



**WEST CHESTER UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF HEALTH**

**MPH PROGRAM**

**GUIDELINES FOR  
APPLIED LEARNING EXPERIENCE I AND II**

**For All MPH Program Tracks**

**Community Health  
Health Care Management  
Environmental Health  
Nutrition**

***Effective Fall Semester 2015  
(Updated, August 2015)***

**MPH PROGRAM**  
**APPLIED LEARNING EXPERIENCE I AND II GUIDELINES**  
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**WEST CHESTER UNIVERSITY  
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MPH PROGRAM – APPLIED LEARNING EXPERIENCE I AND II**

**PREFACE**

The purpose of these guidelines is to provide information for students, Agency Site Supervisors and Applied Learning Experience Faculty Advisors regarding the Applied Learning Experience I and II (a 300-hour experience completed during two semesters).

The Applied Learning Experience is designed to help students apply, while working in a public health-related setting, the knowledge and skills developed during the theoretical aspects of MPH Program. It is recognized that the competencies needed in the professional work place will be similar but often somewhat different from those used in a classroom situation. Relationships may also be different. Therefore the transition from classroom to the work setting requires careful preparation.

These guidelines will assist students in making informed choices regarding the selection of the Applied Learning Experience placement site where he/she can sharpen competencies learned, benefit from new experiences and grow professionally. These guidelines will also help to coordinate the efforts of Applied Learning Experience Faculty Advisor and Agency Site Supervisor.

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**INTRODUCTION FOR THE STUDENT**

The MPH Faculty of the Department of Health at West Chester University congratulates you on your success thus far in your academic experience. You are about to embark on the most important semesters of your graduate work. Your semesters spent in Applied Learning Experience I and II will allow you to test your preparation as a developing public health professional. This experience is both a challenge and an opportunity.

Applied Learning Experience I and II will offer you a challenge as you use the theory you have mastered through lectures and discussions as well as the skills you have practiced in the classroom and laboratory. You will now be applying this knowledge in a work setting where you will be regarded most often as a staff member. **Students are expected to spend time at the agency to complete their major projects and participate in professional practice activities. Your major project should focus on research problems and/or practitioner issues in public health. Professional practice activities include observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.**

Applied Learning Experience I and II will provide you with an opportunity to grow as a public health professional. There will be role models, tasks, and activities to observe. There will also be times for you to use your own creativity and make a significant contribution to the facility to which you are assigned.

Now that the time for your Applied Learning Experience is approaching, we trust that you will find these guidelines helpful in making your decision regarding placement along with the counsel of your Applied Learning Experience Faculty Advisor. Do not hesitate to discuss your areas of interest in the field of public health as well as individual strengths and weaknesses with public health faculty members. Opportunities will be explored as you and your Applied Learning Experience Faculty Advisor make this important decision about your placement.

We have delineated very specific requirements and procedures for Applied Learning Experience I and II. Strict adherence to these guidelines is necessary so you as well as the host site benefit from this cooperative experience. Please remember that in addition to developing your own sense of professionalism, as a graduate student you represent the Department of Health and West Chester University. The strength of any academic program is greatly attributed to the intellect, integrity, competence, and professionalism of its students. You are about to embark on the first leg of your future career. We wish you success.

## **INTRODUCTION FOR THE AGENCY SITE SUPERVISOR**

The MPH Faculty in the Department of Health at West Chester University is appreciative of your willingness to serve as Supervisor of a MPH graduate student. We trust that this relationship will be beneficial for you and your agency, as well as the student, one that offers both a challenge and an opportunity.

It is important to note that many students in the program have full time jobs and will need to complete the 300-hour experience during two semesters (100 hours to be completed during Applied Learning Experience I and 200 hours to be completed during Applied Learning Experience II). Students who are employed may need to make arrangements for time off from work to complete their projects during the Applied Learning Experience. **Students are expected to spend time at the agency to complete their major projects and participate in professional practice activities. The student's major project should focus on research problems and/or practitioner issues in public health. Professional practice activities include student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.** The student and Agency Site Supervisor will need to be in agreement about the time needed to be spent on site before the start of the Applied Learning Experience. Arrangements for time at the site should be flexible and both student and the Agency Site Supervisor need to agree about the time commitment at the agency.

Students who are employed at an agency/institution/facility may complete their Applied Learning Experience at their place of employment. However, the experience cannot be related to their current job responsibilities. For example, a student who is working in a county health department in the area of maternal/infant health may not complete his/her project in that division or department. However, the student can select a different department (i.e., chronic disease prevention and control) to complete his/her project with a site supervisor.

We are grateful that you have accepted the challenge of assuming the responsibility of positively impacting on the professional life of the student you will be supervising. We are also grateful that you have agreed to provide an opportunity for the student to grow professionally along with the opportunity to experience what it would be like to be a public health professional in your work setting.

The Applied Learning Experience I and II have been designed to be mutually beneficial. The project(s) you plan with the student should be one(s) that will benefit your agency/ institution and from which the student will gain experientially.

We trust that you will find these guidelines helpful in your understanding of the Applied Learning Experience I and II, which are required of all MPH graduate students who have completed their required courses and have maintained a cumulative grade point average of 3.00. Please do not hesitate to contact the Applied Learning Experience Faculty Advisors or the MPH Program Director (Dr. Lynn Carson, 610 436-2138), if you need clarification regarding any information in these guidelines.

## **MPH PROGRAM CURRICULUM - MPH PROGRAM GOALS AND OBJECTIVES**

### **The MPH Curriculum**

The MPH Program curriculum provides students with a strong foundation in the recognized core areas of public health. All students must complete core courses in epidemiology, biostatistics, environmental health, health administration, social and behavioral science and research methods along with selecting an elective track. Students must complete a minimum of 45 credits to obtain the MPH degree (18 credits of core courses, 21 credits of elective track work, 3 credits in Applied Learning Experience I and 3 credits in Applied Learning Experience II).

The MPH Program offers five elective tracks: community health, environmental health, health care management, integrative health and nutrition. Within each elective track there are additional course requirements. At the end of the program students participate in a **practicum** completed during Applied Learning Experience I and II.

This practicum is a planned, supervised and evaluated learning experience. During this experience students plan and implement a major project that is their **culminating activity**. Examples of major projects or culminating activities include: research projects, program development, program evaluation and development of health education curriculum and case studies. All students are responsible for completing the major project along with presenting a poster of their work at the end of each semester. The purpose of this practicum and culminating activity is to allow students to integrate core MPH competencies with selected specialties and to employ newly acquired skills and knowledge to a current public health problem in a community setting. In addition to the culminating activity, the practicum will include student involvement in **professional practice activities**. These activities include: student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.

### **MPH Program Goals and Objectives:**

Goal statements and objectives for the MPH Program are divided into the key areas of education, research, service, fiscal resources, diversity, MPH faculty/other resources and MPH faculty qualifications.

#### **Education - Goal and Objectives**

**MPH Education Goal:** To provide students with relevant marketable skills that prepare graduates for successful careers in the field of public health.

**MPH Education Objective 1:** To recruit and retain qualified graduate students.

**MPH Education Objective 2:** Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.

**MPH Education Objective 3:** Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.

#### **Research - Goal and Objectives**

**MPH Research Goal:** MPH faculty and students will engage in research and scholarly activity reflecting the theory and practice of public health.

**MPH Research Objective 1:** MPH faculty will participate in research and/or evaluation projects or other scholarly activities.

**MPH Research Objective 2:** MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.

## **Service - Goal and Objectives**

**MPH Service Goal:** : To involve students and faculty in activities which promote and support service to the university, public health profession and the community.

**MPH Service Objective 1:** MPH faculty will participate in service activities in the public health profession and the community.

**MPH Service Objective 2:** MPH students will have opportunities to participate in service activities in the public health profession, in the community and in the university.

**MPH Service Objective 3:** The MPH program will sponsor public health-related workforce professional development opportunities annually.

## **MPH Fiscal Resources - Goal and Objectives**

**MPH Fiscal Resources Goal:** The MPH Program will have sufficient financial resources to support the program for each academic year as approved by the Dean, College of Health Sciences and the Department of Health Chair.

**MPH Fiscal Resources Objective 1:** The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.

**MPH Fiscal Resources Objective 2:** The MPH Program will provide alternative workload assignments (AWAs) for program administration to the MPH Program Director and graduate workload assignments to MPH Coordinators (based on collateral duties and track enrollments) for fall and spring semesters.

**MPH Fiscal Resources Objective 3:** The Department of Health will provide resources for professional growth and development for each academic year for all MPH faculty members

## **MPH Diversity - Goal and Objectives**

**MPH Diversity Goal:** The MPH Program will achieve a diverse complement of faculty and students.

**MPH Diversity Objective 1:** Students enrolled in the MPH Program will represent minority population groups.

**MPH Diversity Objective 2:** The majority of students enrolled in the MPH Program will represent women.

**MPH Diversity Objective 3:** Students enrolled in the MPH Program will represent international population groups.

**MPH Faculty Diversity Objective 4:** MPH faculty will represent minority and women population groups.

## **MPH Faculty and Other Resources - Goal and Objectives**

**MPH Faculty and Other Resources Goal:** The MPH Program will provide personnel and other resources sufficient to fulfill its stated mission, goals and objectives.

**MPH Faculty and Other Resources Objective 1:** Retain sufficient faculty and staff resources to maintain the MPH Program.

**MPH Faculty and Other Resources Objective 2:** Retain sufficient resources for the growth and development of the MPH Program.

## **MPH Faculty Qualifications - Goal and Objectives**

**MPH Faculty Qualifications Goal:** The MPH Program will ensure that its faculty complement possess the requisite qualifications for the training of MPH-level public health professionals.

**MPH Faculty Qualifications Objective 1:** Retain high quality faculty to support the continued growth and development of the MPH Program.

**MPH Faculty Qualifications Objective 2:** MPH faculty will hold additional certifications/licensures beyond the doctoral degree.

**MPH Faculty Qualifications Objective 3:** MPH faculty will demonstrate continued professional growth and development.

## **MPH CORE AND TRACK COMPETENCIES**

<b>MPH CORE COMPETENCIES*</b>	
<b>MPH Core Competencies: <i>Upon completion of the MPH Program, the graduates will:</i></b>	
1. Biostatistics	Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/experiments and apply the concepts of statistical data analysis to community populations.
2. Epidemiology	Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations
3. Environmental Health	Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community.
4. Health Care Management	Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations.
5. Social and Behavioral Aspects of Health	Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems.
6. Research	Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.
7. Needs Assessment	Analyze and synthesize various available resources and data to determine the public health needs in a community setting.
8. Planning and Evaluation	Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.
9. Communication and Informatics	Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.
10. Professionalism	Subscribe to a professional code of ethics and apply ethical standards to public health issues along with demonstrating professional, culturally competent knowledge and practice.

**\*MPH Core Competencies are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health (ASPPH).**



To meet the needs of the individual track areas, each elective track has its own set of competencies. These competences have been adapted from each elective track's professional affiliations.

### **Community Health Track Competencies\***

Upon completion of the Community Health Track, graduates will be able to:

- Assess needs, assets and capacity for health education.
- Plan health education.
- Implement health education.
- Conduct evaluation and research related to health education.
- Administer and manage health education.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.

\*Community Health competencies are adopted from The National Commission for Health Education Credentialing, Inc., Responsibilities and Competencies.

### **Health Care Management Track Competencies**

Upon completion of the Health Care Management Track, graduates will be able to:

- Effectively transfer information in oral, written, and non-verbal form to others, including the ability to judge what needs to be communicated, when it needs to be communicated, to whom, how and how much, and where this communication should take place.
- Formulate the right questions and answers, think logically and independently, conceptualize and problem solve in an unstructured environment.
- Develop an understanding of planning and decision-making, organizing, leading, and controlling an organization's human, financial, physical, and information resources to achieve organizational goals in an efficient and effective manner.
- Recognize and analyze health system and sub-system properties, processes, and outputs, and the dynamic interactions within the system and with the external environment.
- Develop, implement, manage, and evaluate economic and financial models in order to plan and guide the organization to achieve its strategic goals and objectives.

\*The competencies for the Health Care Management follow the criteria set forth by the Commission on Accreditation of Healthcare Management Education (CAHME).

### **Environmental Health Track Competencies\***

Upon completion of the Environmental Health Track, graduates will be able to:

- Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment.
- Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards.
- Analyze, interpret and evaluate toxicological, epidemiological and environmental exposure data.
- Quantitatively assess risk using mathematical models.
- Communicate risk information to the populations they serve.
- Plan and manage emergency preparedness programs.
- Integrate, implement and evaluate control strategies to reduce environmental risks
- Lead, manage and administer environmental health programs.
- Apply appropriate research principles and methods in Environmental Health.
- Advance the profession of Environmental Health.

\*The competencies for Environmental Health are an adaptation of the requirements for industrial hygiene practice set up by the American Board of Engineering Technology (ABET) which accredits industrial hygiene programs. These industrial hygiene concepts have been broadened to include the whole field of environmental health and some aspects of emergency preparedness.

### Nutrition Track Competencies\*

Upon completion of the Nutrition Track, graduates will be able to:

- Apply the science of food and nutrition to support optimal nutritional status in individuals, groups and populations.
- Manage nutrition care for diverse population groups.
- Assesses and prioritizes nutritional problems of individuals, groups and populations using appropriate nutritional assessment techniques.
- Develop, implement and evaluate effective community-based food and nutrition programs that promote optimal health and disease prevention.
- Utilize the nutrition care process with individuals and groups.
- Apply appropriate research principles and methods in community and public health nutrition.
- Communicates accurate, evidence-based nutrition information at levels appropriate for various audiences.
- Advocate for public policy at local, state and national levels in food and nutrition areas.
- Advance the profession of community and public health nutrition.

\*Nutrition track competencies are adapted from the American Dietetic Association's, Public Health/Community Nutrition Practice Group guidelines and American Dietetic Association's knowledge, skills and competencies for community nutrition emphasis.

### Competency Selection for Major Project and Professional Practice Activities

After selection of the ALE site, each student will indicate the competencies (under advisement with the ALE Faculty Advisor and ALE Site Supervisor) that will be addressed or enhanced through the Applied Learning Experience (ALE I and II). These competencies will be the focused competency areas during the completion of the assignments for ALE I and II. The student will select three MPH Core Competencies (**for all MPH students**) and three MPH Track Competencies. These competencies will be listed on the **Major Project Plan Summary and Competency Selection Form and the MPH Competency Check List. The checklist needs to be attached to the Major Project Plan Summary and Competency Selection Form.** At the end of the ALE I and II students will have the opportunity to document progress in competency attainment through the ALE Assignment: **Professional Practice Activities and Competency Attainment Report.** This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II. **Students will continue to work on the same three MPH Core and Track Competencies during the completion of their Major Project and Professional Practice Activities in ALE I and II.**

## **GRADUATE STUDENT REQUIREMENTS AND CONSIDERATIONS**

The purpose of the Applied Learning Experience (ALE) is to allow students to integrate core MPH competencies with selected track specialties and to apply newly acquired skills and knowledge to a current public health problem in a community setting/public health setting. In addition to the **Major Project (the culminating activity)**, the practicum will include student involvement in **professional practice activities**. **The ALE is a practicum that needs to be completed over one semester (accelerated format) or two consecutive semesters (traditional format). The ALE takes place in the final semesters of the program and all courses need to be completed before the implementation phase of the practicum (HEA650 - ALE II). As students prepare for the ALE, students need be aware of the following items:**

**Student Review of ALE I and II Guidelines – ALE I and II Appendices:** All students are responsible for reviewing the ALE I and II Guidelines and ALE I and II Appendices. These guidelines provide specific details on: ALE I and II policies, requirements, assignment formats and evaluation criteria for all of the ALE I and II assignments. The ALE I and II Appendices includes all the forms and evaluations that need to be completed during ALE I and II. The latest ALE I and II Guidelines along with the Appendices are placed on D2L, and the MPH website. These guidelines and appendices are reviewed during the class meetings or during individual faculty supervision meetings during ALE I.

### **Applied Learning Experience at Student's Place of Employment**

Students who are employed at an agency/institution/facility may complete their Applied Learning Experience at their place of employment. However, the experience cannot be related to their current job responsibilities. For example, a student who is working in a county health department in the area of maternal/infant health may not complete his/her project in that division or department. However, the student can select a different department (i.e., chronic disease prevention and control) to complete their project with a site supervisor not related to the student's current position.

### **Grade Point Average Requirements for Applied Learning Experience I and II**

To maintain the integrity of the program, students are expected to achieve a minimum cumulative grade point average of 3.00 after completion of all required core courses and track courses for the MPH Program. A minimum grade point average of 3.00 is needed to be eligible for Applied Learning Experience I and II. The MPH Program is dedicated to a quality educational experience that prepares students for professional positions upon graduation. A program's reputation and quality is reflected by its graduates.

