



 Department of Public Health,
Nutrition & Wellness

MASTER OF PUBLIC HEALTH PROGRAM APPLIED PRACTICE EXPERIENCE STUDENT HANDBOOK

Updated: June 5, 2019

Your Applied Practice Experience

Your Applied Practice Experience (APE) is the time for you to bring together everything you have learnt in the classroom out into the world. For some students, this may be the first opportunity for a community to improve their health. For others, this will bring a new experience of interacting with individuals with the strong knowledge base you have gained throughout your time in the Masters of Public Health (MPH) program. But whether this is your first or hundredth experience, your APE is sure to provide you with a rich understanding of what it takes to work as a public health professional. The APE experience can be completed at the same site to fulfill the Research/Project-based Capstone requirements. **Please see the Research/Project-based Capstone Handbook for more information on the requirements).** We hope that you take full advantage of your APE and look forward to working with you during this time.

Purpose

The purpose of the APE is to provide students with practical skills in basic public health and demonstrate the application of these concepts through a practice experience that is relevant to the student's area of specialization. Therefore, students may begin their APE after the MPH foundational courses and the majority of the concentration courses have been completed. Please refer to your MPH schedule. Students should plan their schedules accordingly and discuss their readiness with their academic advisor and Field Practicum coordinator prior to registering for APE. The APE requirements must be completed at least one month prior to graduation.

Applied Practice Experience Requirements

The following requirements APE completion:

- All students must address at least five of the eight domains, of which one must be from domain 3 (Planning & Management to Promote Health).
- Each student must complete a minimum of **200 hours** of field work.
- The APE must be supervised by an on-site qualified professional with expertise/experience as a health professional and with expertise in the area of the student's specific APE interests. This requirement can be fulfilled with an additional preceptor if necessary.
- MPH students within driving distance to Andrews University are required to participate in the AU Poverty Simulation.
- All forms required by the APE need to be completed and submitted to the Field Practicum Coordinator.
- Students will provide at least 3 samples of their work in an online portfolio.

Competencies required for MPH students to achieve and demonstrate upon graduation:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

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

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

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

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Competencies for the Nutrition and Wellness Concentration:

Nutrition and Wellness Competencies

1. Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing nutrition, wellness and vegetarian nutrition.
2. Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity.

Program Planning Competencies

3. Design and develop a holistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions.

Research Competencies

4. Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health

Applied Practice Experience Goals & Learning Objectives

This section is available in the syllabus.

Forms Timeline

- Before the student begins the APE, the **Applied Practice Request Form (Appendix A)** must be filled out and approved by the academic advisor.
- Each student will complete an **Applied Practice Learning Contract (Appendix B)** form with his/her preceptor. This form specifies the learning objectives for their experience based on the activities that the student will be working on during their Applied Practice Experience.
- Approximately half way thru the APE, the preceptor will be sent **Preceptor Mid-Term Evaluation Form (Appendix C)** from the Field Practicum Coordinator.
- Approximately half way thru the APE, the preceptor will be sent **Preceptor Final Evaluation Form (Appendix D)** from the Field Practicum Coordinator.
- Each student will complete the **Daily Activity Log (Appendix E)** each day they work with each APE.
- Each student will complete the **Log Form (Appendix F)** at the end of their time at each APE site.
- Each student will complete the **Student Applied Practice Experience Evaluation Form (Appendix G)** at the end of their time with each APE site.

Responsibilities of the Field Practicum Coordinator, Student, and Site Preceptor

Field Practicum Coordinator:	Student:	Site Preceptor:	Due Date:
Reviews potential sites listed on Appendix A and contact potential preceptor. Determines site information, suitability and approve or deny selection	Contacts 3-4 potential sites and preceptors. Completes Appendix A and submit curriculum vita/resume to APE Coordinator.	Submit CV to student	>4 weeks before starting APE
Provide approval	Once site approval from APE coordinator and academic advisor Upon approval and selection, complete Appendix B (including the name of the institution, the mission and activities of the institution, potential projects that you can	Outline student goals and objectives	

