

MPH Applied Practice Experiences Examples

The Council on Education for Public Health (CEPH) requires that MPH students demonstrate competency attainment through applied practice experiences. This requirement applies to students who matriculate Fall 2018 and after.

- At least five competencies must be demonstrated across all experiences
 - At least three of the five must be from the 22 CEPH foundational competencies
 - The remainder of competencies addressed, if any, would be from program competencies
- Competency attainment will be evaluated during the 1-credit APE seminar, which is required of all students
- Students must have already had a minimum of two applied practice experiences to be evaluated during the APE seminar
- Students will submit an interest form through Qualtrics on our [website](#) the term before they wish to enroll for the APE seminar; specific deadlines will be given each term

What kinds of experiences count?

- Experiences may be concentrated in time or may be spread throughout a student's enrollment
- Opportunities include a practicum or internship, course-based activities, activities linked to service learning, and co-curricular activities
- Experiences can be a blend of for-credit and/or not for credit activities
- Experiences should involve a community partner/organization external to OHSU and PSU; CEPH states that university settings can be appropriate, but that "university-affiliated settings must be primarily focused on community engagement, typically with external partners."
- The Integrative Learning Experience (ILE) could count as one applied practice experience; however, it may be challenging to explain competence attainment when the experience has not concluded as the ILE and APE seminar would need to be taken in the same term if the ILE is being counted as one experience.
- CEPH has a helpful FAQ page on applied experiences: <https://ceph.org/faqs-2016-criteria-applied-practice-experiences/>

Please see table on next page for examples

Are these acceptable experiences?

Probably Yes	Probably Not
<p>An internship, practicum, or volunteer experience being a part of a research study at OHSU, PSU, or with an external partner; this may include development of survey tools, analysis of data, development of a paper on the study, or other significant activities. If the study is solely based at OHSU or PSU, it should engage an external partner.</p>	<p>Volunteering to hand out and collect surveys</p> <p>Working solely with a faculty member to produce a manuscript</p>
<p>Regularly volunteering for the Bridges Collaborative Care Clinic to create materials that promote health in various communities</p> <p>Volunteering to create a communications plan for a local organization</p>	<p>Volunteering to build homes for Habitat for Humanity</p> <p>Volunteering at Oregon Food Bank packaging food</p>
<p>Working on a course group project that involves program evaluation for an outside organization in the community</p>	<p>Taking a survey or giving feedback to improve organizational effectiveness</p>
<p>Leadership in student organizations, which may include helping organize student conferences, working with the SPH to report progress on student issues, and other relevant activities</p>	<p>Attending several Public Health Portland Style events</p>
<p>Presenting a course-based project that involved community partners at a student, state, or national conference.</p>	<p>Presenting a course-based project that did not engage the community at a student, state, or national conference</p>

Please see next page for the 22 foundational competencies

MPH Foundational Competencies

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation 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

Interprofessional¹² Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

