

Addendums

Program-Specific Information for Graduate TAMSPH Students

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Addendum 1: Environmental and Occupational Health

GENERAL DESCRIPTION

The Environmental and Occupational Health (EOH) applied practice experience is intended to place graduate students in organizational settings to afford the student an experiential learning opportunity. The goal of the program is to allow students to integrate their academic background with practical, real world experiences. It is the belief of the faculty and student body that such an experience is vital to producing the future leaders of the healthcare industry. Students must not be considered as “scholastically deficient” as defined in the Graduate and Professional Catalog (Scholastic Requirements section), when initiating and while engaged in their APEx. Students who are considered scholastically deficient are not eligible for APEx work and registration.

CONTACT HOURS

A minimum of 200 hours of experience (e.g. 20 hours per week for 10 weeks) is required for students to receive 3 hours of course credit. In addition to the 200 contact hours, students are required to complete APEx time frames as noted on work plan. Arrangements for additional hours of credit must first be approved by the student’s department and then submitted to the SPH Administration for approval.



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REQUIRED ELEMENTS

Work Plan

EOH students are required to complete a work plan in order to be registered for academic credit. Students must allow sufficient time for the Department Coordinator and on-site Preceptor to review and approve the document prior to registration deadlines. Information on preparing the work plan and the required forms can be found in the SPH Practicum Experience Manual.

Periodic Reports

Each graduate student who completes an applied practice experience must complete a series of Periodic Reports regarding their experiences as required in the Practicum Experience Manual. The purpose of the periodic report requirements is to:

1. Describe and document activities on an ongoing basis to the Department Coordinator
2. Provide the basis for developing a presentation to faculty and students
3. Document internship experiences that maybe incorporated into student's remaining coursework.

Periodic Reports should be in standard Memo Format and are to be turned in weekly or bi-weekly depending on the pace of the applied practice experience. A required 8-10 completed reports is the minimum.

Final Report/Presentation

A summary report (final report) of the applied practice experience emphasizing insights and lessons learned is required and should be submitted within one week of completing the experience. This is in addition to any work products or “deliverables” completed as part of the APEx unless specifically waived ahead of time by the Department Coordinator. The same memo format for periodic reports should be used; it should be approximately 4 pages in length and be an insightful critique of the APEx as a learning experience. If students have thoughtfully written key learning experiences in their periodic reports, this Final Report is an easy recap/summary. It is expected that students will make evaluative statements about their experience, Preceptor, work context or organization, the ties between the experience and coursework, and the value of the APEx to their SPH graduate education. In addition, students will be expected to give a presentation of their

experiences/findings. Preferably this will be done on-site to appropriate personnel, however, if this is not possible, students can schedule a presentation in an SPH classroom. If the latter is the case, students will be expected to schedule the presentation at least 2 weeks in advance to allow time for faculty and students to schedule to attend. If allowed by the Preceptor/company, students are required to send the final presentation to the Department Coordinator upon completion.

Preceptor Evaluation

Near or at the end of the applied practice experience, the Preceptor must complete the SPH evaluation form that will be emailed from the Practicum Portal.

Assessment

Upon completion of the applied practice experience, the Department Coordinator will award a grade of Satisfactory (“S”), Incomplete (“I”), or Unsatisfactory (“U”) based on completion of the requirements outlined in this addendum, including:

1. periodic reports
2. final report
3. oral presentation
4. completed contact hours
5. fulfillment of the work plan objectives
6. fulfillment of the work plan time requirements.



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Addendum 2: Epidemiology and Biostatistics

GENERAL DESCRIPTION

The overall goal of the applied practice experience for MPH students in the Epidemiology and Biostatistics concentrations is to provide students with the opportunity to apply knowledge and skills developed in their graduate training to the collection, management, analysis, and interpretation of health data. Possible settings include programs within the Texas Department of State Health Services at the state, regional, or local health office level, private non-profit organizations, or as part of an epidemiological study at an academic institution other than SPH. Possible APEx assignments vary greatly. Examples of some experience activities include: preparing a review of the epidemiological literature of a public health topic; participating in an outbreak investigation; developing a survey for data collection; evaluating the data quality of a “raw” data set; conducting a preliminary analysis of existing public health surveillance data.

