



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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DEPARTMENT OF  
PUBLIC HEALTH

# **Guidelines for Master of Public Health Applied Practice Experience**

**Academic Year 2022-2023**

MPH Concentrations include:

- Community Health Education (CHE)
- Epidemiology (EPI)
- Health Policy and Management (HPM)
- Veterinary Public Health (VPH)

Department of Public Health  
The University of Tennessee  
390 HPER, 1914 Andy Holt Avenue  
Knoxville, Tennessee 37996-2710  
(865) 974-5041

<http://publichealth.utk.edu>

# Table of Contents

Forward & Contact Information.....	3
Master of Public Health Program.....	4
<b>Mission</b> .....	4
<b>Vision</b> .....	4
<b>Goals</b> .....	4
Program Values.....	4
Guidelines for MPH Applied Practice Experience .....	5
I. Applied Practice Experience and the Master of Public Health Curriculum.....	5
II. Applied Practice Experience Goals and Objectives .....	6
III. Responsibilities of the UT Department of Public Health.....	7
IV. Responsibilities of the Field Organization .....	8
V. Responsibilities of the Student .....	9
VI. Applied Practice Experience Reports .....	11
VII. Evaluations .....	12
Appendix A: Public Health Competencies .....	13
Appendix B: Timeline .....	17
Appendix C: Frequently Asked Questions .....	18

## Forward & Contact Information

The MPH Applied Practice Experience is a 240-hour professional experience enabling graduate students to develop public health competencies while contributing to projects that benefit the organization. It is considered a vital component of the graduate program in Public Health at The University of Tennessee. Affording the MPH student a positive opportunity for the integration of theory and practical experience requires a planned joint effort between the Public Health Program and the participating organization. Close collaboration between the academic program and the practice setting will enhance the quality of the learning experience and the professional growth and development of the student as well as ensure that the student has the opportunity to contribute to the mission of the field organization. This document is intended to facilitate development of individualized, in-depth Applied Practice Experiences.

The Applied Practice Experience serves as a major laboratory in which academic knowledge, skills, and professional experience are coordinated and expanded in a meaningful and functional manner. As a significant culminating graduate experience, the Applied Practice Experience permits the student to demonstrate communication skills, to apply knowledge independently, and to interact with other professionals in the organization. Students who have completed the Applied Practice Experience are highly enthusiastic about the many benefits of the field involvement and are eager to share their experiences with others. Additionally, students have found that the inclusion of the Applied Practice Experience component in the MPH curriculum strengthens their competitive ranking for employment following graduation.

The Applied Practice Experience may be completed as a full-time block experience for a period of six weeks or as a part-time involvement extending over a longer period of time. The latter approach typically requires 16 hours per week for a full semester of fifteen weeks. The 240 contact hours are viewed as the minimum needed to satisfy the MPH field experience requirement. Field time may be increased beyond the minimum if mutually agreeable to the field organization and to the student intern.

We extend our sincere appreciation in advance for the preceptor's willingness to participate in an important facet of graduate education. Without the preceptor, the Applied Practice Experience would not be possible.

MPH Faculty  
The University of Tennessee

### Contact Information

<b>Community Health Education, Epidemiology, Health Policy and Management</b>	<b>Veterinary Public Health</b>
Peyton Prothero, MPH, CHES APEX Program Coordinator <a href="mailto:pprother@utk.edu">pprother@utk.edu</a>	Marcy Souza, DVM, MPH, DACVPM Faculty Advisor Office: (865) 974-5576 Email: <a href="mailto:msouza@utk.edu">msouza@utk.edu</a>
Jennifer Russomanno, DrPH, MPH, CHES MPH Program Director <a href="mailto:jrussoma@utk.edu">jrussoma@utk.edu</a>	Chika Okafor, DVM, MS, PhD, DACVPM (Epidemiology) Faculty Advisor Office: (865) 974-5611 Email: <a href="mailto:okaforch@utk.edu">okaforch@utk.edu</a>

# Master of Public Health Program

## ***Mission***

The Graduate Public Health Program at The University of Tennessee provides quality education and leadership to promote health in human populations through interdisciplinary instruction, research, and community service.

## ***Vision***

The MPH Program is recognized for its empowerment of students pursuing public health careers which focus on community health improvement.

## ***Goals***

The goals of the Public Health Program reflect the major functions of the program and assist in the attainment of the mission and movement toward the vision. The goal statements are linked to instruction, research, and service.

