Applied Practice Experience Guidebook
(For students who matriculated in Fall 2019 or later*)

Academic Year 2019-2020

*This guide is for students matriculated in Fall 2019 and later. Any student who matriculated prior to Fall 2019 will refer to the MPH Student Practicum Guidebook.
**Table of Contents**

Introduction: Message from the Dean ................................................................. 2

1. What is the Applied Practice Experience? ..................................................3
2. Who is Involved in Your Applied Practice Experience? .............................4
3. An Overview of the Applied Practice Experience ......................................4
   A. Prepare for the Practicum ........................................................................ 5
   B. Selecting a Practicum Site ....................................................................... 7
   C. Selecting a Practicum Preceptor .............................................................. 7
   D. Develop the APEX Proposal ................................................................... 7
   E. Obtain Approval for your APEX Proposal .............................................. 7
   F. Complete Your Practicum ...................................................................... 8

4. Roles and Responsibilities .......................................................................... 9

5. The Online Practicum System .................................................................... 9

6. Relationship to the Culminating Experience .............................................10

7. Human Subjects Research Determination Requirements ...........................17

8. Financial Compensation ........................................................................... 17

9. Professional Behavior .............................................................................. 18

10. Expedited Portfolio Review ..................................................................... 18

11. International Students ............................................................................ 18

12.University Policy Statements .................................................................... 19

APPENDICES ..................................................................................................20

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Introduction: A Note from the Associate Dean of Applied Public Health

Welcome to the Applied Practice Experience!

The purpose of the MPH Student Applied Practice Experience Guidebook is to provide important information to you in: aligning your goals and objectives; finding the ideal practice organization; connecting with your department’s Practice Advisor, faculty, and health organization preceptor; and, delivering work products that showcase the mastery of your public health competencies.

The Applied Practice Experience is designed to help you apply the knowledge, skills, and theories learned in the classroom to real-world public health issues outside of the classroom. During the Practicum, you will have the chance to build relationships, collaborate on multidisciplinary teams, and jumpstart your public health career!

Today, we are witnessing public health challenges that require critical thinking to develop action plans that deliver results. The Applied Practice Experience will help you be ready to take on the tough jobs, to seek leadership opportunities, to continue to grow through professional education, and to move forward with a passion for excellence and make a difference as a leader. You will also learn skills to solve complex health problems and implement successful solutions to improve population health in all communities.

I am excited to work with each of you on your journey to become effective public health practitioners and leaders in our field!

Gene Migliaccio, DrPH
Associate Dean for Applied Public Health
Professor of Global Health
1. **What is the Applied Practice Experience?**

The Applied Practice Experience (APEx) is the new applied learning experience required of all Master of Public Health (MPH) students and is more than what we used to call “Practicum”. The APEx is designed to help students apply the knowledge, skills, and theories learned in the classroom to real-world public health issues outside of the classroom. Guided by your departmental Practice Advisor, faculty, and preceptors, you will be able to demonstrate the attainment of MPH foundational and program-specific competencies, learn from public health professionals from a range of public and private sector disciplines, and jumpstart your public health career (or career transition)!

During the APEx, you will have the chance to build the relationships critical to a strong and engaged professional network, collaborate on interprofessional teams, and

You will be introduced to the APEx during the required core course, PUBH 6021: Essentials of Public Health Practice and Leadership 1, and you will complete the APEx as part of PUBH 6022: Essentials of Public Health Practice and Leadership 2.

To successfully fulfill the APEx requirement, students must complete a minimum of 120 hours at an approved public health organization (site) and produce at least 2 work products that benefit the APEx site and demonstrate the student’s attainment of the required competencies.

**Why is the APEx Required?**
The APEx is required of all students enrolled in a degree-seeking concentration at a school of public health accredited by the Council on Education for Public Health (CEPH). CEPH states:

“The applied practice experience allows each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2)” and “the school or program assesses each student’s competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignment, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning.” *(CEPH, 2018)*

In concordance with these requirements, all MPH students enrolled at GWSPH are required to satisfactorily complete a practice experience before graduation.

Since practical knowledge and skills are essential to a successful career in public health, a planned, supervised, and evaluated practice experience is an essential component of a public health professional degree program.

The goals of the practice experience are to:

1. Provide an opportunity for you to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses
2. To gain professional experience in a public health work environment
3. To work on public health projects that are of particular interest to you.

GWSPH’s location in the nation’s capital and robust online program with students across the country and globe, affords students access to a multitude of current APEx sites. To help facilitate this
experience, the GWSPH Office of Applied Public Health has created this guidebook to give you an overall picture of the APEx and expectations.

Please keep in mind that departments and programs have additional requirements to tailor the experience to their specific program competencies. Students should meet with their departmental advisors and PUBH 6022 faculty to ensure all requirements are met.

2. **Who is involved in your APEx?**

The APEx has a number of partners, starting with you, your department’s Practice Advisor, and your PUBH 6022 faculty. You should meet with your Practice Advisor to discuss your academic and professional interests, so you can determine good options for where to go to get your practice experience. Where you choose to work is ultimately up to you, and there are some great current options in the online practicum system, as well as in the Practicum Archive which can be found in the GWSPH Source by searching “Practicum Archive”. Your department’s Practice Advisor is also a great source for potential Preceptors and sites. At any stage in the process you can also engage in conversations with your academic advisor, other professors, and the Associate Dean for Applied Public Health. These individuals are in a position to give some guidance and insight into the best way for you to get the most out of this experience.

3. **An Overview of the Applied Practice Experience (APEx)**

**Track 1**

The standard path to complete the APEx is via a field experience (Practicum) in which the student participates in a planned, supervised, and evaluated work experience that enables a student to apply the knowledge they have gained at GWSPH into a practical, professional public health environment.

Students will develop their APEx proposal/plan during PUBH 6022, Essentials of Public Health Practice and Leadership 2. Before beginning the APEx, the proposal/plan must be reviewed and approved by the student, their faculty/staff advisor, and the agency preceptor.

To successfully complete the APEx requirement, students will:

a) Complete a minimum of 120 hours of fieldwork with a GWSPH approved community partner site external to the university;

b) Develop at least 2 work products that benefit the APEx site, and meet at least 3 foundational MPH competencies and at least 2 program-specific competencies;

c) Enter and track all APEx-related information, deliverables, and required approvals in the GWSPH Online Practicum System.

**Track 2**

Students with 5 or more years of full-time, relevant, professional public health experience prior to matriculation, may petition for an Expedited Portfolio Review (EPR) during PUBH 6022 to satisfy their CEPH APEx.

