MPH Clerkship – Applied Practice Experience Handbook 2023–2024

Jefferson College of Population Health

Jefferson
Thomas Jefferson University

Clerkship – Applied Practice Experience Handbook

The *Clerkship – Applied Practice Experience Handbook* is intended to describe the general policies and procedures regarding the MPH Clerkship – Applied Practice Experience (C-APE) at the Jefferson College of Population Health (JCPH). It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the College in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

To obtain the latest information, please consult the online version on the JCPH website at:
http://www.jefferson.edu/university/population-health/student-resources/catalog.html

Thomas Jefferson University is accredited by The Middle States Commission on Higher Education. The Master of Public Health (MPH) Program at JCPH is accredited by the Council on Education for Public Health (CEPH).

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OVERVIEW OF THE MPH CLERKSHIP - APPLIED PRACTICE EXPERIENCE (C-APE)

Purpose and Learning Objectives

The MPH C-APE is a zero credit supervised field experience, which is required by all graduate public health programs accredited by the Council on Education for Public Health (CEPH). It is integral to the preparation of an effective public health practitioner by providing the student with the opportunity to integrate newly acquired public health competencies (see **Appendix A**). To successfully meet this program requirement, the student must complete a minimum of 120 hours in an approved practice setting, by attending approved community events, and submitting deliverables demonstrating competency attainment. Working in consultation with the C-APE Coordinator or Program Director, students identify an appropriate C-APE site. Students working full- or part-time may consider the possibility of their worksite serving as their C-APE site (see **C-APE Site**).

The primary learning objectives of the MPH C-APE are to:

- Apply knowledge from MPH coursework to public health practice in the field;

- Learn additional skills needed for work in the public health field;

- Understand the community context of public health, including the political and social environments within which public health activities conducted;

- Participate in a project while refining professional skills;

- Enhance the student's opportunity for future job placement; and

- Explore opportunities for the Capstone-ILE (if applicable, and appropriate, with needs of the host organization).

Canvas

There are two student communities on Canvas where students can review the handbook, download blank C-APE forms, and upload approved documents. The communities differ by pathway, as LEAP students have pre-arranged C-APE sites. Students are added to the appropriate student community after enrolling in the program.

C-APE Eligibility

MPH students are eligible to register for *PBH 651: Clerkship – Applied Practice Experience* after they have completed at least 15 credits of MPH coursework and attended a required C-APE Introduction meeting with the C-APE Coordinator. In consultation with the C-APE Coordinator or Program Director, students must identify a C-APE site and receive approval from the MPH C-APE Coordinator prior to registering for *PBH 651: Clerkship – Applied Practice Experience*.

Students may accrue C-APE hours before registering for *PBH 651: Clerkship-Applied Practice Experience (C-APE)* (see **C-APE Hours**).

C-APE Site

The C-APE may take place in an academic, clinical, or research institution; a public or private agency (e.g., government, government contractor, voluntary agency, health department); a community setting; or private industry.

The *C-APE Goals & Objectives* (**Appendix B**) form requires students to list the C-APE site and accompanying activities for approval by the C-APE Coordinator.
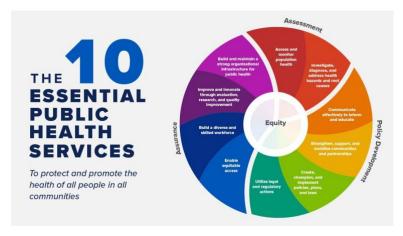
Selection

The C-APE Coordinator has a list of past C-APE sites. Students are not restricted to the organizations on this list and may identify additional potential C-APE sites. All C-APE sites must be approved by the C-APE Coordinator. Students should earn at least half of their required 120 hours at their C-APE site(s) and should take this into account when searching for a site. Students may earn hours at more than one C-APE site.

Students currently employed in a public health-related position may use their place of employment for C-APE. For a place of employment to be approved as a C-APE site, it must meet the criteria described in this handbook.

LEAP students accrue C-APE hours through pre-arranged C-APE sites with one of our community partners. Partners include, but are not limited to, Philadelphia FIGHT and Broad Street Ministry.

Activities

At the C-APE site, students engage in a variety of activities where they learn and apply public health skills and knowledge. These activities should align with one or more of the ten essential public health services (see image). The work the student completes on behalf of a C-APE site should be meaningful to the organization. Through the C-APE activities, students show that they have attained a minimum of five public health competencies (see **Appendix A**). Attainment is assessed through the submission of **C-APE deliverables**.

