

Kent State University College of Public Health

Applied Practice Experience Resource Document
BST, EPI, HPM, SBS - 60192



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The following information is to assist students with the College of Public Health’s Masters Applied Practice Experience (APE) course. Unlike other courses, this course is done at your own pace and does not have traditional deadlines and assignments. Students who are planning to graduate by the end of a specific semester should discuss this with their Course Instructor as soon as possible to ensure that deadlines are established. Throughout the course, students will work with their Course Instructor, Faculty Advisor, and Preceptor to complete the APE requirements; each of these individuals will have a different role within the project. Before beginning the necessary steps for your project, confirm that you are registered for the correct APE course; 3 credit hours (150 contact hours) or 6 credit hours (300 contact hours).

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Applied Practice Experience FAQ's

Below is a list of commonly asked questions regarding the APE course. Please be sure to read each section carefully. If you notice that your question is not answered within this document, email your Course Instructor. Pay close attention to sections with the star (☆) symbol; these are especially important.

Before beginning your APE

What are my APE course choices?

There are two (2) choices for the APE course. It is a good idea to discuss which path is best for you with your KSU Faculty Advisor to make sure it fits with your career ambitions.

- The 6-hour credit course (requires 300 contact hours):
 - This option is for the student that wants more time to devote to an in-depth project or hopes to gain experience in a specific professional setting.
 - This option is highly suggested for students that started an MPH right after a bachelor's or just started their career.

- The 3-credit hour course (requires 150 contact hours and another ELECTIVE course):
 - This option is for students that have professional experience and want to focus on a short-term project.
 - This may also be a consideration for students interested in changing careers or employers as this may be an opportunity to explore other opportunities in their field of choice.
 - In order to explore more than one organization or topic by taking two APE courses during the MPH. These APE's may NOT be concurrent. The first 3 credit hour APE course must be completed before the student may enroll in another 3-credit hour APE course. If a student chooses to complete two different APEs then a third elective course does not have to be taken.
 - If one 3-credit hour APE course is completed, then the student must complete **AN ADDITIONAL** elective course to complete the 46 credit hours needed for the MPH program.

In the event you need to drop a course and add another, you will need to submit a form that can be accessed through Flashline. Karen Baker (bkabker80@kent.edu) will assist you with this process. Students will use the Petition for Exception to Registration Form when requesting registration/schedule adjustment transactions to their class schedule after published University deadlines. More information can be found at <https://www.kent.edu/registrar/petition-exception-registration>

When is the best time to register for my APE?

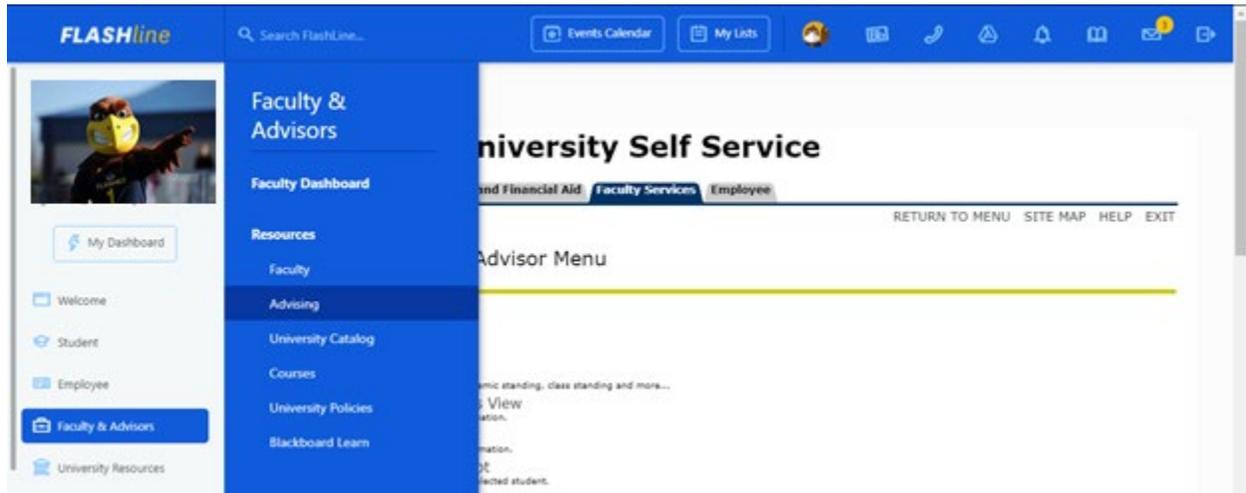
- For **100% of online students**, the APE course is already scheduled for a specific semester so make sure you are aware of which semester that is. Please check with your Faculty Advisor so you can register for the correct course. During this 7-week course, you are expected to work with your KSU Faculty Advisor and the APE Course Instructor to identify a site and propose the project/s you will complete during the APE. This is completed in conjunction with the Site Preceptor. The expectation during this 7-week session is to complete the documentation for the APE, complete the appropriate CITI training, and prepare to begin your contact hours.
- **For on-the-ground students**, the APE should begin with the start of the semester. Please check with your Faculty Advisor so you can register for the correct course. Students are encouraged to review the APE Guidelines document to gather a better understanding of the project details and what is expected of them. During this time, students can begin preliminary work such as identifying a topic of interest and potential sites to work with. Generally speaking, you can complete the APE over 30 weeks (10 contact hours per week for 300 hours or 5 hours per week for 150 hours).