An EPR includes an APEx proposal/plan, description of recent public health professional experience, and the submission of 2 work products that meet 3 foundational and 2 program-specific competencies. An EPR does not have an hours requirement, nor does it require additional fieldwork, monitoring, or evaluation.
Practicum Phases

As you engage in your Practicum, you will find yourself going through a process that begins with thinking about what your goals and objectives will be, aligning those with a practicum opportunity at an approved site, working with a Site Preceptor, and developing at least 2 work products which benefit both you (the student) and the site.

The phases of the practicum are:
   A. Prepare for Your Practicum
   B. Select a Practicum Site
   C. Select a Practicum Preceptor
   D. Develop Your APEX Proposal
   E. Complete the Practicum

A. Prepare for the Practicum

Once students are ready to plan their Practicum, they should meet with their respective Practice Advisor to enroll in PUBH 6022. Students should plan to register for PUBH 6022 when they are ready to:

1) Begin formally brainstorming about their desired Practicum (or EPR, if applicable);
2) Receive formal instruction/support on selecting a site/preceptor;
3) Receive formal instruction/support on completing CITI training and crafting/refining their APEX proposal template.

Students will work with their Practice Advisors, Career Services, and the Office of Applied Public Health to consider their Practicum options. All students will receive specific instruction in both PUBH 6021 and PUBH 6022 about how to move from idea generation to idea evaluation to idea selection, including for their Practicum (or their EPR, if applicable).

During this time, you will identify your interests and the types of careers you are interested in after graduation. You should set up an appointment to meet with your Practice Advisor to discuss your goals for the Practicum. Your Practice Advisor will guide you through the Practicum, will review your program requirements, and will discuss potential sites and types of Practicum opportunities.

If you have not already done so, you will need to develop a resume and cover letter and identify an initial set of goals that you are interested in pursuing. If you need resume help, you may contact GWSPH Career Services to schedule an appointment.

Once you have identified your interests it is time to start researching organizations that excite you and also identify the skill you would like to develop during your Practicum. Your Practice Advisor will assist and guide you to references and established sites that reflect the programmatic focus and objectives of your MPH specialty.

You are expected to take a proactive role and demonstrate initiative in selecting a Practicum Site and Site Preceptor for the practicum. During this phase, you will work with your Practice Advisor as you plan to participate in the Practicum.

Prerequisite Information

At a minimum, students are required to successfully complete PUBH 6021 and enroll in PUBH 6022.
prior to beginning the APEx. Additionally, program pre-requisites may vary and students should discuss their plans with their Academic Advisor and/or Practicum Director early and appropriately.

**Academic Integrity Quiz**
The Code of Academic Integrity at the George Washington University defines the standards of academically ethical behavior that we uphold as a learning community. All Milken Institute School of Public Health students need to be aware of their rights and responsibilities as members of the GW community and as defined by our code. As you will learn in this brief module, all members of the GW and Milken Institute School of Public Health academic community are held to the highest standard in all academic activities.

All GWSPH students must complete this requirement prior to the end of their first term. Students may not enroll in Practicum and cannot be cleared for graduation until this requirement has been marked as complete in DegreeMAP. More information regarding the Academic Integrity Quiz can be found here: [GWSPH Academic Integrity Requirements](#)

**CITI Online Course**
The CITI Course in The Protection of Human Research Subjects is required prior to enrolling in Practicum, and is required for graduation clearance. In order to fulfill this requirement, complete the Social and Behavioral Researchers or Biomedical module.

**Registering for the CITI course:**
- Go to [https://www.citiprogram.org/](https://www.citiprogram.org/)
- Click: Register.
- Select Your Organization Affiliation by typing “George Washington University” in the search field.
- Click: Continue to Create Your CITI Program Username/Password
- Enter your personal information in the required fields.
- Under “Select Curriculum”, check Human Subjects Research Training and then “Submit”.
- Select “No” to confirm your institution choice (George Washington University)
- Once you have completed the course, email your certificate/CITI transcript to GWSPH Student Records, gwsphrecords@gwu.edu, with your full name and GWID.
  - Keep a copy of the transcript for your records.

**B. Selecting a Practicum Site**
Students must select a Practicum Site that:
1) Has a meaningful practice opportunity that:
   - a. Will be prospectively completed
   - b. Allows the student to demonstrate attainment of at least 5 competencies, 3 of which must be CEPH foundational MPH competencies
   - c. Allows the student to create at least 2 work products that demonstrate and allow assessment of the student’s competency attainment
   - d. Has a Site Preceptor that is qualified to evaluate the student’s learning, and is interested in hosting them

The location of GWSPH in Washington, DC, offers Practicum sites that span the spectrum of location and focus. Additionally, the growth of our online MPH program has helped us establish Practicum
sites across the country and the globe. Available sites include local community-based organizations, local and state health departments, federal agencies, and international/global agencies and consortia. The topic areas are as diverse as the settings – health care policy, women, children, and families, HIV/AIDS, nutrition, national surveys on health and well-being, refugee health, immigrant health, rural and urban health, environmental issues, and health disparities.

The preferred setting for a Practicum is off campus; the Practicum must be supervised by a preceptor who is an employee of the site organization (there are certain GW-affiliated sites that may be practicum sites, such as the Medical Faculty Associates and the GW Cancer Institute). Be sure to check with your Practice Advisor if you have a GW-related preceptor or site in mind.

Global Health / International Practicum
If you plan to travel outside of the United States to conduct your Practicum, additional advance planning is required. Travel must be approved at the departmental/school and University level. You will be required to complete a detailed travel registration form with the Office of International Programs (OIP), which can only be submitted after your Practicum Plan has been approved by your Practice Advisor. Meet with your Practice Advisor early to ensure timely submission, review, and approval of your practicum plan by your department and by OIP.

C. Selecting a Practicum Preceptor
1) Students completing a Practicum must identify, select, and secure a preceptor that:
   a. Has demonstrated experience and/or expertise related to the student’s learning objectives.
      i. This will be evidenced by the student preceptor justification statement and student-submitted preceptor CV/resume.
   b. Is not an immediate/first-degree relative and/or does not have a conflict of interest that prevents them from objectively providing feedback on student performance
   c. Is not a current GWSPH MPH student

D. Develop your APEx Proposal
During this stage of the Practicum process, you will work with your Site Preceptor to develop a Practicum proposal and develop your learning objectives for your Practicum. Your APEx Proposal will demonstrate:

1) How you will attain the required 5 competencies.
2) How the work you will complete is prospective.
3) How the work will be accomplished (i.e. activities) in 120+ hours of direct or indirect labor.
4) How the work will benefit your Practicum site and/or the clients their site serves.
5) How the work will result in at least 2 work products that demonstrate and allow assessment of your competency attainment.
6) An attestation that you will not work outside your approved Scope of Work (SoW).