International C-APEs

Students may travel abroad to complete their C-APE. Before engaging in an international C-APE, students must:

- Identify an appropriate C-APE and receive approval from the C-APE Coordinator or Program Director;

- Find funding and make travel arrangements;

- Complete the *C-APE Goals & Objectives* form (see **Appendix B**) in consultation with the C-APE Coordinator and C-APE Preceptor;

- Meet with the **Office of International Affairs** to determine if additional travel requirements are needed such as supplemental health insurance, registration with the appropriate embassy, etc.; and

- Monitor travel advisories from the U.S. Department of State and other federal agencies. The College reserves the right to withdraw approval of international C-APE sites due to these travel advisories or when other circumstances may jeopardize the quality of the C-APE or pose a risk to students.

C-APE Hours

Earning Hours

In addition to accruing hours at approved C-APE sites, students may also accrue hours at approved community functions that enhance student learning and skills by covering one or more public health competencies (see **Appendix A**). These events include, but are not limited to:

- Population Health Forum

- Population Health Colloquium

- Leadership LIVE

- Jefferson-sponsored events

- Public Health Program-sponsored speakers

- JeffSAPHE-sponsored educational events

- APHA conferences and webinars

- Philadelphia Science Festival

- Jefferson Center for Interprofessional Education (JCIPE) events

- Future Health Professionals Program

Pre-approved events are emailed in the weekly *Public Health Happenings* newsletter. Students may also send events to the C-APE Coordinator for approval. Such requests should include a description of the event and identification of at least one public health competency that the event addresses (see **Appendix A**).

Students may begin to accrue hours prior to registering for *PBH 651: Clerkship – Applied Practice Experience* as long as the activities have been approved by the C-APE Coordinator or Program Director in advance.

All C-APE hours, whether accrued at a C-APE site or community event, should be documented. A timesheet for student use has been posted to Canvas (see **Appendix C**).

Duration

All MPH C-APEs are required to be at least 120 hours in length, but most experiences last longer and, on average, take two academic trimesters to complete. At least half of the required 120 hours should be in service to a C-APE site(s).

C-APE Cost

While *PBH 651: Clerkship – Applied Practice Experience* is zero credits, there is a one-time $600 fee. This fee is assessed when the student registers for *PBH 651: Clerkship – Applied Practice Experience*.

C-APE Deliverables

Deliverables are products or services students create or do during the C-APE in service to the C-APE site. Their creation is usually at the request of the C-APE Preceptor. Deliverables may take many forms — reports, data spreadsheets, brochures, presentations, trainings — but all show the application of public health skills. Students must show the attainment of at least five unique public health competencies through their submitted deliverables. Students must submit a minimum of two deliverables, but may submit more as needed to meet the minimum competency requirement. When students submit a deliverable to Canvas, they must provide a brief description of the item (e.g., purpose, why it was made, how it was made, etc.) and identify the public health competencies attained during its creation. The description should provide enough evidence of the attainment of the competencies. Examples of acceptable deliverables and linkages of competencies with appropriate deliverables can be found in **Appendix E**.

C-APE Waivers

C-APE cannot be waived.

PROGRAM REQUIREMENTS & GRADING

Embedded in *PBH 651: Clerkship – Applied Practice Experience* are several program requirements in addition to C-APE. These must also be completed in order to earn a passing grade in *PBH 651: Clerkship – Applied Practice Experience*.

Interprofessional Activity

All students, including dual degree students, must participate in an interprofessional activity and write a reflection paper on their experiences. An interprofessional activity is one in which participants from one or more backgrounds or professions work together towards a common goal. The Jefferson Center for Interprofessional Education (JCIPE) offers a variety of interprofessional activities that MPH students may complete. Pre-approved activities are listed in **Appendix D**. These approved opportunities include a didactic component and allow the student to actively participate in an interdisciplinary group activity. Some JCIPE activities are long-term and require multiple interprofessional group meetings. These are identified in **Appendix D** and time spent participating in some sessions may be counted as C-APE hours.

Concentration Declaration

Students are required to complete two concentration declaration documents; one document is for the Registrar's Office, found on the **Student Resources** page under **Handbooks and Forms** called the Student Status Change Request, and the other is for the **program**. You must complete the following to meet the requirements:

1. For the Registrar's Office: *Student Status Change Request* form

- After filling out the top portion of the form, select *"other"* and write *"concentration declaration - [your concentration]"* Students are required to obtain signature approval from the Program Director to receive full credit.