	assist, potential schedule, geographical location etc		
Notify Academic advisor of selected site(s)	Upon approval, fill the form B with the approved preceptor and secure signature of site preceptor. Upon denial, select another potential preceptor to be reviewed by MPH faculty		MPH Faculty approve/deny potential site preceptors 1 month before APE begins
		Site preceptors complete Preceptor Mid-Term Evaluation Form which should be forwarded to academic advisor.	
		Site preceptor completes Preceptor Final Evaluation Form which should be forwarded to academic advisor.	
	Students complete the Student Applied Practice Evaluation Form and forward to academic advisor.		After completing 200 hours
			Within 1 month of completing

All forms are located in the appendixes at the end of the Student APE Handbook.

Students are required to complete a total of 200 hours of fieldwork. Students are responsible for completing the APE Learning Contract outlining the responsibilities and objectives for their APE with the aid of their preceptor. Students will meet regularly with their preceptor to discuss progress and raise any questions or problems regarding the work. Students are expected to treat the APE as a job and meet

all commitments to the agency. Following the APE students may begin preparing their Capstone Research Project or Capstone Program Project based on the work completed at their Applied Practice.

Student responsibilities for the APE may include:

- Following the policies, rules, and regulations of the field agency or organization
- Maintaining the agreed upon working hours
- Maintaining a professional attitude and conduct
- Seeking and accepting the preceptor's guidance and appraisal of performance throughout the APE
- Planning for conferences with the preceptor
- Attending requested meetings and workshops
- Maintaining a daily log/journal
- Submitting to the APE Coordinator site any agreed upon deliverables within the time frames indicated by the preceptor
- Submitting an evaluation of the Applied Practice to your academic advisor
- Student Logs Form

Each student is required to keep a daily log of their assignments in the **Daily Activity Log**. Each student is to email their daily logs to their academic advisor on a monthly basis. The MPH Program Director and academic advisor will review the student logs on a weekly basis to ensure appropriate fieldwork experience and progression toward completing each competency.

Responsibilities of the Academic Advisor

Each student is assigned to an academic advisor during their graduate studies. This academic advisor will also serve as the advisor for Applied Practice Experience. The preceptor is responsible for overall direction and supervision of the student's APE project. The academic advisor provides technical expertise related to the student's APE and serves as a mentor. The academic advisor will assist with the following:

- Preparation for the **Applied Practice Learning Contract**, along with input from the preceptor
- Provide methodological and/or content-based guidance to the student
- If appropriate, guide the student in resolving work-related problems at the agency
- Regularly meet/communicate with the student regarding their Applied Practice experience
- Communicate with the preceptor on an as needed basis
- Provide guidance and feedback to the student
- Provide the Records Office with final grade for Applied Practice

Responsibilities of the APE Site

Participating agencies and organizations agree to provide the students with a suitable Applied Practice experience and assist in the professional development of that student. The agency identifies an appropriate preceptor who is a health professional and has expertise in the area of the student's Applied Practice work. The agency is responsible for providing all materials, space, and equipment needed to perform the work. Every effort should be made to integrate students into the agency. The preceptor is key to a successful Applied Practice and serves as both supervisor and mentor. Preceptors are expected to provide students with an orientation to the organization and work, meet with students regularly, and provide guidance and feedback. Preceptors sign a written agreement specifying the expectations for the student's work and complete an evaluation of the student's performance at mid-term and end of the semester. The preceptor's role includes:

Assist the student in determining specific, mutually agreeable, written Applied Practice objectives and deliverables to the agency

Orient the student to the organization's mission, programs, policies, protocols

Commit time for instructional interaction and dialogue with the student

Provide supervision of the student's activities

If necessary, resolve conflicts with agency or organization policy

Conduct a mid-term discussion with the student to provide feedback on the student's work and performance

Submit mid-term and final evaluation of the student to the student's academic advisor

Share any relevant comments and/or suggestions with the student's academic advisor or the MPH Program Director.