### **Course Prerequisites for HEA649 - Applied Learning Experience I**

**Applied Learning Experience I and II are culminating experiences and are the final courses taken before graduation during two consecutive semesters.** Students will need to complete an Applied Learning Experience- I Application (found in the appendices section) that will include a list of completed courses and a current transcript with the student's cumulative GPA. This application will need to be reviewed and approved by the Applied Learning Experience Faculty Advisor. Only students with approved applications will move to the next step of agency site selection and interviews. **It is important to note that each track may have specific courses that need to be completed before the start of Applied Learning Experience I and students are responsible for meeting with their academic advisors to ensure that courses are completed in appropriate sequence before the start of Applied Learning Experience I. All students (regardless of assigned track) will need to complete the following courses before the start of HEA649 – Applied Learning Experience I as these courses serve as a foundation for developing the Major Project Plan.**

HEA520 Epidemiology in Public Health

HEA526 Biostatistics in Public Health

HEA648 **Research Methods in Public Health** (please see important note about enrolling in HEA648 during the same semester as HEA649)\*

\* **Important Note:** Students are strongly encouraged to take all of the course prerequisites during the first year of the program. If this is not possible due to scheduling conflicts students will have the option of registering for HEA648 Research Methods in Public Health during the same semester as HEA649 Applied Learning Experience I. HEA648 Research Methods in Public Health is an accelerated course offered in the first half of the semester and if students register for both courses in same semester they will not begin their Major Project Plan for HEA649 Applied Learning Experience I until after the completion of HEA648 Research Methods in Public Health. The Applied Learning Experience Faculty Advisor will require students to be prepared to develop their Major Project Plan with the skills and knowledge on research methods acquired during HEA648 Research Methods in Public Health.

### **Course Prerequisites for HEA650 - Applied Learning Experience II**

All MPH core and elective courses need to be completed before the start of Applied Learning Experience II. **There are no exceptions made for this prerequisite.** Students are responsible for meeting with their faculty advisors to ensure that courses are completed in appropriate sequence before the start of Applied Learning Experience II. Students will need to complete an Applied Learning Experience II Application (found in the appendices section) that will include a list of completed courses and a current transcript with the student's cumulative GPA.

### **Advisement and Agency Site Selection**

**Academic Track Advising:** Each student is assigned an academic advisor upon entering the program and students need to meet with their designated advisor for academic counseling. It is the student's responsibility to meet with their designated academic advisor each semester to obtain course approval. Each academic advisor maintains office hours and some advisors may ask students to make appointments for scheduling.

**Applied Learning Experience Advising and Site Selection:** It is the student's responsibility to meet with an Applied Learning Experience Faculty Advisor at the start of the semester for Applied Learning Experience I. **All sites need to be approved by the Applied Learning Experience Faculty Advisor before the start of the experience. Students should not make arrangements for this experience without the permission of the Applied Learning Experience Faculty Advisor.** The Applied Learning Experience Site and Cooperating Agency Supervisors need to be approved by the Applied Learning Experience Faculty Advisor during Applied Learning Experience I.

### **ALE I and II Semester Extension Policy and IP Grade**

It is expected that students use appropriate time management during the ALE I and II semesters and obtain the placement site along with completing all of the appropriate paper work and assignments within each semester. **For students completing ALE I and II in the accelerated format all ALE I and II requirement and professional practice hours need to be completed within the 15 week semester. For students completing ALE I and II in the traditional format; all ALE I requirements and professional practice hours need to be completed within the 15 week first semester and all ALE II requirements and professional practice hours need to be completed within the 15 week second semester.**

An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I or II in the accelerated or traditional format due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP for ALE I will not be able to begin the Applied Learning Experience II until the IP is changed to a letter grade. Students requesting an extension for ALE I or II will need to complete an **ALE I - One Semester Extension Form** or an **ALE II -One Semester Extension Form** (forms are found in the appendices) and attach proof of need of extension to complete ALE I or II. (Proof can include a physician's note verifying an illness or a letter from the Site Supervisor indicating a need for a one semester extension due to site related issue that caused a delay in assignment completion or other types of proof as indicated by the Faculty Supervisor). **If an IP grade is assigned, the student will have only one semester extension to complete ALE I and one semester extension to complete ALE II. If a student cannot complete their ALE I or ALE II assignments after the additional semester extensions, the student will receive an F grade for ALE I or ALE II.**

### **Delay in Obtaining the ALE Site within the Required Time Frame:**

All students completing ALE I in the traditional format are required to obtain their placement site by mid-semester. ALE placement advising appointments are scheduled during the first three weeks of the semester. It is the student's responsibility to meet with their ALE Faculty Advisor to discuss ALE site selection. It is expected that students are placed by mid-semester to begin their onsite practice hours during the second half of the semester. Students are expected to spend the first half of the semester in active search for their ALE site. If students delay the search for their ALE site due to the demand of other course work during the first half of the semester, it is recommended that students drop ALE I and schedule ALE I for the following semester. **It is the student's responsibility to keep the ALE Faculty Advisor up to date about any issues or problems with obtaining a ALE site within the required time frame. Student risk point deductions from their final grade if site placement is delayed due to non-emergency situations.**

**Students completing ALE I/II in the accelerated format need to meet with their advisor for placement during the semester prior to the start of ALE I.**

### **Exception Policy for the Applied Learning Experience I and II Course Formats**

**As of fall semester, 2012, there will be no exceptions for students to take courses during HEA650 – ALE II or to take a semester break between ALE I and II.**

**There will be no exceptions to changes in the ALE I and II course formats due to any of the following situations:**

- **Taking courses out of sequence or not taking courses in recommended rotations** resulting in students needing to take other (track or elective) courses with HEA650 - ALE II to graduate on time.
- **The need to take required courses at the same time as HEA650 ALE - II** due to the need for students to start a medical residency or another graduate program at the end of the semester.
- **Students self-advising and registering for ALE I and II** early in the program and having no idea about the practicum and how it works.
- **International students asking for exceptions to take a semester break between ALE I and II** to return to their home country for the summer or other students needing a semester break between ALE I and II for other reasons. They now have an urgent need to take complete their track or elective courses during HEA 650-ALE II to graduate on time.

Please make sure that you fully understand the purpose of the ALE and how it works. If you are not sure, please review the ALE I and II Guidelines and Appendices. Note that ALE I and II have to be at the end of the program. ALE is a practicum that includes a culminating activity (remember the practicum and culminating activity are requirements of CEPH accreditation). The culminating activity (the major project) needs to be completed after all the course work is completed.

**Please Note: The ALE Faculty Supervisor does approve student applications for ALE I and II and reviews transcripts before confirming ALE site placement. If the students are not ready for the practicum, they will be dropped from ALE I or II. It is important that you carefully plan your course rotations especially if you are entering another graduate program or medical residency at the end of the MPH Program. The MPH Faculty wants you to plan course sequences that will promote a smooth path to graduation. As a graduate student, you will need to understand the consequences of your actions that may result in a delay in your graduation date. If you have any questions about this Exception Policy, please contact your faculty advisor or track coordinator.**

## COMPLETING ALE I AND II IN THE TRADITIONAL OR ACCELERATED FORMAT

### Applied Learning Experience I and II Time Commitments for the Traditional or Accelerated Format

It is important to note that many students in the program have full time jobs and will need to **complete a total of 300 hours for Applied Learning Experience I and II**. Students who are employed may need to make arrangements for time off from work to complete their projects during the Applied Learning Experience I and II. **Students are expected to spend time at the agency to complete their Major Projects.** The student and Agency Site Supervisor will need to be in agreement about the time needed to be spent on site before the start of the Applied Learning Experience I. **Agency Site Supervisors need to remember that this experience is 300 hours and is to be completed over two semesters (traditional format), with 100 hours for Applied Learning Experience I and 200 hours for Applied Learning Experience II or completing ALE I and II in one semester (accelerated format) with 300 hours completed in one semester.** Arrangements for time at the site should be flexible. **The student and the Agency Site Supervisor need to agree about the time commitment at the agency and complete the On Site Agency Hours Agreement for ALE I and II Form found in the appendices section.**

- The purpose of the Applied Learning Experience I and II is to introduce students to an agency and how this agency works on community/public health problems. Students are also expected to complete their major project (**culminating activity**) during the Applied Learning Experience. Additionally, students need to spend time at the agency to observe how the site supervisor and co-workers provide their services to the community. Students will need to participate in **on-going professional practice activities** (i.e. committee meetings, planning meetings, interaction with clients, etc.). **ALE I and II hours need to include time completing the major project (research, writing, project implementation) along with hours at the site as a participant in professional practice activities.**
- The ALE Faculty Supervisors are well aware that many students work as full-time employees but as a requirement for the Applied Learning Experience students do need to work on an on-site time schedule with the Site Supervisor. We do not require a specific number of hours at the site but we do require hours. For example, 1/2 a day per week or one full day every two weeks. Applied Learning Experience II is the part of the practicum that is for project implementation and students will need to increase the amount of time spent at the site to complete projects and participate in agency activities. **Students and Site Supervisors will need to complete the On Site Agency Hours Form when completing the Major Project Summary Form and the Professional Practice Activities Form (all forms found in the appendices section).**

### Options for Time Formats (Traditional or Accelerated) Needed To Complete ALE I and ALE II

Students will need to decide which time format will work best for their plans to complete the ALE I and II Experience. The options are the accelerated or traditional format.

- Accelerated Format: ALE I and II completed in one semester (15 weeks)
- Traditional Format: ALE I and II completed in two semesters (30 weeks)

**ALE I AND II IN THE TRADITION FORMAT**  
**(30 WEEKS –TWO CONSECUTIVE SEMESTERS)**

**Students Eligible for the Traditional ALE I and II Format:** The traditional ALE I and II format is best suited for students who are employed full time, part-time students and for students who will need at least two semesters to complete their ALE I and II assignments and professional practice hours.

**Requirements for the ALE I and II Traditional Format:** Students are allowed to complete MPH course and track requirements while completing HEA649/ALE I (course prerequisites for HEA649 are HEA520, HEA526). Students can complete HEA648 during the first half of the semester in the same semester as HEA649. **All courses need to be completed before the start of the HEA650.**

**Time Requirements for Each Semester/Traditional Format:** Completing HEA649/650 ALE I and II in 30 weeks (one semester in fall or spring or 15 weeks during the summer semesters)

**Fall or Spring Semesters Time Requirements**

- ALE I time frame is 15 weeks (100 hours – approximately 6.5 hours a week)
- ALE II time frame is 15 weeks (200 hours – approximately 13.3 hours a week)

**Summer Semesters – Time Requirements**

- ALE I time frame is 15 weeks (100 hours – approximately 6.5 hours a week)
- ALE II time frame is 15 weeks (200 hours – approximately 13.3 hours a week)

**Course Registration:** Students completing ALE I and II in 30 weeks need to register for these courses during consecutive semesters. **Important note:** **Site supervisors expect students to complete their projects and professional practice hours within two consecutive semesters.** Students are expected to complete their projects in two consecutive semesters and can follow the recommended course registration formats listed below:

- **Fall/Spring Semesters Course Registration** (consecutive semesters – completing ALE I and II during Fall/Spring semesters)

**Fall semester** (15 weeks) – Students register for HEA649/ALE I for fall semester.

**Spring Semester** (15 weeks) – Students register for HEA650/ALE II for spring semester.

- **Spring/Summer Semesters** (consecutive semesters – completing ALE I and II during Spring/Summer semesters)

**Spring Semester** (15 weeks) – Students register for HEA649/ALE I for spring semester.

**Summer Semester** (15 weeks) – Students register for HEA650/ALE II for summer semester II. **(Even though the student is registered for Summer Session II, the start date for HEA650 is the first week after the spring final exam week and ALE II continues until the end of the third week in August.)**

- **Summer/Fall Semesters** (consecutive Semesters – completing ALE I and II during Summer/Fall semesters)

**Summer Semester** (15 weeks) – Students register for HEA649/ALE I for summer semester I. **(Even though the student is registered for Summer Session I, the start date for HEA649 is the first week after the spring final exam week and ALE I continues until the end of the third week in August.)**

**Fall Semester** (15 weeks) – Students register for HEA650/ALE II for fall semester.

**ALE I and II Traditional Course Formats During Fall/Spring/Summer Semesters:** During the fall, spring or summer semesters, ALE I and ALE II student numbers may vary. Students will attend class meetings with a faculty supervisor or individual supervision with a faculty supervisor (**depending on class size and/or faculty supervision assignments**). Please review the tables below for course meetings and professional practice hours.

ALE I AND II TRADITIONAL COURSE FORMATS – FALL/SPRING SEMESTERS	
ALE I - Course Format Fall or Spring Semester Start Times	ALE II – Course Format Fall or Spring Semester Start Times
<b><u>ALE I - Class Meetings (First Half of the Semester):</u></b> ALE I course meetings are scheduled for the first half of the semester for approximately 2 hours per class session. During this time course assignments and requirements are presented to students.	<b><u>ALE II – Class Meetings:</u></b> Two ALE II class meetings are scheduled during the semester. A mid-semester and an end of semester class meeting (approximately 2 weeks before the end of the semester) with the assigned ALE II Faculty Supervisor. Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.
<b><u>Individual Faculty ALE I Supervision (First Half of the Semester):</u></b> In some circumstances, students will meet with their faculty supervisor for preparation of ALE I along with a review of course assignments. Times for these meetings will be arranged with the faculty supervisor within for first week of ALE I.	<b><u>Individual Faculty ALE II Supervision:</u></b> In some circumstances, students will meet with their ALE II Faculty Supervisor for two ALE II meetings are scheduled for a mid-semester and an end of semester meeting (approximately 2 weeks before the end of the semester). Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.
<b><u>Placement Site Hours for ALE I – Professional Practice Hours (Second Half of the Semester):</u></b> Students are expected to start working at their placement site during the second half of the semester. During this time students should be completing the Major Project Plan and ALE I course assignments. Students should begin working on Professional Practice Activities.	<b><u>Placement Site Hours for ALE II – Professional Practice Hours:</u></b> Students are expected to spend the majority of ALE II hours working at their placement site. During this time students should be completing their Major Project and Professional Practice Activities.

ALE I AND II TRADITIONAL COURSE FORMATS – SUMMER SEMESTERS	
ALE I - Course Format Summer Semester Start Times	ALE II – Course Format Summer Semester Start Times
<b><u>ALE I Class Meetings:</u></b> ALE I course meetings will be scheduled for the week following the Final Exam Week. <b>ALE I classes will be condensed into evening class meetings in one week and the students enrolled in the Traditional ALE I format will be in the same class session as students in the Accelerated ALE I format.</b> During this time course assignments and requirements will be presented to students.	<b><u>Class Meetings for ALE II During Fall/Spring Semesters:</u></b> Two ALE II class meetings are scheduled for one mid-semester and one end of semester meeting (approximately 2 weeks before the end of the semester) with the assigned ALE II Faculty Supervisor. Students will need to be prepared to update their Major Project and Professional Practice Activities during this time
<b><u>Individual Faculty ALE I Supervision:</u></b> In some circumstances, students will meet with their faculty supervisor for preparation of ALE I along with a review of course assignments. Times for these meetings will be arranged with the faculty supervisor within for first week of ALE I.	<b><u>Individual Faculty ALE II Supervision:</u></b> In some circumstances, students will meet with their ALE II Faculty Supervisor for two ALE II meetings are scheduled for (1) mid-semester and (1) end of semester meeting (approximately 2 weeks before the end of the semester). Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.
<b><u>Placement Site Hours for ALE I – Professional Practice Hours (Second Half of the Semester):</u></b> Students are expected to start working at their placement site during the second half of the summer. During this time students should be completing the Major Project Plan and ALE I course assignments. Students should begin working on Professional Practice Activities.	<b><u>Placement Site Hours for ALE II – Professional Practice Hours:</u></b> Students are expected to spend the majority of ALE II hours working at their placement site (the entire summer) During this time students should be completing their Major Project and Professional Practice Activities).



### **Major Project Hours, Professional Practice Hours:**

- **HEA649/ALE I:** The 100 hours include classroom hours and professional practice activities: Class meetings are scheduled for the first half of the semester for approximately 2 hours a session. Professional practice hours should start during the second half of the semester and include the hours spent on site working on the major project but also including hours that focus on professional practice skills (i.e. attending department meetings, providing supportive services to the agency and attending/participating in agency sponsored activities such as health fairs, community meetings, etc).
- **HEA650/ALE II:** The 200 hours for ALE II are mostly professional practice hours (Professional Practice Activities) at the site. These hours include attending department meetings, providing supportive services to the agency and attending/participating in agency sponsored activities such as health fairs, community meetings, etc. Hours include major project activities at the site. Two meetings will be scheduled to return to campus to update the Faculty Supervisor about the progress of the major project.