2. For the Program: complete **this Qualtrics survey** and follow the directions in Canvas to submit results.

Concentration Competency Assignment

All students must upload an assignment from a concentration elective that meets the following competency:

Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

The assignment should be submitted via this **link**, also available in Canvas. Students should meet with their academic advisor if they have questions about which assignment meets this competency.

Grading of PBH 651: Clerkship – Applied Practice Experience

PBH 651: Clerkship – Applied Practice Experience is a Pass/Fail course. To pass the course, students must:

- Complete at least 120 hours (as recorded on the timesheet or other documentation);

- Submit all C-APE forms and deliverables by the appropriate deadlines;

- Complete the Student C-APE Evaluation;

- Complete an approved interprofessional activity and submit the accompanying reflection paper;

- Complete a concentration declaration; and

- Submit a concentration competency assignment.

After students register for *PBH 651: Clerkship-Applied Practice Experience*, they have a maximum of three trimesters to complete the above listed requirements. Students register for *PBH 651: Clerkship-Applied Practice Experience* only once and receive a grade at the end of the trimester in which they complete all requirements or at the end of the third registered trimester, whichever comes first. Students who require more than one trimester to complete the C-APE receive an IP (In Progress) until a grade is assigned. Students should refer to the ***Student Handbook*** for more information on grading policies.

Students should refer to Canvas for up-to-date information and blank forms and submit all completed forms and documents to Canvas.

ROLES & RESPONSIBILITIES

Student

Students are responsible for arranging mutually agreed upon work hours with their C-APE Preceptor and maintaining records of those work hours (see **Appendix C**). Students are responsible for ensuring they have met the 120-hour requirement.

Students are required to submit several documents and forms to JCPH:

DOCUMENT	APPROVAL REQUIRED	DEADLINE
C-APE Goals and Objectives	C-APE Preceptor C-APE Coordinator	Before beginning at C-APE site
Timesheet	C-APE Coordinator	Completed during C-APE
C-APE Deliverables (≥2)	C-APE Preceptor C-APE Coordinator	After 120 hours
C-APE Competency Checklist	C-APE Coordinator	After 120 hours
Student C-APE Evaluation	N/A	After 120 hours

The C-APE site may require students to complete additional paperwork. Students should discuss these with their Preceptor and the C-APE Coordinator before beginning their C-APE.

C-APE Preceptor

The C-APE Preceptor must be a professional working at the C-APE site who is willing to provide ongoing supervision and oversight of the MPH student. C-APE Preceptors frequently have a degree and/or background in public health, or a field related to health and/or human services. The C-APE Preceptor should have the time and requisite knowledge to supervise an MPH student relative to the activities in which they will be participating. Potential C-APE Preceptors should take into consideration the needs of their organization when deciding to host an MPH C-APE student.

Specifically, the C-APE Preceptor:

- Reviews the C-APE requirements in the *Clerkship – Applied Practice Experience Handbook;*

- Discusses and approves the student's *C-APE Goals & Objectives* (signature required);

- Meets regularly with the student to discuss work assignments and provide guidance, as needed;

- Provides the student with appropriate public health learning experiences that may include practice and/or observation; interprofessional and community outreach; collaborations, staff meetings and in-service training; special programs and activities; or any other learning experiences that are applicable to the C-APE goals and objectives;

- Reviews and approves the C-APE deliverables; and

- Completes an online survey evaluating the student and the overall C-APE process once the student has completed the C-APE.

C-APE Site/Organization

The hosting organization is expected to:

- Provide appropriate resources and materials required for the student to work on designated activities; and

- Provide access to emergency medical care should the C-APE student become ill or injured while working on behalf of the organization. Students are responsible for health costs should emergency care be necessary.

- Sign a C-APE Site Agreement with TJU, as appropriate.

The host organization has the right to withdraw the C-APE student. The organization is responsible for reporting this decision to the C-APE Coordinator. The student may return to the C-APE site when and if the problem is resolved to the mutual satisfaction of JCPH and the hosting organization.

C-APE Coordinator

The C-APE Coordinator is responsible for assisting students in the identification of potential C-APE sites and organizing all submitted documents. The C-APE Coordinator will:

- Work with the student to identify appropriate C-APE opportunities and approve them prior to initiating C-APE activities;

- Maintain periodic communication with the C-APE Preceptor to ensure the C-APE is progressing as planned;

- Review and approve the student's submitted forms and documents; and

- Monitor the student's progress during the C-APE.

