervise and mentor me?
3. In terms of personality, are the preceptor and I compatible?
4. Does this person possess cutting-edge knowledge in areas of major interest to me?
5. Is this person well known and respected in the public health community?
6. Would this person be a good career sponsor (i.e., one who would be very helpful in assisting me with going to my next career level)?

**Philosophy of the APE in Public Health**

The primary goal of the APE is to provide the student with practical experience, and in turn, an opportunity to develop a realistic understanding of public health, from which a personal and professional philosophy of the discipline may evolve and mature. This goal is expected to be achieved by completing an APE in an agency that will provide the environment and experiential opportunities that sustain professional and philosophical maturity.

The APE is strategically placed at the end of the MPH program for the following reasons:

- By this time in the students' MPH program, they have completed all coursework that is relevant to the APE and expected by the preceptors. The APE should be an opportunity where the student will apply the knowledge and skills from all of the MPH courses and other experiences gained during the first year and a half of the program. Completing the APE during the summer in between the first and second year would limit the students' opportunities and scope of work during the APE. For example, if a student has not completed a course in program evaluation and the agency has an internship in program evaluation, the student isn't qualified.
- The APE is competency based. **Students must choose 3 competences to work towards attaining during the practical experience from their concentration.** The students are exposed to the concentration specific competencies in their courses and have a better understanding of relating the competencies to their APE once exposed to them in their courses.

- By completing the APE during the last semester, this allows the students the opportunity to accept a job offer and not have to return to campus to complete additional degree courses.

**The APE is expected to provide the student with the opportunity to:**
1. Participate in the daily functions of a public health agency, including administration and non-educational activities of the agency.
2. Participate in the agency’s mission, goals, and objectives related to the MPH foundational and concentration-specific competencies.
3. Produce products that show attainment of the MPH concentration specific and foundational competencies.
4. Demonstrate the ability to successfully work independently and with co-workers.
5. Use appropriate written and oral communication and human relationship skills.
6. Apply knowledge and skills gained in the classroom to practical experiences in the field.
7. Demonstrate the ability to coordinate public health services to those populations served by the agency.
8. Demonstrate the ability to utilize and disseminate public health resources.
9. Describe how the knowledge and skills gained during the APE will be put to future use.

**APE Guidelines**

The student must complete the APE in an agency that regularly provides public health programs in a public, private or community settings, and must be under the direct supervision of an experienced, professionally trained, public health professional.

The typical APE is a full-time placement in an approved agency for at least 12 weeks, preferably a complete semester. The APE is an experience equivalent to student teaching in a school setting, therefore, it is required that the student experience the day-to-day operations of the agency in order to obtain a full understanding of what public health entails. Additionally, due to the intensity and time commitment of the APE, it is highly suggested that the intern not take other classes during the APE. The APE follows completion of all core and required coursework and is completed during the LAST semester of the MPH program.

**Registering for the APE**

Authorization is required from the APE Faculty Coordinator prior to registration. Academic Advisors cannot authorize students to register for this course. In order for a student to obtain authorization from the Faculty Coordinator and register for this course, the following requirements must be met:

**MINIMUM GPA REQUIREMENT:**

At the time of registration for the APE, the student must have a minimum 3.00 GPA. If the student does not have a 3.00 GPA at the time of registration for the APE, the student cannot register for the APE and may have to re-take courses or wait for the current semester grades to be recorded in order to meet the minimum GPA requirement. Should the student’s GPA fall below a 3.00 at the end of the semester before the start of the APE, then the student will not be allowed to begin the APE.

**APE AGREEMENT FORM**

The APE Agreement Form must be completed and submitted to the APE Faculty Coordinator **prior** to registration.

**MEMORANDUM OF UNDERSTANDING**

The Memorandum of Understanding (MOU) must be completed and submitted to the APE Faculty Coordinator **prior** for approval to registration.
Students are responsible for any and all late registration fees assessed after early and regular registration sessions end.

**Student Responsibilities and the Role with the Agency**

- The student will assume only those responsibilities and tasks which have been defined with the preceptor and submitted in writing as the Memorandum of Understanding (MOU) to the Faculty Coordinator.
- The student will always dress professionally and appropriately, observe agency rules and regulations, and display professional conduct.
- The student will notify the preceptor and APE Faculty Coordinator of any illnesses and emergencies as soon as possible. Extended illnesses or special requests regarding absence from the APE must be approved by the preceptor and APE Faculty Coordinator.
- The student will be responsible for all travel expenses related to the APE (i.e. commuting to and from the agency, travel to other agency sites). Reimbursement of the expenses by the agency for travel required of the student as a part of the APE will be determined by the preceptor and the agency. Neither Indiana University nor the student’s Department will reimburse students for any travel expenses accrued during the APE.
- The student is responsible for all required medical tests (e.g. TB), vaccinations/ immunizations, criminal background checks, and trainings (e.g. CPR, HIPAA) as required by Indiana University and/or the Agency.
- The student will not be responsible for the transportation of agency patients, participants or clients in the student’s personal vehicle.
- The student will complete an evaluation of the preceptor, the agency (site) and APE Faculty Coordinator at the conclusion of the APE.

