



School of Public Health

APPLIED PRACTICE

SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA

WHAT IS APPLIED PRACTICE?

Applied Practice (AP) is a hands-on opportunity for students to implement public health knowledge and skills in a real-world setting.

The **goal** of Applied Practice is to demonstrate the application and practice of at least 5 public health competencies:

- Three of them must be foundational competencies:
 - *The Council on Education for Public Health (CEPH) has established 22 foundational public health competencies (see page 9 and 10).*
- Two of them may be specific to your program:
 - *For program-specific competencies, please contact your academic advisor.*
- Students may choose to include more than 5 competencies.

CEPH Foundational Public Health Competencies (n =22)	Student's Applied Practice Competencies	MPH Program-specific Competencies
Select at least 3 →	3	
	2	Select at least ← 2
	5	

Elements and components of Applied Practice

Preceptors: students conduct their Applied Practice at a site, under the supervision of a preceptor. Preceptors receive products from the student and submit an evaluation at the end of the Applied Practice.

Products: for each competency, students develop products that benefit the site and also demonstrated the application or practice of the competencies. The minimum number of products required is 2, as long as all competencies are being demonstrated through those two products. For example, students can create 2 products that demonstrate the application of all 5 competencies, or students can create multiple products. The goal is to demonstrate the application of all competencies, regardless of the distribution. See product-competencies distribution examples:

Two products: 5 competencies distribution

- Three competencies demonstrated in Product # 1
- Two competencies demonstrated in Product # 2

Three products: 5 competencies distribution

- Two competencies demonstrated in Product # 1
- One competency demonstrated in Product # 2
- Two competencies demonstrated in Product # 3

Students can select more than 5 competencies; for each competency selected a product must reflect the application of the competency.

Products Evaluation

Preceptors will evaluate the products and provide feedback, whether the products met or did not meet the expectations/needs for the site. Academic advisors will also review the products and preceptor's evaluation. Preceptors do not grade the products; academic advisor do.

Applied Practice Site/Location: students may practice all 5 competencies at one location, or split the practice of the competencies across various sites with their corresponding preceptors and number of products. For example:

One site - 5 competencies

- One preceptor
- All 5 competencies demonstrated (3 foundational, 2 program-specific)
- Number of products required (e.g. 2 products) that demonstrates the application of those 5 competencies.
- Product(s) evaluation by preceptor

Two sites/locations for 5 competencies

- Site A: 3 competencies
 - One preceptor
 - Three competencies
 - One product (or more) that demonstrate the application of those 3 competencies
 - Preceptor's evaluation of products
- Site B: 2 competencies
 - One preceptor
 - Two competencies
 - One product (or more) that demonstrate the application of those 2 competencies
 - Preceptor's evaluation of products

Students can apply their competencies among 1, 2 or more sites or locations. For each site/location, a preceptor and corresponding number of products is required.

Practice Course Credits: students will register to PUBH 7XXX Applied Practice Course for one term during the course of the program. The number of credits vary from 1 to 5, depending on what the program has established. Please consult with Program Coordinator and with academic advisor before registering for the course and determining number of credits. Students need a permission number from their Program Coordinators to being able to register.

If a student needs to fulfill Applied Practice requirements past the term of registration, the student will receive a temporary grade (K), which means student is continuing to fulfill Applied Practice requirements. Once all Applied Practice requirements are completed, the academic advisor will submit the final grade for the course and the number of credits will be applied towards the program.

Applied Practice Module: is a virtual portal and platform that connects students, preceptor, coordinators and academic advisor communications. The module has a few components:

Competency Assessment Tool (CAT): students are able to conduct a Competency Assessment, which is a tool that helps them identify what competencies could be addressed during the Applied Practice. Students need to discuss the Competency Assessment results with their academic advisers, when finalizing which foundational competencies (3 minimum) and which program-specific competencies (2 minimum) will be selected for the Applied Practice.

Learning Agreement: the Learning Agreement is an electronic record of the initiation and completion of the Applied Practice. The Learning Agreement summarizes:

- Which competencies will be practiced at a site
- Site's name
- Site's address
- Preceptor's name
- Preceptor's contact information
- Applied Practice start and end date
- Students upload products to the Learning Agreement
- Preceptors submit an evaluation of the product(s)
- Academic advisers have access to the Learning Agreement to review products and evaluations

Students create one Learning Agreement per site. This means, if students apply all 5 competencies in one site, only one Learning Agreement will be created. If the competencies are to be practiced in various sites, students need to create the corresponding number of Learning Agreements as well.

Applied Practice Stages: the SPH has identified 5 stages students need to get through, in order to complete their Applied Practice requirements.