****Do not wait until the last semester.*** This can be a very busy time since you are finishing up coursework and preparing for the Comprehensive Exam. This may delay graduation if your project does not start on time. When looking at the best time to register for the APE consider the following:

- Give yourself time (more than one semester) to complete your project. Think about it this way, if you need to complete 150 contact hours, you will need to average 10 hours per week for one semester, 300 contact hours is 20 hours per week. If you take two 15-week semesters to complete your APE, then that may be more manageable.
- Be mindful of any financial requirements for GA positions, scholarships, financial aid, and employee education reimbursement when it comes to registering, as the APE course credit may increase the load for that semester. Also, Grad Assistantship or Employee Reimbursement monies may not be available for Summer registration. You will register for a 3-hour course or a 6-hour course.

Who is my KSU College of Public Health Faculty Advisor and what is their role with the APE?

- If you are unsure who your Faculty Advisor is, please log in to Flashline and check Advising → GPS (see image below). Your Faculty Advisor will provide advice on potential APE sites and projects as well as guidance for questions you may have throughout the process.



Who is my KSU Course Instructor and what is their role with the APE?

- The APE Course Instructor serves as your point of contact for administrative tasks related to the MPH applied practice experience project. Your instructor will assist you with questions/concerns while setting up your project as well as explain what items are required to be completed before logging hours. Most questions can be answered by your Course Instructor so it is best to email them first before reaching out to your Faculty Advisor. In the event more clarification is needed, the student and/or instructor may reach out to other faculty members.

Will the APE project affect my CPT or OPT if I have International status?

- All international students should meet with an ISSS advisor to determine if work approval is necessary before starting their APE. If your APE is off-campus, you will require CPT approval. This process may take up to two weeks so be sure to plan accordingly. International Scholar and Student Services can be contacted by email. iss@kent.edu.

Formulating your APE

What is a good APE idea and topic?

The APE is a student-initiated individual project. Students are encouraged to look for a topic and site that is of interest to them. The site and project are not assigned, your APE Course Instructor or Kent State Faculty Advisor can assist in finding a site and helping with the development of a topic. There are many great ideas for an APE. Below are some things to consider:

- When looking for a site and a topic, consider where your interests lie. The APE will be more meaningful if you have a passion for the topic or organization.
- Since the APE is project-based, think about being part of a team or assisting in the development, implementation, and /or evaluation of a process or program. Other areas to consider are Staff Training, Promotion of a Program, Compliance/Regulation and Auditing, Measurement Tool Development, Statistical Analysis, Networking, and Collaboration of both internal and external partnerships for program success.
- Ask your Kent State Faculty Advisor or the APE Course Instructor for a reference list with past APE titles.
- You are allowed to be compensated (paid) during an APE.