### **Site Selection Advising and Faculty Supervision:**

- **ALE I and II Faculty Supervision:** The Faculty Supervisor for ALE I and II will be responsible for coordinating the ALE I and II experience with the student. This includes the ALE I classes, course meetings for ALE II, working with site supervisors, approving and grading assignments along with preparing students for poster presentations. **The faculty supervisor is not responsible for advising all students for site selection. Students will need to meet with their track advisors to make sure that they are directed to the appropriate advisor within the track for ALE site selection.**
- **Site Selection Advising Meeting:** The advising meetings for site selection should be scheduled within the first two weeks of the start of HEA649/ALE I. Students need to contact their advisor and/or Track Coordinator to arrange for site selection advising.

### **Site Interviews and Placements:**

- Students need to have their site placements confirmed before the end of mid-semester (approximately 7 weeks).
- Interviews with prospective placement sites should be arranged before the end of mid-semester.
- Placements need to be confirmed with completion of the letter of agreement and major project summary form by the end of mid-semester.

**Types of Projects and Time Frame:** Students selecting the ALE I and II - Traditional Format need to consider the following:

- Time management is essential and students need to work on a project timeline that can be realistically completed (project planning and implementation and preparing the poster) in approximately 30 weeks.
- Projects need to work within this time frame, therefore careful planning needs to be a priority to complete projects on time.
- Projects that require a significant amount of time for planning, site approvals, IRB approvals, data collection and analysis are more appropriate for the traditional format.

## **ALE I AND II IN THE ACCELERATED FORMAT (ONE SEMESTER)**

**Students Eligible for the Accelerated ALE I and II Format:** The accelerated ALE I and II format is best suited for Graduate Assistants, students in the MPH Fast Track Program and full-time students. This format is not the best choice for students who are employed due to the time needed to complete project planning/implementation and professional practice hours at the site within 15 weeks.

**Requirements for the ALE I and II Accelerated Format:** Due to the accelerated format, students will need to devote all of their time to complete their ALE I and II assignments and professional practice hours. **All courses need to be completed before the start of the HEA649/HEA650 ALE I and II Accelerated Format.**

**Time Requirements for One Semester/Accelerated Format:** Completing HEA649/650 ALE I and II in 15 weeks (one semester in fall or spring or 15 weeks during the summer semesters)

### **Fall or Spring Semesters Time Requirements**

- ALE I time frame is condensed to 5 weeks (100 hours – approximately 20 hours a week)
- ALE II time frame is condensed to 10 weeks (200 hours – approximately 20 hours a week)

### **Summer Semesters Time Requirements**

- ALE I time frame is condensed to 5 weeks (100 hours – approximately 20 hours a week)
- ALE II time frame is condensed to 10 weeks (200 hours – approximately 20 hours a week)

### **Course Registration:**

- **Fall semester** (15 weeks) – Students register for ALE I and II for fall semester.
- **Spring semester** (15 weeks) – Students register for ALE I and II for spring semester
- **Summer Semesters** (15 weeks) - Students register for HEA649/ALE I for Summer Session I. Students register for HEA650/ALE II for Summer Session II. **Important Note: To complete the time requirements of 15 weeks, ALE I will start following the spring semester Final Exam week. ALE II starts at the sixth week of the summer session and continue until the end of the third week in August. Students should not refer to actual start dates for summer session I and II for the start dates of ALE I and ALE II as these times do not apply to the summer course format.**

**ALE I and II Accelerated Course Formats During Fall/Spring/Summer Semesters:** During the fall/spring/summer semesters the ALE I and ALE II student numbers vary. Students will attend class meetings with a faculty supervisor or individual supervision with a faculty supervisor (**depending on class size and/or faculty supervision assignments**).

ALE I AND II ACCELERATED COURSE FORMATS – FALL/SPRING SEMESTERS	
ALE I - Course Format Fall/Spring Semester Start Times	ALE II – Course Format Fall/Spring Semesters Start Times
<p><b><u>ALE I - Class Meetings (First Five Weeks of the Semester):</u></b> ALE I course meetings will be scheduled during the first five weeks of the semester for fall or spring semesters. Students will be expected to attend the first five class meetings with students taking ALE I Traditional Format. <b>The first five class meetings cover the important material needed to start ALE I.</b> During this time course assignments and requirements will be presented to students. In addition to attending class meetings, in the accelerated format students are expected to begin the professional practice hours by the second week of the semester.</p>	<p><b><u>ALE II - Class Meetings:</u></b> Two ALE II class meetings are scheduled for one mid-semester and one end of semester meeting (approximately 2 weeks before the end of the semester) with the assigned ALE II Faculty Supervisor. Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.</p>
<p><b><u>Individual Faculty ALE I Supervision:</u></b> In some circumstances, students will meet with their faculty supervisor for preparation of ALE I along with a review of course assignments. Times for these meetings will be arranged with the faculty supervisor within for first week of ALE I.</p>	<p><b><u>Individual Faculty ALE II Supervision:</u></b> In some circumstances, students will meet with their ALE II Faculty Supervisor for two ALE II meetings are scheduled for (1) mid-semester and (1) end of semester meeting (approximately 2 weeks before the end of the semester). Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.</p>
<p><b><u>Placement Site Hours for ALE I – Professional Practice Hours (Third Week of the Semester):</u></b> Students are expected to start working at their placement site during the <b>second week</b> of the semester. During this time students should be completing the Major Project Plan and ALE I course assignments. Students should begin working on Professional Practice Activities.</p>	<p><b><u>Placement Site Hours for ALE II – Professional Practice Hours (Sixth Week of the Semester):</u></b> Students are expected to spend the majority of ALE II hours working at their placement site starting during the <b>sixth week</b> of the semester. During this time students should be completing their Major Project and Professional Practice Activities).</p>

ALE I AND II ACCELERATED COURSE FORMATS – SUMMER SEMESTERS	
ALE I - Course Format Summer Semester Start Times	ALE II – Course Format Summer Semester Start Times
<p><b><u>ALE I Class Meetings:</u></b> Students enrolled in ALE I during the first summer session will attend ALE I class meetings, scheduled for the week following the Final Exam Week. <b>ALE I classes will be condensed into evening class meetings in one week.</b> During this time course assignments and requirements will be presented to students.</p>	<p><b><u>ALE II - Class Meetings:</u></b> Two ALE II class meetings are scheduled for one mid-semester and one end of semester meeting (approximately 2 weeks before the end of the semester) with the assigned ALE II Faculty Supervisor. Students will need to be prepared to update their Major Project and Professional Practice Activities during this time</p>
<p><b><u>Individual Faculty ALE I Supervision:</u></b> In some circumstances, students will meet with their faculty supervisor for preparation of ALE I along with a review of course assignments. Times for these meetings will be arranged with the faculty supervisor within for first week of ALE I.</p>	<p><b><u>Individual Faculty ALE II Supervision:</u></b> In some circumstances, students will meet with their ALE II Faculty Supervisor for two ALE II meetings are scheduled for (1) mid-semester and (1) end of semester meeting (approximately 2 weeks before the end of the semester). Students will need to be prepared to update their Major Project and Professional Practice Activities during this time.</p>
<p><b><u>Placement Site Hours for ALE I – Professional Practice Hours (Third Week of the Summer Session):</u></b> Students are expected to start working at their placement site during the <b>third week</b> of the semester. During this time students should be completing the Major Project Plan and ALE I course assignments. Students should begin working on Professional Practice Activities.</p>	<p><b><u>Placement Site Hours for ALE II – Professional Practice Hours (Sixth Week of the Summer Session):</u></b> Students are expected to spend the majority of ALE II hours working at their placement site starting during the <b>sixth week</b> of the semester. During this time students should be completing their Major Project and Professional Practice Activities).</p>

### **Major Project Hours, Professional Practice Hours in the Accelerated Format:**

- **HEA649/ALE I:** The 100 hours include classroom hours, meetings with faculty supervisors, and professional practice activities: Class meetings are scheduled for the first five weeks (fall/spring semesters) or the first week (following spring final exam week) for evening sessions during the summer session. Class meetings are scheduled for approximately two hours. Professional practice hours should start during the second week of the semester and include the hours spent on site working on the major project but also including hours that focus on Professional Practice Activities (i.e. attending department meetings, providing supportive services to the agency and attending/participating in agency sponsored activities such as health fairs, community meetings, etc).
- **HEA650/ALE II:** The 200 hours for ALE II are mostly professional practice hours at the site. ALE II hours begin on the sixth week of the semester. These hours include attending department meetings, providing supportive services to the agency and attending/participating in agency sponsored activities such as health fairs, community meetings, etc. Hours include major project activities at the site. Two meetings will be scheduled to return to campus to update the Faculty Supervisor about the progress of the major project.

### **Site Selection, Advising and Faculty Supervision:**

- **ALE I and II Faculty Supervision:** The Faculty Supervisor for ALE I and II will be responsible for coordinating the ALE I and II experience with the student. This includes the ALE I classes, course meetings, individual student meetings for ALE I and group meetings for ALE II, working with site supervisors, approving and grading ALE I and II assignments along with preparing students for poster presentations. **The faculty supervisor is not responsible for advising all students for site selection. Students will need to meet with their Track Coordinators to make sure that they are directed to the appropriate advisor within the track for ALE site selection.**
- **Site Selection Advising Meeting:** Due to the accelerated format, students will need to meet with their appropriate advisor for site selection within the following time lines:

**Fall Semester ALE start date:** meet with advisor before the end of spring semester.

**Spring Semester ALE start date:** meet with advisor before the end of fall semester.

**Summer Semester start date:** meet with advisor before the end of spring semester.

**IMPORTANT: DUE TO THE ACCELERATED FORMAT OF ALE I AND II, STUDENTS NEED TO BE PREPARED WITH AN APPROVED SITE BEFORE THE START OF ALE I. PLACEMENT SITE INTERVIEWS WILL TAKE PLACE BEFORE THE START OF ALE I. SITE PLACEMENTS NEED TO BE CONFIRMED BEFORE THE START OF ALE I.**

### **Site Interviews and Placements:**

- Students selecting the accelerated format need to meet with their faculty advisor and/or Track Coordinator to select a site before the start of accelerated ALE I.
- Students need to have their site placements interviews completed and confirmed before the start of ALE I.
- Placements need to be confirmed with completion of the letter of agreement and major project summary form by the second week of the semester.

**Types of Projects and Time Frame:** Students selecting the ALE I and II - Accelerated Format need to consider the following:

- Time management is essential and students need to work on a project timeline that can be realistically completed (project planning and implementation and preparing the poster) in approximately 15 weeks.
- Projects need to work within this time frame, therefore careful planning needs to be a priority to complete projects on time. Projects that require a significant amount of time for planning, site approvals, IRB approvals, data collection and analysis will not work within the time frame for the accelerated format.

## **RESPONSIBILITIES FOR THE GRADUATE STUDENT**

The Applied Learning Experience I and II provide the graduate student a unique opportunity to gain experience in an actual practice setting. Graduate students are placed with an appropriate supervisor at a health department, hospital, health agency, or in industry for two semesters. Each student will complete 300 hours over two semesters.

The Applied Learning Experience Faculty Advisor determines along with the student the appropriate placement site. Student input regarding career area choice and interests will definitely be considered. However, the selection will also be based on the Applied Learning Experience Faculty Advisor's professional judgment of the student's abilities and needs as well as the needs and requirements of the agency at which the student is being placed.

*The following guidelines have been developed to help the student gain the maximum benefit from this experience.*

1. Applied Learning Experience I and II takes place at one agency site during consecutive semesters. Once the site is selected and the student commits to completing the experience at that site, the student cannot change his/her site selection. Any adjustments in schedule that need to be made are to be cleared with both the Agency Site Supervisor and the Applied Learning Experience Faculty Advisor.
2. Agency policies, dress codes and procedures appropriate for professional staff members will be followed by the student.
3. The student is responsible for his/her actions during the experience. Students who arrive at the site under the influence of drugs and/or alcohol are subject to an automatic failure for Applied Learning Experience I and II. If this situation occurs, the student will be removed from the site.
4. **Students are expected to produce original material for their major projects. Students who plagiarize materials from agency staff members or other sources are subject to automatic failure for Applied Learning Experience I and II. If this situation occurs, the student will be removed from the site.**
5. Professional responsibility that includes confidentiality is expected of the student.

**CONFIDENTIALLY IS TO BE MAINTAINED WITHOUT EXCEPTION.** This is a most important area of concern. Divulging information about a client or about confidential agency matters is professionally unethical. A breach in confidentiality could result in legal action, dismissal from the site, a grade of failure for HEA649 and HEA650, as well as ruining the initial phase of a professional career.

6. **The Major Project: A major project will be the responsibility of the student during the experience.** The student's project will be determined by joint agreement among the Agency Site Supervisor, the Applied Learning Experience Faculty Advisor and the student. The document "Major Project Summary Form" (**found in the appendices section**) is to be completed, signed by the Agency Site Supervisor and student and returned to the Applied Learning Experience Faculty Advisor for his/her signature. This becomes a contract that the student is to fulfill before the experience ends. **This form needs to be completed during HEA649 Applied Learning Experience I.** The project enables the agency to complete an area of work or research which otherwise could not have been undertaken. It provides the student with an opportunity to demonstrate his/her ability to function as a public health professional. The completed project may serve as an important example of the type of work the student is able to accomplish in an actual work setting. The following are examples of major projects in which the student can expect to be involved:
  - a. **Developing and accomplishing a needs assessment.**
  - b. **Planning a public health program in response to pre-determined needs.**
  - c. **Implementing a planned public health program.**
  - d. **Evaluation of existing programs or a new program.**
  - c. **Designing and completing research projects.**
  - d. **Development of public health related case studies.**

7. **Professional Practice Activities: In addition to the Major Project, students are expected to participate in Professional Practice Activities at the agency.** These activities include: include observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. Students and supervisors will complete a Professional Practice Activities Form to identify the types of professional activities and time commitments needed to complete these activities at the agency.
8. The student is expected to establish and maintain good rapport with his/her supervisor, co-workers and others within the facility and the community where interaction occurs. He/she is to conduct himself/herself in a professional manner throughout the experience.
9. The student is to maintain good communications with the Agency Site Supervisor and Applied Learning Experience Faculty Advisor. Should difficulties arise at the placement site the student should discuss the situation first with the Agency Site Supervisor. If unresolved, the student should then inform the Applied Learning Experience Faculty Advisor.
10. The student is entitled to observe his/her religious holidays. Students should not schedule time at the agency during religious holidays. The students should inform the Agency Site Supervisor if time will be missed because of observation of religious holidays.
11. The student will maintain a log of major project and professional service activities (log forms are found in the appendices section). This log is to be electronically sent to the Applied Learning Experience Faculty Advisor at the end of every two weeks. Additionally, logs need to be included in the project binders for Applied Learning Experience I and II. It is to be typed and neatly organized. The quality of log submissions will be reflected in the final grade. In addition to the daily log of activities documenting major project and professional practice activities, the student is to write a minimum of one "insight" for each week. The "insight" will describe some thought or/discovery he/she has made regarding working as a professional. Logs need to include daily hours, weekly hours, and cumulative hours. **All logs will need to be signed by the Site Supervisor to ensure that the student is maintaining the hours at the site during the planning and implementation of the major project.**
12. The student will be expected to provide his/her own transportation to and from the agency without reimbursement from West Chester University, the Department of Health or the Cooperating Agency.
13. **Health and Criminal Background Checks: The student will need to meet the requirements of the practice site regarding criminal background checks, health and safety requirements. Students should make sure these requirements are met during Applied Learning Experience I.**
14. **The student should not expect to be paid for the time spent at the agency during Applied Learning Experience I and Applied Learning Experience II.**
15. The student is expected to provide his/her own liability insurance if required by the agency. With approval from the Applied Learning Experience Faculty Advisor, private insurance agents may be contacted by the student for this protection.
16. The student should check with his/her own insurance agent to make sure that he/she has adequate health insurance and adequate automobile insurance. Verification of automobile insurance may be requested by the agency.