- Initial Assessment Phase
- Preliminary Phase
- Registration Phase
- Practicum Phase
- Evaluation Phase
- Grading Phase

Timeline & Process

DATE COMPLETED	ACTION STEPS
Initial Assessment Phase - 6 to 4 months prior to Practicum Phase	
	Student log in into the Applied Practice Module, using their UMN x500 ID.
	Students complete the Competency Assessment Tool. The tool is designed to help students identify which competencies could be practiced during the Applied Practice.
	After completing the assessment, students receive a summary of their results and competencies recommendations.
	<p>Students discuss Competency Assessment results with academic advisor and determine which competencies (minimum of 3 foundational and 2 program-specific) will be practiced at potential sites. Students can bring the Applied Practice - Preliminary Phase Checklist - Academic Advisor form to the meeting.</p> <p>Note: it's important to determine if the program has any specific requirements or restrictions. This is an opportunity for students and academic advisor to identify potential sites, preceptors, products, and number of credits students could register for.</p>
Preliminary Phase - 5 to 3 months prior to Practicum Phase	
	<p>Students contact potential preceptor(s) and discuss potential competencies, product(s), goals, time commitment and responsibilities that will be addressed at the site(s). A detailed agreement and consensus need to be met prior to starting the Applied Practice. Students can bring the Applied Practice - Preliminary Phase Checklist – Preceptor form to the meeting.</p> <p>If the practice requires a background check, contact the Student Service Center at sph-ask@umn.edu</p>
	Students need to communicate to the academic advisor, which competencies, product(s), goals, time commitment, responsibilities, and any important details that were agreed between the student and preceptor. This information may be important to finalize determining the number of credits to register for.

Registration Phase - 3 to 1 months prior to Practicum Phase	
	<p>After the student and academic advisor have determined all components of the Applied Practice, students need to log in to the Applied Practice Module and create/submit a Learning Agreement. The start and end of will need to be specified.</p> <p>It is recommended that students fill out the Applied Practice Learning Agreement Fields form for future references and in case of future modifications* on the Learning Agreement.</p>
	<p>Once the Learning Agreement is submitted, the preceptor will receive an email notification prompting to approve the Learning Agreement, by signing it off electronically.</p>
	<p>After the preceptor has signed off the Learning Agreement, the academic advisor will receive an email notification prompting to also approve it, by signing it off electronically.</p>
	<p>After the academic advisor signs off the Learning Agreement, the Program Coordinator receives a copy of the agreement because, the Program Coordinator also approves and signs off the Learning Agreement electronically.</p> <p>*If an existing Learning Agreement (LA) needs to be amended or have any modifications, only Program Coordinators can edit the LA. This mechanism will prevent the loss of electronic signatures from the students, preceptor and academic adviser.</p>
	<p>Once the agreement is signed by the Program Coordinator, students may register for the appropriate course number of credits. Students will need to obtain a permission/section number.</p> <p>Notes:</p> <ul style="list-style-type: none"> • A hold on registration might be in place until proof of immunizations has been provided. • Students may only commence the Applied Practice after you are registered for the credit(s) and the transcript shows registration for Applied Practice credit(s). • Some facilities require a background criminal background check. If students need a background check, they can contact the Student Service Center at sph-ask@umn.edu.
Practicum Phase	
	<p>Students start Applied Practice experience.</p>

Evaluation Phase	
	After completing the Applied Practice, students submit the product(s) through the Learning Agreement.
	Students and preceptor(s) receive an automated email to complete the evaluation, after the Applied Practice end date.

	Academic advisor confirms completion of Applied Practice and reviews the products through the Applied Practice Learning Agreement. The preceptor is not responsible for grading the products.
	Students are encouraged to write a formal Thank you letter to their preceptor(s). Also, to keep a copy of the Applied Practice Learning Agreement and submitted products for future reference.

Grading Phase	
	<p>Academic advisor submits final grade after all Applied Practice requirements have been met.</p> <ul style="list-style-type: none"> • If a student needs to fulfill Applied Practice requirements past the term of registration, the student receives a temporary grade (K), which means the student is continuing to work on Applied Practice requirements.
	If the grade is not yet reflected on your transcripts, students can contact Program Coordinator and academic advisor.

Foundational CEPH 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 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 of practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care and public health 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 the at organizational, community and societal levels

Program Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health programs
9. Design a population-based project, program, policy, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs or policies

Policy in Public Health

12. Discuss multiple dimensions of the policy- making process, including the role 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

Communication

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

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 competency in communicating public health content

21. Perform effectively on interprofessional* teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

What qualifies for the Applied Practice?

The Applied Practice may be fulfilled through any combination of the following options. Consult with your advisor to determine which options are most appropriate for you and whether your program has any specific requirements or restrictions:

- A practicum or internship completed during a summer or academic term while enrolled in their degree program
- Completion of an Applied Practice-designated course.
- Co-curricular experiences (e.g., service and volunteer opportunities, including experiences organized by a student association).