MPH students in the Epidemiology or Biostatistics concentration are ultimately responsible for arranging their own APEx and need to follow the general SPH timeline and requirements for the administration of the applied practice experience. An Epidemiology and Biostatistics faculty member, generally the student’s Academic Faculty Advisor, works with the student to structure the APEx and provide input as the work progresses. The student is required to prepare a written report at the conclusion of the applied practice experience and to make a presentation of the project in an appropriate setting.

CONTACT HOURS

A minimum of 200 hours of experience (e.g. 20 hours per week for 10 weeks) is required for students to receive 3 hours of course credit. Arrangements for additional hours of credit must be approved by the student’s department and then submitted to the SPH Administration for approval. Students will need to clarify the expectations for work hours with the Preceptor prior to starting the APEx, particularly in the case of a paid experience. Because of the analytic nature of Epidemiology and Biostatistics student applied practice experiences, many of our students are able to negotiate for a copy of the data set to use in their experience, allowing them to work primarily off-site. It will still generally be necessary, however, to meet several times over the course of the APEx with the Preceptor, either on-site or via teleconferencing.



CONFIDENTIALITY

As an Epidemiology and Biostatistics student APEx typically involves data in some form, students should be particularly attentive to issues of data confidentiality. Students may be required to sign a data confidentiality release with the sponsoring agency before they are allowed access to their project data. Whether or not a formal agreement is signed, students are ethically obligated to take appropriate measures to protect the privacy of individuals and keep all information about individuals confidential during and after their applied practice experience. These measures include keeping any confidential data in secure areas and not allowing access to these data by any person not directly affiliated with the project. Students should review the American College of Epidemiology Ethics Guidelines at <http://www.acepidemiology.org/policystmts/EthicsGuide.htm> before beginning their APEx to ensure familiarity with the possible aspects of data confidentiality they may encounter during their experience. Where appropriate, data collection protocols need to be in agreement with SPH and receive approval by the Texas A&M University System Institutional Review Board (IRB).

WORK PLAN

Epidemiology and Biostatistics students are required to complete a work plan in order to be registered for academic credit. Students must allow sufficient time for the Department Coordinator and on-site Preceptor to review and approve the document prior to registration deadlines. Information on preparing the work plan and the required forms can be found in the SPH APEx Manual.

PERIODIC REPORTS

The SPH APEx Manual notes that these reports should address two areas: (1) activities and (2) key learning experiences. Because of the departmental emphasis on developing skills in data collection, management and analysis, activity in these areas should be emphasized in your periodic reports. Students may need to include additional materials such as drafts of data collection instruments, data tables, output from data analysis activities, etc. in order to provide sufficient information on their practicum experience progress to their Department Coordinator. For Epidemiology and Biostatistics students, the purposes for the Periodic Report requirements are primarily to:



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1. Describe and document your APEX activities (e.g., survey development, design of study, literature review, data entry, database building, data cleaning, and data analysis) on an ongoing basis to your Department Coordinator for administrative record keeping.
 - a. This will allow your Department Practicum Coordinator to assist you in your data collection and/or data analysis plan as you progress through the project.
2. Document the development of a data management system suitable for this and future projects.
 - a. Some of the procedures students are encouraged to develop include: creating data dictionaries; organizing, naming and tracking analytic data files; organizing analytic output from statistical packages; creating dummy tables to assist you in determining what data analyses to run.
3. Document key learning experiences.
4. Provide the basis for your oral presentation.

Periodic Reports should be in standard Memo Format and are to be turned by weekly or bi-weekly depending on the pace of the practicum experience. There needs to be no less than 8-10 completed reports using the template provided on Canvas.

FINAL REPORT

Epidemiology and Biostatistics students are not required to prepare a separate applied practice experience portfolio, rather the final report is the means by which students are to summarize and present their APEX. The report should be no more than 10 pages in length and address, at a minimum, the following:

1. How the objectives stated in the work plan were or were not met.
2. The actual results of any data collection, management or analysis activities.
3. Key learning experiences (i.e., how epidemiology or biostatistics in your academic curricula are applied to public health).