**Student Responsibilities**

It is the student’s responsibility to:

- Outline professional goals and APE expectations, and prepare a resume for use in obtaining an APE;
- Explore potential sites (agencies) for the APE;
- Make all preliminary contacts and complete interviews with agencies of interest;
- Select the agency and identify a preceptor within the agency;
- Obtain the agency’s and preceptor’s consent to provide a meaningful APE; (APE Agreement Form)
- Complete the official APE work experience form, and obtain the required signatures prior to receiving enrollment authorization; (APE Agreement Form)
- Participate with the preceptor and APE Faculty Coordinator in the development of a one-page “Memorandum of Understanding” (MOU) that describes the expectations of all parties in the APE, and the alignment of the MPH concentration specific competencies with products (deliverables);
- Sign the Indiana University Release of Risk and Liability form;
- Display professional conduct at all times, maintain a regular work schedule, and adhere to the same policies observed by agency personnel; accept the agency’s guidance and abide by agency policies;
- Make an effort to learn about the agency, its history, mission, programming initiatives, etc., and the target population/community that it serves, before and during the APE period;
- Communicate with the preceptor and APE Faculty Coordinator on a regular basis during the APE;
- Complete brief, one-page progress reports/journals, and submit them to the APE Faculty Coordinator during the APE timeline;
- Arrange for conferences (or conference telephone calls) with the agency and Faculty Coordinator, as needed;
- Participate in all activities, meetings, etc., both within and outside the agency, as recommended by the preceptor;
- Compile a final report of the APE, following the instructions for the report, and submit it prior to
the completion of the semester of enrollment; and
• Participate in a mid-term evaluation and exit interview with the preceptor.

Agency and Preceptor’s Responsibilities

It is the agency and preceptor’s responsibility to:
• Submit the APE agreement form to the APE Faculty Coordinator confirming the agency’s consent to provide the student with an APE, and identify a preceptor within the agency to supervise the APE;
• Collaborate with the student and the APE Faculty Coordinator in the development of a one-page Memorandum of Understanding (MOU) that describes the expectations of all parties during the APE and the alignment of the competencies with products (deliverables);
• Collaborate with the student and the APE Faculty Coordinator to provide a meaningful APE that actively engages the student in the day-to-day provision of the agency’s services;
• Serve as a mentor to guide the student’s professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed by public health professionals;
• Introduce the student to agency staff and orient the student in agency policies and procedures and in the student’s expected role during the APE;
• Orient the student to agency background, goals, policies, activities, and operations;
• Provide the student with an appropriate work area, office supplies, etc.;
• Meet regularly with the student to discuss progress, project activities, problems encountered, etc., and provide constructive feedback and direction;
• Arrange for a mid-term evaluation meeting with the student, maintain contact as needed with the APE Faculty Coordinator, and complete a mid-term evaluation;
• Complete an exit interview with the student; an exit telephone call or meeting with the APE Faculty Coordinator (if needed);
• Submit the final evaluation outlining the student’s accomplishments and areas of improvement to the Faculty Coordinator before the completion of the student’s semester of enrollment; and
• Provide the Faculty Coordinator with feedback regarding the agency’s participation in the APE, review APE protocols, and provide suggestions for improving the APE.

APE Faculty Coordinator Responsibilities

It is the Faculty Coordinator’s responsibility to:
• Orient the student to the purpose of and requirements for the APE;
• Guide the student in formulating an APE strategy, share information concerning potential agency placements, and assist student in making final agency selection;
• Provide the student and preceptor with information and documents needed to establish the APE and complete required reports;
• Collaborate with the student and preceptor in developing a satisfactory plan for the APE;
• Participate with the preceptor and the student in the development of a one-page Memorandum of Understanding (MOU) that describes the expectations of all parties in the APE;
• Maintain contact with the student and the preceptor during the APE;
• Promote and facilitate communication between the agency and the student;
• Confer with the student, in person or by telephone, to assess progress and help resolve any problems or concerns that may develop;
• Participate in exit meetings or telephone calls with the student and with the preceptor as needed; and,
• Guide the student in completing required reports, evaluate the reports, and assign final grade (satisfactory or fail) for the APE.
During the APE

Student Responsibilities
- Identify, in cooperation with the preceptor, work tasks related to the Memorandum of Understanding (MOU) and how these tasks will be administered during the APE.
- Complete journal entries which will contain information about the intern’s experiences and the number of hours worked. They will be submitted to the Faculty Coordinator.
- Submit the APE Portfolio by the due date and time as indicated in the course syllabus. Copies of work produced during the APE, a final reflective paper, resume/CV, and products that demonstrate the attainment of the 3 competencies, will be included in the APE Portfolio. Specific instructions are available in the course syllabus.
- Complete and submit all evaluations to the APE Faculty Coordinator at the end of the APE.