## **RESPONSIBILITIES OF THE DEPARTMENT OF HEALTH AND THE MPH FACULTY**

The University is committed to providing the most meaningful Applied Learning Experience possible for each graduate student. The following is a list of the responsibilities assumed by the Department of Health and particularly by the MPH Faculty:

1. The Department assures the student that the courses required to be completed before the Applied Learning Experience will be offered.
2. The Applied Learning Experience Faculty Advisor will evaluate each student's transcript and application to determine eligibility for the APPLIED LEARNING EXPERIENCE I and APPLIED LEARNING EXPERIENCE II.
3. The Applied Learning Experience Faculty Advisor will provide counseling regarding the available placement sites and career goals.
4. The agencies chosen as placement sites for students meet the following criteria:
  - a. Provides public health services for a specific group of persons or for many groups or an entire community.
  - b. The Agency Site Supervisor holds a master's degree and a minimum of one-year experience in the health field. Supervisors without a master's degree are evaluated according to the number of years of experience in the field, previous relationship with the agency site, and documented accomplishments.
  - c. Agency Site Supervisors indicate their willingness to work with a graduate student.
  - d. The agency is willing to share in a three-way partnership along with the student and the Applied Learning Faculty Advisor during the entire Applied Learning Experience.
  - e. The agency agrees to provide the University with relevant information on the progress of the student.
5. The Applied Learning Experience Faculty Advisor will provide the graduate student with information needed for the Applied Learning Experience such as that found in these guidelines.
6. The Department of Health will provide an opportunity for the Agency Site Supervisor to participate in the selection of the student who is to be placed at the facility through interviews with the student.
7. If requested, the Applied Learning Experience Faculty Advisor will be available to assist in resolving conflicts which arise between the student, Agency Site Supervisors, and/or other staff working with the student.
8. The Applied Learning Experience Faculty Advisor will schedule phone conferences during each semester to discuss the experience with the student and the progress of the student with the Agency Site Supervisor.
9. The necessary project and evaluation forms are found in the Appendices of the Applied Learning Experience I and II Guidelines. These forms will be given to the Agency Site Supervisor during ALE I.
10. The Letter of Agreement is an agreement between the student, the practicum site and the university for the student to develop and implement their Major Project and participate in professional practice activities at the practicum site. This form is signed by the Agency Site supervisor, the MPH Program Director and the Health Department Chair. The Major Project Summary Form is signed by the Agency Site Supervisor, student and Applied Learning Experience Faculty Advisor. The mid-term progress reports and final evaluations are reviewed with the student by the Site Supervisor and the Applied Learning Experience Faculty Advisor.
11. The Student Evaluation of The Placement Site Form (**found in the appendices section**) needs to be completed by the student and given to the Applied Learning Experience Faculty Advisor during the final week of Applied Learning Experience I and II.

## **RESPONSIBILITIES OF THE COOPERATING AGENCY FOR APPLIED LEARNING EXPERIENCE I AND II**

Throughout Applied Learning Experience I and II, the cooperating agency agrees to assume certain responsibilities to both the student and the University. Those responsibilities include:

1. Providing the needed supervision of the student with an assigned Agency Site Supervisor.
2. Orientation of the student to the facility, the staff and to others with whom the student may interact.
3. Providing a climate suitable for learning, desk space, access to a telephone and other essential items.
4. Professional Service Activities: Providing student experience of attending committee meetings, working on a committee(s) and attending Board Meetings and other professional service activities. Determining the types of Professional Service Activities for student participation by completing the Professional Practice Activities Form
5. Determining with the student the Major Project to be completed during the Applied Learning Experience I and II, completing the Major Summary Project Form, and forwarding the form to the Applied Learning Experience Faculty Advisor.
6. Providing the student access to the necessary information required to accomplish assigned tasks.
7. Allowing the student to be incorporated into the daily routine of the office or department to the extent possible.
8. Allowing the student opportunity to utilize his/her creative ability as well as expand his/her competencies.
9. Providing reimbursement of expenses for job-related travel according to agency policies.
10. Identify to the student and the Applied Learning Experience Faculty Advisor the need for liability coverage if necessary.
11. Completing the Mid-Term Progress Report and the Final Evaluation and discussing the progress reports/evaluations with the student before forwarding to the Applied Learning Experience Faculty Advisor.





**College of Health Sciences  
Department of Health  
Master of Public Health Program**

**HEA649- Applied Learning Experience I**

HEA649  
Fall/Spring/Summer Semesters (3 Credits)  
Room: TBA

**Course Dates:** ALE I Preparation classes are scheduled for the first half of the semester. On site hours begin the first week of the second half of the semester and end the last week of the semester. (traditional format). ALE I Preparation classes are scheduled for the first week of the semester and on site hours begin the first week of the semester for approximately seven weeks (accelerated format). ALE II hours start the first week of the second half of the semester and end on the last week of the semester for approximately 7 weeks (accelerated format).

**Course Instructor:** Assigned ALE Faculty Advisor  
**Office Hours:** Assigned by ALE Faculty Advisor

**Course Description**

The purpose of this course is to prepare students for the culminating activity (major project report and poster session) and practicum (implementation of major project at the practice site). This preparation will include a comprehensive and integrated application of the MPH curriculum in the development of the major project plan that will be completed during Applied Learning Experience II. Students will also be introduced to the role of the agency in the community setting with completion of the Agency Interview Reaction paper and the Agency Report. Students will select their community practice site for the practicum experience under the supervision of the Applied Learning Experience Faculty Advisor. Students will begin participation in professional practice activities at the agency during Applied Learning Experience I. Students will need to commit to 100 hours to complete ALE I with ALE Faculty Advisor meetings, classroom preparation and onsite hours.

**Common Course Objectives for All MPH Tracks: During this practicum, the student will:**

1. identify and secure an Applied Learning Experience practice site, which would benefit from the application of public health principles
2. apply and synthesize the knowledge and skills learned during the MPH Program to the planning of the culminating project (the Major Project) to be implemented during Applied Learning Experience II.
3. select and apply three or more MPH core competencies and three or more MPH Track competencies that will be the focus of the Major Project and Professional Practice Activities.
4. effectively maintain records, data and other public/private information for the Agency Report and the Major Project Plan in an ethical and secure manner.
5. demonstrate how public health practice relates to the administrative, organizational, policy issues, funding, community relationships and other challenges found in agencies and organizations focused on public health issues.
6. demonstrate knowledge of the political, economic, social, and organizational context for the delivery of services in the public health at the ALE site.
7. demonstrate competence in leadership and teamwork during the performance of Professional Practice Activities.

8. communicate effectively with a variety of public health professionals during the development of the Agency Interview Reaction Paper, the Agency Report and the Major Project Plan.
9. develop professional skills through participation in professional practice activities that include: student observation and participation in supervisor and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.
10. Demonstrate professional work habits at the ALE site (behavior, dress, maintaining ethical standards).

### **MPH CORE AND TRACK COMPETENCIES IN THE APPLIED LEARNING EXPERIENCE**

At the end of the MPH Program, it is expected that students will demonstrate proficiency in the MPH Core and Track Competencies and through successful completion of all required MPH Core and Track courses and the ALE. This practicum addresses the MPH Core and Track Competencies listed in the following tables. The complete list of core and track competencies are found in the MPH Student Handbook and the MPH website.

<b>MPH CORE COMPETENCIES ADDRESSED IN ALE I</b>	
<b>1. Biostatistics</b>	Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/experiments and apply the concepts of statistical data analysis to community populations.
<b>2. Epidemiology</b>	Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations
<b>3. Environmental Health</b>	Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community.
<b>4. Health Care Management</b>	Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations.
<b>5. Social Behavioral and Aspects of Health</b>	Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems.
<b>6. Research</b>	Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.
<b>7. Needs Assessment</b>	Analyze and synthesize various available resources and data to determine the public health needs in a community setting.
<b>8. Planning and Evaluation</b>	Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.
<b>9. Communication and Informatics</b>	Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.
<b>10. Professionalism</b>	Subscribe to a professional code of ethics and apply ethical standards to public health issues along with demonstrating professional, culturally competent knowledge and practice.
<b>MPH CORE AND TRACK COMPETENCIES ADDRESSED IN ALE I</b>	
<p>After selection of the ALE site, each student will indicate the competencies (under advisement with the ALE Faculty Advisor and ALE Site Supervisor) that will be addressed or enhanced during ALE I and II. These competencies will be the focused competency areas during the completion of the assignments for ALE I and II. The student will select three MPH Core Competencies (<b>for all MPH students</b>) and three MPH Track Competencies. These competencies will be listed on the <b>Major Project Plan Summary and Competency Selection Form and the MPH Competency Check List. The checklist needs to be attached to the Major Project Plan Summary and Competency Selection Form.</b></p> <p>At the end of the ALE I and II students will have the opportunity to document progress in competency attainment through the ALE Assignment: <b>Professional Practice Activities and Competency Attainment Report.</b> This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II. <b>Students will continue to work on the same three MPH Core and Track Competencies during the completion of their Major Project and Professional Practice Activities in ALE I and II.</b></p>	

<b>MPH Core Competencies, HEA649-ALE I - Objectives and Assessment Methods</b>		
<b>MPH Core Competencies: This course will address the following competencies:</b>	<b>Course Objectives: Students who successfully complete this course will be able to:</b>	<b>Assessment Methods: To meet the MPH Core in this course, students will successfully complete the following assignments and evaluations:</b>
MPH Core Competencies: 10	1. identify and secure an Applied Learning Experience practice site, which would benefit from the application of public health principles .	Agency Interview Reaction Paper (student) Student Logs (student)
MPH Core Competencies: 1, 2 3, 4, 5, 6, 7, 8, 9	2. apply and synthesize the knowledge and skills learned during the MPH Program to the planning of the culminating project (the Major Project) to be implemented during Applied Learning Experience II.	ALE I Major Project Plan and ALE I Binder (student) Student Logs (student)
Three MPH Core Competencies and Track Competencies selected by student (under direction of the ALE Faculty Advisor/ALE Site Supervisor) related to the student's Major Project and Professional Practice Activities.	3. select and apply three or more MPH core competencies and three or more MPH Track competencies that will be the focus of the Major Project and Professional Practice Activities.	Core and track competencies identified in the Major Project Summary and Competency Selection Form) These competencies will vary between the ALE sites and the related student ALE Major Projects. Student's progress in meeting competencies will be assessed in the student's Professional Practice Activities and Competency Attainment Report and the Exit Survey.
MPH Core Competencies: 1, 2, 6, 7, 8, 9, 10	4. effectively maintain records, data and other public/private information for the Agency Report and the Major Project Plan in an ethical and secure manner.	ALE I Major Project Plan and ALE I Binder (student) Student Logs (student)
MPH Core Competencies: 4, 5, 6, 7, 9	5. demonstrate how public health practice relates to the administrative, organizational, policy issues, funding, community relationships and other challenges found in agencies and organizations focused on public health issues.	Agency Report (student) ALE I Major Project Plan (student) Student Logs (student)
MPH Core Competencies: 2, 3, 4, 5, 6, 7, 9	6. demonstrate knowledge of the political, economic, social, and organizational context for the delivery of services in the public health at the ALE site.	Agency Report (student) ALE I Major Project Plan and ALE Binder (student) Student Logs (student)
MPH Core Competencies: 10	7. demonstrate competence in leadership and teamwork during the performance of professional practice activities.	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Professional Practice Activities and Competency Attainment Report (student) Student Logs (student)
MPH Core Competencies: 6, 7, 8, 9, 10	8. communicate effectively with a variety of public health professionals during the development of the Agency Interview Reaction Paper, the Agency Report and the Major Project Plan.	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Final Evaluation - ALE Binder (ALE Faculty Supervisor). Student Logs (student)
MPH Core Competencies: 9, 10	9. develop professional skills through participation in professional practice activities that include: student observation and participation in supervisor and staff work activities, interacting with clients/patients, attending meetings agency and coalition meetings) and providing support for agency activities.	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Final Evaluation - ALE Binder (ALE Faculty Supervisor). Professional Practice Activities and Competency Attainment Report (Student) Student Logs (student)
MPH Core Competencies: 10	10. Demonstrate professional work habits at the ALE site (behavior, dress, maintaining ethical standards)	Mid-Term Progress Report (ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Professional Practice Activities and Competency Attainment Report (Student) Student Logs (student)

ALE I Practicum Requirements			
Course Assignments	Grade Points	Course Assignments	Grade Points
Agency Interview Reaction Paper	4	Student Professional Performance - Professional Service Activities and Competency Attainment at ALE Site	31
Major Project Plan Summary and Competency Selection Form for ALE I and II	5	Professional Practice Activities and Competency Attainment Report	5
Agency Report	12	Student Logs	4
Major Project Plan	35	Professional ALE I Binder	4
<b>Total Points 100</b>			

Course Grading Scale					
A	93 – 100	B	83 – 86	C	73 - 76
A-	90 – 92	B-	80 – 82	C-	72 - 70
B+	87 – 89	C+	77 – 79	F	0
IP	In Progress*	NG	No Grade	W	Withdrawal
Y Administrative Withdrawal					
<p><b>*Important Note for an IP Grade:</b> It is expected that students use appropriate time management during the ALE I semester and obtains the placement site and completes all of the appropriate paper work and assignments within the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP will not be able to begin the Applied Learning Experience II until the IP is changed to a letter grade.</p>					

## COURSE POLICIES

**Academic Integrity:** It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

For questions regarding Academic Integrity, Sexual Harassment, and the Student Code of Conduct, students are encouraged to refer to the Department of Health's MPH Graduate Student Handbook at [www.wcupa.edu/ MPH](http://www.wcupa.edu/ MPH), the Graduate Catalog at <http://www.wcupa.edu/ information/ official.documents/ graduate.catalog/>, the Ram's Eye View at <http://www.wcupa.edu/ services/ stu.lif/ramseyeyview/>, and the University website at [www.wcupa.edu](http://www.wcupa.edu). Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

**Emergency Preparedness:** All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit [www.wcupa.edu/wcualert](http://www.wcupa.edu/wcualert). To report an emergency, call the Department of Public Safety at 610-436-3311.

**Americans With Disabilities Act:** West Chester University will make accommodations for persons with disabilities. Consult the Office of Services for Students with Disabilities (610-436-3217) and bring the resulting documentation to the instructor. **If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with me as soon as possible so that I can support your success in an informed manner.** If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at <http://www.wcupa.edu/ussss/ossd/>

**West Chester University Sexual Misconduct Policy:** Incidents of sexual violence and other Title IX violations (sexual harassment, stalking, sexual assault, dating/domestic violence and sexual exploitation) along with incidents that violate the Protection of Minors Policy need to be reported. Sexual misconduct includes sexual assault, dating and domestic violence, sexual exploitation, sexual harassment, and stalking. Students that need to report sexual misconduct can contact Lynn Klingensmith, Director of Social Equity and Title IX Coordinator. Her office is located at 13/15 University Ave, phone: 610-436-2433, email: [lklingensmith@wcupa.edu](mailto:lklingensmith@wcupa.edu).

**Excused Absences Policy for University-Sanctioned Events:** Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

**Attendance Policy:** Students are expected to be present for all scheduled classes as this is an accelerated course format. Students need to notify the instructor if class time will be missed. If class time is missed, students will be expected to complete additional assignments to make up missed time. These assignments will be assigned at the discretion of the instructor. **FIVE POINTS WILL BE DEDUCTED IF STUDENTS MISS THE PREPARATION CLASSES AND THE ALE I UPDATE MEETING. FIVE POINTS WILL BE DEDUCTED IF STUDENTS MISS THE MPH POSTER SESSION.**

**Dropping a Course:** During the first week of a semester, or the equivalent time in summer/accelerated classes, a student may drop a course, thereby receiving no grade, by filing a Schedule Change Form in the Office of Graduate Studies and Extended Education during the schedule change period. A grade of W will be entered on the academic record of any student who drops a course between the end of the first week and before the end of the ninth class week or the equivalent in accelerated courses or summer sessions. Course withdrawal forms are available in the Office of Graduate Studies and Extended Education. If a student is only scheduled for one course, then withdrawal from the course at any time is considered a withdrawal from the University.

**The IP Grade Policy and ALE I Extension Policy:** It is expected that students use appropriate time management during the ALE I semester and obtains the placement site and completes all of the appropriate paper work and assignments within the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. Students will need to complete an ALE I Extension Form with proof of the need for the extension. This form is found in the ALE I and II Appendices. This approval of the extension needs to be approved by the ALE Faculty Advisor and the Site Supervisor before the end of the semester. Extensions will not be approved for students who delayed obtaining their site by mid-semester due to non-emergency situations. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP will not be able to begin the Applied Learning Experience II until the IP is changed to a letter grade.

**Disruptive Behavior in the Classroom or Practicum Site:** Disruptive behavior in the class room or practicum site is not tolerated. If a student is having an issue with disruptive behavior, the student will need to comply with West Chester University guidelines on disruptive behavior.