****Please note that it is the student's responsibility to identify interest areas/potential sites for their project. Once these are determined, share them with your Faculty Advisor and APE instructor to see if there are established preceptors/site contacts to reach out to directly.***

☆*Can I start my APE project at any time?*

- A student must be registered, and the course must be opened in Canvas at the start of the semester in order to start the APE assignments.
- All required course assignments and documentation must be submitted and approved by the Course Instructor **before logging hours**.
 - This means the site agreement between KSU CPH and the hosting site must be on file, the student has completed CITI training and has a certificate of completion that is not expiring, the preceptor's qualifications have been approved, the APE Agreement Form has been reviewed/approved/signed by the Course Instructor and Faculty Advisor, as well as the preceptor and student, and

the IRB determination form has been completed indicating if the project does/dose not required IRB approval. Electronic signatures are okay.

- Any hours logged before all requirements are met **will not count** towards the required hours (see Applied Practice Experience Guidelines).

☆ *Do I need to finish the APE in one semester?*

- No, you do not need to finish the 3 or 6-credit hour course in one semester. However, students are highly encouraged to complete the APE within one calendar year of starting the course. Many students work a full-time job while completing their master's course work. If this is the case, an IP (in progress) will show on your transcripts. This grade will be changed to pass (S)/fail (U) once the project requirements have been completed.

Can the APE be completed at my current employer?

Yes, you may complete your APE at your current employer. If you already work in an agency and are considering doing your project there, please keep two things in mind:

1. The project must be substantially above-and-beyond your day-to-day job. It can be related, but it cannot be anything that you already do as part of your job tasks or description. You will be asked to differentiate between your job duties and APE project within the Agreement Form.
2. Make sure you have a supportive work environment for completing the project. What you don't want is to get 175 hours into your project and have your workplace say "we can no longer have you working on this".

Suggested items to complete before the course opens

- Review the Applied Practice Experience Guidelines
- Contact an agency/organization to secure a site, preceptor, and topic. If needed, contact your KSU Faculty Advisor, the Public Health Ambassadors, or the Course Instructor to brainstorm.
- Work with the preceptor to draft 3-5 objectives for your project plan. When the course opens you will be able to fill out the APE Agreement form easily.
- Complete CITI training if you have not done so yet. Then all you will need to do is upload the certificate (see image below) in module 2. See below to access CITI training modules.

Complete the **Social & Behavioral Research - Basic/Refresher (SBS and HPM)** or **Biomedical Research (BST/EPI)** online course at the [Collaborative Institutional Training Initiative \(CITI\)](#) and the University of Miami.

1. Be sure to list your institution as **Kent State University**.
2. This online course will take about 2-3 hours to complete.
3. You must successfully pass the quizzes.
4. If you need assistance in registering and logging into the Citi training, please go to [Research Compliance Training](#) on the Kent State University website. There is a screenshot tutorial that is very detailed.
5. Upload the certificate of completion to this Canvas assignment when the course opens on Canvas.
6. Make sure that the certificate will not expire prior to you finishing your project. For example, expiration September 2021, and your project is estimated to end May 2022.



Completion Date 13-Sep-2017
Expiration Date 12-Sep-2020
Record ID 24472396

This is to certify that:

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Kent State University



Verify at www.citiprogram.org/verify/?wff893a76-7f5c-45dd-a033-217dcc10f0f0-24472396

Institutional Review Board (IRB)

☆How do I know if I need an IRB?