Preceptor Responsibilities
- Discuss with the student the responsibilities related to the Memorandum of Understanding.
- Inform the student of existing agency policies and regulations.
- Orient the student to the agency and community.
- Orient the agency staff to the APE program and the participating student.
- Guide and supervise the student while in residence. Serve as a mentor to the student by demonstrating, sharing, assisting, and/or providing encouragement when appropriate.
- Confer often with the student to discuss progress.
- Participate in the mid-term and final evaluations with the student to assess performance. It is required that a mid-term and final evaluation be completed by the preceptor and sent to the APE Faculty Coordinator in a timely manner. The mid-term evaluation assesses professional skills and abilities, and personal attributes. The final evaluation examines the degree to which the student has achieved the responsibilities and competencies of a graduate public health professional as related to the 3 MPH concentration specific competencies.
- Students are not generally reimbursed during the APE. However, in some cases the agency may agree to a salary or stipend. Offering a stipend during the APE is at the discretion of the agency. Travel expenses incurred while traveling to and from the agency are to be assumed by the student.

The student intern cannot receive a final grade without the evaluations completed and returned to the APE Faculty Coordinator. The final evaluation must be completed and returned at the completion of the 300 work-hours (or more if stated on the MOU), completion of goals identified in the MOU or by the Monday of Indiana University’s finals week during each fall and spring semester, or the last day of classes during summer sessions. The student intern and Faculty Coordinator will notify preceptors of the specific due dates at the beginning of the APE period.

APE Faculty Coordinator Responsibilities
- Ensure the student is working toward the achievement of the goals from the MOU.
- Evaluate the progression of the APE via journal entries from the student.
- Evaluate the progress of the student via mid-term and final evaluations from the preceptor.
- Maintain available schedule for students and preceptors for phone calls and meetings.
- Schedule site visits (depending on geographic location).
- Provide feedback to the student regarding the progression of the APE.
**Additional Information**

**APE Sites and Safety Precautions**

Indiana University cannot guarantee the safety of the APE sites. Interns must discuss safety issues and any additional personal health and safety concerns with the preceptor or agency prior to accepting the APE. All interns are urged to take precautions to assure their safety while at their APE sites. Should an intern be asked to do something that the intern believes is unsafe during the APE, or believes that the conditions at the APE site are unsafe, then the intern must immediately report these concerns to the preceptor and the APE Faculty Coordinator. If the situation does not allow time for a discussion with either the preceptor or the Faculty Coordinator, then the student should refuse to engage in the specific activity and report the condition and outcome of the decision to the APE Faculty Coordinator as soon as possible.

**Sexual Harassment**

Although the intern’s APE is often off the university campus, Indiana University is committed to maintaining a work and learning environment in which interns, faculty, and staff are free from sexual harassment. Therefore, should the intern encounter sexual harassment, he/she/they should abide by the University Policies Regarding Equal Opportunity and Affirmative Action which are posted on the University’s Affirmative Action website [http://www.indiana.edu/~affirm/policy.shtml](http://www.indiana.edu/~affirm/policy.shtml). Any intern who believes he/she/they has been subjected to sexual harassment or sexual assault may report the problem to the Faculty Coordinator or any other University official, including the Department Chair, the Dean of the School of Public Health, or university representatives in the Department of Affirmative Action or the Dean of Students [https://studentaffairs.indiana.edu/personal-safety-crisis-services/index.shtml](https://studentaffairs.indiana.edu/personal-safety-crisis-services/index.shtml). The Faculty Coordinator or other person receiving the report will inform the intern about the University’s sexual harassment policy and procedures and, within that context, will support the intern’s initiative in taking the most appropriate reporting steps. [https://studentaffairs.indiana.edu/violence-prevention/services/index.shtml](https://studentaffairs.indiana.edu/violence-prevention/services/index.shtml)

**APE Procedure and Timeline**

1. Complete the Information Form and return it to your concentration specific APE Faculty Coordinator prior to scheduling an appointment. This will help in determining an appropriate site.

2. Schedule a meeting with your concentration specific APE Faculty Coordinator at least 2-3 months prior to registration of the APE. The scheduled registration times for Indiana University are mid-October for Spring semesters, mid-March for Summer sessions, and mid-April for Fall semesters. Students will not be allowed to register for the APE without permission from the Faculty Coordinator and academic advisor (who removes the advising hold). The Faculty Coordinator is responsible for granting authorization to register for this course.