Thomas Jefferson University (TJU)

Thomas Jefferson University will:

- Maintain records of each student demonstrating immunization against the more common communicable diseases (including Rubella and TB);

- Verify that MPH students have completed training on the requirements of federal, state, and local laws governing the privacy of Personal Health Information (PHI). TJU advises students to maintain strict confidentiality of PHI with regards to C-APE site clients/patients at all times during the course and following the C-APE, and advises them to neither use nor disclose any confidential information to which they have access, other than as expressly authorized by the C-APE site; and

- Maintain appropriate insurance.

C-APE PROCESS

The C-APE process differs slightly by pathway.

LPHT Students

The LPHT C-APE process generally follows three stages.

1. Site Selection Stage

The **Site Selection Stage** is dedicated to identifying the C-APE site. This is the stage prior to the trimester in which the student enrolls in *PBH 651: Clerkship – Applied Practice Experience*. During this stage, the student:

1. Attends a required Introduction to C-APE meeting with the C-APE Coordinator.

2. Reviews the *Clerkship – Applied Practice Experience Handbook*.

3. Prepares an updated résumé to apply to C-APE opportunities.

4. Meets with the C-APE Coordinator to review interests and determine potential C-APE activities and sites.

5. Downloads a blank timesheet spreadsheet from the C-APE site on Canvas on which to log hours (see **Appendix C**).

6. Contacts the appropriate C-APE Preceptor(s) and schedules an initial meeting to discuss the C-APE process including goals, competencies, activities/projects, work hours and starting date.

7. Updates the C-APE Coordinator after the initial meeting with the C-APE Preceptor.

8. Accumulates C-APE hours through approved community events.

9. Identifies an approved interprofesional activity. Participation may occur in any stage. It is recommended that the accompanying reflection paper be written shortly after completion of the interprofessional activity.

2. C-APE Stage

The **C-APE Stage** is dedicated to registering for C-APE credits and completing the required 120 hours.

During this stage, the student:

1. Refines the C-APE's goals, activities, scheduled work hours, starting date, etc., in consultation with the C-APE Preceptor.

2. Writes the *C-APE Goals & Objectives* (see **Appendix B**) in consultation with the C-APE Preceptor. As part of this form, the student identifies at least five public health competencies (see **Appendix A**) that are expected to be gained during the C-APE.

3. Submits the C-APE Preceptor-signed *C-APE Goals & Objectives* to Canvas.

4. Registers for *PBH 651: Clerkship – Applied Practice Experience* in the next available trimester.[1]

5. Updates timesheet throughout the C-APE with accrued hours (see **Appendix C**).

3. Post-C-APE Stage

The **Post-C-APE Stage** is the third and final stage. To earn a "Pass" in *PBH 651: Clerkship – Applied Practice Experience*, the student must meet all C-APE requirements by the final day of the trimester in which the grade is to be recorded (students should refer to the **Academic Calendar** for a specific date). During this stage, the student:

1. Submits the timesheet, with at least 120 hours to Canvas (see **Appendix C**).

2. Submits at least two C-APE Preceptor-approved C-APE deliverables to Canvas. The format and nature of these deliverables will vary based on the C-APE site (see **Appendix E**). The deliverables should be accompanied by a brief description (e.g. what is the deliverable, what is the purpose, who is the target population, what role did the student play in its production).

3. Submits a short (250 words) reflection essay on how their C-APE experience addressed health equity. If you have questions, please reach out to the C-APE Coordinator.

4. Submits an End of Competency Checklist highlighting attained competencies. There should be a clear connection to each submitted deliverable.

5. Completes the online Student C-APE Evaluation. The Student C-APE Evaluation is in Canvas.

6. Sends a thank you note to the C-APE Preceptor and/or organization.

7. Encourages the C-APE Preceptor to complete the Preceptor C-APE Evaluation, which is sent via email after the student has met all of the requirements of the C-APE.

LEAP Students

The C-APE Coordinator arranges C-APE sites for the LEAP students. During the fall trimester, LEAP students are expected to attend trainings and meetings related to the pre-arranged C-APEs.

Fall Trimester

During this trimester, the student:

1. Reviews the *Clerkship – Applied Practice Experience Handbook*.

2. Submits an updated résumé to apply to C-APE opportunities.

3. Downloads a blank timesheet from Canvas on which to log hours (see **Appendix C**). The student must update this timesheet throughout the year with accrued hours.

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[1] Students have up to three trimesters to complete the C-APE once registered; Students may accumulate C-APE hours prior to registering for C-APE credits.