Instructional Goal: Preparation of future professionals competent in public health core content and methodological approaches.

Research Goal: Public health faculty and students engaged in research projects that address health concerns and community health improvement and add to the knowledge base.

Service Goal: Public health faculty and students engaged in community, government, and professional service to benefit populations at the local, state, and national levels.

## ***Program Values***

1. **Respect** - To engage in experiences that obligate a person to take responsibility for the public's good, to recognize human dignity, and to value the worth of individual and collective behaviors.
2. **Holistic Consideration** - To emphasize a socio-ecological systems approach for understanding and promoting optimal health and well-being of individuals, families, and communities.
3. **Excellence** - To commit to highest quality in teaching-learning and in practice.
4. **Collaboration** - To advocate networking, partnering, consensus building and participatory approaches for improving population health.
5. **Diversity** - To recognize the benefits of diverse ethnic and cultural perspectives and prepare culturally competent public health professionals.
6. **Equity** - To promote equality of opportunity for individuals, families, and communities.

# Guidelines for MPH Applied Practice Experience

## I. Applied Practice Experience and the Master of Public Health Curriculum

- A. Applied Practice Experience is a very important component of the MPH program because it allows application of academic theory, concepts, and skills in a realistic setting. The experience also expands the student's understanding of the variety of organizations engaged in health-related activities.
- B. Although primarily a learning opportunity for which the public health intern earns six (6) semester hours of credit (PH 587), the Applied Practice Experience program is beneficial to a participating field organization in that a placement:
  1. allows the organization to contribute to professional preparation of MPH students,
  2. provides additional personnel resources for the completion of special projects,
  3. offers the organization the fresh perspective of the public health intern,
  4. develops a working relationship between the field organization and the University of Tennessee.
- C. Applied Practice Experience requires that the student be involved in the work of the field organization on either a full-time basis or a part-time basis for a total of 240 hours. The exact calendar dates are arranged between the public health intern and the field organization and must be communicated to the Applied Practice Experience Coordinator. The public health intern's role is typically that of "staff assistant" in the field organization.
- D. Stipends, although not required for field organization participation, are welcomed because the intern may need to relocate. Stipend amounts vary based on the type of organization, typically ranging from \$1,000 to \$7,200, with an average of \$3,500.
- E. MPH students usually complete their Applied Practice Experience during the last semester of study; however, this may vary based on concentration and/or dual degree status. Approval is required by the advisor and Applied Practice Experience coordinator. Students must have earned an overall grade point average of 3.0 or higher.
- F. Public Health interns select field organizations on the basis of the student's academic and prior work experience, individual interests, and professional needs. The field organization may interview the student and retains the right of final approval of each intern placement.

## II. Applied Practice Experience Goals and Objectives

- A. The general goal of the Applied Practice Experience is to strengthen the student's public health competencies and understanding of a particular area of public health. This is achieved by familiarizing the intern with the:
1. Practice of public health to help the intern identify with the profession of public health.
  2. Organizational and administrative dimensions of public health.
  3. Functional activities and involvements of a specialty area of public health.
- B. The following specific objectives guide progress toward the general goal. Planned experiences should contribute to the student's general preparation by offering the intern an opportunity to:
1. Apply knowledge and skills within the framework of an appropriate field organization through:
    - a. Experience in working with and without supervision within the assigned organization.
    - b. Exploration of the general operations of the organization.
    - c. Examination of the organization's responsibilities and constraints.
    - d. Exposure to various staff, board, or community meetings.
    - e. Working with the organization's various publics and programs.
  2. Increase self-confidence in one's ability through:
    - a. Involvement in planning, organizing, or implementing activities or projects.
    - b. Involvement in evaluation activities and self-evaluation.
    - c. Involvement in data collection and research investigations, as applicable.
    - d. Involvement in facilitating group process.
    - e. Involvement in report development.