E. Obtain Approval of Your APEx Proposal/Plan
You will submit your APEx proposal/plan online through the online practicum system. Your departmental Practice Advisor and Site Preceptor must review and approve your plan before you can begin work at your Practicum site.
F. Complete Your Practicum
In this phase of the process, you will work under the guidance of your Site Preceptor to carry out the Practicum in accordance with the expectations set forth and agreed upon in your Practicum Plan.

You are required to maintain an hours log for the entire duration of the practicum project. Once your APEx proposal is fully approved in Online Practicum System, you will record your weekly activities in the “Track Hours” portal. Please note you may not enter hours in bulk rather they must be entered as you accrue them.

4. Roles and Responsibilities
The roles and responsibilities of the student, preceptor, and Practice Advisor are outlined below:

Students
- Review all APEx-related materials including the GWSPH MPH Applied Practice Experience Guidebook, the Practicum Video Tutorials in GWSPH Source, departmental and program syllabi and guides.
- Proactively engage in a dialogue about the Practicum with your Practice Director
- If applicable, submit the Practicum Equivalent Experience Waiver Application to your Practice Director before the end of your first semester (residential) or second quarter (online).
- Negotiate payment with your Site Preceptor, if applicable
- Complete all forms and submissions in a timely manner
- Behave professionally at all times
- Contact your Site Preceptor and your Practice Director with concerns including but not limited to site safety issues and/or sexual harassment.

Practicum Directors/Advisors/Coordinators
- Act as a guide for you, the student
  - Review departmental and program-specific requirements with you
  - Discuss potential sites and types of Practicum opportunities with you
  - Discuss Practicum progress with you while you are completing your field experience
- Review and approve the following:
  - Student application in GWork for Public Health
  - Preceptor application in GWork for Public Health
  - Student’s Practicum Plan
  - Midterm Evaluation and any plan revisions if applicable
  - Final Self Evaluation and Final Preceptor Evaluation
  - Practicum Equivalent Experience Waiver Applications
- Grade the Practicum as Credit or No Credit based in part on the evaluation and recommendation of your Site Preceptor
- Address any reports of concerns including but not limited to site safety issues and/or sexual harassment

Site Preceptors
- Review the GWSPH Preceptor Practicum Guidebook and the Preceptor Training Videos
- Register in GWork for Public Health and complete the following:
  - Preceptor Professional Profile Application
  - Project Proposal (job description)
- Review and approve your Practicum Plan
Engage with you on site and provide constructive feedback and guidance including but not limited to skill acquisition and professional conduct
Verify your weekly hours
Complete the following:
  - Midterm Evaluation in conjunction with you, the student
  - Final Site Preceptor Evaluation
Negotiate payment or stipend with you, the student, if applicable
Address any reports of concerns including but not limited to site safety issues and/or sexual harassment

5. **The Online Practicum System: GWork for Public Health**

The online practicum system, GWork for Public Health provides you with a single location to find current Practicum opportunities and other resources.

First, register in the Online Practicum System, GWork for Public Health (GWork). Once your registration is approved by your department, you can submit a practicum plan!
Your practicum application will be reviewed by your department. Once it is approved, you will receive an email notification and can then begin submitting your practicum in GWork!

The next pages outline how to submit your plan after your application is approved.
SELECT PRACTICUM

Click here to input your practicum plan
INPUT YOUR PRACTICUM SITE NAME AND THE SITE STATE.

This field will only populate if your preceptor has registered and submitted a project proposal.

Input the title of your practicum plan.

EXAMPLE: Needs Assessment for {input organization name}: {input project name}
Refer to APPENDIX C and D.

COMPETENCIES MUST BE APPROVED BY YOUR PRACTICUM DIRECTOR.

DO THIS!
BOTH FIELDS COMPLETE OF THESE

THESE ARE THE APPROVED ACTIVITIES FROM YOUR APEX PROPOSAL TEMPLATE.

EXAMPLE: Conduct needs assessment for organization X.

Deliverables *

If applicable, list and describe any reports, products or deliverables expected from the student and due dates.

STUDENTS MUST PLAN AND SUBMIT A MINIMUM OF 2 DELIVERABLES (WORK PRODUCTS) WHICH ILLUSTRATE ATTAINMENT OF THEIR 5 SELECTED COMPETENCIES.

SUBMIT YOUR DELIVERABLES DIRECTLY TO YOUR PRACTICUM DIRECTOR/ADVISOR/COORDINATOR ONCE COMPLETE.
When do you expect to have fully completed your practicum?

Site Preceptor Contact Information

Preceptor

Preceptor Email *
This information will be used to confirm that you have discussed and agreed on your learning objectives

Preceptor Phone

Preceptor Fax

Does the practicum involve Human Subject Research? *

Options: Yes, No

Site Preceptor Contact Information

Will only populate with a current, approved preceptor registration.

Practicum Time Frame

Start Date *

End Date *

Average hrs/week *

How many hours per week do you plan to be conducting practicum activities?

Feedback *
How often will you meet with you Site Preceptor for feedback?

Review the student project oversight process with your practicum director.

When do you plan to start your practicum activities?

When do you expect to complete your practicum activities?

Click for drop-down menu of options.
6. **Relationship to the Culminating Experience**

The APEx and the Culminating Experience are two distinct MPH curriculum requirements. However, you may have the opportunity to link the two requirements with your department/program recommendation.

The APEx is a field based experience in which students apply, implement, and improve their ability to integrate classroom knowledge in a professional public health setting. The Culminating Experience (CE) is an opportunity for students to combine all of their coursework to pose a question and find an answer. The CE includes: (a) Concept Paper, (b) Proposal, (c) Final Report and/or, an Oral Presentation.

Both practice-based and research-based APEx opportunities can potentially be developed into a central thesis theme that can be further explored and investigated within the CE. You should proactively start a dialogue with your Practice Advisor and/or your Academic Advisor to determine any program-specific linkages or required delineation of Practicum and CE.
7. **Human Subjects Research Determination Requirements**

In addition to the CITI Online Course, you will have additional requirements if you are engaging in research involving human participants or their data.