The following do not qualify as an Applied Practice:

- Mission trips
- Clinical work
- Prior work/volunteer activities or coursework that begin before the learning agreement is approved

Requirements for international Applied Practice opportunities

Students who want to complete an international Applied Practice must complete the University of Minnesota [university purpose travel registration process](#). Once these requirements are complete, they will pre-populate on the Applied Practice Experience learning agreement.

Important: students must discuss self-identified travel plans (international experiences that are not promoted by the University) with an appropriate Education Abroad Office, University faculty and/or staff member prior to confirming travel plans. To familiarize yourself with student expectations and definitions while abroad, visit the [Student Travel and Education Abroad: Health and Safety Policy](#).

International Students: If you plan to complete an Applied Practice outside the United States, please consult with [ISSS](#) to make sure you can travel outside the country while on your student visa. You may have additional permissions and requirements.

The Applied Practice Coordinator has to also sign off on learning agreements that are international. Please contact, Mercedes Taneja at estra021@umn.edu.

What are Applied Practice products and how do I document them?

The products are created as part of the Applied Practice to benefit the practice site. The products must demonstrate that the student has applied specific competencies. The student must submit a minimum of 2 products for the Applied Practice.

Each product does not need to demonstrate the application of all five competencies. For example, one product (e.g., a written assignment) may demonstrate 3 competencies and the second product (e.g., a video presentation) may demonstrate the other 2 competencies.

Competencies and products may differ from student to student. Students will upload the products to the Applied Practice learning agreement (Applied Practice Online Module) for their advisor, preceptor and program coordinator to review and approve.

While students may complete experiences as individuals or as groups in a structured experience, each student must present documentation demonstrating individual competency application or practice.

Product examples include, but not limited to:

- Written assignments
- Journal entries that document activities that demonstrate practice or application of a competency
- Completed tests
- Brochure
- Flyer
- Training manual
- Policy brief
- Videos
- Multi-media presentations
- Spreadsheets
- Grant proposals
- Budgets
- Site-specific reports
- Health promotion materials
- Training course curriculum
- Program evaluation reports
- Surveys
- Websites
- Posters
- Photos
- Other digital artifacts of learning

If proprietary information is part of the student's experience, a student will not have to submit that information but instead can summarize the project in a journal entry.

Finding a site

Students may use various resources and strategies to locate Applied Practice opportunities and connect with organizations. Below are some resources and tips that are frequently used:

Tips for identifying potential sites:

- Consult with faculty and ask them directly if they are aware of an organization or preceptor that is in need for an Applied Practice. Faculty have been working with Field Experience preceptors for a number of years.
- [Network](#) with faculty and peers who work in your area of interest.
- Request an [informational interview](#) with an organization you are interested.
- Connect with SPH Alumni through [alumni community events](#), the [SPH Mentor Program](#), and the University of Minnesota School of Public Health [LinkedIn](#) Group to contact alumni to do an informational interview.

Potential Site Settings:

- Governmental agencies
- Non-governmental agencies
- Non-profit agencies
- Industrial organizations
- For-profit settings
- Appropriate university-affiliated practice-based settings; university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate sites.

Career Resources

During your Applied Practice experience, we encourage students to be professional and follow work ethics best practices. Therefore, the SPH Career & Professional Development Center provides you with the tools and resources necessary to successfully manage your career beginning when you first enroll as a student, and continuing as you become an established public health professional.

- Visit the [Career and Professional Development Center's website](#).
- Visit the [Current Students Career Resources](#) page for additional information, as you write your learning agreement objectives and get ready to meet with potential preceptors.
- Visit the [SPH job posting system](#) which allows you to search for potential site opportunities.

MISCONDUCT, HARASSMENT & DISCRIMINATION

In the event students suspect or experience sexual harassment, sexual assault, misconduct or discrimination by preceptors or any of their Applied Practice party, please learn more about the University Policies, process and resources.

Policy Statement

The University of Minnesota (the “University”) is committed to taking prompt and effective steps intended to end sexual harassment, sexual assault, stalking, relationship violence, and related retaliation, prevent their recurrence and, as appropriate, remedy their effects. This policy outlines the University’s definitions and procedures related to these types of misconduct. This policy applies to University members, who include:

- University students, whether enrolled full time or part time, for credit or non-credit courses;
- University employees as defined in this policy; and
- third parties who are engaged in any University activity or program, or who are otherwise interacting with the University, including, but not limited to, volunteers, contractors, vendors, visitors, and guests.