### III. Responsibilities of the UT Department of Public Health

- A. The Applied Practice Experience (APE) coordinator in consultation with faculty/faculty advisor will provide students with a list of past field sites as examples of possible field sites, and provide the following resources to help students identify an appropriate site:
1. **Applied Practice Experience Information Session** – first year MPH students learn strategies for developing their career interests and identifying potential field sites and preceptors as they progress through the MPH degree.
  2. **Applied Practice Experience Planning Session** - second year MPH students receive guidance on completing the Intern's Request for Applied Practice Experience form, resume and interview tips, understanding of the Applied Practice Experience requirements and guidance for students to identify and confirm their field site.
  3. Review and approve the **Intern's Request for Applied Practice Experience form**. Requires approval by the Applied Practice Experience coordinator and faculty advisor.
- B. Upon notification that a field organization is willing to accept a public health intern, the APE coordinator in consultation with faculty will:
1. Secure appropriate University signatures if contractual agreements are required.
  2. Work with the field organization and intern to develop a satisfactory plan of learning objectives and activities for the public health intern.
  3. Send an official letter confirming placement (to be completed usually two months prior to the start of the desired Applied Practice Experience period.)
  4. If requested, visit the field organization, typically at midpoint, to discuss progress with preceptor and intern. Out of town site visits may be conducted via Zoom video call or telephone.
- C. The APE coordinator will orient students to the purpose of Applied Practice Experience and its role as an integral part of the MPH degree curriculum. In addition, the APE coordinator in consultation with faculty/faculty advisor will:
1. Guide the student in selecting Public Health Competencies (Appendix A) to develop during Applied Practice Experience and assist in the selection of a field organization able to provide the desired experiences.
  2. Provide and explain "Applied Practice Experience Check List."
  3. Discuss with the student a format for the development and submission of Applied Practice Experience reports, including written objectives with related competencies, Applied Practice Experience in Action write-up, and final Applied Practice Experience report and presentation.
  4. Discuss the method of evaluation of student performance.
  5. Indicate the continuing availability of the APE coordinator and faculty advisor throughout the Applied Practice Experience period to confer regarding the student's learning experiences and progress toward objectives.

#### IV. Responsibilities of the Field Organization

- A. Accepts responsibility for collaboration with the UT Department of Public Health in providing Applied Practice Experience for a specific public health intern for a designated period of time and in so doing, provides a designated student workspace that offers the intern appropriate experiences to assist in professional development.
- B. Designates a field preceptor by name, business address, e-mail address, phone number, and academic degree(s) by completing a Preceptor Form. The preceptor should possess a graduate degree in public health or related field, or have equivalent experiences, ideally holding a supervisory position with decision making authority. A field preceptor shall be responsible for planning and conducting the Applied Practice Experience. As well as performing this primary function, the field preceptor should:
1. Assist the public health intern in determining specific, mutually agreeable, written objectives for the field experience.
  2. Orient the public health intern to the field organization's mission, programs, policies, and other information.
  3. Commit time for instructional interaction and dialogue with the intern (an average of at least 1 hour per week).
  4. Provide supervision of the public health intern's activities.
  5. If desired, plan for a visit by the APE Coordinator and/or faculty advisor during the Applied Practice Experience period, usually near midpoint.
  6. Review Applied Practice Experience reports, and, if indicated, resolve conflicts with field organization policy. A copy of the student's Applied Practice Experience in Action write-up will be emailed to you for approval to feature on the MPH website or other publicity materials (optional).
  7. Complete an online midpoint and final evaluation of the public health intern and discuss the ratings and comments with the intern.
  8. Share any comments and/or suggestions about the Applied Practice Experience program or the MPH curriculum with the APE Coordinator or faculty advisor.
  9. If available, attend the student's culminating experience oral presentation via Zoom, typically held near the end of the semester.

## V. Responsibilities of the Student

- A. Before the Applied Practice Experience Period - A vital part of the Applied Practice Experience planning process is the student's selection of an appropriate preceptor and field site. In the first fall semester of starting the MPH
1. Attend a **group Information Session** with the APE coordinator to review purpose of Applied Practice Experience and discuss strategies for identifying an appropriate field site. If unable to attend, watch the recording and review the slides.
  2. During the next few semesters, update, and tailor resume with public health-focus, create a LinkedIn profile, conduct informational interviews with potential preceptors or alumni to develop connections, and participate in networking opportunities. Be proactive in identifying and cultivating potential Applied Practice Experience connections.
- B. In the fall semester before the Applied Practice Experience
1. Attend a **group Planning Session** with the APE coordinator to review requirements, revise resume, and discuss strategies for identifying an appropriate field site, and submit a Request for Applied Practice Experience form. If unable to attend, watch the recording and review the slides. If needed, students may also schedule an individual meeting with the APE coordinator.
  2. Contact prospective field sites. Provide a resume, cover letter (if requested), and Applied Practice Experience guidelines to prospective field sites. Communicate relevant courses completed and goals for the internship. Interview with preceptor. If accepted, send preceptor the Preceptor form to confirm placement.
- B. During the Applied Practice Experience Period
1. Follows policies, rules, and regulations of the field organization.
  2. Maintains the mutually agreed upon hours.
  3. Obtains professional liability insurance coverage, if necessary and not provided by field organization. (Available by purchase from staff in 390 HPER.)
  4. Seeks the preceptor's guidance and appraisal of performance throughout the Applied Practice Experience period.
  5. Shares with the preceptor any feelings and ideas concerning the Applied Practice Experience as it progresses.
  6. Plans for meetings with the preceptor.
  7. Plans participation in activities and secures approval of the field preceptor.
  8. If applicable, participates in the preceptor's planning for visits by the APE coordinator or faculty advisor.