   During the meeting with your Faculty Coordinator, the following components will be discussed:
   - Student’s professional interests
   - Potential APE sites
   - Timeline- planning and completing the APE
   - APE Agreement Form
   - Memorandum of Understanding (MOU)
   - The MPH Concentration Competencies that align with student’s professional goals
   - Examples of products, projects, and deliverable to show attainment of competencies
   - Responsibilities of the student, preceptor and Faculty Coordinator
   - Requirements outlined in the syllabus
   - Evaluation process
   - Grading Procedures and Student Attainment of APE Requirements

3. Develop a professional resume and cover letter. The School of Public Health [http://www.publichealth.indiana.edu/careers/CareerLink.shtml](http://www.publichealth.indiana.edu/careers/CareerLink.shtml) and IU have resources on campus to help students. Contact your MPH academic advisor for more information about available resources.
4. Schedule personal or phone interviews with agencies of choice. Once the agency approves your placement, identify a qualified preceptor. Work with the preceptor on the development of the Memorandum of Understanding and the completion of the APE Agreement Form. The Faculty Coordinator may also be available to assist in the development of the MOU. Both of these forms must be completed and submitted to the Faculty Coordinator before the student can register for the APE course. The student cannot begin the APE with the agency until both of the above mentioned forms are submitted to the Faculty Coordinator. Indiana University policy states that a student intern may not work any hours at an APE unless the student is officially registered for the course. Any hours a student has worked at the agency prior to submission of the forms will not be counted toward the total APE hours.

5. Once the forms have been submitted to the Faculty Coordinator and approved, the student must obtain authorization for registration. The Authorization for APE Registration form is available from the Faculty Coordinator. The completed form is then submitted to the Graduate Registrar in the Dean's Office (PH 123). The Graduate Registrar will authorize registration and then the student may register for the APE course. NOTE: Acquiring authorization to register for the APE course from the APE Faculty Coordinator and the MPH Academic Advisor will not be granted when the university is closed for holidays and/or when classes are not in session.
Necessary Forms

- Student APE Information Form- page 27
- APE Agreement Form- obtained from Faculty Coordinator, also available on the MPH website, page 14
- Memorandum of Understanding- developed by student and preceptor, example on page 15
- APE Authorization Form-obtained from the APE Faculty Coordinator
- Academic Advising Registration Hold Release Form- obtained from MPH academic advisor or SPH Dean’s Office
- Journal Report- Available here: https://www.indiana.edu/~hperweb/internships/journal.php example on page 20 (** journals may be submitted on Canvas by Spring 2019- see course syllabus for more information)
- Mid-Term Status Report-Student- Available here: https://www.indiana.edu/~hperweb/internships/index.php example on page 21
- Mid-Term Evaluation Form –Preceptor- web link is emailed to the Preceptor by the Faculty Coordinator, example on page 23
- Final Evaluation Form- Preceptor: web link is emailed to the Preceptor by the Faculty Coordinator, example on page 25.

<table>
<thead>
<tr>
<th>Document</th>
<th>Purpose</th>
<th>Due Date</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student APE Information Form</td>
<td>Provides information about the student’s APE interests</td>
<td>Student brings to first meeting with the APE Faculty Coordinator</td>
<td>Form to APE Faculty Coordinator</td>
</tr>
<tr>
<td>APE Agreement Form</td>
<td>A document that indicates the student and preceptor have agreed upon an APE to be fulfilled at the agency listed.</td>
<td>At meeting to obtain authorization from APE Faculty Coordinator to register for APE course.</td>
<td>Form with signatures to APE Faculty Coordinator</td>
</tr>
<tr>
<td>Memorandum of Understanding</td>
<td>A document that explains the student activities, objectives and competencies, also obtains the commitment of the preceptor to assist in meeting the objectives</td>
<td>At meeting to obtain authorization from APE Faculty Coordinator to register for APE course.</td>
<td>MOU on Agency Letterhead with signatures to APE Faculty Coordinator</td>
</tr>
<tr>
<td>Journal Reports</td>
<td>To track student’s hours and activities in the field, and immediate reactions/reflections; will aid student in preparation of the midterm and final reports</td>
<td>During the APE, submitted to the APE Faculty Coordinator-consult the concentration syllabus for submission requirements</td>
<td>Complete the journal on line or on Canvas</td>
</tr>
<tr>
<td>Student Mid-Term Status Report Preceptor Mid-Term Evaluation</td>
<td>To evaluate interim progress toward goals To evaluate the student’s progress toward goals and MPH competencies; obtain feedback on student’s educational and professional needs</td>
<td>Submitted at 150 hours to the APE Faculty Coordinator Submitted at the end of 150 hour to the APE Faculty Coordinator</td>
<td>Complete the mid-term report on line Preceptor submits web-based evaluation electronically</td>
</tr>
<tr>
<td>Student Final Report and APE Documents</td>
<td>To evaluate the entire practicum, and the student’s experience</td>
<td>Submitted at the end of 300 hours to the APE Faculty Coordinator, and no later than noon on the Monday of Finals Week (or the last day of Summer I or II session).</td>
<td>Upload in Assignments on Canvas</td>
</tr>
<tr>
<td>Preceptor Final Evaluation</td>
<td>To evaluate the student’s progress toward goals and MPH competencies; obtain feedback on student’s educational and professional needs</td>
<td>Submitted at the end of 300 hours to the APE Faculty Coordinator, and no later than noon on the Monday of Finals Week (or the last day of Summer I or II session).</td>
<td>Preceptor submits web-based evaluation electronically</td>
</tr>
</tbody>
</table>
Applied Practical Experience
AGREEMENT FORM
Master of Public Health