PRESENTATION

All students completing an applied practice experience are required to make an oral presentation regarding their experience and the results of their data



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collection/management/analysis activities. The presentation should be 15 to 20 minutes in length supported by PowerPoint or other appropriate presentation media. SPH will advertise the oral presentation within SPH and encourage attendance by both students and faculty. Students may also meet this requirement through a presentation completed at the APEx site. In this instance, a copy of the presentation materials needs to be supplied to and approved by the Department Coordinator.

Students are responsible for making arrangements for their presentation. They should arrange the date and time of the presentation through the Department Coordinator. The Department Administrator can assist students with the logistics of reserving a room and the materials needed for the presentation. Students are also responsible for submitting copies of all periodic and final reports, deliverables and all presentation materials to the department and assuring correct materials are placed in their ePortfolio.

Addendum 3: Health Policy and Management – Master of Health Administration

GENERAL DESCRIPTION

The Department of Health Policy & Management (HPM) established an applied practice experience to place graduate students in organizational settings to afford the student an experiential learning opportunity. The goal of the APEX is to allow students to integrate their academic background with practical real-world experience. It is our belief that such an experience is vital to producing excellent future health administration leaders.

The benefits of the applied practice experience are four-fold:

1. The program helps shape and define a student's career goals through exposure to health policy and management while still in school.
2. The combination of academic studies and professional experience synergistically produces an enriched learning environment.
3. It affords an opportunity for students to further refine their innate and acquired competencies.
4. Share their experiences with incoming students.

Exposure to a healthcare setting in a 10-12 week summer applied practice experience offers the student some advantages usually associated with 12-18 month post-graduate fellowships. The influences and experiences gained from the APEX will help guide the student in his/her last year of studies into a field of health policy and management most suitable for the individual and the host site. Students returning from their APEX are also able to apply their practice knowledge and experience to their second year of course work. The insights and nuances gained by the students have a tremendous impact on their ability to grasp and negotiate the more detailed academic material characteristic of the program's second year course load.

Our department offers two master's level graduate degrees: the Master of Public Health (MPH) and the Master of Health Administration (MHA). Although the two curriculums share much in common and often MPH and MHA students are shoulder-to-shoulder in the same classes, the programs prepare our students for divergent career paths after graduation. Consequently, the APEX sites hosting our students for are often quite different for the



degree programs. The requirements for successful completion of an APEx are also somewhat different. In addition, for both career trajectories in our department, we add some requirements beyond what is required for SPH overall. If you have questions about any of the APEx policies and procedures, please contact the Department Coordinators for the respective MPH and MHA programs. Department Coordinators are a resource for students.

CONTACT HOURS

A minimum of 400 hours of applied practice experience (e.g. 40 hours per week for 10 weeks) is required for MHA students to receive 3 hours of academic credit.

PERIODIC REPORTS

Each student participating in a HPM-MHA applied practice experience must complete Periodic Reports during the APEx as required in the general School policy. The purposes for the report requirement include:

1. To describe and document applied practice experience activities on an ongoing basis to the student's Department Coordinator.
2. To provide the basis for developing the required presentation to faculty and students.
3. To document experiences that may be germane to remaining coursework.
4. To affirm competency attainment in a real-world environment.

Students must be acutely aware of issues related to patient, client, and corporate confidentiality. Confidential information (to include specific individual names or proprietary information) should not be included in Periodic Reports without explicit consent from the Preceptor. Students should be willing to provide a complete copy of the Periodic Report to the Preceptor if requested.

Periodic Reports should be completed regularly during the applied practice experience with a frequency agreed upon ahead of time between the student and the Department Coordinator. For a typical 10 – 12 week summer APEx, the reports should be every week. This will enable the students to synthesize their experience while events and activities are still fresh. In addition, if the Preceptor requires a report, this required reporting may serve for that purpose as well. Falling too far behind in submitting periodic reports may result in



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no credit for the experience. This is not a creative writing requirement, but the reports should be prepared in a professional manner, including appropriate grammar, prose, punctuation, etc.

All Periodic Reports should be about 2 pages single-spaced using the provided Word document template and should be submitted as an attachment to an e-mail addressed to the Department Practicum Coordinator. There should be three sections, delineated with paragraph headings as follows although they may be presented in any order.

1. Activities

- Describe the most important (enlightening) activities of the week.
- Include dates and times only as needed for clarity.
- Activities that may be mentioned include project work as well as the most interesting meetings, (either committee, board, work group, or with individuals), duties assigned, other organizations visited, training activities, trips taken, etc.
- Do not submit a log of all activities. Describe in narrative form (not bullet points) selected activities and why they are important.