**Evaluation of Student Performance:** Students will be evaluated through a midterm progress report and final evaluation by the Site Supervisor and Applied Learning Experience Faculty Advisor. The midterm progress report will measure the progress students are making in completing their Major Project Plan and their Professional Practice Activities. The final evaluation will focus on the quality of the completed ALE I Binder, the student logs, and the student’s professional performance. Student midterm progress report and final evaluations are included in the appendices of these guidelines. Students are encouraged to review these evaluations to gain a thorough understanding of the criteria used for successful assessment of ALE I.

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## COURSE REQUIREMENTS

The following requirements will need to be completed during Applied Learning Experience I.

1. **Required Attendance:**

**Preparation Course Attendance and Update Meeting Attendance:** Students are expected to be present for all scheduled classes as this is an accelerated course format. Students need to notify the instructor if class time will be missed. If class time is missed, students will be expected to complete additional assignments to make up missed time. These assignments will be assigned at the discretion of the instructor. **Attendance will be taken for each preparation class meeting and update meeting. FIVE POINTS WILL BE DEDUCTED IF STUDENTS MISS THE PREPARATION CLASSES AND THE ALE I UPDATE MEETING.**

**Poster Session Attendance:** ALE I students are also required to attend the MPH Poster Session at the end of the semester. Attendance is required and students will need to sign an attendance sheet. **FIVE POINTS WILL BE DEDUCTED FROM FINAL GRADE IF THE STUDENT DOES NOT ATTEND THE POSTER SESSION.** The Poster Session date is posted at the end of the syllabus.

2. **Completion of HEA649 - Applied Learning Experience I Application Form**

Students will need to complete the Applied Learning Experience I Application Form (found in the appendices section) Students will also need to attach a current transcript to the application. This application should be completed and given the Applied Learning Experience Faculty Advisor in the first week of the semester.

3. **Letter of Agreement for ALE I and ALE II**

This letter is an agreement between West Chester University and the agency for Applied Learning Experience I and II. The Letter of Agreement needs to be signed by the site supervisor, the MPH Program Director, the Chair of the Department of Health and the Applied Learning Experience Faculty Advisor. The Letter of Agreement is signed when the student accepts the offer to complete their experience at the agency. The original is placed in the student's Applied Learning Experience I Binder and a copy is returned to the site supervisor. (A copy of Letter of Agreement is found in appendices section).

4. **Formal Site Agreements:**

Some of the ALE site require a formal agreement between the site and WCU. If a formal agreement is needed a copy of this agreement will need to be submitted for approval through WCU. These approvals may take some time. If a formal site agreement is needed the student will need to work with the ALE Faculty Advisor to obtain the appropriate WCU approvals before the start of onsite ALE hours.

5. **Major Project Plan Summary and Competency Selection Form for ALE I and ALE II**

The **Major Project Plan Summary and Competency Selection Form** (form found in appendices section) is a summary of the major project and is completed by the student and the site supervisor when the site placement is finalized. This form is signed by the student, the site supervisor and the ALE Faculty Advisor. Students and site supervisors should come to an agreement on the major project and the three MPH core and three track competencies listed on this form. A copy of this form is placed in the Applied Learning Experience I. Binder. This form should be completed when the site placement is finalized.

### **Student Selection of MPH Core and Track Competencies**

After selection of the ALE site, each student will indicate the competencies (under advisement with the ALE Faculty Advisor and ALE Site Supervisor) that will be addressed or enhanced during ALE I and II. These

competencies will be the focused competency areas during the completion of the assignments for ALE I and II. The student will select three MPH Core Competencies (**for all MPH students**) and three MPH Track Competencies. These competencies will be listed on the **Major Project Plan Summary and Competency Selection Form and the MPH Competency Check List. The checklist needs to be attached to the Major Project Plan Summary and Competency Selection Form.** At the end of the ALE I and II students will have the opportunity to document progress in competency attainment through the ALE Assignment: **Professional Practice Activities and Competency Attainment Report.** This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II. **Students will continue to work on the same three MPH Core and Track Competencies during the completion of their Major Project and Professional Practice Activities in ALE I and II. These forms need to be placed in the ALE I Binder. These forms are found in the ALE I and II Appendices.**

**MPH PROGRAM**  
**MAJOR PROJECT PLAN SUMMARY AND COMPETENCY SELECTION FORM FOR ALE I AND II**

The following project has been discussed and agreed upon to be undertaken by the MPH graduate student from the Department of Health, West Chester University during his/her Applied Learning Experience I and II. (attach additional sheets, if needed).

**Title of Project:** \_\_\_\_\_

**Project Description:**

**List the 3 MPH Core Competencies that will be addressed during the completion of the Major Project and Professional Practice Activities:**

- 1.
- 2.
- 3.

**List the three MPH Track Competencies that will be addressed during the completion of the Major Project and Professional Practice Activities:**

- 1.
- 2.
- 3.

**Expected Project Outcomes at the completion of the Applied Learning Experience:**

**1. Major Project Plan and Report:** Each student is expected to produce a plan (ALE I) and report (ALE II) about the major project. This report will include: a literature review of the public health problem/issue, a methods section, a results section and a conclusion.

**2. Poster Presentation:** At the end of ALE II, each student will produce a professional poster that summarizes the major project and research report. This poster will be presented to faculty, students and invited community members.

**3. Other Work Related to Major Project:**

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

ALE I Faculty Advisor: \_\_\_\_\_

ALE Site Supervisor: \_\_\_\_\_

6. **Professional Practice Activities Form for ALE I and ALE II**

Students will be assessed on their professional performance during the implementation and completion of the Major Project at the agency including relationships to staff, ability to accept guidance from site supervisor and staff, the ability to relate to agency populations groups, the ability to organize and maintain an effective work schedule along with the ability to relate theory to practice. Students will be expected to participate in Professional Practice Activities throughout the ALE I and ALE II semesters. The Professional Practice Activities include: student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. The student and Site Supervisor agree on the student participation in Professional Practice Activities by completing the Professional Practice Activities Form for ALE I and II at the time of placement site finalization. The completed form is placed in the Applied Learning Experience I Binder.

7. **On Site Agency Hours Agreement Form for ALE I and ALE II**

The On Site Agency Hours Agreement Form (form found in appendices section) needs to be completed at the time of the site placement finalization. It is important to note that many students in the program have full time jobs and will need to complete a total of 300 hours for Applied Learning Experience I and II. Students who are employed may need to make arrangements for time off from work to complete their projects during the Applied Learning Experience I and II. Students are expected to spend time at the agency to complete their projects and projects should focus on research problems and/or practitioner issues in public health. The student and Agency Site Supervisor will need to be in agreement about the time needed to be spent on site before the start of the Applied Learning Experience I. Agency Site Supervisors need to remember that this experience is 300 hours and is to be completed over two semesters, with 100 hours for Applied Learning Experience I and 200 hours for Applied Learning Experience II. If ALE I and I is taken in the accelerated format, 100 hours is completed during the first half of the semester and 200 hours is completed during the second half of the semester. Arrangements for time at the site should be flexible. The student and the Agency Site Supervisor need to agree about the time commitment at the agency and complete the On Site Hours Agreement Form for ALE I and ALE II. The completed form is placed in the Applied Learning Experience I Binder.

8. **Student Professional Performance**

Students will be assessed on their performance during the planning phase of the Major Project .This will include the development of a working relationship with the Applied Learning Experience Faculty Supervisor and the Agency Site Supervisor including the ability to accept guidance from the site supervisor and staff, the ability to relate to agency populations groups, the ability to organize and maintain an effective work schedule along with the ability to relate theory to practice. Students will be expected to participate in Professional Practice Activities during the second half of the semester. The Professional Practice Activities include: student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. Students should refer to the progress report and final semester evaluation (found in appendices section) for evaluation criteria.



## 9. Institutional Review Board (IRB) Approval

In accordance with Federal Regulations, all campus activities involving human research participants, animals, or hazardous materials must have prior approval of the West Chester University Institutional Review Board (IRB). Students may need IRB approval for Applied Learning Experience Projects. If the IRB approval is needed, the Applied Learning Experience Faculty Advisor will provide the forms and students will be responsible for submitting the IRB approval forms to the IRB Committee before the start of Applied Learning Experience II.

## 10. Agency Interview Reaction Paper

Students will be required to provide a reaction to their interview with the site supervisor and the visit to the agency. Students should address their reasons for selecting the site. Students should also address their expectations of completing their Applied Learning Experience at this site and how this experience will facilitate their professional growth and career development. This is a one page reaction paper (single spaced -12 font). Please use the following format for this paper.

Agency Interview Reaction Paper	
	Date: _____
Agency: _____	
Address: _____	
Phone: _____	
Site Supervisor: _____	
Applied Learning Experience Supervisor: _____	
I. Provide at least two reasons for selecting this site for the Applied Learning Experience?	
II. How will experience at this site facilitate your professional growth and development as a public health professional?	
MPH Graduate Student: _____	

## 11. Agency Report

After selection of the practice site, students will be required to complete an agency report that addresses the following topics: history of the agency, the agency's mission, goals and objectives, the structure of the agency, an overview of the Board of Directors (if applicable), a list of successful programs along with current agency challenges, an overview of the agency's budget and funding sources, the geographic service area, the target population served by the agency and a minimum of three interviews with agency staff to examine their roles within the agency. This paper is 12 pages in length (single spaced, 12 font). Please use the following format for this paper.

<b><u>HEA649-Applied Learning Experience I</u></b> <b><u>Agency Report</u></b>	
Agency: _____ Site Supervisor: _____ Student: _____	Date: _____ Applied Learning Experience Supervisor: _____
<p>I.     <u>Agency Mission</u> (Include the agency's mission statement in this section)</p> <p>II.    <u>Agency Goals and Objectives</u> (Include the agency's goals and objectives in this section the mission, goals and objectives are approximately one page)</p> <p>III.   <u>History of the Agency</u> (Provide a one page overview of this history of the agency, the founders, the reason the agency was created, etc., one page)</p> <p>IV.    <u>Organizational Structure of the Agency</u> (Board of Directors, Executive Director, Staff Members, Volunteers, etc. An organizational chart with a brief narrative is appropriate for this section, one page)</p> <p>V.     <u>Overview of Services/Programs Provided by the Agency</u> (List and describe the services provided by the agency/organization in one page)</p> <p>VI.    <u>Provide an Overview of the Successes and Challenges of the Agency</u> (Identify the successes of this agency along with the challenges. How have these successes/challenges contribute to the current agency? one page)</p> <p>VII.</p> <p>VIII.  <u>Agency Budget and Funding Resources</u> (Include resources such as grants, fund raising activities and other funding services in a one page summary, a budget spread sheet can be used with the narrative, one page)</p> <p>IX.    <u>The Geographic Service Area of the Agency</u> (Where is the agency located and what is the primary service area of this agency? Does the location promote or hinder use by the population served? Are there reasons for the current agency location? Provide a one page description for this section)</p> <p>X.     <u>Overview of the Target Population Served by the Agency</u> (demographics, gender, age, ethnicity, etc., provide a two page description for this section).</p> <p>XI.    <u>Staff Interviews (Interviews with three staff members. One page for each interview)</u> Ask the following questions of each staff member, list the questions and provide responses under each question. Please add two of your own questions for each interview.</p> <ol style="list-style-type: none"><li>1. How long have you held this position in the agency?</li><li>2. What is your current position/job title and what are your job responsibilities?</li><li>3. What are the positive aspects of this position?</li><li>4. What are the challenges of this position?</li><li>5. What are the requirements (i.e. education, experience) needed in this job position?</li><li>6. What advice would you provide to a new graduate entering the profession?</li><li>7. Provide your question.</li><li>8. Provide your question.</li></ol> <p style="padding-left: 40px;"><i>List the questions with the responses under each staff member interview</i></p> <ol style="list-style-type: none"><li>a. Interview with Staff Member: <u>(Staff Member Name and Position in Agency)</u></li><li>b. Interview with Staff Member: <u>(Staff Member Name and Position in Agency)</u></li><li>c. Interview with Staff Member: <u>(Staff Member Name and Position in Agency)</u></li></ol>	

## 12. Professional Practice Activities and Competency Attainment Report – ALE I

Students will need to complete a Professional Practice Activities and Competency Attainment Report that will focus on the Professional Practice Activities and Competency Attainment completed during ALE I. The purpose of this report is to document the types of Professional Practice Activities and how participation in these activities contributed to the mastery of MPH Core and Track Competencies related to the student's Major Project and Professional Practice Activities. The paper needs to be 4 pages in length (double spaced) using the following format.

### **Professional Practice Activities and Competency Attainment Report – Applied Learning Experience I**

**Site:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

I. Describe the types of Professional Practice Activities (PPAs) opportunities at this site (provide a one page description of the PPAs that were assigned to you at this site):

II. List the specific competencies that you worked on in ALE II during the completion of your Major Project and PPAs (these are the same competencies that you selected in ALE I) Under each set of competencies provide one page documenting your progress in relating these competencies to your ALE II and PPA assignments. Describe specific skills related to these competencies and how work on these competencies contributed to your professional growth and development.

#### **MPH Core Competencies (list selected MPH core competencies)**

- 1.
- 2.
- 3.

Provide a one page description in relating your MPH Core Competency attainment during the completion of your Major Project and Professional Practice Activities. (Identify specific skills related to your selected competencies).

#### **MPH Track Competencies (list selected MPH track competencies)**

- 1.
- 2.
- 3.

Provide a one page description in relating your MPH Core Competency attainment during the completion of your Major Project and Professional Practice Activities. (Identify specific skills related to your selected competencies).

III. **Reflection:** Provide your reaction to the overall experience at this site in competency attainment related to your PPAs and Major Project. (one page):

13. **Delay in Obtaining the ALE Site and ALE I Extension:**

**Delay in Obtaining the ALE Site:** All students completing ALE I in the traditional format are required to obtain their placement site by mid-semester. ALE placement advising appointments are scheduled during the first three weeks of the semester. It is the student's responsibility to meet with their ALE Faculty Advisor to discuss the ALE site selection. It is expected that students are placed by mid-semester to begin their onsite practice hours during the second half of the semester. Students are expected to spend the first half of the semester in active search for their ALE site. If students delay the search for their ALE site due to the demand of other course work during the first half of the semester it is recommended that students drop ALE I and schedule ALE I for the following semester. **It is the student's responsibility to keep the ALE Faculty Advisor up to date about any issues or problems with obtaining a ALE site within the required time frame. Five points will be deducted from the final grade for students who fail to obtain an ALE site within the required time frame due to non-emergency situations.**

**ALE I Extension:** It is expected that students use appropriate time management during the ALE I semester and obtain the placement site and completes all of the appropriate paper work and assignments within the first half of the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. Students will need to complete an ALE I Extension Form with proof of the need for the extension. This form is found in the ALE I and II Appendices. This approval of the extension needs to be approved by the ALE Faculty Advisor before the end of the semester. Extensions will not be approved for students who delayed obtaining their site by mid-semester due to non-emergency situations. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP will not be able to begin the Applied Learning Experience II until the IP is changed to a letter grade. **Students completing ALE I/II in the accelerated format need to meet with their advisor for placement during the semester prior to the start of ALE I.**

14. **Major Project Plan and Paper**

The Major Project Plan is the most important course assignment during Applied Learning Experience I. This plan will serve as the foundation for project implementation during Applied Learning Experience II. This plan will need to include: an introduction to the problem/issue, a literature review, a detail description of project methods (target population analysis, project goal and objectives, proposed project activities, plans for data collection and analysis, and project timeline), a reference page (not included in the page count). Students should also address how the project meets the mission of the agency. This is a 25 page paper (double spaced, 12 font) with references in APA format. Students need to use the Major Project Format. Follow the following format.

**HEA649-APPLIED LEARNING EXPERIENCE I – MAJOR PROJECT PLAN**  
**TITLE OF PROJECT**

Agency: \_\_\_\_\_

Student: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Applied Learning Experience Academic Advisor: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

**I. Introduction to the Problem/Issue**

Students need to introduce the problem/issue of the major project in this section. This is the health or related social issue which is the focus of the Major Project. Students should discuss the role of the agency in addressing the issue. Local data or information about the problem should be placed in this section along with the impact of this problem/issue in the community setting. This is a referenced section (in APA format) approximately 3 pages.

**II. Literature Review**

This section is an overview of research articles, from peer reviewed journals, that address the problem/issue. This is a referenced section (in APA format) approximately 7 pages.

**III. Proposed Project Methods**

This section is the proposed plans that will be implemented during Applied Learning Experience II at the site. This section is approximately 14 pages.