Student Name__________________________________________________________

Student ID#_________________________ Student E-mail__________________________

MPH Concentration: BIO BSCH PHE ENV HLT PA EPI PHA

Agency Information:

Preceptor_______________________________________________________________

Title/Position__________________________________________________________

Degree(s)_____________________________________________________________

Agency_______________________________________________________________

Address_______________________________________________________________

E-mail_________________________ Phone_________________________ Fax_________________________

Field Work to begin and end:______________________________________________

Days of Week and Hours Student will be working________________________________

Vacations or Personal Time Off for Preceptor during APE:__________________________

Vacations or Personal Time Off for Student during APE:__________________________

The above student and preceptor have agreed upon an APE to be fulfilled at the agency listed above. Neither the Faculty Coordinator nor Indiana University is responsible or liable, to the site or otherwise, for the student’s conduct, acts or omissions in arranging or performing the APE; the student is responsible for his/her/their own conduct, acts or omissions. The undersigned agree to the above objectives, and agree that they have read, understood, and agree to conduct the APE in accordance with the provisions of the APE in the APE Health Handbook.

Signatures Required for APE Agreement:

_________________________________________________________ Date_________________________

Student

_________________________________________________________ Date_________________________

Preceptor

_________________________________________________________ Date_________________________

Faculty Coordinator
MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MOU) is the agreement made between the student and the preceptor which outlines the goals for the student during the APE period. The 2 MPH concentration specific competencies and the 3 MPH Foundational Competencies the student will work on during the APE must also be clearly listed on the MOU. The products, projects, and deliverables must be aligned with the competences and included on the MOU.

The Memorandum of Understanding will be completed in the following manner:

1. Typed on Agency Letterhead
2. Signed by both the Student Intern and Preceptor
3. Contain the following information:
   Student’s name
   Duration of APE
   What activities will the student participate in during the APE?
   3 MPH Concentration specific competencies
   Products, projects and deliverables aligned with all competencies
4. Returned to the APE Faculty Coordinator with the completed APE Agreement Form

Products, Projects and Deliverables

While determining the competencies, it is very important to discuss with the preceptor the scope of projects and products that are available to show attainment of the competencies. The products identified need to show evidence of the student’s achievement of the competencies in public health. Examples of projects are below:

- Establishment of a smoking cessation program for dormitories and sororities on the IU campus
- Plan, implement and evaluate tobacco prevention program with Students Working Against Tobacco Program
- Conduct a needs assessment, develop, implement, and evaluate a public health program to increase breast-feeding among young mothers
- Summarize, critique and rank NCI funded 5-A-Day elementary and middle school curricula for teachers, results were placed on NCI website
- Plan, implement and evaluate HIV/AIDS Awareness Week programs
- Development of a measles disease surveillance report
- Investigation of breast cancer cases and potential causal links between the occurrence of the disease and environmental exposures
- Researching and developing tobacco policies related to children and exposure to second-hand smoke in automobiles
- Create a First Responder training manual for staff who work in a city parks and recreation department

Note: Student may not register or begin the APE without the APE Agreement Form and the MOU completed, signed, and returned to the APE Faculty Coordinator. Any work or hours the student has completed at the agency prior to submission of these forms to the Faculty Coordinator will not count toward the total number of hours needed to fulfill the APE. In addition, it is an Indiana University policy that the student must be currently enrolled in the APE course while completing hours towards the APE requirements.
Choose 3 Concentration-Specific Competencies:

Behavioral, Social, and Community Health Competencies:
1. Apply theories and conceptual frameworks from several ecological levels to public health practice.
2. Use evidence from scientific literature to understand public health problems and inform public health decision-making.
3. Apply systems thinking tools to a public health issue.
4. Apply established steps and procedures to evaluate community-based public health programs, policies and interventions.
5. Use input from critical stakeholders to evaluate community-based public health programs, policies and interventions.
6. Use theory, scientific evidence and community input to analyze and select public health programs, policies, and interventions.
7. Select and implement public health programs, policies, and interventions that address multiple levels in the ecological framework.
8. Prepare proposals for funding from external sources for public health programs.
9. Develop and construct budgets for public health programs.