9. Submits objectives and weekly reports to Canvas on time and incorporates feedback and requests for revisions in a timely manner.
  10. Prepares a preliminary draft of the final Applied Practice Experience report and Applied Practice Experience in Action write-up and clears it with the field preceptor and/or other appropriate field organization personnel.
- C. After the Applied Practice Experience Period
1. Completes final Applied Practice Experience report and submits it to the APE coordinator.
  2. Forwards letter of appreciation to the field preceptor.
  3. Prepares a PowerPoint presentation that synthesizes major projects with public health competency development and career interests.
  4. As a Culminating Experience, delivers PowerPoint oral presentation to faculty advisor, APE Coordinator, preceptor (if available), and other faculty and students.
  5. Evaluates APE experience using the online student evaluation form.

## VI. Applied Practice Experience Reports

- A. Purpose of Applied Practice Experience Reports
1. To demonstrate an ability to communicate at a level appropriate to the degree.
  2. To structure and organize the student's learning experience to enhance integration, synthesis and conceptualization of the Applied Practice Experience activities. (i.e., thinking through and putting various daily involvements into perspective)
  3. To provide a permanent summary and record of the professional training experiences and exposures encountered while participating in Applied Practice Experience.
  4. To enhance and strengthen the relationship of the field preceptor and the intern's APE coordinator and faculty advisor.
- B. Submission of Applied Practice Experience Reports
1. Upload all reports to Canvas site for review by APE coordinator and faculty advisor.
    - a. **Objectives.** Identification of products are due by the end of the first week of Applied Practice Experience and draft SMART objectives are due by the end of the second week. Midpoint objectives are due at midpoint. Final evaluation of objectives is due during the last week of Applied Practice Experience. Note: Use the objectives template provided on Canvas.
    - b. **Bi-Weekly reports** should be maintained every other week. Use the Bi-Weekly Report Template. Continue submitting reports until you have completed all the required hours.
    - e. **Final Field Report:** Use template and rubric provided on Canvas. Electronic version due by the last day of class unless prior arrangements are made. Recommend to upload draft to Canvas for feedback before final submission.
    - f. **Applied Practice Experience in Action Write-up:** Due by the last day of class. Students fill out the template provided, which summarizes major projects, includes 1-3 personal quotes, a headshot, and 1-3 other images attached as .jpg files. Student and preceptor sign consent form on page 2.

## VII. Evaluations

### **Preceptor Evaluation of Intern**

**Midpoint evaluation** – To be completed online by preceptors when the student finishes approximately half of their hours (i.e.-120 hours for a 240-hour placement)

Link to Midpoint evaluation of public health intern -

[https://utk.co1.qualtrics.com/jfe/form/SV\\_9NMBFy84TBNdDYG](https://utk.co1.qualtrics.com/jfe/form/SV_9NMBFy84TBNdDYG)

**Final evaluation** - To be completed online by preceptors during the student's last week of Applied Practice Experience. Preceptors are asked to discuss evaluation results with the intern.

Link to preceptor's Final evaluation of public health intern -

[https://utk.co1.qualtrics.com/jfe/form/SV\\_02LregXvAAujVwG](https://utk.co1.qualtrics.com/jfe/form/SV_02LregXvAAujVwG)

### **Student Evaluation of the MPH Applied Practice Experience**

To be completed online by students after finishing all Applied Practice Experience reporting activities, including the final oral presentation: [https://utk.co1.qualtrics.com/jfe/form/SV\\_1Fh0pRquQqR6BzE](https://utk.co1.qualtrics.com/jfe/form/SV_1Fh0pRquQqR6BzE)

# Appendix A: Public Health Competencies

## MPH Foundational Competencies

All MPH graduates demonstrate the following 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 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.