This policy applies to acts of sexual harassment, sexual assault, stalking, relationship violence, and related retaliation committed by or against students, employees, and third parties when:

- the conduct occurs on University property;
- the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored academic, athletic, extracurricular, study abroad, research, on-line or internship programs or activities;
- the conduct occurs off University property and outside the context of a University employment or education program or activity, but has a continuing adverse effect on or creates a hostile environment for students, employees, or third parties while on University property or in any University employment or education program or activity; or
- the conduct indicates that the respondent may present a danger or threat to the health or safety of University members.

To the extent any provision of this policy conflicts with Board of Regents Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#), the Board policy controls. To the extent any provision of this policy conflicts with any other University policy, this policy controls. Nothing in this policy should be interpreted to abridge academic freedom or principles of free speech.

Learn more about [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#)

[Discrimination, Harassment, Affirmative Action](#)

Students may contact the [Office of Equal Opportunity and Affirmative Action](#) (OEOAA) at 612-624-9547 or visit the office at 419 Morrill Hall. The OEOAA staff can discuss your concerns, help you clarify your allegations, and work through various alternatives to resolve the matter.

If you want to file a formal complaint, OEOAA staff will investigate and make a recommendation as to whether discrimination occurred, along with potential corrective action, to the administrators in your school.

If your discrimination concern involves disability issues, the Office of Disability Services (180 McNamara Alumni Center, telephone 612-624-4037) can assist students with verification of a disability and implementation of reasonable accommodations.

Learn more about [Discrimination, Harassment, Affirmative Action](#)

Resources

[What is sexual harassment?](#)

[What is relationship violence?](#)

[Sexual Misconduct Prevention](#)

[President's Initiative to Prevent Sexual Misconduct: From Theory to Practice . . . Innovations in Sexual Violence Prevention on Campus](#)

Who can students call for help?

Confidential Resources:

[The Aurora Center for Advocacy & Education](#) offers free & confidential services to victims/survivors/anyone with concerns related to sexual assault. These services are available for all members of the University of Minnesota & Augsburg community, including students, staff and faculty.

Advocate Phone: (612) 626-2929
24 Hour Helpline: (612) 626-9111
Text Line: (612) 615-8911 (text "TALK")
Address: 117 Appleby Hall
[Website: aurora.umn.edu](http://aurora.umn.edu)

[Boynton Mental Health](#) offers a 24-hour crisis line.
Call 612-301-4673 or text UMN to 61222.

[Student Counseling Services](#)

Minneapolis Campus:
340 Appleby Hall
128 Pleasant Street SE
Minneapolis, MN 55455
Phone: 612-624-3323

Walk-In Hours

Monday-Friday: 9:00 a.m. - 3:30 p.m.

Office Hours

Monday-Friday: 8:00 a.m. - 4:30 p.m.

St. Paul Campus:

199 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108
Phone: 612-624-3323

Office Hours

Monday-Friday: 8:00 a.m. - 4:30 p.m.

[Investigations and Accommodations](#)

The resources listed are free and confidential for complainants, including advocacy, counseling, emotional support and/or guidance through law enforcement and University reporting processes. These resources are available to complainants regardless of whether they choose to report sexual harassment, sexual assault, stalking, relationship violence or related retaliation (collectively, “prohibited conduct”) to law enforcement or the campus Title IX office. Some of these resources are available to students and employees and others might only be available to students or only to employees.

Non- Confidential Resources:

[Sexual Health Awareness & Disease Education](#): (SHADE) is a program associated with Boynton that offers a wide variety of resources related to sexual health. They have a SHADE adviser and trained student coordinators to answer questions related to sexual health and disease prevention.

Phone: 612-625-5917
Address: 208 Boynton
[Website: boynton.umn.edu/shade](http://boynton.umn.edu/shade)

[Equal Opportunity and Affirmative Action](#): (EOAA) is responsible for responding to sexual misconduct reports through investigation, consultation, and education. As the University's Title IX office, this is the location where UMN employees are required to report sexual misconduct that they become aware of.

Business: (612) 624-9547
Address: 274 McNamara
Website: diversity.umn.edu/eoaa/home

[University of Minnesota Police Department](#): The UMPD responds to and investigates sexual assault reports that occur on campus. For students that attend the University of Minnesota and had the incident occur off-campus, UMPD will help the victim get in touch with the appropriate police department within that jurisdiction. By state law, the victim's identity cannot be released to the public. The victim can choose to end the investigation at any time if they no longer feel comfortable.

Non Emergency: 612-624-COPS
Address: 100 Transportation and Safety Building
Website: publicsafety.umn.edu/sexualassault

[University Student Legal Services](#): (SLS) provides free legal representation, legal advice, referrals, and legal education for students paying the Student Services Fee.

Phone: (612) 624-1001
Address: 160 West Bank Skyway
Website: usls.umn.edu