**a. Project Goal and Objectives**

(Students will list project goal, objectives and outcomes (these are the outcomes listed in the Major Project Summary Form))

**b. Target Population Analysis**

(Students need to provide an overview of the target population who are impacted by the health problem. This can include information on demographics, gender, age, ethnicity, educational levels, socioeconomic status, etc. This is a referenced section in APA format)

**c. Proposed Project Activities**

(Students need to provide details on the methods/interventions/activities that will be implemented during the next phase of the project in Applied Learning Experience II. These plans can include development of health education curriculum, development of case studies, plans to conduct needs assessment or risk assessments, and plans to conduct quality assurance reviews, etc.)

**d. Plans for Data Collection**

(Students will need to discuss plans for collecting data that results from the interventions or activities that will be implemented in section c of this Major Project Plan.)

**e. Plans for Data Analysis**

(Students will need to discuss how the data will be analyzed for the Major Project Plan)

**f. Project Timeline**

(Students will provide a timeline for project completion during Applied Learning Experience I and II).

**IV. Major Project Meets the Mission of the Agency**

This section should address how this project meets the mission of the agency. (This section is one page)

**V. References**

List of references used in Major Project Plan in APA format.

15. **Student Logs for ALE I and ALE II**

Students will complete logs (log forms found in the appendices section) that track the number of hours along with the activities completed each week. Students are expected to complete 100 hours during Applied Learning Experience I. Hours include ALE preparation hours in the classroom, visits to the agency (interviews with Site Supervisors) and Professional Practice Activities at the site. The logs are sent as an attachment through email or to the D2L Dropbox to the Applied Learning Experience Faculty Advisor at the end of every two weeks. Logs are to be typed and neatly organized. The quality of log submissions will be reflected in the final grade. In addition to the daily log of activities, the student is to write a minimum of one "insight" for each week. The "insight" will describe some thought or/discovery he/she has made regarding working as a professional. Logs need to include daily hours, weekly hours, and cumulative hours. All logs will need to be included in the project binder. **If logs are not submitted on time, expect a 5 point deduction on the final grade.**

**CLARIFICATION OF HOURS THAT MEET THE PRACTICUM REQUIREMENTS:** ALE I classroom preparation hours on campus, meetings with ALE Faculty Advisors, onsite interviews and onsite hours are the only hours that will meet the time requirements for this course. Time spent out of the classroom and off-site in preparing the course assignments will not meet the hourly requirements for this practicum.

16. **Student Evaluation of Applied Learning Experience I**

Each student will complete an evaluation of the Applied Learning Experience I at the end of the semester. The completed evaluation form will need to be placed in the Applied Learning Experience I binder.

17. **Major Project Paper Draft Reviews by Site Supervisors**

Student major project papers need to be reviewed by the Site Supervisor. The papers can be in draft form. The Site Supervisor's name and the name of the agency will be placed on the major project along with the name of the faculty supervisor. Since the Site Supervisor's name is on the major project paper, the Site Supervisor wants to make sure that the information about their agency and the student project is accurate. Please make sure that the Site Supervisor reviews project drafts and signs the Site Supervisor Major Project Review Form (form found in the appendices section). This signed form will need to be placed in the ALE I Binder. **Failure to obtain this review with the signed form will result in a 20 point deduction in the final grade. The Site Supervisor will not grade the paper. The review is required to ensure that the project and poster accurately represents the agency and the scope of the major project.**

## 18. Project Binder

The Project Binder will contain all of the components of the Applied Learning Experience I. Students will need to make an additional copy to keep for their Portfolios. The MPH Program keeps the original project binders for purposes of CEPH accreditation reviews. This binder is **spiral bound** with a title page, table of contents and tabs that includes copies of: the following items:

TITLE PAGE FOR PROJECT BINDER	TABLE OF CONTENTS
<p>West Chester University College of Health Sciences Department of Health</p> <p>MPH Program Applied Learning Experience I Title of Major Project Site Supervisor and Title Agency Site with Address</p> <p>MPH Student: _____</p> <p>Applied Learning Experience I - Faculty Advisor: _____</p> <p>Completion Date: _____</p>	<p style="text-align: right;"><u>Page</u></p> <p><u>Table of Contents</u></p> <p>I. Agency Interview Reaction Paper .....</p> <p>II. Agency Report.....</p> <p>III. <u>Major Project Plan</u></p> <p style="padding-left: 40px;">a. Introduction to Problem.....</p> <p style="padding-left: 40px;">b. Literature Review.....</p> <p style="padding-left: 40px;">c. Proposed Project Methods.....</p> <p style="padding-left: 40px;">d. Plans for Data Collection .....</p> <p style="padding-left: 40px;">e. Plans for Data Analysis .....</p> <p style="padding-left: 40px;">f. References.....</p> <p>IV. Professional Practice Activities and Competency Attainment Report - ALE I.....</p> <p><u>Appendices</u></p> <p>A. Applied Learning Experience I Application Form</p> <p>B. Letter of Agreement</p> <p>C. Major Project Summary and Competency Selection Form for ALE I and ALE II</p> <p>D. Professional Practice Activities Form for ALE I and II</p> <p>E. On Site Agency Hours Agreement for ALE I and ALE II</p> <p>F. Completed Student Logs for ALE I</p> <p>G. Progress Report (ALE I Faculty Supervisor and Site Supervisor)</p> <p>H. Final Evaluations (ALE I Faculty Supervisor and Site Supervisor)</p> <p>I. ALE I – Site Supervisor Major Project Review Form</p> <p>J. Student Evaluation of Applied Learning Experience I</p>

## **TIMELINE FOR COMPLETION OF ALE I COURSE REQUIREMENTS (ACCLERATED FORMAT)\***

<b>Tasks that need to be completed during HEA649- Applied Learning Experience I</b>	<b>Time to Complete Tasks</b>
Completed Degree Candidacy Form (after the completion of 12-15 credits) Forms are available at the Office of Graduate Studies' website. The completed form needs to be submitted to the Office of Graduate Studies.	Before the start of the Applied Learning Experience I
Application for Applied Learning Experience I	Completed in the first week of the semester
Student Logs	Student Logs are due every two weeks during Applied Learning Experience I. Late logs will reduce the final grade.
<u>Review the agencies providing placements with the Applied Learning Experience Faculty Advisor:</u> Students may have suggestions about sites for placement. It is important to note that it is possible to use sites suggested by the student but only after this site has undergone approval by the Applied Learning Experience Faculty Advisor.	<b>The semester prior to the start of ALE I.</b>
<u>Confirm placement site options</u> with Applied Learning Faculty Advisor and contact the Agency Site Supervisor for an appointment for an interview.	<b>The semester prior to the start of ALE I.</b>
<u>Finalize placement:</u> Each student must inform the Applied Learning Experience Faculty Advisor about their site selection after completion of interviews. The Applied Learning Experience Faculty Advisor will confirm this placement with the Site Supervisor. Finalization of placement occurs when the <b>Letter of Agreement</b> (copy of letter is found in the appendices section) is signed by all parties and copies are received by the student, the Agency Site Supervisor, and the Applied Learning Experience Faculty Advisor. Once the placement is confirmed students will be required to complete their experience at the selected site.	<b>Within 2 weeks of the semester.</b> <b><u>Forms that need to be completed at this time:</u></b> <b>1. Letter of Agreement</b> <b>2. Major Project Plan Summary and Competency Selection Form for ALE I and II</b> <b>3. Professional Practice Activities Form for ALE I and II</b> <b>4. On Site Agency Hours Agreement Form for ALE I and II</b>
<u>Professional Practice Activities:</u> Participate in Professional Practice Activities at the site and continue until the end of the semester.	Begin Professional Practice Activities at the start of the ALE I course.
<u>Progress Report (ALE I Faculty Supervisor):</u> ALE I Faculty Supervisor completes Progress Report and discusses report with student.	Due the 3 <sup>rd</sup> week of the semester
<u>Progress Report (ALE I Site Supervisor):</u> ALE I Site Supervisor completes Progress Report and discusses report with student.	Due the 3 <sup>rd</sup> week of the semester
<u>Supervision Meetings:</u> Discuss the pros and cons of the experience with the Applied Learning Experience Faculty Advisor during student visits to the advisor's office. Applied Learning Experience Faculty Advisor will discuss student progress and performance through phone conferences with the Agency Supervisor during the semester.	Times arranged by the Applied Learning Experience Faculty Advisor
Completed Agency Interview Reaction Paper	Due within the 2 <sup>nd</sup> week of the semester
Completed Criminal Background Checks and Health Requirements (if required by the agency)	Due before the start of ALE I
Completed Agency Report	Due at the 7 <sup>th</sup> week of the semester
Completed Professional Practice Activities and Competency Attainment Report	Due at the 7 <sup>th</sup> week of the semester
Completed Major Project Plan	Due at the 7 <sup>th</sup> week of the semester
Completed and Approved IRB Forms (if applicable to student project)	Due at the 7 <sup>th</sup> week of the semester
Completed Site Supervisor Major Project Review Form	Due at the 7 <sup>th</sup> week of the semester
Completed Final Evaluation by ALE I Faculty Supervisor	Due at the 7 <sup>th</sup> week of the semester
Completed Final Evaluation by Site Supervisor	Due at the 7 <sup>th</sup> week of the semester
Completed Student Evaluation of Applied Learning Experience I	Due at the 7 <sup>th</sup> week of the semester
Completed Project Binder	Due at the 7 <sup>th</sup> week of the semester

***\*Important Note for an IP Grade:*** It is expected that students use appropriate time management during the ALE I semester and completes all of the appropriate paper work and assignments within the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness or a delay in project progress due to program implementation issues at the site. Proof of the emergency situation, illness or program implementation issues will be needed. The IP will be replaced with a grade when the student completes the course requirements.



**TIMELINE FOR COMPLETION OF ALE I COURSE REQUIREMENTS (TRADITIONAL FORMAT)\***

<b>Tasks that need to be completed during HEA649- Applied Learning Experience I</b>	<b>Time to Complete Tasks</b>
<b>Completed Degree Candidacy Form</b> (after the completion of 12-15 credits) Forms are available at the Office of Graduate Studies' website. The completed form needs to be submitted to the Office of Graduate Studies.	Before the start of the Applied Learning Experience I
<b>Application for Applied Learning Experience I</b>	Completed in the first week of the semester
<b>Student Logs</b>	Student Logs are due every two weeks during Applied Learning Experience I. Late logs will reduce the final grade.
<b>Review the agencies providing placements with the Applied Learning Experience Faculty Advisor:</b> Students may have suggestions about sites for placement. It is important to note that it is possible to use sites suggested by the student but only after this site has undergone approval by the Applied Learning Experience Faculty Advisor.	Within the first few weeks of the semester
<b>Confirm placement site options</b> with Applied Learning Faculty Advisor and contact the Agency Site Supervisor for an appointment for an interview.	Within four weeks of the start of the semester.
<b>Finalize placement:</b> Each student must inform the Applied Learning Experience Faculty Advisor about their site selection after completion of interviews. The Applied Learning Experience Faculty Advisor will confirm this placement with the Site Supervisor. Finalization of placement occurs when the <b>Letter of Agreement</b> (copy of letter is found in the appendices section) is signed by all parties and copies are received by the student, the Agency Site Supervisor, and the Applied Learning Experience Faculty Advisor. Once the placement is confirmed students will be required to complete their experience at the selected site.	<b>Within six weeks of the semester.</b> <b>Forms that need to be completed at this time:</b> 1. <b>Letter of Agreement</b> 2. <b>Major Project Plan Summary and Competency Selection Form for ALE I and II</b> 3. <b>Professional Practice Activities Form for ALE I and II</b> 4. <b>On Site Agency Hours Agreement Form for ALE I/II</b>
<b>Professional Practice Activities:</b> Participate in Professional Practice Activities at the site and continue until the end of the semester.	Begin Professional Practice Activities as soon as placement is finalized.
<b>Progress Report (ALE I Faculty Supervisor):</b> ALE I Faculty Supervisor completes Progress Report and discusses report with student.	Due 10 <sup>th</sup> – 12 <sup>th</sup> week of the semester
<b>Progress Report (ALE I Site Supervisor):</b> ALE I Site Supervisor completes Progress Report and discusses report with student.	Due 10 <sup>th</sup> -12 <sup>th</sup> week of the semester
<b>Supervision Meetings:</b> Discuss the pros and cons of the experience with the Applied Learning Experience Faculty Advisor during student visits to the advisor's office. Applied Learning Experience Faculty Advisor will discuss student progress and performance through phone conferences with the Agency Supervisor during the semester.	Times arranged by the Applied Learning Experience Faculty Advisor
Completed Agency Interview Reaction Paper	Due when site commitment is finalized
Completed Criminal Background Checks and Health Requirements (if required by the agency)	Due at end of the semester
Completed Agency Report	Due at the end of the semester
Completed Professional Practice Activities and Competency Attainment Report	Due at the end of the semester
Completed Major Project Plan	Due at end of the semester
Completed and Approved IRB Forms (if applicable to student project)	Due at end of the semester
Completed Site Supervisor Major Project Review Form	Due at end of the semester
Completed Final Evaluation by ALE I Faculty Supervisor	Due at end of the semester
Completed Final Evaluation by Site Supervisor	Due at end of the semester
Completed Student Evaluation of Applied Learning Experience I	Due at the end of the semester
Completed Project Binder	Due at the end of the semester

**\*Important Note on IP Grade:** It is expected that students use appropriate time management during the ALE I semester and obtains the placement site and completes all of the appropriate paper work and assignments within the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness and proof of the emergency situation and/or illness will be needed. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP will not be able to begin ALE II until the IP grade is changed to a letter grade.



**College of Health Sciences  
Department of Health  
Master of Public Health Program**

**HEA650- Applied Learning Experience II**

HEA650  
Fall/Spring/Summer Semesters (3 Credits)  
Room: TBA

**Course Dates:** On site hours begin the first week of the semester and end the last week of the semester (traditional ALE II format). On site hours begin of first week of the second half of the semester and end on the last week of the semester (accelerated ALE II format).

**Course Instructor:** Assigned ALE Faculty Advisor  
**Office Hours:** Assigned by ALE Faculty Advisor

**Course Description**

The purpose of this course is to enable students to complete their practicum and culminating experience (Major Project Report) at a site selected during Applied Learning Experience I. This practicum is a continuation of the of the Major Project Plan that was developed during Applied Learning Experience I. Students will be responsible for implementation of the Major Project Plan at the practicum site along with preparing a professional poster (with handouts) that summarizes the completed Major Project. This will include a comprehensive and integrated application of the MPH curriculum to the implementation of the Major Project Plan and completion of the Major Project Report. Students will be expected to continue their Professional Practice Activities throughout the ALE II semester. Students will need to commit to 200 hours to complete ALE II with ALE Faculty Advisor meetings and onsite hours.

**Common Course Objectives for All MPH Tracks: During this practicum, the student will:**

1. continue to apply and synthesize the knowledge and skills learned during the MPH Program to the implementation of culminating project (the Major Project).
2. continue to apply three or more MPH core competencies and three or more MPH Track competencies that remain the focus of the Major Project and Professional Practice Activities.
3. effectively maintain records, data and other public/private information for the Major Project in an ethical and secure manner.
4. demonstrate how public health practice relates to the administrative, organizational, policy issues, funding, community relationships and other challenges found in agencies and organizations focused on public health issues at the ALE site.
5. demonstrate knowledge of the political, economic, social, and organizational context for the delivery of services in the public health at the ALE site.
6. demonstrate competence in leadership and teamwork during the performance of Professional Practice Activities.
7. continue to communicate effectively with a variety of public health professionals during the implementation and completion of the Major Project Plan.
8. continue to develop professional skills through participation in Professional Practice Activities that include: student observation and participation in supervisor and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.
9. demonstrate professional work habits at the ALE site (behavior, dress, maintaining ethical standards).
10. complete an ALE II Professional Binder with all of the required project components and ALE II assignments and present a poster at the MPH Poster Presentation to faculty, students and community members summarizing the work completed during the ALE.

## **MPH CORE AND TRACK COMPETENCIES IN THE APPLIED LEARNING EXPERIENCE**

At the end of the MPH Program, it is expected that students will demonstrate proficiency in the MPH Core and Track Competencies and through successful completion of all required MPH Core and Track courses and the ALE. This practicum addresses the MPH Core and Track Competencies listed in the following tables. The complete list of core and track competencies are found in the MPH Student Handbook and the MPH website.