- The key to this question involves the use of human subjects and Private Health Information (PHI). This includes survey data, observations, clinical notes, interviews/focus groups, biological specimens, or any other piece of information that originated from a human being--regardless of whether you collected it or not. Even if the data are not personally identifiable, the project still has to be submitted for approval. If your project involves the use of data that came from human subjects, even if you didn't collect the data, you must complete the Institutional Review Board (IRB) determination form (Minimal Risk - Human Subjects) and receive approval before you use the data. Instructions, along with a link are provided in the course for Minimal Risk submission and approval by KSU Research and Compliance Dept.
- Students will use the IRB determination flow chart PDF (see page 20) and determine if their project does/does not require IRB approval. The student will then share the details of this decision with their Faculty Advisor who will verify if the information is correct; if it is incorrect, they will provide feedback as to why. **Students must work with their KSU Faculty Advisor to ensure accuracy.** After this has been verified with the Faculty Advisor, the student will complete the determination link (below) and submit the email response to Canvas (see page 14 for an example of the email).

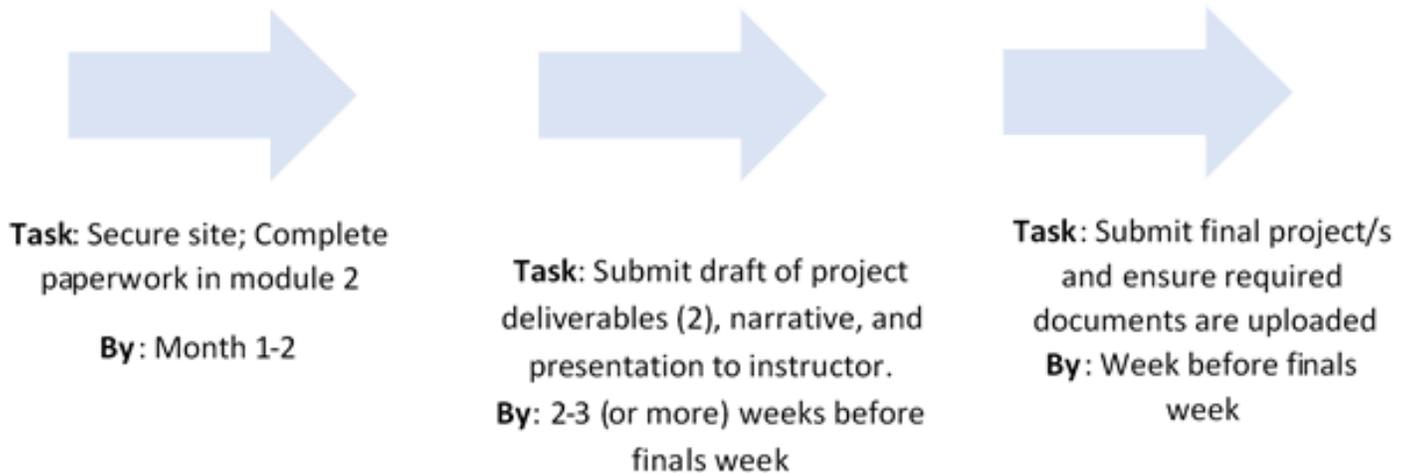
IRB Determination link https://kent.qualtrics.com/jfe/form/SV_5A2FY2frixfgJHT?Q_JFE=qdg

While enrolled in your APE

Are there "assignment due" deadlines?

- There are some "assignment due deadlines" but it is not in the sense of conventional deadlines since every student works on the APE at their own pace. However, be aware that some documents must be submitted before other actions in the APE process can take place. For example, the Site Agreement and APE Agreement forms must be complete **before hours can be logged and counted towards your project.** An example of "suggested" deadlines can be seen below.
- Students should work closely with their preceptor as they develop their final work products/papers.

- Students should submit their final deliverables (products) for review in Microsoft Word via email in a rough-draft format so the Course Instructor and Faculty Advisor can provide feedback. Items should be submitted to your instructor **at least 2-3 weeks** (or earlier) prior to finals week. Please plan accordingly as instructors and advisors will most likely have many projects to review as the semester winds down. You should allow 10 business days for the instructor and advisor to review your submission and provide feedback. If you have not heard back from either following the 10-day window, please send a follow-up email.