APE Sites

A field Applied Practice is a planned, supervised and evaluated practice experience. Field Applied Practices can take place in a variety of agencies and organizations and which could include: local and state public health agencies, local, state, national, and international non-governmental (NGO) agencies, and private organizations engaged in improving activities for the purpose of bettering the health of the communities they serve.

It is the student's responsibility to find an Applied Practice site in the area in which they live. If a student wants to do the APE at his/her workplace, the internship project cannot be part of the student's regular job responsibilities.

- The APE must have a public health orientation

IF the student is local to the Andrews' main campus, they may be able to come and speak with MPH faculty about potential local Applied Practice sites.

Previous Nutrition and Wellness Applied Practice Sites

Site	Location
St. Helena Hospital	St. Helena, CA
Jim Meyer Comprehensive Health Care	Longview, TX
University of the Southern Caribbean Department of Family & Consumer Science	Port of Spain, Trinidad W.I.
Health Ministries Department Inter-European Division of Seventh-day Church	Bern, Switzerland
Life Style TV/Sunnhetsblasdet	Hörby, Sweden
Walla Walla County Department of Community Health	Walla Walla, WA
FARM STEW International	Uganda,
ADRA	

Field Applied Practice Preceptor

Since the field Applied Practice is a supervised practice experience, a qualified preceptor is required to evaluate the professional competence of the student. A secondary preceptor may be necessary for cases where the primary preceptor's presence on-site is limited.

It is the student's responsibility to find a qualified preceptor at their Applied Practice site. Each potential preceptor (and secondary preceptor, if necessary) must submit their curriculum vita to the MPH Program Director. After discussion with the MPH faculty, the MPH Program Director will inform the student and potential preceptor whether the faculty has approved the preceptor.

Waivers

Requests for waivers or reduction of Applied Practice hours will be considered on an individual basis. Waivers are considered if previous experience involves public health work which entails organized community-based efforts. No more than 50 hours of previous experience can be applied toward the total 200 Applied Practice hours required. Consideration will not be given to students possessing a prior professional degree in another field or prior work experience that is not closely related to the academic objective of the student's degree program.

Special Considerations

Some students may be able to complete their Applied Practice requirements at the regular place of employment. Therefore, consideration will be given for students to fulfill these requirements providing the following criteria is met:

- The activities must extend beyond or be something other than his/her regular work duties
- Activities allow application of knowledge and skills being learned during the course of the program



MPH Nutrition & Wellness APE Request Form

Please fill out this form and return to your Academic Advisor. Your form should be submitted **at least** one semester prior to beginning PBHL 580 Field Applied Practice.

Please list your potential sites in order of interest (Site 1: High Interest, Site 4: Some Interest)

STUDENT INFORMATION	
Student Name:	Student ID:
Phone:	Email:
STUDENT GOALS	
Objective 1:	
Objective 2:	
Objective 3:	

Potential Applied Practice Sites

Site 1 Name:	Preceptor Name (attach CV/Resume):
Address:	
Phone:	Email:

Site 2 Name:	Preceptor Name (attach CV/Resume):
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Address:	
Phone:	Email:

Site 3 Name:	Preceptor Name (attach CV/Resume):
Address:	
Phone:	Email:

Andrews University

MPH Nutrition and Wellness Applied Practice Learning Contract

Please return signed learning contract to the MPH APE Coordinator. Students will not be able to begin their field Applied Practice until the contract has been approved by the MPH faculty and a finalized affiliation agreement is on file in the Department of Public Health, Nutrition, and Wellness. Please email to the APE Coordinator if you have any questions about these requirements.

Student Name:	
Agency or Organization:	
Agency’s Address:	
Name, contact information, degree & title of person responsible for signing Affiliation Agreement for Agency if <u>not</u> the Site Preceptor:	
Site Preceptor Name, Title: Phone number: Email address: Attached CV or Resume:	
APE Coordinator Name: Phone number: Email address:	

Beginning Semester(s) Applied Practice proposed for:	Number of credits to be earned:	Ending Semester(s) to sign up for credits:

Project Description

INSTRUCTIONS: Please describe the nature and scope of the purposed project.