The Practicum may address additional foundational or concentration-specific competencies, if appropriate. In some instances, this means that some students may choose Practicum opportunities that include research. In these circumstances, students are required to articulate the plan to engage in research activity in their Practicum plans, and will also be required to complete research questionnaires prior to beginning the work, OR in the event that the direction of the project changes.

Students who are conducting research should work closely with their departmental Practice Advisor, and review the GWSPH Research Policy and Procedure Guidance website as well as the Human Subjects Determination Policy for the school as their projects will be required to go through the SPH research oversight process and possibly the GW IRB. Note that this process can be lengthy, and we advise a minimum of 45 Days is allowed for its completion.

A human subject is defined by the GW Office of Human Research as “a living individual about whom an investigator (whether professional or student) conducting research obtains: data through intervention or interaction with the individual or identifiable private information.”

Because of the potential for conflict of interest, investigators do not have the authority to make an independent determination that human subjects research is exempt. For student projects like practicum, only the student’s academic institution, GW in this case, can make the determination. As part of the Practicum students will submit their Practicum Plan to the SPH Student Project Oversight Portal.

Key points regarding human subjects research determination and your Practicum:

- All student projects outside of activities limited to the classroom need to be entered into the portal. This helps us keep track of the great work our students are doing.
- This includes CEs, practicum and field lab placements, dissertations, independent studies, final projects, and other projects for school credit.
- This process allows the Dean’s Office of Research Excellence (ORE) to support your educational journey while ensuring compliance with GWU policies.
- This portal is managed by ORE. For general questions about the process, please email sphstudentirb@gwu.edu.
- **In order to ensure full compliance with regulations and GWU policies, you may not begin your project until you have received a determination by email that you are approved to do so. GWSPH’s Oversight Team and the University’s IRB will not approve studies retroactively.**

*All technical questions or issues with the portal, should be directed to Joe Schmitthenner ([jschmitthenner@gwu.edu](mailto:jschmitthenner@gwu.edu)).*

8. **Financial Compensation**

Financial compensation for the Practicum, if available, is a matter to be negotiated between you and your Site Preceptor. The possibility of payment is not a consideration in the approval of the practicum. In most cases, because of the limited duration and nature of practicum placements, they are unpaid. Furthermore, it is your responsibility to cover any fees that may be associated with your
site (e.g., required immunizations, background checks, drug tests, personal protective equipment, or travel).

9. **Professional Behavior**

An important component of the practicum is practicing appropriate professional behavior in the workplace. As such, you are expected to function as a professional at all times and are responsible for the activities and work described in your Practicum Plan.

Examples of professional behavior include:

- Dressing professionally
- Being respectful to your supervisor and coworkers (e.g., not engaging in gossip)
- Using professional language
- Being prepared for assignments and meeting project deadlines
- Arriving and departing at agreed-upon hours
- Informing your Site Preceptor of anticipated absences or delays in arrival
- Maintaining at all times, including when the practicum ends.

You should demonstrate the standard of behavior expected of other employees in the organization, including compliance with the organization’s policies and procedures. This component is evaluated by the Site Preceptor as discussed in the evaluations, and also indirectly by the Practice Advisor.

10. **Expedited Portfolio Review**

Applied public health practice experience is a graduation requirement for all MPH students attending an accredited school of public health, and although there are no automatic exemptions or waivers of the APEx, in rare situations it is possible to submit a petition for an Expedited Portfolio Review (EPR) to fulfill the APEx requirement.

In adherence to rules and policies set by CEPH, this request can only be approved if you can provide evidence of substantial prior public health experience relevant to your program-specific competencies. In general, this would include 5 or more years of relevant, full-time public health work in your discipline prior to matriculation, and the submission of 2 work products that have been developed within the 24 months preceding matriculation.

Furthermore, an EPR includes an APEx proposal/plan, description of recent public health professional experience, and the submission of 2 work products that meet 3 foundational and 2 program-specific competencies. An EPR does not have an hours requirement, nor does it require additional fieldwork, monitoring, or evaluation. Students with an approved EPR are not required to complete a separate practicum experience.

11. **International Students**

Curricular Practical Training (CPT) is required before international (F-1) students begin their Practicum. The International Services Office (ISO) and the GW Career Center are actively involved in the CPT process. For more information, please contact the International Services Office: Old Main Suite 205 1922 F Street, NW Washington, DC 20052
Phone: 202-994-4477 Fax: 202-994-4488 Email: iso@gwu.edu
12. University Policy Statements

Practicum Site and Safety Precautions

The George Washington University cannot guarantee the safety of practicum sites. While at your practicum site, you should take normal precautions to assure your own safety. Should you be asked to do something that you deem unsafe during a Practicum, or if you believe that conditions at a practicum site are unsafe, you should immediately report any such safety concerns to your Site Preceptor and Practice Advisor.

Sexual Harassment

The George Washington University is committed to maintaining a work and learning environment in which students, faculty, and staff are free from sexual harassment. The University’s Policy and Procedures on Sexual Harassment are posted on its web site:
http://my.gwu.edu/files/policies/SexualHarassmentFINAL.Practice Advisor If you believe you have been subjected to sexual harassment, you should report the problem to the Site Preceptor and Practice Advisor or any other University official, including the Department Chair or Dean.

University Policy on Equal Opportunity

The George Washington University does not unlawfully discriminate against any person on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University is subject to the District of Columbia Human Rights Law.

Inquiries concerning the application of this policy and federal laws and regulations concerning discrimination in education or employment programs and activities may be addressed to:
Sabrina Ellis, Vice President for Human Resources https://hr.gwu.edu/department-directory, or to the Assistant Secretary for Civil Rights of the U.S. Department of Education.
## Appendix A
### GWSPH Practicum Directors

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Practicum Director</th>
<th>Email</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental &amp; Occupational Health</td>
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<td>Prevention &amp; Community Health</td>
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<td>202-994-1324</td>
</tr>
<tr>
<td></td>
<td>PH Communication &amp; Marketing</td>
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<tr>
<td></td>
<td>Maternal &amp; Child Health</td>
<td>Donald Strong</td>
<td><a href="mailto:dastrong@gwu.edu">dastrong@gwu.edu</a></td>
<td>202-994-8595</td>
</tr>
<tr>
<td></td>
<td>Community Oriented Primary Care</td>
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</tbody>
</table>
• **Essentials of Public Health Practice & Leadership 1: Leading Self and Teams in Public Health (PUBH 6021):** A core course required for all MPH students matriculating in or after fall 2019. The course includes the skills necessary for being an effective practitioner and leader; optimizing self-management and contributions in teams as public health professionals.