### 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

\*These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas. They are in compliance with the most recent criteria established by The Council on Education for Public Health (CEPH) in 2016.

## Competencies for Concentrations

### **Competencies: Community Health Education concentration of study**

Upon graduation an MPH/CHE graduate should be able to . . .

1. Demonstrate how fundamental social causes of health and disease produce differences in health and health inequity in specific health outcomes.
2. Identify strategies designed to reduce structural bias and social inequities that produce health disparities.
3. Formulate Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) research questions for behavior change interventions.
4. Explain key ethical issues and challenges to conducting research in communities.
5. Prepare a high-quality program grant proposal.

### **Competencies: Epidemiology concentration of study**

Upon graduation an MPH/EPI graduate should be able to . . .

1. Selects appropriate study design(s) to investigate a public health concern given the strengths, limitations, and feasibility of the design(s).
2. Assesses, synthesizes, and critically evaluates epidemiologic scientific literature.
3. Communicates epidemiologic evidence to lay and scientific audiences.
4. Demonstrates proficiency in basic and intermediate epidemiologic methods and principles.
5. Conducts a reproducible data analysis project.

### **Competencies: Health Policy and Management concentration of study**

Upon graduation an MPH/HPM graduate should be able to . . .

1. Apply the policy-making process to improve population health.
2. Apply the principles of evidence-based public health in practice or policy formulation.
3. Apply appropriate strategic management approaches to improve the performance of healthcare organizations.
4. Apply quality improvement or performance management concepts to organizational planning and management.
5. Assess the value of existing or proposed programs, services or policies using financial management measures.

### **Competencies: Veterinary Public Health concentration of study**

Upon graduation an MPH/VPH graduate should be able to . . .

1. Assess health related benefits and/or risks to individuals and communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness and/or injuries associated with animals.
2. Communicate health benefits and/or risks to individuals and communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness, and/or injuries associated with animals.
3. Apply techniques of surveillance, recognition, prevention, control, and/or management of infectious diseases, including zoonotic or emerging diseases, foodborne illnesses, and/or potential bio or agroterrorism agents.
4. Evaluate programs and/or policy that aim to improve human health by fostering the human-animal bond or by reducing foodborne illness, zoonotic or emerging diseases, or hazards associated with animals.
5. Describe the role of the federal government in ensuring the safety of foods of animal origin.

## Appendix B: Timeline

It is the student's responsibility to find an appropriate field site and preceptor.

The following timeline describes steps in the process.

### Applied Practice Experience (APE) Timeline for Student Planning

At least two semesters before	Semester before	During Applied Practice Experience
Information session (fall)	Planning session (fall)	Objectives
International placement planning (start early)	Request for APEx form	Weekly reports
MOU (if required by agency)	Register for PUBH 587	Midpoint evaluation
	Interview	Final evaluation
	Preceptor form	APEx in action
	MOU completed (if applicable)	Final report
		Oral presentation