2. Key Learning Experience

- Write about key learning experience(s) of the week.
- Describe how this has added knowledge or given insight.
- Look for linkages between curriculum/course work with both *Activities* and *Learning Experiences*.
- Describe competency exposure and attainment.

3. Directed Learning Questions (DLQs)

- Use the week to learn through independent observations or conversations with others to research the questions presented.
- There are 10 DLQs. Regardless of the number of periodic reports, all 10 must be addressed.
- Use no more than the total length permitted (about 2 pages) for the periodic report to include addressing the Directed Learning Question.



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FINAL REPORT

A summary report of the applied practice experience emphasizing insights and lessons learned is required shortly after completion of the APEx, as dictated by your Department Coordinator. This report should be no more than 2-3 pages. Thoughtful documentation of key learning experiences in the periodic reports will make this report easy to compose. In addition to a summary of the APEx, add evaluative comments about the Preceptor and host site.

PRESENTATION

All HPM-MHA students are expected to prepare and present a professional presentation of their applied practice experience. The professional presentation should be approximately 15 to 20 minutes long supported by PowerPoint and/or other appropriate presentation media. The professional presentation should include a description of the host site/organization and the student's specific role/department/assignment within the organization. The Preceptor should be identified and described. The student should present a summary of their APEx and activities and present a summary of their major learning experiences, including competencies attained. This professional presentation may be made to a group of SPH students (and faculty, as appropriate) as either part of a subsequent class or in a separate format as directed by the Department Coordinator.

MHA DIRECTED LEARNING QUESTIONS

DLQ 1: Describe the ownership and corporate structure of your applied practice experience host site, referencing how it "fits" into its own, local and regional system(s) for the delivery of services

DLQ 2: In approximately 500 words, tell us about the anticipated future characteristics and requirements for healthcare at the local level of your APEx site.

DLQ 3: Correlate your personal mission, vision and values with those of your APEx site, describing congruence and differences.

DLQ 4: Describe the leadership culture used to maximize individual and team development while ensuring cultural awareness and inclusiveness.

DLQ 5: Describe one partnership the host site has developed resulting in the accomplishment of identifiable goals.



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DLQ 6: Describe the progress you have made with your MHA competencies, discussing three competencies not already highlighted in these Directed Learning Questions.

DLQ 7: Describe how verbal and non-verbal communication works in the host site and how the culture of the organization is communicated.

DLQ 8: Provide an example of the use of performance improvement “tools” used by the host site and the metrics employed to measure successful improvement.

DLQ 9: Provide a summary of a project management assignment you were responsible for completing, discussing the design, plan, execution and assessment of completion.

DLQ 10: Describe what you learned about yourself during this applied practice experience and how do you plan to focus on continuing competency development during the following year of academic work.



Addendum 4: Health Policy and Management – Master of Public Health

GENERAL DESCRIPTION

The Department of Health Policy & Management (HPM) established an applied practice experience to place graduate students in organizational settings to afford the student an experiential learning opportunity. The goal of the program is to allow students to integrate their academic background with practical real-world experience. It is our belief that such an experience is vital to producing the future leaders in public health.

The benefits of the APEX are three-fold:

1. The program helps shape and define a student's career goals through exposure to health policy and management while still in school.
2. The combination of academic studies and professional experience synergistically produces an enriched learning environment.
3. It affords an opportunity for students to return to school and share their experiences with new incoming students.

Exposure to a public health, non-profit, or healthcare setting in an 8-12 week summer applied practice experience offers the student some advantages usually associated with 12-18 month post-graduate fellowships. The influences and experiences gained from the APEX will help guide the student in his/her last year of studies into a field of health policy and management most suitable for the individual and the prospective organization. Students returning from their APEX are also able to apply their practice knowledge and experience to their second year of course work. The insights and nuances gained by the students have a tremendous impact on their ability to grasp and negotiate the more detailed academic material characteristic of the program's second year course load.