Objectives and Goals of the Applied Practice Project as it Relates to the Agency

INSTRUCTIONS: Please write goals objectives and here that are specific, measureable, and acceptable, realistic, and time-bounded (SMART)

S	
M	
A	
R	
T	

Learning Objectives Specific to Student:

INSTRUCTIONS: List 3+ objectives specific to the APE project that relate both to the student’s individual learning objectives and to the MPH Learning Competencies

Think carefully about how the learning objectives are stated. They should be definitive description of what the student plans to get out of the project. These should be specific and expressed in such a way that the APE coordinator and MPH faculty can assess whether the student is meeting the requirements of the Applied Practice Experience.

OBJECTIVE
1.
2.
3.

Project Work Site Locations and Resources

INSTRUCTION: Specify arrangements for student workspace location (and percentage of time spent at each location), student access to information, personnel (who the student will be interacting with), data, data processing, and other materials necessary for completion of the project. If special permission is required for access to data, records or clients, how will such permission be arranged?

Final Product/Deliverables:

INSTRUCTIONS: Describe the final deliverable that the student will be responsible for contributing to the organization.

Student Responsibilities in carrying out the project:

Maintaining a work schedule agreed upon with the site supervisor

Completing the specified tasks of the project, including written assignments

Meeting with the site supervisor in regular scheduled supervisory sessions to discuss the progress of the project

Maintaining contact with MPH faculty adviser regarding progress of the project, as agreed with the faculty adviser

5. Completing project tasks

6. Other (specify):

Site Supervisor Responsibilities in supervising the project:

Orienting the student to the agency/organization

Assisting the student in gaining access to information, personnel, and data required for the project

Providing a final report on the student's performance

Meeting with the student in regularly scheduled supervisory sessions 5. Other (specify):

AGREEMENT

I have participated in the development of the Applied Practice proposal and agree to conditions specified above.

If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

Student _____ Date _____

Site Preceptor _____ Date _____

MPH Applied Practice Coordinator _____ Date _____

Student will submit the finalized contract to the Applied Practice Coordinator.



MPH Nutrition and Wellness Preceptor Mid-Term Evaluation

Student's Name:	Semester and Year:
Agency:	
Preceptor's Name:	

Thank you very much for providing a Applied Practice experience for the Andrews University MPH Nutrition and Wellness student. We appreciate you taking time in order to complete this evaluation and for your contributions to our program.

How well the student met the following public health competencies...	Not Applicable	Not Met	Partially Met	Met	Comments
Domain 1: Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice					
2. Select quantitative and qualitative data collection methods appropriate for a given public health context					
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate					
4. Interpret results of data analysis for public health research, policy or practice					
Domain 2: Public Health & Health Care Systems					

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings					
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					
Domain 3: 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 policies or programs					
9. Design a population-based policy, program, project or intervention					
10. Explain basic principles and tools of budget and resource management					
11. Select methods to evaluate public health programs					
Domain 4: Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence					
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes					
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations					
15. Evaluate policies for their impact on public health and health equity					

Domain 5: Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making					
17. Apply negotiation and mediation skills to address organizational or community challenges					
Domain 6: Communication					
18. Select communication strategies for different audiences and sectors					
19. Communicate audience-appropriate public health content, both in writing and through oral presentation					
20. Describe the importance of cultural competence in communicating public health content					
Domain 7: Interprofessional Practice					
21. Perform effectively on inter-professional teams					
Domain 8: Systems Thinking					
22. Apply systems thinking tools to a public health issue					

For each item listed below, circle the number that best describes the performance of the student intern.