• **Essentials of Public Health Practice & Leadership 2: Managing Organizations & Influencing Systems in Public Health (PUBH 6022):** A core course required for all MPH students matriculating in or after fall 2019. The course includes the development of organizations and systems in public health; organizational management tools and collaborative, outcome-oriented advocacy techniques. Students will plan and complete the Applied Practice Experience during this course.

• **Applied Practice Experience (APEx):** An opportunity that enables students to apply the practical skills and knowledge learned in the classroom to a professional public health setting that complements their professional and career objectives. The standard path to completion the APEx is via a public health practicum.

• **Practicum:** A 120 hour planned, mentored and evaluated project in which students gain practical skills and knowledge through real-world work experience.

• **Expedited Portfolio Review (EPR):** New students with 5 or more years of relevant, full-time public health work prior to matriculation may qualify for an EPR. An EPR includes an APEx proposal/plan, description of recent public health professional experience, and the submission of 2 work products that meet 3 foundational and 2 program-specific competencies. Students with an approved EPR are not required to complete a separate practicum experience.

• **Work Product:** Students must submit at least 2 deliverables that benefit their APEx and meets student-selected MPH foundational competencies and program-specific competencies. Deliverables include but are not limited to brochures, budgets, evaluation plans, program theory, strategic communication plans, etc.

• **Integrative Learning Experience (ILE):** The ILE demonstrates the synthesis of foundational and program-specific competencies. At GWSPH, the IPE is referred to as the Culminating Experience (CE) and is completed by the student in consultation with a faculty member. Requirements for CE vary by program, but students are expected to produce a high-quality written product that is appropriate for the student’s educational and professional objectives.

• **Interprofessional Education (IPE):** MPH students will work with two or more professions outside of public health (e.g. medicine, physical therapy) to learn about, from and with each other to enable effective collaboration and improve health outcomes.
<table>
<thead>
<tr>
<th>Evidence-based Approaches to Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply epidemiological methods to the breadth of settings and situations in public health practice</td>
</tr>
<tr>
<td>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</td>
</tr>
<tr>
<td>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</td>
</tr>
<tr>
<td>4. Interpret results of data analysis for public health research, policy or practice</td>
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<table>
<thead>
<tr>
<th>Public Health &amp; Health Care Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
</tr>
<tr>
<td>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</td>
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<table>
<thead>
<tr>
<th>Planning &amp; Management to Promote Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Assess population needs, assets and capacities that affect communities’ health</td>
</tr>
<tr>
<td>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</td>
</tr>
<tr>
<td>9. Design a population-based policy, program, project or intervention</td>
</tr>
<tr>
<td>10. Explain basic principles and tools of budget and resource management</td>
</tr>
<tr>
<td>11. Select methods to evaluate public health programs</td>
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<tr>
<th>Policy in Public Health</th>
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<tbody>
<tr>
<td>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</td>
</tr>
<tr>
<td>13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
</tr>
<tr>
<td>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</td>
</tr>
<tr>
<td>15. Evaluate policies for their impact on public health and health equity</td>
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<tr>
<th>Leadership</th>
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<tbody>
<tr>
<td>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</td>
</tr>
<tr>
<td>17. Apply negotiation and mediation skills to address organizational or community challenges</td>
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<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>18. Select communication strategies for different audiences and sectors</td>
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<tr>
<td>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
</tr>
<tr>
<td>20. Describe the importance of cultural competence in communicating public health content</td>
</tr>
<tr>
<td>21. Perform effectively on interprofessional teams</td>
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<tr>
<th>Interprofessional Practice</th>
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<tbody>
<tr>
<td>22. Apply systems thinking tools to a public health issue</td>
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</table>

*Per the Council on Education for Public Health (CEPH): “The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.”*
# APPENDIX D
Departmental/Program-Specific Competencies

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Track/Program</th>
<th>Track/Program-Specific 6022 Pre-or Co-requisites (i.e., before or concurrent)</th>
<th>Track/Program-Specific APEX Competencies. Updated January 2020, but subject to change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics and Bioinformatics; Epidemiology</td>
<td>Biostatistics; Epidemiology</td>
<td>PubH 6002, 6003, 6012, 6021, 6247, 6249</td>
<td>- Identify and define a public health issue.</td>
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<td>- Develop a plan or proposal to apply the epidemiological principles needed to carry out the chosen public health Practice Activity.</td>
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<td>- Identify the appropriate data analysis methods.</td>
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<td>- Demonstrate competency in data collection.</td>
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<td>- Demonstrate proficiency in constructing and managing databases for epidemiological studies using statistical software, (e.g. The SAS® System).</td>
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<td>- Prevent and control environmental and occupational hazards.</td>
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<td>- Interpret epidemiologic and other research findings related to environmental risks, and assist in designing and conducting research.</td>
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<td>- Synthesize relevant information in order to analyze EOH policy implications and participate in policy development.</td>
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<td>- Synthesize relevant information in order to assess and manage environmental and occupational risks.</td>
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<td>- Engage in public health communication and risk communication activities.</td>
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<td>- Identify ethical issues in environmental health policy and practice.</td>
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<tr>
<td>Global Environmental Health (GEH)</td>
<td></td>
<td>PubH 6011, 6021</td>
<td>- Assess environmental and occupational exposures.</td>
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<td>- Recommend strategies to prevent and control environmental and occupational exposures.</td>
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<td>- Critically assess existing epidemiologic research.</td>
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<td>- Design appropriate studies for investigating EOH problems.</td>
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<tr>
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<td>- Conceptualize and carry out data analysis to address study goals.</td>
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<td>- Synthesize scientific evidence in order to inform global environmental health policy, and reduce and prevent environmental health-related disease and injury.</td>
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<td></td>
<td>- Conduct policy analysis relevant to global environmental health problems.</td>
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<td></td>
<td>- Synthesize relevant information in order to assess and manage environmental and occupational risks.</td>
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<tr>
<th>Department(s)</th>
<th>Track/Program</th>
<th>Track/Program-Specific 6022 Pre-or Co-requisites (i.e., before or concurrent)</th>
<th>Track/Program-Specific APEx Competencies. Updated January 2020, but subject to change.</th>
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</thead>
</table>
| Exercise and Nutrition Sciences (EXNS) | Public Health Nutrition | MPH Core* + PubH 6242 and EXNS 6611 | - Understand the pathophysiology of selected chronic disease processes and the role that nutrition may play in the development of these diseases.  
- Understand the factors impacting the accessibility, availability, adequacy, and safety of the food and water systems serving a community.  
- Outline the relationship between community food and water systems and health outcomes.  
- Develop skills in nutrition assessment of both individuals and communities.  
- Utilize appropriate epidemiologic methods for developing and testing hypotheses relating to nutrition and health outcomes at the population level.  
- Develop skills in designing, implementing, and evaluating nutrition interventions to improve the health of communities.  
- Appreciate the role of public health policy in altering the food environment at the community level. |
| | Physical Activity in Public Health | MPH Core* + PubH 6242 and EXNS 6611 | - Understand the pathophysiology of selected chronic disease processes.  
- Understand exercise physiology and the role of physical activity and exercise in health promotion and disease prevention.  
- Develop skills in physical activity assessment using state-of-the-art technology.  
- Utilize epidemiological methods to develop and test hypotheses pertaining to physical activity and health and disease outcomes at the population level.  
- Develop skills in designing, implementing, and evaluating interventions for improving physical activity at the community level.  
- Appreciate the role of public health policy in altering physical activity patterns at the community level. |