4. Writes the *C-APE Goals & Objectives* (see **Appendix B**) in consultation with the C-APE Preceptor/C-APE Coordinator. As part of this form, the student identifies at least five public health competencies (see **Appendix A**) that are expected to be gained during the C-APE.

5. Submits the signed *C-APE Goals & Objectives* to Canvas.

6. Identifies an approved interprofessional activity. Participation may occur in any trimester. It is recommended that the accompanying reflection paper be written shortly after completion of the interprofessional activity.

7. Starts to accrue C-APE hours through approved community events and at an assigned C-APE site.

Spring Trimester

During the spring trimester, the student continues to accumulate C-APE hours.

Summer Trimester

During the summer trimester, the student registers for the C-APE course. To earn a "Pass" in *PBH 651: Clerkship – Applied Practice Experience*, the student must meet all C-APE requirements by the final day of the summer trimester (students should refer to the **Academic Calendar** for a specific date). During this trimester, the student:

1. Registers for *PBH 651: Clerkship – Applied Practice Experience*.

2. Submits the timesheet, with at least 120 hours to Canvas (see **Appendix C**).

3. Submits at least two C-APE Preceptor-approved C-APE deliverables to Canvas. The format and nature of these deliverables will vary based on the C-APE site (see **Appendix E**). The deliverables should be accompanied by a brief description (e.g. what is the deliverable, what is the purpose, who is the target population, what role did the student play in its production).

4. Submits a short (250 words) reflection essay on how their C-APE experience addressed health equity. If you have questions, please reach out to the C-APE Coordinator.

5. Submits an End of Competency Checklist highlighting attained competencies. There should be a clear connection to each submitted deliverable.

6. Completes the online Student C-APE Evaluation. The Student C-APE Evaluation is in Canvas.

7. Sends a thank you note to the C-APE Preceptor and/or organization.

8. Encourages the C-APE Preceptor to complete the Preceptor C-APE Evaluation, which is sent via email after the student has met all of the requirements of the C-APE.

APPENDIX A: PUBLIC HEALTH COMPETENCIES

Through their C-APE activities, students must demonstrate the attainment of <u>at least five</u> competencies, of which <u>at least three</u> must be foundational competencies. Students identify a preliminary list of competencies on the *C-APE Goals & Objectives* form. A final checklist of competencies is due after the submission of deliverables.

Public Health Knowledge

1. Explain public health history, philosophy, and values

2. Identify the core functions of public health and the 10 Essential Services

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

6. Explain the critical importance of evidence in advancing public health knowledge

7. Explain effects of environmental factors on a population's health

8. Explain biological and genetic factors that affect a population's health

9. Explain behavioral and psychological factors that affect a population's health

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

11. Explain how globalization affects global burdens of disease

12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

Foundational Competencies

Must choose at least three (3).

1. Apply epidemiological methods to 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

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 systemic levels

7. Assess population needs, assets, and capacities that affect communities' health

8. Apply awareness of cultural values and practices to the design, implementation, or critique 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

12. Discuss 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

16. Apply leadership and/or management principles to address a relevant issue

17. Apply negotiation and mediation skills to address organizational or community challenges

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

22. Apply a systems-thinking tool to visually represent a public health issue in a format other than standard narrative

Concentration Competencies

Students may also identify concentration competencies that they feel have been met by the C-APE.

Healthcare Quality & Safety

1. Assess healthcare quality and safety issues in specific populations using the National Academy of Medicine's (formerly IOM) Quality Aims.

2. Develop a quality improvement plan.

3. Demonstrate the use of tools and methods to measure and improve processes, behavior, and outcomes.

4. Develop a strategy for identifying, prioritizing, and mitigating causes of medical errors.

5. Assess team effectiveness in managing patient safety.

6. Develop a project management plan.

7. Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

Public Health Analytics

1. Apply ethical and legal principles to the collection, analysis, protection, maintenance, use, and dissemination of study results and related information.

2. Construct, change, and display GIS maps in presentations and reports using provided software.

3. Design effective, clear, and accessible graphics, and related materials, to enhance the translation and communication of public health science.

4. Design and conduct a quantitative research project, resulting in a paper of publishable quality and an oral presentation.

5. Plan and conduct a qualitative research project. Manage data, analyze findings, and generate an exhibit for public display and report for key stakeholders.

6. Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

Public Health Policy & Advocacy

1. Explain the link between law and policy as it relates to public health, research, practice ethics, or policy development.