Suggested Deadlines for APE Project

★*Final project details*

- **Per CEPH guidelines, students must submit two deliverables (products) for their final project.** For example, policy and procedure manual, evaluation program, report on data collection, CHNA, curriculums, interventions, etc. **Additionally, students will submit a brief reflection narrative that will discuss details on how the project was completed including competencies addressed, the project goals/objectives and if they were met, challenges experienced, and other reflections about the project/site. Include how you addressed (or were unable to address) the MPH competencies you selected from the APE agreement form. This narrative does not need to be lengthy nor is there a page requirement, but it should include pertinent information about your project. Last, a voice-over recording of the APE project will be submitted.** This can be completed in Microsoft PowerPoint, Prezi or a similar platform and should provide a comprehensive overview of the project; the presentation should be 15-20 minutes.

If the student did an APE that reflects a research project, they will need to submit a research narrative in the form of a manuscript. It's important to refer back to your agreement form's goals and objectives when putting your final product together. Did you do what you said you were going to do and is this being shown or explained within your final product? This is a crucial piece as it demonstrates mastery of the CPH competencies previously identified.

- The draft version of projects should be sent as a Word document via email to the Course Instructor and then Faculty Advisor. The final products will be uploaded to Canvas. Please be sure to review your final product for spelling and grammar errors before sharing it with your instructor/advisor. Products with multiple spelling and grammatical errors will be sent back to the student to re-review before submitting again.

Is there a checklist I can use to ensure all of my documentation is completed?

- Students have access to the MPH Project Checklist which outlines all items that need to be completed for the course. This document also includes a section where you can confirm if your project goals/objectives were achieved as well as competencies identified (see pages 11 & 12).

MPH Applied Practice Experience (APE) Checklist

Student Name & Concentration:

Project Title & Site Location:

Components of APE Project	Complete OR Incomplete	Notes
CITI Training		
Site Agreement Part 1		
Site Agreement Part 2		
APE Agreement Form		
Preceptor Resume		
IRB Determination (email screenshot)		
IRB Paperwork (<i>if project is human subjects research, does not apply to all students</i>)		
Timesheets/Hours Met		
Narrative*		
Final Product (2 products)		
PowerPoint Presentation		
Self-evaluation (Qualtrics)		
Preceptor Evaluation of Student (Qualtrics)		
Student Evaluation of Site and Preceptor (Qualtrics)		
APE Abstract/Overview Video		
LinkedIn		

**All students must submit a narrative about their APE. If the student did a APE that reflects a research project, they must submit a research narrative in the form of a manuscript.*

Competencies (list) - APE Agreement Form	Competencies Met?

Objectives - APE Agreement Form	Objectives Met/Evidence?

**Include and explain your program's goals/objectives and competencies in your final work product*

Notes	

IRB Determination Process for MPH Students

Applied Practice Experience Project

1. The student should review the PDF document regarding IRB determination (page #20). The PDF form will be uploaded within module two within the “Minimal Risks” section.
2. Students should answer questions based on their understanding of the IRB Determination Form Review Path (paper version) and their project plan and then send this to their KSU Faculty Advisor. **If a student does not know their Faculty Advisor, please log into GPS via Flashline. Your advisor is identified.*
3. The Faculty Advisor should review and edit this information if necessary (for example: a student selected YES for generalizable knowledge but the response should be NO). Faculty advisor can provide an explanation on why YES/NO.
4. Once a student receives the feedback from their advisor, they can complete the online determination form (Module 2). Students should put their instructor’s email address in the online determination form so the instructor receives an email concerning the status of the IRB Determination Form.
5. If IRB determines that the project **is considered human subjects research**, the course instructor and student will get an email stating *“this activity is human subjects research, so 45 CFP 46 does apply”*.
6. The Faculty advisor will work with the student to complete the appropriate IRB forms and submit them to IRB. The advisor will serve as the principal investigator (PI) for the project. The IRB form should include the following email addresses: Faculty advisor/PI’s, Course Instructor, and student.
7. If the IRB considers that the project **is not human subjects research**, the student will not need to do anything further with the IRB application. The instructor and student will receive an email stating *“activity is not human subjects research, so 45 CFR 46 does not apply”*.
8. In either case, the student should upload a screenshot of the email from *Research Compliance* (picture below) to Canvas under “Minimal Risks - Human Subjects”.
9. If the student’s research **is human subjects research** they will upload an additional email from *Research Compliance* to the “IRB Clearance Documents” section within the module.