<b>MPH CORE COMPETENCIES ADDRESSED IN ALE II</b>	
<b>1. Biostatistics</b>	Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/experiments and apply the concepts of statistical data analysis to community populations.
<b>2. Epidemiology</b>	Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations
<b>3. Environmental Health</b>	Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community.
<b>4. Health Care Management</b>	Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations.
<b>5. Social and Behavioral Aspects of Health</b>	Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems.
<b>6. Research</b>	Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.
<b>7. Needs Assessment</b>	Analyze and synthesize various available resources and data to determine the public health needs in a community setting.
<b>8. Planning and Evaluation</b>	Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.
<b>9. Communication and Informatics</b>	Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.
<b>10. Professionalism</b>	Subscribe to a professional code of ethics and apply ethical standards to public health issues along with demonstrating professional, culturally competent knowledge and practice.
<b>MPH CORE AND TRACK COMPETENCIES ADDRESSED IN ALE II</b>	
<p>During ALE II, each student will continue to work on the MPH core and track competencies that were selected in ALE I (three MPH Core Competencies and three MPH Track Competencies). Students will continue to focus on these competencies during the completion of the assignments for ALE II (the Major Project and Professional Practice Activities). These competencies are listed on the <b>Major Project Plan Summary and Competency Attainment Form and MPH Competency Checklist</b>. At the end of the ALE II, students will have the opportunity to document progress in competency attainment through the <b>ALE Assignment: Professional Practice Activities and Competency Attainment Report</b>. This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II.</p>	

<b>MPH Core Competencies, ALE II Objectives and Assessment Methods</b>		
<b>MPH Core Competencies: This course will address the following competencies:</b>	<b>Course Objectives: Students who successfully complete this course will be able to:</b>	<b>Assessment Methods: To meet the MPH Core in this course, students will successfully complete the following assignments and evaluations:</b>
MPH Core Competencies: 1, 2 3, 4, 5, 6, 7, 8, 9, 10	1. continue to apply and synthesize the knowledge and skills learned during the MPH Program to the implementation of culminating project (the Major Project).	Core and track competencies identified in the Major Project Summary and Competency Selection Form. These competencies will vary between the ALE sites and the related student ALE Major Projects. Student's progress in meeting competencies will be assessed in the student's Professional Practice Activities and Competency Attainment Report and the Exit Survey.
Three MPH Core Competencies and Track Competencies selected by student (under direction of the ALE Faculty Advisor/ALE Site Supervisor) related to the student's Major Project and Professional Practice Activities	2. continue to apply three or more MPH core competencies and three or more MPH Track competencies that remains the focus of the Major Project and Professional Practice Activities.	Core and track competencies identified in the Major Project Summary and Competency Selection Form. These competencies will vary between the ALE sites and the related student ALE Major Projects. Student's progress in meeting competencies will be assessed in the student's Professional Practice Activities and Competency Attainment Report and the Exit Survey.
MPH Core Competencies, 9, 10	3. effectively maintain records, data and other public/private information for the Major Project in an ethical and secure manner.	MPH Project Report (Student) ALE Professional Binder (Student) Student Logs (Student)
MPH Core Competencies: 1, 2, 6, 7, 8, 9, 10	4. demonstrate how public health practice relates to the administrative, organizational, policy issues, funding, community relationships and other challenges found in agencies and organizations focused on public health issues at the ALE site.	ALE I Major Project Plan and ALE I Binder (Student) Student Logs (Student)
MPH Core Competencies: 4, 5, 6, 7, 9	5. demonstrate knowledge of the political, economic, social, and organizational context for the delivery of services in the public health at the ALE site.	Agency Report (Student) ALE I Major Project Plan (Student) Student Logs (Student)
MPH Core Competencies: 2, 3, 4, 5, 6, 7, 9	6. demonstrate competence in leadership and teamwork during the performance of Professional Practice Activities.	Agency Report (Student) ALE I Major Project Plan and ALE Binder (Student) Student Logs (Student)
MPH Core Competencies: 10	7. continue to communicate effectively with a variety of public health professionals during the implementation and completion of the Major Project Plan.	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Professional Practice Activities and Competency Attainment Report (Student) Student Logs (Student)
MPH Core Competencies: 6, 7, 8, 9, 10	8. continue to develop professional skills through participation in Professional Practice Activities that include: student observation and participation in supervisor and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities.	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Final Evaluation - ALE Binder (ALE Faculty Supervisor). Student Logs (Student)
MPH Core Competencies: 9, 10	9. demonstrate professional work habits at the ALE site (behavior, dress, maintaining ethical standards).	Mid-Term Progress Report (ALE Faculty Advisor and ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Final Evaluation - ALE Binder (ALE Faculty Supervisor). Professional Practice Activities and Competency Attainment Report (Student) Student Logs (Student)
MPH Core Competencies: 10	10. complete an ALE II Professional Binder with all of the required project components and ALE II assignments and present a poster at the MPH Poster Presentation to faculty, students and community members summarizing the work completed during the ALE.	Mid-Term Progress Report (ALE Site Supervisor) Final Evaluation - Student Professional Performance at ALE Site (ALE Site Supervisor) Professional Practice Activities and Competency Attainment Report (Student) Student Logs (Student)

ALE II Practicum Requirements			
Course Assignments	Grade Points	Course Assignments	Grade Points
Completed Major Project Report	36	Student Professional Performance - Professional Service Activities and Competency Attainment at ALE Site	36
Student Logs	4	Poster Presentation/Handouts	14
Student Professional Practice Activities and Competency Attainment Report	5	Professional ALE II Binder with Copy of the Poster	5
<b>Total Points 100</b>			

Course Grading Scale					
A	93 – 100	B	83 – 86	C	73 - 76
A-	90 – 92	B-	80 – 82	C-	72 - 70
B+	87 – 89	C+	77 – 79	F	0
IP	In Progress*	NG	No Grade	W	Withdrawal
				Y	Administrative Withdrawal
<b>*Important Note for an IP</b>					
<b>Grade:</b> It is expected that students use appropriate time management during the ALE I semester and obtains the placement site and completes all of the appropriate paper work and assignments within the ALE I semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE I due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. The IP will be replaced with a grade when the student completes the course requirements. A student who receives an IP will not be able to begin the Applied Learning Experience II until the IP is changed to a letter grade.					

## **COURSE POLICIES**

**Academic Integrity:** It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

For questions regarding Academic Integrity, Sexual Harassment, and the Student Code of Conduct, students are encouraged to refer to the Department of Health's MPH Graduate Student Handbook at [www.wcupa.edu/ MPH](http://www.wcupa.edu/ MPH), the Graduate Catalog at <http://www.wcupa.edu/ information/ official.documents/ graduate.catalog/>, the Ram's Eye View at <http://www.wcupa.edu/ services/ stu.lif/ramseyview/>, and the University website at [www.wcupa.edu](http://www.wcupa.edu). Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class.

**Emergency Preparedness:** All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit [www.wcupa.edu/wcualert](http://www.wcupa.edu/wcualert). To report an emergency, call the Department of Public Safety at 610-436-3311.

**Americans With Disabilities Act:** West Chester University will make accommodations for persons with disabilities. Consult the Office of Services for Students with Disabilities (610-436-3217) and bring the resulting documentation to the instructor. **If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with the instructor as soon as possible so the instructor can support your success in an informed manner.** If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at [osssd@wcupa.edu](mailto:osssd@wcupa.edu).

**West Chester University Sexual Misconduct Policy:** Incidents of sexual violence and other Title IX violations (sexual harassment, stalking, sexual assault, dating/domestic violence and sexual exploitation) along with incidents that violate the Protection of Minors Policy need to be reported. Sexual misconduct includes sexual assault, dating and domestic

violence, sexual exploitation, sexual harassment, and stalking. Students that need to report sexual misconduct can contact Lynn Klingensmith, Director of Social Equity and Title IX Coordinator. Her office is located at 13/15 University Ave, phone: 610-436-2433, email: [lklingensmith@wcupa.edu](mailto:lklingensmith@wcupa.edu).

**Excused Absences Policy for University-Sanctioned Events:** Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

**Attendance Policy:** Students are expected to be present for all scheduled hours during the practicum. If scheduled hours are missed, students will be expected to complete those hours with the approval of the ALE Site Supervisor and the ALE Faculty Advisor.

**Dropping a Course:** During the first week of a semester, or the equivalent time in summer/accelerated classes, a student may drop a course, thereby receiving no grade, by filing a Schedule Change Form in the Office of Graduate Studies and Extended Education during the schedule change period. A grade of W will be entered on the academic record of any student who drops a course between the end of the first week and before the end of the ninth class week or the equivalent in accelerated courses or summer sessions. Course withdrawal forms are available in the Office of Graduate Studies and Extended Education. If a student is only scheduled for one course, then withdrawal from the course at any time is considered a withdrawal from the University.

**The IP Grade Policy and ALE II Extension Policy:** It is expected that students use appropriate time management during the ALE II semester and complete their hours within the assigned time frame. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE II due to an extreme emergency or illness. Proof of the emergency situation and/or illness will be needed. Students will need to complete an ALE II Extension Form with proof of the need for the extension. This form is found in the ALE I and II Appendices. This approval of the extension needs to be approved by the ALE Faculty Advisor and Site Supervisor before the end of the semester. The IP will be replaced with a grade when the student completes the course requirements.

**Disruptive Behavior in the Classroom or at the Practicum Site:** Disruptive behavior in the class room or at the practicum site is not tolerated. If a student is having an issue with disruptive behavior, the student will need to comply with West Chester University guidelines on disruptive behavior.

**Evaluation of Student Performance:** Students will be evaluated through a midterm progress report and final evaluation by the Site Supervisor and Applied Learning Experience Faculty Advisor. The midterm progress report will measure the progress students are making in implementing their Major Project Plan and their Professional Practice Activities. The final evaluation will focus on the quality of the completed Major Project Report, the student logs, the quality of the poster presentation and the student’s professional performance. Student midterm progress report and final evaluations are included in the appendices of these guidelines. Students are encouraged to review these evaluations to gain a thorough understanding of the criteria used for successful assessment of Applied Learning Experience II.

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## COURSE REQUIREMENTS

The following requirements will need to be completed during Applied Learning Experience II.

### **1. Major Project Implementation**

During Applied Learning Experience II students will implement the major project that was planned during the previous semester in Applied Learning Experience II. Students will be expected to spend more time at the agency to complete program implementation. Students who are employed will need to make arrangements to spend time at that agency (i.e. utilizing planned vacation time, etc.). Students will be expected to perform as a public health professional while completing all aspects of their major project.

### **2. Major Project Report**

Each student is expected to produce a report about the major project. This report will include: an introduction to the problem, the literature review (both the introduction to the problem and literature review are taken from the Applied Learning Experience I Major Program Plan), the completed methods section on the project implementation, data analysis, and the discussion/conclusion. A minimum of 31 pages - double spaced - in 12 font is required for this report. Please use the following format for the Major Project Report. Please use the following format for this report.

#### **HEA650-APPLIED LEARNING EXPERIENCE II – MAJOR PROJECT REPORT**

##### **TITLE OF PROJECT**

Agency: \_\_\_\_\_

Student: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Applied Learning Experience Academic Advisor: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

#### **I. Introduction to the Problem/Issue**

This is the same section found in Applied Learning Experience I This is a referenced section (in APA format) approximately 3 pages.

#### **II. Literature Review**

This is the same literature review that was used in Applied Learning Experience I. This is a referenced section (in APA format) approximately 7 pages.

#### **III. Completed Project Methods**

This section is the completed project plans that were implemented during Applied Learning Experience II at the site. These are some of the same components that were in the Applied Learning Experience Major Project Plan. They will need to be added to this report with updates for project activities, data collection plans, data analysis and the time line. *Students need to remember that now that the project is implemented they will need to review the narrative and check to change future tenses to past tenses for this report.* Approximately 14 pages.

##### **a. Project Goal and Objectives**

(Students will list project goal, objectives and outcomes (these are the outcomes listed in the Major Project Summary Form)

##### **b. Target Population Analysis**

(Students need to provide an overview of the target population who are impacted by the health problem. This can include information on demographics, gender, age, ethnicity, educational levels, socioeconomic status, etc. This is a referenced section in APA format)

c. **Completed Project Activities**

(Students need to provide details on the methods/interventions/activities that were implemented during the final phase of the project in Applied Learning Experience II. These plans can include development of health education curriculum, development of case studies, plans to conduct needs assessment or risk assessments and plans to conduct quality assurance reviews, etc.)

d. **Completed Plans for Data Collection**

(Students will discuss the actual data collection procedure for interventions or activities that were implemented in section c of this Major Project Plan.)

e. **Completed Plans for Data Analysis**

(Students will discuss how the data was analyzed for the Major Project Plan with data reporting methods)

f. **Completed Project Timeline**

(Students will provide a timeline for project completion during Applied Learning Experience I and II along with any revisions to the time line that may have occurred during program implementation).

#### **IV. Project Results**

In this section, students will report the results of project implementation. This includes presentation of various types of data (with charts, tables, etc). This can include evaluation data, focus group data and needs assessment data, etc. Approximately 3 pages.

#### **V. Project Recommendations and Conclusion**

In this section, students should address the successes along with the challenges of program implementation. Students will discuss the lessons learned during this project and how this project adds to the related research (students should relate this section to the research cited in the literature review and other sections of this report). Students will provide recommendations as a result of the project implementation. For example, these could be recommendations to the agency for improvement and changes to a program as a result of program evaluation. Other recommendations can include ideas for further study or suggestions for increasing services as a result of a needs assessment. This section will focus on the issues generated during project implementation and completion. Approximately 3 pages.

#### **VII. Major Project Meets the Mission of the Agency**

This section should address how this project met the mission of the agency. The description of this section in Applied Learning Experience I can be used with additional content as a result of project implementation. One page minimum for this section.

#### **VIII. References**

List of references used in Major Project Final Report in APA format.

### **3. Student Logs**

Students will complete logs that track the number of hours along with the activities completed each week. Students are expected to complete 200 hours during Applied Learning Experience II. Hours. These hours include include **time at the site** spent on research, completion of planned project and professional practice activities The logs are sent as an attachment through email or Drop Box on D2L to the ALE II Faculty Advisor at the end of every two weeks. Logs are to be typed and neatly organized. The quality of log submissions will be reflected in the final grade. In addition to the daily log of activities, the student is to write a minimum of one "insight" for each week. The "insight" will describe some thought or/discovery he/she has made regarding working as a professional. Logs need to include daily hours (including major project hours and professional practice hours), weekly hours, and cumulative hours. All logs will need to be included in the project binder. (The same log format that was used in Applied Learning Experience I will be used for Applied Learning Experience II, **found in the appendices section**). **If logs are not submitted on time expect a 5 point deduction of final grade.**



**CLARIFICATION OF HOURS THAT MEET THE PRACTICUM REQUIREMENTS:** ALE II meetings on campus, meetings with ALE Faculty Advisors and onsite hours are the only hours that will meet the time requirements for this practicum. Time spent off campus and off-site in preparing the course assignments will not meet the hourly requirements for this practicum.

#### **4. Poster Presentation and Handouts**

Each student will produce a professional poster that summarizes the Major Project Report. The student should prepare handouts that summarize their major project report. Students need to make copies of the handouts for the poster presentations. This poster will be presented at the end of each semester to faculty, students and invited community members. A copy of the poster (small version) and a handout will need to be included in the binder. Since there are a wide variety of projects the poster format may vary from project to project. Students are encouraged to attend the MPH Poster Session to view their fellow students' posters and handouts as attending these sessions will enable students to see the quality of posters and handouts that are expected of completed projects. **(Directions for preparing the poster are found in the ALE I and II Guidelines).**

#### **5. Student Professional Performance Evaluation**

Students will be assessed (by their ALE Site Supervisors) on their performance during the implementation and completion of the Major Project at the agency including relationships to staff, ability to accept guidance from site supervisor and staff, the ability to relate to agency populations groups, the ability to organize and maintain an effective work schedule along with the ability to relate theory to practice. Students will be expected to participate in Professional Practice Activities throughout the ALE II semester. The Professional Practice Activities include: student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. Students should refer to the mid semester progress report and final semester evaluation (found in the appendices section) for evaluation criteria.

#### **6. Student Selection of MPH Core and Track Competencies**

During ALE II, each student will continue to work on the MPH core and track competencies that were selected in ALE I. Students will continue to focus on these competencies during the completion of the assignments for ALE II (the Major Project and Professional Practice Activities). These competencies are listed on the **Major Project Plan Summary and Competency Attainment Form for ALE I and II and the MPH Competency Checklist**. At the end of the ALE II, students will have the opportunity to document progress in competency attainment through the **ALE Assignment: Professional Practice Activities and Competency Attainment Report**. This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II.

#### **7. Professional Practice Activities and Competency Attainment Report – ALE II**

Students will need to complete a **Professional Practice Activities and Competency Attainment Report** that will focus on the Professional Practice Activities and Competency Attainment completed during ALE II. The purpose of this report is to document the types of Professional Practice Activities and how participation in these activities contributed to the mastery of MPH Core and Track Competencies related to the student's Major Project and Professional Practice Activities. The paper needs to be 4 pages in length (double spaced) using the following format.