Our department offers two master's level graduate degrees: the Master of Public Health (MPH) and the Masters of Health Administration (MHA). Although the two curriculums share much in common and often MPH and MHA students are shoulder-to-shoulder in the same classes, the programs prepare our students for divergent career paths after graduation. Consequently, the APEX sites hosting our students are often quite different for the degree programs. The requirements for successful completion of an APEX are also



somewhat different. In addition, for both career trajectories in our department, we add some requirements beyond what is required for SPH overall. If you have questions about any of the applied practice experience program, please contact the Department Coordinator for the respective MPH and MHA programs. The Department Coordinators are a resource for students.

Students pursuing an MPH degree must complete 18 hours of course work prior to registering for their APEx. Students must not be considered as “scholastically deficient” as defined in the Graduate and Professional Catalog (Scholastic Requirements section), when initiating and while engaged in their APEx. Students who are considered scholastically deficient are not eligible for APEx work and registration.

CONTACT HOURS

A minimum of 200 hours of applied practice experience (e.g. 20 hours per week for 10 weeks) is required for HPM-MPH students to receive 3 hours of course credit. Typically, HPM student applied practice experiences are 20 hours per week, 10-week programs that count for 3 hours of credit. Arrangements for additional hours of credit must be approved ahead of time by the HPM Department and then submitted to the regular School approval process.

PERIODIC REPORTS

Each student participating in a HPM applied practice experience must complete Periodic Reports during the APEx as required in the general School policy. The purposes for the report requirement include:

1. To describe and document experience activities on an ongoing basis to the student’s Department Coordinator.
2. To provide the basis for developing the required presentation to faculty and students.
3. To document experiences that may be germane to remaining coursework.

Students must be acutely aware of issues related to patient, client, and organizational confidentiality. Confidential information (to include specific individual names or proprietary information) should not be included in Periodic Reports without explicit



consent from the Preceptor. Students are required to copy their Preceptor on all submitted Periodic Reports.

Periodic Reports should be completed regularly during the APEX with a frequency agreed upon ahead of time between the student and Department Coordinator. For a typical 8 – 12 week summer applied practice experience, the reports should be every other week. This will enable the student to synthesize their experience while events and activities are still fresh. In addition, if the Preceptor requires a report, this required reporting may serve for that purpose as well. Falling behind in submitting periodic reports may result in no credit for the experience. This is not a creative writing requirement.

All Periodic Reports should be no more than three pages single-spaced in the provided Word document template and should be submitted as an attachment to an e-mail addressed to the Preceptor and the Department Coordinator. The template includes three sections that should be completed for each report.

1. Activities

- a. Describe the most important (enlightening) activities of the week.
- b. Include dates and times only as needed for clarity.
- c. Activities that may be mentioned include project work as well as the most interesting meetings, (either committee, board, work group, or with individuals), duties assigned, other organizations visited, training activities, trips taken, etc.
- d. Do not submit a log of all activities. **Describe in narrative form (not bullet points)** selected activities and why they are important.

2. Key Learning Experience

- a. Write about key learning experience(s) of the week.
- b. Describe how this has added knowledge or given insight.
- c. Show linkages between curriculum/course work with both *Activities* and *Learning Experiences*.

3. Directed Learning Questions (DLQs)

- a. Through independent observations or conversations with others involved in your APEX, research and answer the questions provided.
- b. There are 10 DLQs. All 10 must be addressed in 5 reports submitted based on the schedule received. Each report will contain 2 DLQs based on the table below.



REPORT NUMBER	DLQS TO BE ADDRESSED
Report #1	DLQ #1 and #2
Report #2	DLQ #3 and #4
Report #3	DLQ #5 and #6
Report #4	DLQ #7 and #8
Report #5	DLQ #9 and #10

FINAL REPORT

A summary report of the applied practice experience emphasizing insights and lessons learned is required shortly after completion of the experience, as dictated by your Department Coordinator. This report should be no more than 2-3 pages. Thoughtful documentation of key learning experiences in the periodic reports should make this report easy to compose. In addition to a summary of the experience, add evaluative comments about the Preceptor and host site. Consider addressing the questions about the most important takeaways from your APEx in terms of your education and future career and address how you want or believe these takeaways to apply to your anticipated career.

PRESENTATION

All HPM-MPH students are expected to prepare and present a professional presentation of their applied practice experience. The professional presentation should be approximately 15 to 20 minutes long (including Q/A) supported by PowerPoint and/or other appropriate presentation media. Specific guidelines for professional presentations, including date, time and required elements are provided to students towards the end of their applied practice experience by the Department Coordinator.