Your project title:

Your unique project ID: R_2dT0rQENFibvAut

Based on student response to the online IRB review determination module, your activity is not human subjects research as defined by DHHS, so 45 CFR 46 does not apply and you do not need to take further IRB action.

Please be aware that you are responsible for ensuring your research is conducted ethically (i.e. in accord with the Belmont Report). Other federal, state, KSU policies and local laws and/or regulations may apply that are not under the oversight of the IRB; please consult with your academic department to learn more.

If you make changes to the project that may affect this determination, you must notify the IRB prior to implementing the change(s).

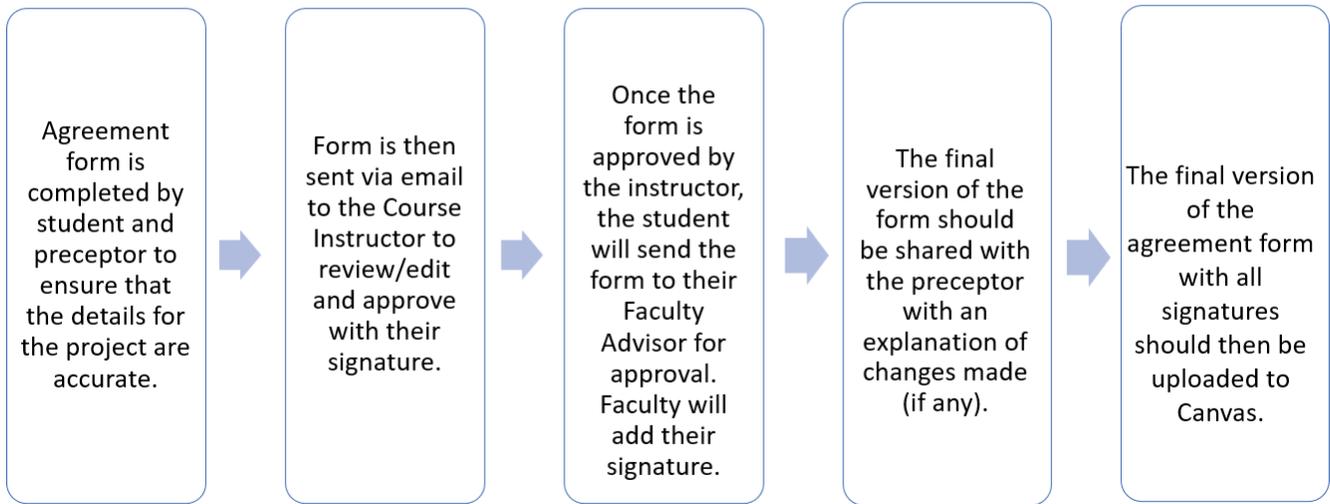
This email includes a unique identifying number. Please keep this email in your research files. We will only be able to access your file (should it be necessary) using this identifying number.

If you feel this determination is not correct or if you have any questions contact us at researchcompliance@kent.edu.

Once again, thank you for completing this form.

A copy of this email will be sent to the student and course instructor.

Flowchart for Applied Practice Experience Agreement Form



APPLIED PRACTICE EXPERIENCE (APE) AGREEMENT FORM

Student/APE Information

Student's Name			
APE Title Dates (estimate)			
Estimated Hours Per Week		Total Hours (150 or 300)	

Preceptor/Site Information

Name of Site			
Full Address			City, State, Zip
Preceptor Name		Phone	
Preceptor Title		Email	

Are you employed by this organization/agency? Yes No

Applied Practice Experience Agreement Form **must be completed and approved prior to logging hours onsite*

Project Plan Outline Ex Project Plan Objective

Read the Logic Model Article and Template (Module 2 in Blackboard). Outline the plan for your project in sequential steps. Students must identify 5 measurable project plan objectives, the timeline associated with completing the objectives, the method(s) for completing the objectives, and what evidence will document the completion of the objectives. Begin the project plan objectives with the following verbs: define, describe, discuss, explain, identify, demonstrate, differentiate, compare, design, formulate, evaluate, assess, or analyze.