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<tr>
<th>Department(s)</th>
<th>Track/Program</th>
<th>Track/Program-Specific 6022 Pre-or Co-requisites (i.e., before or concurrent)</th>
<th>Track/Program-Specific APEX Competencies. Updated January 2020, but subject to change.</th>
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</thead>
</table>
| Global Health (GH) | GH Epidemiology and Disease Control | PubH 6002, 6003, 6021, 6400, 6416, 6247, 6249 | - Apply epidemiological and multi-disciplinary concepts to identify, analyze and address global health challenges including burden of illness and the determinants and distribution disease in populations.  
- Select the appropriate qualitative and/or quantitative methods depending on the specific research or programmatic need and apply underlying principles to design such studies including observational and experimental designs, screening programs, and public health surveillance.  
- Apply appropriate data analysis methods and interpret the results from epidemiological studies.  
- Interpret and critique research and best practices to inform the development of evidence-based solutions for global health challenges.  
- Communicate evidence on global health topics to a variety of audiences including technical experts, policymakers, lay audiences, and other relevant stakeholders.  
- Work in a multidisciplinary team to identify and address the ethical issues of global health programs, policies and research.  
- Engage with diverse individuals, organizations, and communities with respect for different values, beliefs and practices.  
- Analyze multilevel determinants of problems in global health that form the basis for disease control strategies and interventions. |
| GH Program Design, Monitoring, and Evaluation | | PubH 6002, 6003, 6021, 6400, 6412, 6416, 6435, 6501 | - Apply multi-disciplinary perspectives to identify, analyze, and address global health challenges.  
- Distinguish between qualitative and quantitative methods and select the appropriate method depending on the specific research or programmatic need.  
- Interpret and critique research and best practices to inform the development of evidence-based solutions for global health challenges.  
- Communicate public health evidence on global health topics to a variety of audiences, such as technical experts, policymakers, lay audiences, and other relevant stakeholders.  
- Identify and address the ethical issues of global health programs, policies and research.  
- Engage with diverse individuals, organizations, and communities with respect for different values, beliefs and practices.  
- Explain multilevel determinants of problems in Global Health and the basis for strategies and interventions.  
- Describe the governance and institutional landscape of global health.  
- Demonstrate professionalism in practice, research and in communication activities.  
- Utilize epidemiological data, program theory, programmatic evidence, and health systems and policy contextual information for the design of effective global health interventions and programs, as well as their monitoring and evaluation.  
- Compare and select monitoring frameworks and evaluation methods according to specified purposes for each.  
- Identify frameworks for the design of culturally acceptable and contextually feasible global health interventions and evaluations.  
- Apply research, leadership, and communication skills to support the design, implementation, evidence and policy cycle. |
| Global Health (GH) | GH Policy | PubH 6002, 6003, 6012, 6021, 6400, 6412, 6416, 6417 | - Apply multi-disciplinary perspectives to identify, analyze and address global health challenges.  
- Analyze and design within context-specific health policy making process, implementation strategies and health interventions, supported in policy analytics, cultural and equity sensitivity and inter-cultural management.  
- Interpret and critique research and best practices to inform the development of solutions supported on evidence for global health determinants trends and challenges.  
- Communicate public health evidence on global health topics to a variety of audiences, such as technical experts, policymakers, lay audiences, and other relevant stakeholders, within different cultural and development contexts.  
- Identify and address the ethical issues of global health programs, policies and research.  
- Engage with diverse individuals, organizations, and communities with respect for different values, beliefs and practices, to advance public health policies understanding their specific political and cultural contexts.  
- Explain multilevel determinants of problems in Global Health, the application of epidemiologic methods into policy analysis, and their importance for the design of strategies and interventions.  
- Describe the governance and institutional landscape of global health, including the consideration of multi-agency policy-making, the interrelationship of foreign policy and health diplomacy, and the critical issues of transnational movement of goods and people.  
- Demonstrate professionalism in practice, research and in communication activities. |
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<tr>
<th>Global Health (GH)</th>
<th>GH Policy (cont.)</th>
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<tbody>
<tr>
<td>· Distinguish between qualitative and quantitative methods, and select and apply the appropriate methodologic mix to the specific global health policy analysis and audience, programmatic need or research.</td>
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<tr>
<td>· Describe various context-specific designs and capacity assessment of health systems, analyze major multi-institutional and multi-sectoral initiatives and partnerships affecting their performance in global health, to make recommendations on capacity strengthening from an organizational, workforce and financial perspective.</td>
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<tr>
<td>· Assess the historical and ongoing development of international health regulations and intellectual property rights and how they could be addressed through national and international policies. Understand the building of partnerships in global public health, and the specific context-specific cultural and potential conflict of interest. Understand the role of international rights, partnership in controlling a major epidemic or health emergency.</td>
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<tr>
<td>· Assess the relationship between the protection, promotion, and progressive realization of human rights and global health outcomes.</td>
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<tr>
<td>· Describe the global economic trends and challenges faced by low and middle-income countries, and the within country disparities and inequities, regarding health status of their populations and health care delivery options and how different policy approaches can be used to address these challenges.</td>
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<tr>
<td>· Describe and understand current issues on the global trends in the distribution and determinants of the main communicable, non-communicable, nutritional and injuries at the population and different geographic and social and political contexts.</td>
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<thead>
<tr>
<th>Global Health (GH)</th>
<th>Humanitarian Health</th>
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<tbody>
<tr>
<td>· Identify and address the ethical and socio-cultural issues of humanitarian programs, policies and research.</td>
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<tr>
<td>· Explain and analyze major problems and challenges, and their multilevel determinants, challenges in humanitarian settings and strategies and interventions to address them.</td>
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<tr>
<td>· Describe the institutional landscape and the governance system in the aid system, and the interrelationship of foreign policy and health outcomes in humanitarian settings.</td>
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<tr>
<td>· Communicate public health and medical evidence on humanitarian topics to a variety of audiences including technical experts, lay population, policymakers, and other relevant stakeholders while engaging and working with diverse individuals, organizations, and communities with respect for different values, beliefs and practices.</td>
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<tr>
<td>· Apply principles of and select monitoring frameworks and evaluation methods for effective humanitarian interventions</td>
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<tr>
<td>· Understand and apply leadership and management skills to support implementation of humanitarian operations and policy changes at international level.</td>
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<tr>
<td>· Describe various context-specific designs and capacity assessment of humanitarian system and programming, analyze major multi-institutional and multi-sectoral challenges and initiatives and partnerships affecting their performance in humanitarian aid system for sound practice recommendations.</td>
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<tr>
<td>· Describe and assess the inter-relationship between the protection, health promotion, and human rights and population outcomes in humanitarian situations.</td>
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<tr>
<td>· Understand and apply the principles of rigorous researching and critical appraisal of publications and evidence, and writing and presenting the findings of research projects in humanitarian settings.</td>
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<tr>
<td>· Describe and address current main communicable, non-communicable, and other pathologies across the populations, geographic locations, and social and political contexts in the humanitarian field.</td>
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### Health Policy and Management (HPM)