	Needs Improvement	Meets Expectations	Excellent
Dependability	1	2	3
Commitment to Applied Practice experience	1	2	3
Professional demeanor and appearance	1	2	3
Appropriate balance of initiative and seeking guidance	1	2	3
Willingness to accept guidance and feedback	1	2	3

Time management and follow through on tasks	1	2	3
Flexibility	1	2	3
Ability to create engaging programming	1	2	3
Critical and strategic thinking	1	2	3
Willingness to interact with people from different backgrounds	1	2	3
Written communication skills	1	2	3
Oral communication skills	1	2	3
Organizational skills	1	2	3
Teamwork and Cooperation	1	2	3
Professional promise in terms of leadership and contribution to public health practice	1	2	3

What would you like to see this student focus on for the rest of the Applied Practice in way for projects, research, or other activities?

Describe new skills the student has acquired or unexpected contributions he/she has made to the organization and its mission during the course of his/her Applied Practice so far.

Describe areas in which the student can strengthen his/her professional skills, and any suggestions you have for how the student might begin to change in those areas.

Additional comments:

Preceptor Signature

Date



MPH Nutrition and Wellness Preceptor Final Evaluation

Student's Name:
Agency:
Preceptor's Name:
Semester and Year:

Thank you very much for providing a Applied Practice Experience for the Andrews University MPH Nutrition and Wellness student. We appreciate you taking time in order to complete this evaluation and for your contributions to our program.

How well the student met the following public health competencies...	Not Applicable	Not Met	Partially Met	Met	Comment
Domain 1: Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice					
2. Select quantitative and qualitative data collection methods appropriate for a given public health context					
3. Analyse quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate					
4. Interpret results of data analysis for public health research, policy or practice					
Domain 2: Public Health & Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings					

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					
Domain 3: 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 policies or programs					
9. Design a population-based policy, program, project or intervention					
10. Explain basic principles and tools of budget and resource management					
11. Select methods to evaluate public health programs					
Domain 4: Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence					
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes					
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations					
15. Evaluate policies for their impact on public health and health equity					
Domain 5: Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making					

17. Apply negotiation and mediation skills to address organizational or community challenges					
Domain 6: Communication					
18. Select communication strategies for different audiences and sectors					
19. Communicate audience-appropriate public health content, both in writing and through oral presentation					
20. Describe the importance of cultural competence in communicating public health content					
Domain 7: Interprofessional Practice					
21. Perform effectively on inter-professional teams					
Domain 8: Systems Thinking					
22. Apply systems thinking tools to a public health issue					

For each item listed below, circle the number that best describes the performance of the student intern.

	Needs Improvement	Meets Expectations	Excellent
Dependability	1	2	3
Commitment to Applied Practice experience	1	2	3
Professional demeanor and appearance	1	2	3
Appropriate balance of initiative and seeking guidance	1	2	3
Willingness to accept guidance and feedback	1	2	3
Time management and follow through on tasks	1	2	3
Flexibility	1	2	3
Ability to create engaging programming	1	2	3
Critical and strategic thinking	1	2	3
Willingness to interact with people from different backgrounds	1	2	3
Written communication skills	1	2	3

Oral communication skills	1	2	3
Organizational skills	1	2	3
Teamwork and Cooperation	1	2	3
Professional promise in terms of leadership and contribution to public health practice	1	2	3

In what ways (if any) has this student grown as a health educator over the course of this Applied Practice?

Describe new skills the student has acquired or unexpected contributions he/she has made to the organization and its mission during the course of his/her Applied Practice so far.

Describe areas in which the student can strengthen his/her professional skills, and any suggestions you have for how the student might begin to change in those areas.

What particular strengths does the student have to offer as a health educator?