Project Plan Objective (SMART)	Competency	Timeline	Method(s) (Tasks to complete objective)	Evidence

Foundational and Discipline-Specific Competencies - 60192

The APE project can address a variety of competencies from the MPH degree program. You will work with the Program Instructor on the final selection of MPH degree competencies for your APE project. The following are the MPH degree competencies.

The APE Experience allows each student to indicate no less than five competencies, of which, at least three must be from the Foundational Competencies list. The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate (CEPH Accreditation Criteria, 2016).

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

Discipline-Specific Competencies

Biostatistics

- A1. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- A2. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met
- A3. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions
- A4. Apply common statistical methods for inference

Epidemiology

- B1. Identify the principles and limitations of public health screening programs.
- B2. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- B3. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiological data.
- B4. Communicate epidemiological information to lay and professional audiences.
- B5. Evaluate the strengths and limitations of epidemiological reports.

Health Policy & Management

- C1. Analyze and apply key elements of legal processes to the creation & regulation of health policy.
- C2. Apply the principles of planning, implementation and evaluation of public health programs and effectively communicate outcomes.
- C3. Evaluate the financial performance and management of public health organizations.
- C4. Integrate and apply interdisciplinary concepts and "systems thinking" for resolving policy and/or organizational issues.
- C5. Develop and demonstrate problem-solving skills related to a health policy and/or management concern.
- C6. Understand the strengths and weaknesses of different health care systems and how they affect the delivery, value, and equity of care.

Social & Behavioral Sciences

- D1. Apply and evaluate basic social and behavioral theories, concepts, and models that are used in public health research.
- D2. Analyze the role of social determinants in the onset and solution to public health problems.
- D3. Apply the principles of ethics, social justice and public health messaging to social and behavioral interventions for diverse population
- D4. Analyze emerging social and behavioral public health issues and identify appropriate evidence-based interventions.
- D5. Utilize effective strategies for obtaining funding for public health interventions.

Applied Practice Experience (APE) Module Requirements

Items that are highlighted **red** indicate where the **Faculty Advisor** will assist the student with their APE.

Module 2:

CITI training certificate
Site affiliation (part 1 & 2)
APE form w/ signatures
IRB determination email
IRB approval document
(if project required IRB)
Preceptor resume

Module 3:

Timesheets

Module 4:

Final APE project deliverables (2) & narrative
(reviewed by instructor and advisor prior to upload)

Module 5:

Voiceover final presentation (PPT, Prezi, etc.)
(reviewed by instructor and advisor prior to upload)

Module 6:

APE abstract/overview video
Student self-evaluation (Qualtrics)
Preceptor evaluation of the student (Qualtrics)
Student evaluation of the preceptor and site
LinkedIn

Setting up the APE

- Students may ask Faculty Advisors if they have any suggested site locations or professional connections to do their APE – this is in addition to the APE Instructor.
- Faculty must be involved with the IRB determination and subsequent IRB documents (if applicable). This includes confirming that the student has completed the IRB determination form correctly. Faculty should provide guidance on what changes need to be made and why. If the student's project warrants an IRB, faculty will work with the student to complete the required documents. The Course Instructor should be copied on the email correspondences.

Throughout the APE

- Faculty should check-in with students to see how the APE is progressing. Questions/comments/concerns that are outside the scope of the instructor's knowledge may be directed at faculty. Typically, if these questions arise students are prompted to email their Faculty Advisor for assistance.

Concluding the APE

- The final APE project (deliverables, narrative, presentation) will be reviewed/edited by the Course Instructor. Then, the student will share the edited products with the Faculty Advisor for additional feedback. Once the instructor and advisor have reviewed, the documents will be uploaded to the course and the presentation will be shared with other faculty members.

IRB Determination Form Review Path

(This document is for information only, to obtain a determination you must complete the determination form)