GRADING CRITERIA

The Department Coordinator will review each report submitted for compliance, content and communication. As students are working in a professional environment, each report submitted should be of professional quality. This means that each report should sufficiently address the requirements of the report and be well written. Each report must adhere to conventional English writing guidelines pertaining to paragraphing, spelling, punctuation, grammar, flow and organization. Know that autocorrect and spell check are not always correct so it is essential that students review and edit reports BEFORE



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submitting. If the level of communication, compliance and/or content is not deemed to be on the professional level, students will be asked to resubmit **one** report. If that resubmitted report is deemed acceptable, this report will not count against the student's grade. However, subsequent reports, if deemed unacceptable, will count against the student's grade. Students must have at least 4 of the 5 reports deemed acceptable in order to pass.

MPH DIRECTED LEARNING QUESTIONS

DLQ 1: Describe the structure of the organization you are working with. Include an organizational chart and indicate where in the organization your department is located. Provide a brief history of the organization.

DLQ 2: Describe the responsibilities and functions of the organization. What essential services are evident in the responsibilities and functions? How does the organization contribute to improving the public's health? If in a specific department within an organization, how does it contribute to the organization's impact on the public's health?

DLQ 3: Look at the personnel of the department or organization in which you work. Name the key personnel and look at their current role/position in relationship to their training and experience. How did they get to their current position? What type of public health experience do key personnel have?

DLQ 4: Who are the organization's stakeholders – both internal and external? Give a brief description of the relationship between the organization and various stakeholders.

DLQ 5: What external organizations, agencies or institutions have an impact on the way the organization operates (regulatory, licensing, accrediting, etc.)? List some of the requirements that each external entity places on the organization. What are some of the activities needed and steps taken by the organization to meet these requirements?

DLQ 6: Describe the environment in which the organization functions– what are the key opportunities and threats to its success in improving the public's health?

DLQ 7: What changes or activities has your organization been involved with in the past 5 years that reflects a response or mission to improve the public's health?

DLQ 8: Select two to three competencies from SPH competencies (see portfolio) that you have applied in your applied practice experience. Provide a brief description of how these competencies were applied.



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DLQ 9: Describe a major project in which you are involved. Why is the work you are doing important to the organization? What core functions and essential services are evident in the work you are doing? What have you learned from this project that you will take back to your classes and how will it contribute to your development as a public health professional?

DLQ 10: Reflect on your applied practice experience. What have you learned about yourself? What do you see as your strengths and weaknesses? What additional development do you need that you should try to arrange for next year? Discuss your preparation for the experience and the value you see in it.

Addendum 5: Health Behavior

GENERAL DESCRIPTION

The Department of Health Behavior applied practice experience program aims to place MPH students in organizational settings, allowing them to integrate their academic background with practical real-world experiences. This is a critical growth experience for students before they enter the workplace, helping them to shape and define their career goals through exposure to actual public health activities and environments while still in school. Additionally, the combination of academic studies and professional experience should reinforce each other.

Exposure to a public health practice setting through the APEX offers students experiences that will extend into their careers. Students are expected to further their learning experiences through applying what they have learned in the programs, and the experiences and relationships developed should provide the student with insights as to the workings of agencies, interpersonal relationships, and how to work within teams.

Health Behavior students are ultimately responsible for arranging their own APEX and need to follow the general SPH timeline and requirements for the administration of the APEX. The Department Coordinator works with the student to structure the APEX and provide input as the work progresses. The student is required to provide periodic (usually weekly) reports, a final written report at the conclusion of the APEX and to make a presentation of the project in an appropriate setting. Reports should be directed to the site Preceptor, Advisor and Department Coordinator. Final presentations may be done at the host site and may be waived with the approval of the Department Coordinator.

The Advisor and Department Coordinator are both resources for students, but they are not responsible for finding and arranging an APEX for students.

CONTACT HOURS

Generally, students pursuing an MPH degree will have completed most of their coursework prior to registering for their applied practice experience. A minimum of 200 hours of experience (e.g, 20 hours per week for 10 weeks) is required to receive 3 hours of course credit. This is typically achieved through 20 hour weeks over at least 10 weeks.