Biostatistics:
1. Describe the roles biostatistics serve in the discipline of public health.
2. Apply descriptive and inferential methodologies according to the type of data model for answering a particular public health research question.
3. Interpret results of statistical analyses for/in public health studies.
4. Explain general principles of experimental design in attempting to identify risk factors for disease.
5. Apply statistical reasoning to structure thinking and solve a wide range of problems in public health.
6. Use information technology to access, analyze, and interpret public health data.
7. Choose appropriate multivariate statistical methods to address research questions.
8. Conduct multivariate statistical analysis with empirical data and interpret computer output correctly.
9. Comprehend and critique research papers that use multivariate statistical methods.
10. Use appropriate statistical approaches to study the relationships among categorical dependent variable and predictors to answer research questions.
11. Use appropriate linear models to study the relationships among variables to answer research questions.
12. Specify statistical models according to the structure of the multilevel or longitudinal data.
13. Conduct longitudinal analysis with empirical data and interpret computer output correctly.
14. Comprehend and critique research papers that use longitudinal analysis methods.
15. Describe the role statistical packages serve in the discipline of public health.
16. Describe and apply data management skills to handle research data in public health area
17. Apply basic descriptive and inferential statistics to analyze research data in public health area and interpret the results properly.
18. Use appropriate statistical methods to study the relationship among censored outcomes and independent variables to answer research questions

Environmental Health:
1. Explain the adverse effects of major environmental and occupational agents on human health and safety, including the role of genetic factors, routes of exposure, and fate within the body.
2. Compare and interpret federal and state regulatory programs, guidelines and authorities that control environmental and occupational health issues.
3. Identify and apply the epidemiologic methods used to investigate the relationship between environmental and occupational agents and human disease.
4. Compare the different exposure assessment techniques used to characterize environmental and occupational health impacts and the advantages and disadvantages of their use.
5. Integrate the disciplines of exposure assessment and toxicology to quantify environmental and occupational health risks, develop appropriate control measures, and communicate findings to diverse communities.
Epidemiology:
1. Identify key sources of data for epidemiologic purposes.
2. Apply the basic terminology and definitions of epidemiology.
3. Evaluate the strengths and limitations of epidemiologic reports.
4. Apply epidemiological concepts and methods to identify determinants of health problems in populations.
5. Analyze and interpret data arising from case-control and cohort studies using both crude and stratified methods of analysis.
6. Generate hypotheses and identify an appropriate study design to answer epidemiologic questions.
7. Access secondary data and demonstrate ability to manage data sets necessary for epidemiologic analysis.
8. Use epidemiologic methods to develop a chronic disease research strategy.
9. Describe the distribution of chronic diseases and their associated risk factors.
10. Analyze surveillance data to describe the distribution of an infectious disease in a population.
11. Design studies intended to respond to epidemiologic disease outbreaks.
12. Describe public health problems pertinent to the community.
13. Evaluate the impact of social interventions to the epidemiology of negative health states.

Physical Activity:
1. Identify how the relationship between physical activity and health differs according to lifespan development and among diverse populations.
2. Develop a basic ability to read and interpret research evidence to identify best practices in evidence-based, developmentally appropriate physical activity interventions.
3. Educate, collaborate, communicate, and engage with community partners to promote physical activity at multiple settings and in a variety of populations.
4. Develop, implement, and evaluate behavioral based physical activity interventions.
5. Recommend and translate effective intervention strategies to partners and other constituents.
6. Use physical activity assessment and surveillance mechanisms to assess physical activity and prioritize community -based interventions and policies across diverse populations.

Professional Health Education
1. Collect health related data regarding needs, assets and capacity for health education programs.
2. Design health related programs consistent with health education concepts, theories and specified program objectives.
3. Exhibit competence in delivering planned health education programs.
4. Use appropriate methods (quantitative/qualitative) to evaluate and conduct research related to health education.
5. Facilitate partnerships among health and education related agencies and organizations to accept and support health education.
6. Exhibit competency for the selection, development and dissemination of health education resources and training materials for diverse populations.
7. Demonstrate professional responsibility toward the promotion of health education and the discipline.

Public Health Administration:
1. Identify and interpret public health laws, regulations, and policies.
2. Articulate the health, fiscal, administrative, legal, social, and political implications of public health policy options.
3. Apply economic theories and data to address and analyze public health issues.
5. Develop strategies for determining budget priorities for public health programs.
6. Develop and construct budgets for public health programs.
7. Prepare proposals for funding from external sources for public health programs.
Parks and Recreation:
1. Develop and articulate a personal philosophy of leisure.
2. Analyze historical and contemporary attitudes, beliefs, and values pertaining to leisure and recreation.
3. Acquire knowledge and understanding of current management theory in the leisure and recreation profession.
4. Critique current theory, research and practice in the leisure services management field with applications to public, private, and commercial sectors.
5. Use best practices most common to managerial functions in the leisure and recreation profession.
6. Explain the diversity of definitions used in describing health, quality of life, and natural environments.
7. Use the Experiential Learning Components (ELCs) to develop a personal foundation and connection with human health and natural environments.
8. Apply theoretical models to improve human health and quality of life from a natural environment perspective.
9. Explain the conceptual framework linking leisure participation/access to public health.
10. Identify community health risk and protective factors amenable to change using leisure interventions.
11. Apply the BDI logic model to design a leisure-based public health intervention.
12. Evaluate different aspects of a survey for precision, accuracy, and credibility.
13. Use new and changing technology to collect high quality survey data.
14. Collect, analyze, and interpret survey data, leading to publication in peer-reviewed journal articles.
This Memorandum of Understanding provides that Indiana University Master of Public Health graduate student in BSCH, Janelle Smith will participate in an internship experience with The City of Bloomington during the spring semester, beginning January 2 through April 30, 2019. It is agreed that Janelle will work at least 20 hours per week (unless otherwise agreed upon) during these dates. She will work a total of 300 hours during the internship, pursuing the following objectives.