## Professional Practice Activities and Competency Attainment Report – Applied Learning Experience II

Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

I. Describe the types of Professional Practice Activities (PPAs) opportunities at this site (provide a one page description of the PPAs that were assigned to you at this site):

II. List the specific competencies that you worked on in ALE II during the completion of your Major Project and PPAs (these are the same competencies that you selected in ALE I) Under each set of competencies provide one page documenting your progress in relating these competencies to your ALE II and PPA assignments. Describe specific skills related to these competencies and how work on these competencies contributed to your professional growth and development.

### **MPH Core Competencies (list selected MPH core competencies)**

- 1.
- 2.
- 3.

Provide a one page description relating your MPH Core Competency attainment during the completion of your Major Project and Professional Practice Activities. (Identify specific skills related to your selected competencies).

### **MPH Track Competencies (list selected MPH track competencies)**

- 1.
- 2.
- 3.

Provide a one page description relating your MPH Core Competency attainment during the completion of your Major Project and Professional Practice Activities. (Identify specific skills related to your selected competencies).

III. **Reflection:** Provide your reaction to the overall experience at this site in competency attainment related to your PPAs and Major Project. (one page):

## 8. **Student Evaluation of Applied Learning Experience II**

Each student will complete and evaluation the Applied Learning Experience I at the end of the semester. The completed evaluation form will need to be placed in the Applied Learning Experience II binder.

## 9. **Project Binder**

The Project Binder will contain all of the components of the Applied Learning Experience II. Students will need to make an additional copy to keep for their Portfolios. The MPH Program keeps the original project binders for purposes of CEPH accreditation reviews. This binder is **spiral bound** with a title page, table of contents and tabs that includes copies of: the following items:

### **TITLE PAGE FOR PROJECT BINDER**

West Chester University  
College of Health Sciences  
Department of Health

MPH Program  
Applied Learning Experience II  
Title of Major Project  
Site Supervisor and Title  
Agency Site with Address

MPH Student: \_\_\_\_\_  
Applied Learning Experience Faculty Advisor: \_\_\_\_\_

Date of Project Completion: \_\_\_\_\_

## TABLE OF CONTENTS FOR PROJECT BINDER

<u>TABLE OF CONTENTS</u>	
	<u>Page</u>
I. <u>Major Project Report</u>	
a. Introduction to Problem.....	
b. Literature Review.....	
c. Methods.....	
d. Discussion of Results.....	
e. Project Recommendations.....	
f. Conclusions.....	
g. Major Project Meets the Mission of the Agency.....	
h. References.....	
II. Professional Practice Activities and Competency Attainment Report.....	
III. Poster Presentation and Handout.....	
<u>Appendices</u>	
A. Applied Learning Experience II Application	
B. Student Logs	
C. Mid Term Progress Report s (ALE II - Faculty Supervisor and Site Supervisor)	
D. Final Evaluations (ALE II - Faculty Supervisor and Site Supervisor)	
E. ALE II – Site Supervisor Major Project Review Form	
E. Student Evaluation of Applied Learning Experience II	
F. Student Work Samples	

### **10. Major Project Paper and Poster Draft Reviews by Site Supervisors**

Student major project papers and posters need to be reviewed by the Site Supervisor. The papers and posters can be in draft form. The Site Supervisor's name and the name of the agency will be placed on the major project and the poster along with the name of the faculty supervisor. Since the Site Supervisor's name is on the posters and major project paper, the Site Supervisor wants to make sure that the information about their agency and the student project is accurate. Please make sure that your Site Supervisor reviews project drafts and posters before the assigned date posted on D2L and signs the Site Supervisor Major Project and Poster Review Form (form found in the appendices section). This signed form will need to be placed in the ALE II Binder. **Failure to obtain this review with the signed form will result in a 20 point deduction in the final grade. The Site Supervisor will not grade the paper of the poster. The review is required to ensure that the project and poster accurately represents the agency and the scope of the major project.**

### **11. Poster Draft Review by ALE II – Faculty Supervisor**

Poster draft reviews are done by the faculty supervisor through email. Check D2L for samples of student posters that can be used as templates for the poster. **If poster drafts are not received by the due date posted of D2L, expect a 10 point deduction in the final grade.**

### **12. Project Update Meetings**

Project update meetings are mandatory as students will need to attend the meetings to provide updates on project progress. Students will need to present a five minute project update. Meeting times and dates will be posted on D2L. **If meetings are missed, expect a 5 point deduction on the final grade.**

### **13. Student Work Samples:**

Copies of student work samples developed during ALE II will need to be included within the appendices of the ALE II Binder. These samples can include copies of surveys, program plans, marketing materials, curriculum plans, needs assessments, etc.

### **TIMELINE FOR COMPLETION OF ALE II COURSE REQUIREMENTS (ACCELERATED FORMAT)\***

<b>Tasks that need to be completed during HEA650- Applied Learning Experience II</b>	<b>Time to Complete Tasks</b>
Application for Applied Learning Experience II	Completed the first week of the semester
Major Project Implementation	Completed throughout the second half of the semester
Student Logs	Student Logs are due every two weeks during ALE II. Late logs may reduce the final grade.
<b>ALE II Faculty Supervisor Mid Semester Progress Report</b> – completed by ALE II Faculty Supervisor and shared with student.	Due at the 11 <sup>th</sup> week of the semester
<b>Site Supervisor Mid Semester Progress Report</b> – completed by the site supervisor and shared with the student	Due at the 11 <sup>th</sup> week of the semester
<b>Supervision Meetings:</b> Discuss the pros and cons of the experience with the Applied Learning Experience Faculty Advisor during student visits to the advisor's office. Applied Learning Experience Faculty Advisor will discuss student progress and performance through phone conferences with the Agency Supervisor during the semester.	Times arranged by the Applied Learning Experience Faculty Advisor
Poster draft review through email by ALE II Faculty Supervisor	Due date posted on D2L
Major Project and Poster Review by Site Supervisor	Due date posted on D2L
Completed Major Project Report	Due at the end of the semester
Completed Professional Practice Activities and Competency Attainment Report	Due at the end of the semester
Poster Presentation and Handouts	Due at the end of the semester
Completed Final Evaluation by ALE II Faculty Supervisor and shared with student	Due at the end of the semester
Completed Final Evaluation by Site Supervisor and shared with student	Due at the end of the semester
Completed Site Supervisor Major Project and Poster Review Form	Due date posted on D2L
Completed Student Evaluation of Applied Learning Experience II	Due at the end of the semester
Completed Project Binder	Due at the end of the semester

***\*Important Note for an IP Grade:*** It is expected that students use appropriate time management during the ALE II semester and completes all of the appropriate paper work and assignments within the ALE II semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE II due to an extreme emergency or illness or a delay in project progress due to program implementation issues at the site. Proof of the emergency situation, illness or program implementation issues will be needed. The IP will be replaced with a grade when the student completes the course requirements.

### **TIMELINE FOR COMPLETION OF ALE II COURSE REQUIREMENTS (TRADITIONAL FORMAT)\***

<b>Tasks that need to be completed during HEA650- Applied Learning Experience II</b>	<b>Time to Complete Tasks</b>
Application for Applied Learning Experience II	Completed the first week of the semester
Major Project Implementation	Completed throughout the semester
Student Logs	Student Logs are due every two weeks during Applied Learning Experience II. Late logs may reduce the final grade.
<b>ALE II Faculty Supervisor Mid Semester Progress Report</b> – completed by ALE II Faculty Supervisor and shared with student.	Due mid semester.
<b>Site Supervisor Mid Semester Progress Report</b> – completed by the site supervisor and shared with the student	Due mid semester.
<b>Supervision Meetings:</b> Discuss the pros and cons of the experience with the Applied Learning Experience Faculty Advisor during student visits to the advisor's office. Applied Learning Experience Faculty Advisor will discuss student progress and performance through phone conferences with the Agency Supervisor during the semester.	Times arranged by the Applied Learning Experience Faculty Advisor
Poster draft review through email by ALE II Faculty Supervisor	Due date posted on D2L
Major Project and Poster Review by Site Supervisor	Due date posted on D2L
Completed Major Project Report	Due at the end of the semester
Completed Professional Practice Activities and Competency Attainment Report	Due at the end of the semester
Poster Presentation and Handouts	Due at the end of the semester
Completed Final Evaluation by ALE II Faculty Supervisor and shared with student	Due at the end of the semester
Completed Final Evaluation by Site Supervisor and shared with student	Due at the end of the semester
Completed Site Supervisor Major Project and Poster Review Form	Due date posted on D2L
Completed Student Evaluation of Applied Learning Experience II	Due at the end of the semester
Completed Project Binder	Due at the end of the semester

***\*Important Note for an IP Grade:*** It is expected that students use appropriate time management during the ALE II semester and completes all of the appropriate paper work and assignments within the ALE II semester. An IP (In Progress) grade will only be assigned to a student who cannot complete ALE II due to an extreme emergency or illness or a delay in project progress due to program implementation issues at the site. Proof of the emergency situation, illness or program implementation issues will be needed. The IP will be replaced with a grade when the student completes the course requirements.

## **CREATING A PROFESSIONAL POSTER AND HANDOUTS FOR A POSTER SESSION\***

### **Definition of a Poster Session**

A Poster Session advertises your research. It combines text and graphics to make a visually-pleasing presentation. Typically, a professional poster involves showing your work to numerous researchers at a conference or seminar. This can take place in one large room or several smaller rooms. Then, as viewers walk by, your poster should quickly and efficiently communicate your research. Unlike the fast pace of a slide show or verbal presentation, a Poster Session allows viewers to study and reread your information and discuss it with you one-on-one. You may also be required to give short presentations on your research every ten or fifteen minutes.

### **Writing Strategies for Poster Sessions**

Developing your poster's content may seem like a breeze. After all, you just have to cut and paste parts of your research onto the board, right? Wrong! To be successful, a poster requires planning how you will depict specific information and providing text and graphics to capture your audience's attention. The final material that goes on a poster is quite unlike what most researchers and writers generally write for other contexts. The poster session calls for much more attention to visual impact than other forms of writing do. And the restricted space of a poster requires careful condensing of ideas that we would write about at length for other forums.

In this section, we suggest a few strategies that may help your draft and revise your poster.

#### **Clarity**

Because you'll have very little space to explain your ideas and your readers will take very little time to skim your poster (usually about five minutes), you must communicate your main points quickly and clearly. If your poster sends a muddled message or takes too long to figure out, readers won't bother to work through the confusion. Instead, they'll move on to the next poster. So checking clarity is vital.

#### **Readability**

Readability refers to the ease of comprehending your poster. Typical "readability" indexes stress using short, familiar words and short, simple sentences. But a poster may need to express complex or difficult material quickly, and so short, easy words and sentences may not work for your poster. A good way to check readability is to read your poster aloud. If you can "hear" your poster and it makes sense, you probably have a good start. If you stumble over any sentences, revise those. Then ask a few people typical of your target audience to read aloud a sample layout of your poster while you listen. Note when they stumble over sentences or puzzle over missing connections between sentences. Watch how they move from chunk to chunk of the poster and consider rearranging to enhance the flow of ideas. The more work you do to insure that readers can comprehend your ideas, the more successful your poster will be.

#### **Visual Presentation**

Visual presentation of a poster is just as important as clarity and readability. If readers can understand your ideas, but only when they move to 18 inches from the poster, then you've lost most of your audience. If readers slow down their reading because you've used a script font, your poster may be lovely but uncommunicative. A successful poster combines clear ideas with optimal visual cues to make understanding your ideas as easy as possible.

## **Layout**

To make a good impression, your poster must be attractive and informative. To help you accomplish this, consider the following:

- Provide a title and your name in larger text. This helps your audience determine whether or not they are interested in your research.
- Remember that viewers will typically expect information to flow from left to right and from top to bottom. If you want to use a different flow, be sure to give explicit signals on your poster.
- Use headings and subheadings to label your information. Keep these short and to the point since they function as an index.
- Use the same size margins on both graphics and text.
- Don't use glossy paper because reflections will make your content more difficult to read.

## **Font Sizes and Lettering**

Because your audience will be standing from four to eight feet away from your poster, you must make your text readable from a distance. Use at least a 36 point font for your text, and at least a 48 point font for the title. Your font style should be legible also. Avoid using italicized or fancy scripts. Highlighting with colors or underlining important information is acceptable, but make sure your font style is consistent over the entire poster. Don't use more than one style!

Avoid using all capital letters except for the title. The emphasis of capital letters helps titles stand out, but in general all caps take longer to read than mixed upper- and lower-case letters. Finally, always use a laser printer to produce professional-looking sheets. Handwritten posters appear sloppy and imply that you didn't put much effort into preparing your poster.

## **Colors and White Space**

Colors can help liven up your poster. Some experts recommend you use only one color plus black, while others suggest you choose several colors. When using more than one color, consider the overall impression your poster makes. Since dark-colored objects generally draw the eye to a specific area, consider when and why you might need to do this. You also might consider using warm colors, such as red, orange, and yellow since these are typically more inviting. As you plan your poster, be sure to leave ample white space. This makes your poster appear less cluttered, and helps you distribute information proportionally.

## **Text on the Professional Presentation Poster**

One of the most common mistakes made when creating professional posters is providing too much text based explanation. After looking at numerous posters in a matter of a few hours, the last thing your audience wants to do is read your entire paper. As a general rule, you should present two to three key points from each of your paper's sections. Typically, a poster always includes an abstract, the research questions/problems, methodologies, results summarized, and conclusions. Under these headings, though, be sure to include focused information. If your results lead to multiple conclusions, ask conference organizers to include your work in multiple sessions. Also, always have copies of your paper with you for those viewers who want more extensive details.

## **Poster Content**

The following items are usually found on a poster (summarized from the research report).

- Abstract
- Introduction to the Problem
- Methods
- Data Analysis
- Discussion
- Conclusion/Recommendations

## **Graphics on the Professional Presentation Poster**

Only rarely is research so focused and narrow that a poster can include all the data, results and conclusions of a professional research project. As you choose the information to present on the poster, don't rely solely on graphs and tables you've already drafted for a formal paper on your research. Instead, look at key information in a new light and choose the best visual forms to present the subset of data and results you decide to highlight on this poster.

Information for *Creating a Professional Poster for a Poster Session* from:

<http://writing.colostate.edu/guides/speaking/poster/index.cfm>

## **Poster Printing at West Chester University Library Instructional Media Center (IMC): Poster Printing in the IMC**

### **Printing the Poster**

Posters can be printed at the IMC Center (Instructional Media Center) at the WCU Library for a reasonable price. Students should visit the IMC Center website for prices and time requirements for poster printing. There are time limitations for poster printing at the IMC. The IMC staff will not be able to accommodate last minute requests for poster printing.

The option for last minute poster printing is available at any business store such as Staples. The estimated costs can range from \$75 – \$175.00. Students are responsible for the costs of printing the poster. The poster size is typically 2 x 3 feet. Posters should be placed on a hard backing such as foam board (the students are responsible for providing the hard backing material). Easels will be available to for poster placement during poster presentations.

Complete details on poster printing, design, printing formats and resources are found on the IMC website. The following link provides access to the website: [http://subjectguides.wcupa.edu/Poster\\_Printing/PosterPrinting](http://subjectguides.wcupa.edu/Poster_Printing/PosterPrinting) There are extensive poster printing resources on this site and students should use these resources to for poster design and printing.

## **The MPH Poster Session**

### **The MPH Poster Session**

The MPH Poster Sessions are scheduled at the end of the fall/spring semesters before the week of final exams for a two hour time period. The summer Poster Session is scheduled during the faculty retreat, usually the third week in August in the afternoon.

*Before, during and after the Poster Session, students are expected to:*

- arrive at the presentation site at least 30 minutes before the scheduled session.
- set up the easel and place the poster on the easel. The easels are available for set-up 15 minutes before the Poster Session.
- arrive prepared for the Poster Session with appropriate supplies (i.e. poster board, tack or tape to place the poster on the board). These supplies are not provided by ALE Faculty Advisors or MPH staff.
- stand by the poster s during the session and speak with fellow students, faculty and community members about their projects.
- provide handouts for the participants.
- return the easels and clean up the area surrounding their posters.

### **Creating the Handout**

The purpose of the handout is to provide an overview of the major project presented in the poster and should include the abstract, introduction to the problem, methods, data analysis, discussion and conclusion/recommendations. A copy of the poster can be used for the handout. Students should bring at least 50 copies of the handout to the poster session.