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Track/Program</th>
<th>Track/Program-Specific APEx Competencies. Updated January 2020, but subject to change.</th>
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</thead>
</table>
| **Health Policy and Management (HPM)** | Health Policy | · Describing and critically assessing the political, legal, philosophical, economic, financial, and/or social framework of U.S. health policy, and demonstrating proficiency in applying that understanding to analysis of current health policy issues.  
· Locating, assessing, appropriately using, and synthesizing policy-relevant qualitative information relevant to key issues in U.S. health policy, including a full range of evidence related to the legislative, regulatory, and judicial processes, peer-reviewed literature, and “gray” literature produced by policy analysis entities and organizations.  
· Locating, assessing, and appropriately using statistical and other data and the ability to conduct basic manipulations of data.  
· Comparatively analyzing legislation and administrative regulations, and analyzing and interpreting judicial opinions and agency rulings.  
· Assessing the methodology and quality of research results, and synthesizing findings for policy analyses.  
· Applying the core elements of a policy analysis to key issues in U.S. health services and public health policy through both short and long written papers, and in oral presentations of policy analyses. |

| **MPH@GW (online program)** | General MPH | · Define communities and identify and assess relevant population health needs.  
· Assess the functions, capacities, management and governance of governmental, international and non-state organizations that comprise health systems.  
· Translate scientific and program evidence to inform the development of public health programs and policies within the context of health systems.  
· Apply public health theory and experiential evidence to develop and manage project, program and institutional strategies to reduce community and individual health risks to mitigate the impact of disease.  
· Apply relevant quantitative tools and concepts to inform different audiences and public health topics.  
· Describe how health systems performance is affected by various approaches to health care organization, health law, health workforce development and health care financing.  
· Develop communication campaigns and strategies to disseminate health promotion information via media channels. |

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<tr>
<th>Department(s)</th>
<th>Track/Program</th>
<th>Track/Program-Specific 6022 Pre-or Co-requisites (i.e., before or concurrent)</th>
<th>Track/Program-Specific APEX Competencies. Updated January 2020, but subject to change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Community Health (PCH) (continued on next page)</td>
<td>Community-Oriented Primary Care (COPC)</td>
<td>MPH Core* + PubH 6510</td>
<td>· Communicate and discuss the principles and methods of COPC.</td>
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<td>· Define, characterize communities and identify its health needs which will be the focus of a COPC practice.</td>
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<td>· Prioritize community health issues using the principles of COPC.</td>
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<td>· Gather best-practices models for community-based interventions and the necessary quantitative and qualitative information for implementation in the focus community.</td>
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<td>· Implement individual behavior change interventions in clinical settings.</td>
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<td>· Develop skills to manage community health organizations.</td>
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<td>· Develop and implement interventions using COPC principles including community participation and partnership.</td>
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<td>· Evaluate and analyze community-based interventions and COPC programs.</td>
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<td>· Identify, analyze, and discuss the role of COPC in underserved within vulnerable communities.</td>
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<td>· Develop and implement a COPC process in clinical health services and community-based organizations and settings.</td>
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<td>· Analyze policies, issues, and programs that impact COPC practice.</td>
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<td>· Develop skills to implement, evaluate and publish the results of a COPC intervention in a peer-reviewed journal.</td>
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<td></td>
<td>Health Promotion</td>
<td>MPH Core*</td>
<td>· Assess the individual, community, organizational and societal needs of the general public and at-risk populations.</td>
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<td>· Plan health promotion/education strategies, interventions, and programs that are theory-based and evidence-based and are culturally appropriate to improve the health of the public.</td>
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<td>· Implement health promotion and health education strategies, interventions and programs to meet the health needs of the public.</td>
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<td>· Conduct evaluation of health promotion program and conduct research related to health promotion and health education.</td>
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<td></td>
<td>· Administer and manage health promotion strategies, interventions, and programs.</td>
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<td>· Develop communication campaigns and strategies to disseminate health promotion information via media channels.</td>
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<td>· Develop and implement advocacy strategies to improve law, policy and social norms that support public health.</td>
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<td></td>
<td>Maternal and Child Health (MCH)</td>
<td>MPH Core* + PubH 6550</td>
<td>· Assess the individual, community, organizational and societal needs of women, children, and families.</td>
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<td>· Develop strategies, interventions, and programs to improve the health of women, children, and families.</td>
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<td></td>
<td>· Implement strategies, interventions, and programs to meet the health needs of women, children, and families.</td>
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<td>· Conduct evaluation and research related to the health and well-being of women, children, and families.</td>
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<td></td>
<td>· Administer MCH strategies and policies to improve the health and well-being of women, children, and families.</td>
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<td>· Communicate and advocate for health and well-being of women, children, and families.</td>
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<td>· Incorporate a life course perspective to the health and well-being of women, children, and families.</td>
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<table>
<thead>
<tr>
<th>Prevention &amp; Community Health (cont.)</th>
<th>PH Communications and Marketing (PHCM)</th>
<th>MPH Core* + PubH 6503 (can be co-req w/ PubH 6022)</th>
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</thead>
<tbody>
<tr>
<td>- Apply an ecological framework to assess and promote population health.</td>
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<tr>
<td>- Use marketing research to develop and improve public health programs.</td>
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<tr>
<td>- Develop and administer communication programs to promote individual- and population-level behavior change.</td>
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<tr>
<td>- Develop and administer marketing programs to promote individual- and population-level behavior change and improve the health capacity of communities.</td>
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<tr>
<td>- Develop and administer communication programs to promote the adoption of policies that enhance health.</td>
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<td></td>
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<tr>
<td>- Evaluate public health communication and marketing initiatives.</td>
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</tbody>
</table>