Additional comments:

Preceptor Signature

Date

Appendix E – Daily Activity Log

Daily Activity Journal: Agency Example to include detailed work

The Daily Activity Log serves as an ongoing record of the Applied Practice Experience. A few minutes should be set aside each day to briefly describe the activities in which the student participated and to record the amount of time spent in each activity (to the nearest half-hour). The following serves as a guide to the Daily Activity Log format:

Week 1

Student Name: _____

August 10, 2015	Staff Meeting	1.0 hour
	Research	1.0 hour
	Data Collection	1.0 hour
August 11, 2015	Community Presentation	2.0 hours
	On-Site Preceptor Supervision	1.0 hour
August 12, 2015	Research	1.0 hour
	Data Collection	1.0 hour
August 13, 2015	Group Supervision	2.0 hour
August 14, 2015	Data Analysis	2.0 hour

Total Hours: **12 hours**

Signature of On-Site Preceptor: _____

Date: _____

Appendix F – Applied Practice Log Form

The following is an example of how your Applied Practice Summary Form should be filled out. Please make sure to use your Applied Practice experience to complete the form. **DO NOT JUST COPY THIS**

EXAMPLE.

Activity Objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Orientation	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5
Research	1.0	1.0	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	10.0	10.5	40
Community Presentations	0.0	0.0	0.0	1.0	2.0	2.0	2.0	1.5	1.0	2.0	2.0	1.0	1.5	2.0	2.0	20
Staff Meetings	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15
Data Collection	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	0.0	28
Data Analysis	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	30
Report Filing	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.5	1.0	1.0	1.5	1.0	2.0	1.5	17.5
On-Site Preceptor Supervision	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15
PBHL 580 Group Supervision	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	30
Total Hours	14.5	10.0	10.5	11.5	12.5	12.5	12.5	12.0	12.0	12.5	12.5	12.0	12.0	23.0	13.0	200

Total Hours																		

Name of Agency: _____ Phone: _____

Address: _____

Signature of
 On-Site Preceptor: _____ Date: _____
 (Signature)

 (Print Name)

Signature of
 Student: _____ Date: _____
 (Signature)

 (Print Name)

Signature of

Academic Advisor: _____ Date: _____

(Signature)

(Print Name)

Andrews University

Student Applied Practice Evaluation Form

Student's Name:
Preceptor's Name:
Agency:
Semester and Year:

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

<p>Site Preceptor: Please evaluate your site preceptor using the following scale</p>	Poor	Fair	Good	Very Good	Excellent
My Site Preceptor					
1. Provided an orientation on policies, procedures, and practices of the site.	1	2	3	4	5
2. Assisted me in achieving my learning objectives.	1	2	3	4	5
3. Initiated communication with me relevant to my project.	1	2	3	4	5
4. Provided feedback throughout the Applied Practice .	1	2	3	4	5
5. Showed a willingness to engage in broader discussion about public health	1	2	3	4	5

Would you recommend your preceptor as a preceptor for future Nutrition and Wellness Applied Practice students? Yes _____ No _____

Why or why not?

Applied Practice Experience: Please evaluate your Applied Practice experience using the following scale		Poor	Fair	Good	Very Good	Excellent
My Applied Practice Experience						
1.	Provided the opportunity to use skills acquired in MPH Nutrition and Wellness classes.	1	2	3	4	5
2.	Provided the opportunity to gain new information and/or skills.	1	2	3	4	5
3.	Challenged me to work at my highest level.	1	2	3	4	5
4.	Contributed to the development of my specific career interests.	1	2	3	4	5

Were there any major organizational or Site Preceptor changes while on site?

Would you recommend this site to other MPH Nutrition and Wellness students?

Yes _____ No _____ Why or why not?

Guidance by MPH:

Did the Applied Practice Coordinator provide adequate information and guidance throughout the Applied Practice ? Yes _____ No _____ If no, what information or guidance do you wish you would have received?

Was there anyone else who helped you prepare for the Applied Practice ? Yes _____ No _____ If so, who was it and how did they help you?

What additional preparations would you have liked to receive prior to the Applied Practice Experience?

Website: Please evaluate the APE Website using the following scale:	Poor	Fair	Good	Very Good	Excellent
1. Able to access site	1	2	3	4	5
2. Links worked	1	2	3	4	5
3. Ease of navigation	1	2	3	4	5
4. Technical support	1	2	3	4	5

Did you experience any problems completing forms online? Yes _____ No _____

Did you use any of the additional resources available on the Applied Practice Website? Yes _____ No _____