2. Assess current proposals for health reform using economic theories, models, and empirical results.

3. Examine the constructs of an environmental justice community.

4. Estimate the economic impact of health policy implementation.

5. Describe various economic incentives that influence the actions of governmental and non-governmental stakeholders.

6. Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

Public Health Practice (Generalist)

1. Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

Nursing & Public Health

1. Examine the feasibility and sustainability of a theory-based program.

2. Plan and conduct a qualitative research project. Manage data, analyze findings, and generate an exhibit for public display and report for key stakeholders.

3. Demonstrate cultural humility, respect, and meaningful representation of marginalized groups in data collection, data organizations, and presentation of results.

4. Critique proposals for population health programs.

5. Apply statistical methods for the determination of the structure of a measurement instrument.

6. Identify, critically review, assess, and synthesize the scientific evidence behind a specific public health challenge related to your concentration.

APPENDIX B: C-APE GOALS & OBJECTIVES

The Clerkship - Applied Practice Experience (C-APE) is a required, supervised field experience. It is an integral part of the Master of Public Health (MPH) curriculum at the Jefferson College of Population Health (JCPH). Students work a minimum of 120 hours learning about and working with their C-APE organization and engaging in public health-related activities.

Student name: _____ Date:_____

C-APE Site: (organization/agency and address)

C-APE Preceptor: (name, title, telephone, email)

Please identify up to three C-APE goals or objectives that you hope to accomplish during the C-APE.

1.

2.

3.

Briefly describe the types of activities that you will be participating in over the course of the C-APE.

The C-APE provides opportunities for MPH students to integrate their public health academic studies with public health practice skills. Students should review the public health program competencies (see

Appendix A). Based on the above described project description, identify <u>at least five</u> competencies, of which <u>at least three</u> must be foundational competencies.

1.

2.

3.

4.

5.

PRECEPTOR: By signing below, I, _____, acknowledge that I
(Name and Title)
have read the *Clerkship – Applied Practice Experience Handbook*, reviewed the student's *C-APE Goals & Objectives* and agree to serve as the C-APE Preceptor for the student during their C-APE.

I am authorized to make this decision and enter into this agreement on behalf of the organization I represent.

Signature _____   Date _____

STUDENT: By signing below, I, _____, acknowledge that I
(Name)
have read the *Clerkship – Applied Practice Experience Handbook* and plan to complete the proposed C-APE.

Signature _____   Date _____

Students upload this completed and signed document to Canvas

APPENDIX C: TIMESHEET

A blank timesheet template has been posted in Canvas. Students are responsible for recording their C-APE hours. The provided timesheet automatically calculates hours completed. At the end of the C-APE, students must submit their timesheet to Canvas. An example of the timesheet is below. Students may use their own timesheet or other detailed documentation of hours completed as proof of hours completed.

Please log your C-APE hours using the below timesheet. Blue cells contain a formula to automatically calculate hours. To ensure an accurate calculation, input start/end times as either AM or PM. If your hours cross into a second day (e.g., 11 PM to 2 AM), use two rows (10:59 PM to 11:59 PM and 12:00 AM to 2:00 AM). Please do not add or delete rows. If you need additional rows, please contact Mahrukh.Naqvi@jefferson.edu. Descriptions of activities can be fairly brief (e.g., developed immunization brochure, created stakeholder meeting agenda, etc).

Location	Date	Start Time	End Time	Hours	Describe Activity
				0:00:00	
				0:00:00	
				0:00:00	
				0:00:00	
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APPENDIX D: INTERPROFESSIONAL ACTIVITY

As part of *PBH 651: Clerkship-Applied Practice Experience*, students complete an interprofessional activity. The activity must include a didactic portion and an interactive component where participants from multiple disciplines collaborate to achieve a common goal (that will promote and advance population health). Following the activity, students write a reflection paper where they self-assess their ability to perform effectively on an interprofessional team.

The **Jefferson Center for Interprofessional Education (JCIPE)** offers a multitude of interprofessional activities that have been pre-approved. These and other pre-approved interprofessional activities are listed below.

1. **Jefferson-Student Interprofessional Complex Care Collaborative (J-SICCC)** (formerly Hotspotting) - This annual program facilitates teams of interprofessional students learning about the challenges faced by patients with complex health and social needs during their interactions with the current healthcare system. Students must be able to participate from September through March/April. Since this is a long-term activity, the first group session will count towards the interprofessional activity requirement. All subsequent sessions may count towards C-APE.