1. Gain a greater comprehension of how The City of Bloomington interfaces with the community to provide a wide range of health education and wellness programs for diverse segments of the population.
2. Develop a deeper understanding of the administration of wellness/health promotion services and infrastructure, as well as the collaborations necessary for the implementation of services and infrastructure.
3. Observe city planning sessions and assist planners by interacting directly with citizens, and stakeholders during planning sessions, and community meetings.
4. Attend collaborative staff meetings and other relevant meetings regarding community planning and programs intended to promote community health.
5. Cultivate a greater knowledge base about the procedures necessary for effective evaluation of wellness programs and community infrastructure.
6. Enhance skills, abilities, and knowledge pertaining to the field of weight management, cardiovascular disease and obesity prevention, and the promotion of healthy and active lifestyles through this internship experience.
7. Develop and outreach programs and materials aimed to promote 'Bike Week' among community stakeholders (employers), complete with all the necessary components and strategies for evaluation, if applicable.

<table>
<thead>
<tr>
<th>MPH Concentration Competencies</th>
<th>Evidence of Attainment/Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and construct budgets for public health programs</td>
<td>Bike Month Budget Plan</td>
</tr>
<tr>
<td>2. Apply established steps and procedures to evaluate community-based public health programs, policies and interventions</td>
<td>Bike Month Evaluation Plan</td>
</tr>
<tr>
<td>3. Use input from critical stakeholders to evaluate community-based public health programs, policies and interventions.</td>
<td>Bike Month Program Proposal- A Report of the Needs and Assets Assessment Results from Community Stakeholders</td>
</tr>
</tbody>
</table>

Scott Robinson
Long Range/Transportation Manager
City Bloomington Department

Janelle Smith, Graduate Student

City Hall
**JOURNAL REPORT FORM**

Due: See your course syllabus

Name: ____________________________

Week Ending: _____________________

Total hours for this report: _______

Total Hours to date: _____________

To complete on line:  [https://www.indiana.edu/~hperweb/internships/journal.php](https://www.indiana.edu/~hperweb/internships/journal.php)

Please quantify the number of hours you spent on the following activities for this report in the table below:

<table>
<thead>
<tr>
<th>Hours This Week</th>
<th>Total Hours to Date</th>
<th>Activity</th>
<th>Hours This Week</th>
<th>Total Hours to Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning</td>
<td></td>
<td></td>
<td>Needs Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation</td>
<td></td>
<td></td>
<td>Related Travel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation</td>
<td></td>
<td></td>
<td>Inspections/Investigations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature/Data Search</td>
<td></td>
<td></td>
<td>Establishing the APE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documents Created/Developed</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lessons/Materials Developed</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing</td>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

Please write a detailed paragraph(s) describing your activities for this report. Be sure to explain all experiences where you have allocated hours worked related to the specific activities indicated on the table above. Include your thoughts about your progress so far.

What challenges or concerns do you have this week?

Any other comments?

Please E-mail this confidential report to the faculty coordinator.
MID-TERM STATUS REPORT
To be completed by Student Intern
Due: At the completion of 150 hours

Student Name:
Dates of Reporting Period:

Hrs. Worked During Reporting Period:
Cumulative Hours Worked To Date:
Preceptor Name
Preceptor Email:
APE Site:
Concentration Competency 1:
Concentration Competency 2:
Concentration Competency 3:

To complete on line: [https://www.indiana.edu/~hperweb/internships/evaluationMPHmid.php](https://www.indiana.edu/~hperweb/internships/evaluationMPHmid.php)

I. Status of Objectives (As related to the Memorandum of Understanding and Competencies)
Accomplished activities:

Activities still in progress:

II. Perception of APE Activities
New insights on public health activities:

New insights on administrative, program/planning in public health:

III. Evaluation of your Performance as an Intern
Strengths Detected:

Areas for Improvement:

IV. Suggested Changes in Objectives, Future Activities, if any

_____________________________   ________________________________
Intern Signature                  Preceptor Signature
Date Completed:____________________

MID-TERM EVALUATION FORM
To be completed by Preceptor
Due: At the completion of 150 hours

Student Name:
Preceptor’s Name:
Dates of Reporting Period:
Hrs. Worked During Reporting Period:
Cumulative Hours Worked To Date:
Website: [http://www.publichealth.indiana.edu/departments/applied-health-science/career/sitesupervisor-mid.shtml](http://www.publichealth.indiana.edu/departments/applied-health-science/career/sitesupervisor-mid.shtml)

I. Status of Objectives (As related to the Memorandum of Understanding and Competencies)

Accomplished activities:

Activities still in progress:

II. Perception of Intern’s Personal Attributes and Professional Skills
Please use the number below to indicate the intern’s personal attributes and professional skills.