Arrangements for additional hours of credit must be approved ahead of time by the Department Coordinator and then submitted to the regular School approval process.

WORK PLAN

Students are required to complete a work plan in order to be registered for academic credit. The student's work plan must be sent to the Department Coordinator for revisions via the Work Plan Template PDF before submitting to the Practicum Portal. Students must allow sufficient time for the Department Coordinator and on-site Preceptor to review and approve the document prior to registration deadlines. Several alterations of the work plan may be requested until approval is met.

PERIODIC REPORTS

Each student participating in an APEX must complete Periodic Reports during the experience as required in the general School policy. Periodic reports should be completed weekly during the APEX or at a frequency agreed upon ahead of time between the student and the Department Coordinator. This will enable students to synthesize their experience while events and activities are still fresh. In addition, if the Preceptor requires a report, this required reporting may serve for that purpose as well. Falling behind and/or submitting periodic reports late may result in no credit for the experience. All Periodic Reports should generally be 1 to 2 pages in length, on the periodic reporting form provided. Reports should be submitted/uploaded to the Google Drive in the designated folder, which will be shared with the student's Preceptor and Department Coordinator.

Weekly Reports will be due on Mondays at 12:00 P.M CST and should be submitted under the correct document labeling (lastname_report#).

Weekly Report Rubric:

- Correct titles and labeling
- Complete Sentences
- Correct Grammar
- Activities
 - Identify/ list activities
 - List the most important (enlightening) activities of the period. Include dates and times only as needed for clarity.



- Include interesting meetings, either group meetings or with individuals, duties assigned, other organizations visited, training completed, projects worked on, and other significant activities.
- Key Learning Experience(s)
 - Write one or two paragraphs about the key learning experience(s) of the period. Describe how the experience(s) has added to your knowledge base and relate it to your responsibilities or to your coursework.
 - Describe how the key experience(s) relate to the objectives in the work plan.
 - Describe why these are important and provide examples when necessary.

Students must be acutely aware of issues related to patient, client, and organizational confidentiality. Confidential information (to include specific individual names or proprietary information) should not be included in Periodic Reports without explicit consent from the Preceptor.

FINAL REPORT

Students are required to prepare a final report in which students summarize and present their APEx work. A template will be provided by the Department Coordinator. The report should be no more than 10 pages in length and address, at a minimum, the following:

1. How the objectives stated in the work plan were or were not met.
2. The actual results of any data collection, management or analysis activities.
3. Key learning experiences (i.e., how your public health coursework were applied in public health settings).
4. Submit with proper document name format *lastname_finalreport*
5. Final Report will be due at 11:59 P.M. CST on the day prior to the student's presentation.

PRESENTATION

Students completing an APEx are expected to make a presentation regarding their experience and the results of their activities, many times at their worksite. A copy of the presentation materials needs to be supplied to and approved by the Department Coordinator. The presentation should be 15 to 20 minutes in length, supported by



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PowerPoint or other appropriate presentation media. If the presentation is done at the SPH, it will be advertised to students, faculty and other interested parties.

Students are responsible for making arrangements for their presentations, either with their Preceptor or their Department Coordinator. The Department Administrator can assist students with the logistics of reserving a room and the materials needed for the presentation. Students are also responsible for submitting copies of all periodic and final reports and all presentation materials to the Department Coordinator, according to school policy.

Final presentation slides will be due at 11:59 P.M. CST on the day prior to presentations and should be submitted under the correct document labeling (lastname_finalpresentation).

GRADING CRITERIA

The Department Coordinator will review each report submitted for compliance, content and communication. As students are working in a professional environment, each report submitted should be of professional quality. This means that each report should sufficiently address the requirements of the report and be well written. Each report must adhere to conventional English writing guidelines pertaining to paragraphing, spelling, punctuation, grammar, flow and organization. Know that autocorrect and spell check are not always correct so it is essential that students review and edit reports **BEFORE** submitting. If the level of communication, compliance and/or content is not deemed to be on the professional level, students will be asked to resubmit **one** report. If that resubmitted report is deemed acceptable, this report will not count against the student's grade. However, subsequent reports, if deemed unacceptable, will count against the student's grade. Students must have at least 4 of the 5 reports deemed acceptable in order to pass.