2. **Health Mentors** - Health Mentors creates a unique opportunity for students to learn firsthand about what matters to people living with chronic health conditions while working in a collaborative environment with peers from multiple disciplines. This opportunity takes 1.5 years and may not be appropriate for dual degree or LEAP students. Since this is a long-term activity, the first group session will count towards the interprofessional activity requirement. All subsequent sessions may count towards C-APE.

3. **TeamSAFE** – TeamSAFE uses the framework of the **Agency for Healthcare Research and Quality's (AHRQ)** national, evidence-based TeamSTEPPS® program. The program teaches students leadership, situational awareness, team support, and communication skills, with a special emphasis on speaking up about patient safety concerns. This opportunity is usually offered in-person or online in the fall and in-person in the spring. It requires attendance at a single session. This opportunity only counts towards the interprofessional activity and C-APE hours cannot be earned.

4. **Enhancing Services for Homeless Populations (ESHP)** - This virtual simulation program teaches students how to work and interact with vulnerable populations, particularly those facing housing insecurity. Students use avatars in the virtual realm of Second Life to navigate through three role-play, case-based learning opportunities. This opportunity usually is available in the summer. Since this is a long-term activity, the first group session will count towards the interprofessional activity requirement. All subsequent sessions may count towards C-APE.

5. **Interprofessional Palliative Care** - This program facilitates small teams of interprofessional students learning about the importance of collaborative partnerships between all care providers to ensure access to, and quality and continuity of, palliative care for persons with serious illness and at the end of life. Students must be available to participate January through April. Since this is a

long-term activity, the first group session will count towards the interprofessional activity requirement. All subsequent sessions may count towards C-APE.

6. **Alzheimer's Virtual Interprofessional Training (AVIT)** – This program is a novel interprofessional training program. Students utilize the virtual world Second Life for a firsthand educational experience that allows them to better learn the role of patient, provider, caregiver, and observer. This opportunity is usually a half-day session in spring. This opportunity only counts towards the interprofessional activity and C-APE hours cannot be earned.

7. **Team Care Planning (TCP)** - Students practice teamwork, communication skills, and develop deeper understanding of other roles on the healthcare team. Students create a discharge plan and conduct a family discharge meeting for an elderly patient hospitalized for an acute stroke. This is usually offered as a half-day, in-person program in the spring. This opportunity only counts towards the interprofessional activity and C-APE hours cannot be earned.

Following the approved interprofessional activity, students submit a reflection paper on their experiences to Canvas. The reflection paper should include the following information:

1. What was the interprofessional activity?

    a. When and where was it held?

    b. Who attended?

    c. What were the topics explored?

    d. How was the activity organized?

    e. What was the outcome of the activity?

2. What were your team interactions like?

    a. What was your role? How did you interact with your teammates?

    b. Who did you work with? What were their roles? How did they interact?

    c. How would you rate your ability to perform effectively on an interprofessional team?

    d. How would you rate your teammates' abilities to perform effectively on an interprofessional team?

    e. What did you learn from this activity?
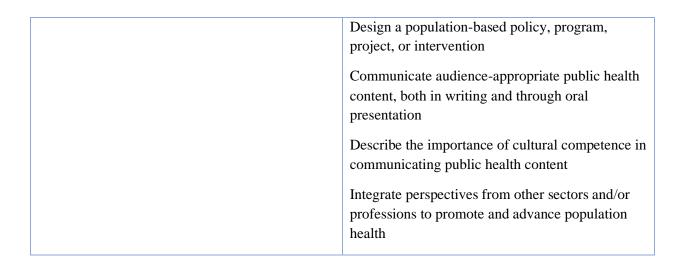
APPENDIX E: C-APE DELIVERABLES

Deliverables are products or services completed during the duration of the C-APE, at the request or under the supervision of the C-APE Preceptor. It is through these deliverables that students show their attainment of <u>at least five</u> public health competencies. Students must submit a minimum of two deliverables but may submit more in order to meet the minimum required competency attainment. Each deliverable must be accompanied by a brief description of the item and identification of competencies attained during its production. The description should provide enough detail to confirm attainment of the competencies. The identified competencies may be different than the ones chosen on the *C-APE Goals & Objectives* form. C-APE Preceptors must approve each deliverable before students submit. Students should review the projects and activities they completed during their C-APE to identify possible deliverables. If students are having difficulty identifying a deliverable, they should contact the C-APE Coordinator for ideas. Examples of appropriate deliverables and potential competencies include:

Deliverable Example	Competencies Attained
Literature review of obesity prevention programs for adolescent Hispanics	Explain biological and genetic factors that affect a population's health List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program Explain the critical importance of evidence in advancing public health knowledge Interpret results of data analysis for public health research, policy, or practice
Proposal for a new app that locates soup kitchens and food pantries in the area	Explain effects of environmental factors on a population's health Assess population needs, assets, and capacities that affect communities' health
Brochure or factsheet educating parents about the importance of children brushing their teeth regularly	Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. Explain behavioral and psychological factors that affect a population's health Communicate audience-appropriate public health content, both in writing and through oral presentation

Presentation to healthcare workers about the importance of hand hygiene and infectious disease epidemiology	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. Apply epidemiological methods to the breadth of settings and situations in public health practice
Photos of the student advocating at the State Capital for free pre-kindergarten and accompanying statement of activities[2]	Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities Advocate for political, social, or economic policies and programs that will improve health in diverse populations
Website that tracks locations of bicycle accidents across the city	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
Video that educates teenagers about the health outcomes associated with smoking and vaping	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program Explain behavioral and psychological factors that affect a population's health Describe the importance of cultural competence in communicating public health content
Budget spreadsheet for a grant report	Explain basic principles and tools of budget and resource management
Poster that examines water pollution of nearby lakes	Explain effects of environmental factors on a population's health Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

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[2] Photos must be <u>action</u> shots that include the student in the image. The photo must be accompanied by a written statement of the activities performed. The written statement may take the form of a fact-based description or a case study exploring the challenges, barriers, or benefits of the performed activities.

	Communicate audience-appropriate public health content, both in writing and through oral presentation
Survey tool that measures breastfeeding habits among new mothers	Select quantitative and qualitative data collection methods appropriate for a given public health context
	Assess population needs, assets, and capacities that affect communities' health
	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
Policy brief examining lead acid battery disposal regulations in the United States	Explain effects of environmental factors on a population's health
	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
	Advocate for political, social, or economic policies and programs that will improve health in diverse populations
Educational vignettes that address the intersection of public health and healthcare	Explain public health history, philosophy, and values
	Identify the core functions of public health and the 10 Essential Services
	Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
Workshop abstracts submitted to a local HIV Awareness conference	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
	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

	Design a population-based policy, program, project, or intervention
	Communicate audience-appropriate public health content, both in writing and through oral presentation
	Describe the importance of cultural competence in communicating public health content
	Integrate perspectives from other sectors and/or professions to promote and advance population health

This is not an exhaustive list of deliverables or competencies. A brief description, while not included in this list would highlight the attainment of the listed competencies.

Students upload their deliverables to Canvas

APPENDIX F: GRADING RUBRIC

Students must receive a minimum score of 1 for each criterion to pass the *PBH 651: Clerkship-Applied Practice Experience*. Students may be asked to re-write one or more sections of the required C-APE documents until they are acceptable. Late points are not assigned, however, trimester limits do apply.

DOCUMENT	LOW PERFORMANCE – <1	SUFFICIENT – 1
C-APE Goals & Objectives	Did not complete the C-APE Goals & Objectives or did not complete all portions satisfactorily	Completed the C-APE Goals & Objectives with sufficient detail
Timesheet	Did not complete the timesheet or did not meet the 120-hour minimum	Completed the timesheet to show the 120-hour minimum
C-APE Deliverables (≥ 2)	At least 2 C-APE deliverables were not submitted or did not meet the requirements	At least 2 C-APE deliverables were submitted and met the requirements
C-APE Deliverable Descriptions	Descriptions for each C-APE deliverables were not submitted or were not sufficiently detailed	Descriptions for each C-APE deliverables were submitted and were sufficiently detailed
Final Competency Checklist	A final checklist was not submitted or does not show attainment of at least five public health competencies	A final checklist was submitted and showed the proper linkages of at least five competencies to deliverables
Student C-APE Evaluation	An evaluation was not completed/attempted	An evaluation was completed
Interprofessional Activity Reflection Paper	A pre-approved interprofessional activity was not completed or a reflection paper was not submitted or was submitted, but did not meet the requirements	A pre-approved interprofessional activity was completed and a reflection paper that met the requirements was submitted
Concentration Declaration	A concentration declaration was not submitted or was not accurately submitted	A concentration declaration was submitted and was accurate
Concentration Competency Assignment	An assignment was not submitted, or did not meet the concentration competency	An assignment was submitted that met the concentration competency