## Appendix C: Frequently Asked Questions

- 1. What is the student deadline to confirm a field site? (Confirm is defined as having a completed Preceptor Form)**
  - Spring internships should be confirmed by November 20<sup>th</sup>.
  - Summer internships should be confirmed by April 1<sup>st</sup>.
  - Fall internships (less common) should be confirmed by July 15<sup>th</sup>.
- 2. Who is responsible for finding the field site?**
  - The student is ultimately responsible. The APEX coordinator and faculty advisors will support the intern by providing a list of past field sites and sharing contacts of prospective sites. However, it is the student's responsibility to contact the field site and secure a placement.
- 3. How does a student find a field site?**
  - Students can request a list of past field sites and current partnerships from the APEX coordinator. Students are encouraged to seek out a variety of opportunities as there are multiple agencies that could be appropriate field sites including clinics, hospitals, non-profits, schools, government contractors, consulting firms, etc.
- 4. When can students complete their Applied Practice Experience?**
  - The Department of Public Health strongly recommends that students complete their APEX in the final or second to final semester prior to graduation. Foundational courses should be completed so that students can use the knowledge and skills from those courses during the APEX.
- 5. When should students start planning for their Applied Practice Experience?**
  - It's never too early! Begin thinking about your interests and career goals early. This may shift as you take new classes and progress through the MPH program and that's okay! Network, research organizations in your desired concentration/location, and contact your faculty advisor and/or the Career Center for guidance on creating a quality resume and cover letter. Attend the first year and second-year APEX orientation sessions hosted by the APEX coordinator. The earlier you begin researching and connecting with potential field sites, the greater chance of success during your Applied Practice Experience.
- 6. How is the Applied Practice Experience graded?**
  - Satisfactory/No Credit. The APEX coordinator and faculty advisor determines if a student has met requirements for a Satisfactory grade.
- 7. Why would a student receive an incomplete for their Applied Practice Experience?**
  - An intern could receive a Satisfactory Incomplete (SI) for reasons such as: not submitting all the required reports on time, not incorporating requested edits/revisions to reports, or not meeting the minimum requirements in terms of contact hours, deliverables, and/or demonstration of public health competencies. A student given an Incomplete will have one year to complete the incomplete requirements.
- 8. Does the Applied Practice Experience have to be completed in one semester?**
  - No. Depending on the student's schedule and availability, the Applied Practice Experience can be completed over the course of two semesters. The student should work with the APEX coordinator, their faculty advisor, and preceptor to confirm this. This will result in less hours per week (typically 8-10) to spread out the 240 required hours.
- 9. What type of schedule can students expect during the Applied Practice Experience?**

- Work schedules are determined by the student and their preceptor. Some field sites may require interns to work within a typical work schedule (e.g., Monday – Friday between 8 and 5) while others may have the flexibility for an intern to work during the evenings or weekends.
10. **Can the Applied Practice Experience be completed remotely?**
- Yes, but this is ultimately the decision of the field site and preceptor. Some field sites may require interns to be in-person, some may prefer a hybrid schedule of in-person and remote, and others may be fully remote. Students should discuss these options when contacting field sites.
11. **The Applied Practice Experience Course (PUBH 587) automatically registers students for three credits. How do students earn six credits for the course?**
- Students should change the number of credits manually in myUTK. Once registered for the course, under ‘Register for Classes’ click on the tab ‘Schedule and Options.’ Next to PUBH 587, click on the course credit number (3). This will change to a text box, and six can be manually entered.
12. **Can the Applied Practice Experience be completed at a student’s workplace?**
- It is not recommended for students to complete their APEX at their workplace since the APEX should be a unique, new experience that applies knowledge and skills learned from the MPH program. However, students may complete the APEX at their workplace if the experience differs substantially from the student’s current role and responsibilities at work. The student’s preceptor must be someone other than their current supervisor.
13. **Can a faculty member in the department serve as a preceptor for the Applied Practice Experience?**
- Yes, as long as the project(s) are beneficial to the student intern and the purpose of the experience is not to advance a faculty member’s research. The Applied Practice Experience is a unique experience, and student interns should not function solely as a research assistant.
14. **Is the Applied Practice Experience paid?**
- The APEX may be compensated or uncompensated. This varies and is determined by the field site. The Department of Public Health is not involved in arranging payment for students but can assist students with finding past experiences that have been paid.
15. **What are examples of appropriate products for an Applied Practice Experience?**
- Appropriate products must demonstrate at least five MPH competencies (3 foundational, 2 concentration). Products may include, but are not limited to the following:
    - Grant proposal
    - Evaluation or evaluation plan
    - Process or quality improvement project
    - Literature review
    - Surveys or questionnaires
    - Interview guide
    - Policy brief
    - Journal article or manuscript
    - Needs assessment
    - Data analysis
    - Lecture or presentation
    - Social media campaign or plan
    - Curriculum development or implementation

- Training guide or manual
- Fact sheet or infographic
- Logic model

**16. Do the two products identified for the APEX need to demonstrate all five competencies?**

- Two products is the minimum requirement. It may take more products for a student to demonstrate five competencies (3 foundational, 2 concentration). For example, one product may demonstrate three competencies while the other demonstrates two. A student may also complete five products with each product demonstrating one competency. This is determined by the student and their preceptor.

**17. Are there examples of past student Applied Practice Experiences?**

- Yes. There are examples of past student experiences on the [APEX in Action webpage](#). For additional examples, please contact the APEX coordinator.