<table>
<thead>
<tr>
<th>Competence in the Job:</th>
<th>1 =Poor</th>
<th>2 =Below Average</th>
<th>3 =Average</th>
<th>4 =Above Average</th>
<th>5 =Excellent</th>
<th>0 =Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy and Thoroughness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication- Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication-Written</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>1 =Poor</th>
<th>2 =Below Average</th>
<th>3 =Average</th>
<th>4 =Above Average</th>
<th>5 =Excellent</th>
<th>0 =Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Relations</th>
<th>1 =Poor</th>
<th>2 =Below Average</th>
<th>3 =Average</th>
<th>4 =Above Average</th>
<th>5 =Excellent</th>
<th>0 =Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Attributes</th>
<th>1 =Poor</th>
<th>2 =Below Average</th>
<th>3 =Average</th>
<th>4 =Above Average</th>
<th>5 =Excellent</th>
<th>0 =Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page…
III. Evaluation of the performance of the intern

Strengths Detected

Areas for Improvement

IV. Suggested Changes in Objectives, Future Activities, if any

_________________________________________  ______________________________________
Signature of Preceptor                           Signature of Intern

__________________  ____________________
Date                     Date

Electronic submission of this evaluation by the preceptor to the APE Faculty Coordinator at Indiana University serves as the preceptor’s signature.
Thank you for your time and guidance in working with your graduate intern. We appreciate your willingness to assist in our APE program. Please discuss this evaluation with the student during the exit interview.

**Assessment of Attainment of MPH Competencies:**
Based on the Exit Interview with your intern, please evaluate the student on the attainment of the 5 competencies identified to work on during the APE by providing a brief description of your assessment of the level of attainment for each competency.

**Competency Levels Definitions:**

- **Proficient Knowledge (PK):** Having or marked by an advanced degree of competence related to principals and terminology towards understanding gained through experience to solve more advanced problems within public health.

- **Developing or Proficient Skill:**
  The definition of a skill is the ability to adjust, or to be able to adapt in response to changing needs and contexts. A **Developing Skill (DS)** is one that is at the level of meeting basic skill competency through education, training and some practice of that skill. Having achieved **Proficient Skill (PS)** implies that the student has demonstrated the capability to exhibit mastery of the skill through acquired knowledge, multiple exposures to appropriate skills-based experiences, and the opportunity to respond to changes within the environment with appropriate actions and decisions to achieve the desired outcome.

Please place an X in the corresponding level of attainment

<table>
<thead>
<tr>
<th>Competency 1:</th>
<th>PK</th>
<th>DS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Attainment as assessed by the Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Attainment as assessed by the Preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product: Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2:</th>
<th>PK</th>
<th>DS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Attainment as assessed by the Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Attainment as assessed by the Preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product: Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3:</th>
<th>PK</th>
<th>DS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Attainment as assessed by the Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Attainment as assessed by the Preceptor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product: Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Assessment:

1. What are the strengths of the student as a graduate public health professional?
2. What professional skills and abilities need improvement?
3. In what areas has the student shown the most improvement in the Applied Practical Experience?
4. Other comments specific to the student that will provide a more complete picture of readiness to enter the public health profession:
5. Recommendations/Comments regarding the Applied Practical Experience Program:
6. Recommendations/Comments regarding the graduate professional preparation program in Public Health at Indiana University:

Optional:
If the student were to apply for a position with your agency/institution, what type of recommendation would you give in regards to hiring?

[ ] Strongly Recommend  [ ] Recommend  [ ] Recommend with Reservation
APPLIED PRACTICAL EXPERIENCE
INFORMATION FORM
Master of Public Health Program - Indiana University Bloomington

Name ____________________________________________

Local Address _______________________________________________________________

Local Phone Number __________________________ E-mail: __________________________

Permanent Address ___________________________________________________________

Permanent Phone Number __________________________ Current GPA __________________

Using the information you have learned in your courses thus far, and professional experiences you have in public health, please answer the following questions. Your responses will assist the Faculty Coordinator in determining an appropriate site.

What are your goals? What do you want to learn, do, experience during your Applied Practical Experience?

Do you want to work with a specific population (consider age, race, gender, ethnicity, SES, etc.)? If yes, please explain.

Do you have a preference for working in an agency which focuses its programs on a single area (i.e. American Cancer Society) or in a broader context? If yes, please explain.

Do you have a preference for a public or private health setting? If yes, please explain.

Do you have any constraints that will have an impact on your selection of an agency? If yes, please explain.

Do you have a geographical preference? If yes, please explain.