End Appendix D
APPENDIX E
SAMPLE APEx DELIVERABLES

What is a deliverable?
A deliverable is a tangible work product created during the course of your APEx. After completing the field experience hours, you are required to submit a minimum of two deliverables to GWSPH to support the five competencies selected in your APEx proposal.

If you will be working with confidential data during your APEx, you should discuss the deliverable(s) with your Site Preceptor prior to submitting your proposal and determine how you will submit the deliverables in an appropriate format. Options may include submitting a documents with redacted sensitive information, a reflection paper, or other deliverable.

Sample Deliverable Work Products (list not exhaustive)

<table>
<thead>
<tr>
<th>Community Health Assessment Report</th>
<th>Impact Evaluation Plan or Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education Curriculum Plan</td>
<td>Intervention and Implementation Plan</td>
</tr>
<tr>
<td>Literature Review Analyses Report</td>
<td>Budget, Vendor Selection, Contract, and/or Supply Chain Analysis Report</td>
</tr>
<tr>
<td>Program Evaluation Report</td>
<td>Technology Platform or Application Design Proposal</td>
</tr>
<tr>
<td>Risk Assessment Analysis Report</td>
<td>Strategy Document (assessment/research, process map, etc.)</td>
</tr>
<tr>
<td>Research Study Proposal</td>
<td>Monitoring and Evaluation Tool Development</td>
</tr>
<tr>
<td>Project Management Plan (work-plan, Gantt chart, stakeholder map, etc.)</td>
<td>Program Management Plan (evidence-based design, stakeholder analysis, budget, etc.)</td>
</tr>
<tr>
<td>Survey Design &amp; Development Plan</td>
<td>Quality Improvement Plan</td>
</tr>
</tbody>
</table>

How to write about your Deliverables in your Practicum Proposal
In your APEx proposal, you must clearly articulate what documents you will be submitting at the end of your field experience and provide contextual details about how your deliverables fit into the overall project. The table below includes example descriptions of deliverable work products for the APEx. Please submit your Deliverables directly to your Practicum Director/Advisor/Coordinator.

<table>
<thead>
<tr>
<th>Resource Guide for Smartphone App. The guide will provide information to LGBTQ+ seniors regarding services available within their communities for topics including physical activity, mental health, and navigating the healthcare system.</th>
<th>Environmental Scan Report. Examine emergency assistance center plans and after-action reports from different jurisdictions to inform recommendations for updated best practices at the DC EAC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Extraction and Analysis Report. I will review de-identified secondary data that will then be used for the DC DOH STD Surveillance Network Report</td>
<td>Program Management Plan. The plan will detail the goals of the study: methods, frequency, and location of team meetings; and an appendix including a weekly checklist for community visits and a template for team meetings. The plan will continue to be used after I complete the APEx.</td>
</tr>
</tbody>
</table>

Note: If your deliverables change during the course of your APEx, you must update your APEx proposal and inform your Practicum Director.
Appendix F
Using the GWork System

After you have submitted your Practicum Plan, you will be taken back to your homescreen where you will see your plan as “Pending”. This will change to “Approved” after both your PD and Preceptor have approved the plan in GWork.
Log Hours in GWork for Public Health

a. Login to GWork for Public Health. Select “My Account” and then Select “Practicum”.
b. Select “Track Hours”
c. The Track Hours screen will open. Select the appropriate start and end date for the hours you are inputting. Select “ADD HOURS” for all new submissions – a new field for Day Start, Day End, Hours, and Tasks will populate. Click “SUBMIT” when finished.
   - Students must select “ADD HOURS” for new submissions. Failing to do so will overwrite current hours logged.
HOW TO LOG PRACTICUM HOURS IN GWORK

There has been a lot of confusion lately when attempting to track practicum hours in GWork system. Here are a few tips to avoid common pitfalls:

1. You should be able to see ALL of your hourly entries. Make sure that you are not overriding previous entries. To make a new entry, be sure to first click the "Add Hours" button at the bottom of the form. If you are entering hours correctly, you should see a list of hours that looks like this:

2. After filling out the "Day Start", "Day End", "Hours", and "Tasks" fields, be sure to click the "Submit" button at the very bottom of the form. Otherwise your hours will not be recorded.'
3. Before hitting submit, make sure you do not have empty hour fields at the bottom of your form. If you have empty fields, the form will just refresh...it will not submit. For example, you will not be able to submit your hours if the bottom of your form looks like this:

NOTE: In order to successfully submit your hours, the bottom of your form should look like the below image. Notice that there are no empty fields.

If you are confident that you are avoiding the above three pitfalls, but are still unable to track your hours, please reach out to your advisor at GW.
d. After logging 60 hours, the “Track Hours” portal will close and you will be required to complete a Midterm Evaluation.

The track hours portal will not reopen until the Midterm is complete and approved by both your PD and your Preceptor.
Midterm Evaluation

a. To complete the Midterm Evaluation, login to GWork, select “My Account, select “Practicum”, and then select “Midterm Evaluation”.

![Image showing the steps to access the Midterm Evaluation in GWork](image-url)
b. Complete all of the Midterm Evaluation required fields. Examples below.
c. Once you have completed all of the required fields, select “SUBMIT”. This will notify your PD and Preceptor of your submission.

The “Track Hours” portal will only open after your Midterm Evaluation has been approved by both your PD and your Preceptor.
Student Self-Evaluation

a. After recording at least 120-hours, you will be prompted to complete a final “Self Evaluation”.

To complete the evaluation, select “Self Evaluation”.

![Image of My Account platform with Self Evaluation option highlighted]
b. Complete all of the required fields. Examples below.

c. Once you have completed all of the required fields, select “SUBMIT”. Your PD and your Preceptor will be notified of your submission.

Your Preceptor must complete a separate Final Evaluation of your Practicum before it will be reviewed for a grade.