



**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.

MPH CORE COMPETENCIES ADDRESSED IN ALE I	
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 Behavioral and 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 AND TRACK COMPETENCIES ADDRESSED IN ALE I	
<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 (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.</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: 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.</p>	

MPH Core Competencies, HEA649-ALE I - Objectives and Assessment Methods		
MPH Core Competencies: This course will address the following competencies:	Course Objectives: Students who successfully complete this course will be able to:	Assessment Methods: To meet the MPH Core in this course, students will successfully complete the following assignments and evaluations:
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
Total Points 100			

<u>Course Grading Scale</u>					
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>*Important Note for an 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. 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, 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. 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. 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.

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.

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.

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Agency Report

Agency: _____

Date: _____

Site Supervisor: _____

Applied Learning Experience Supervisor: _____

Student: _____

- I. Agency Mission (Include the agency's mission statement in this section)
- II. Agency Goals and Objectives (Include the agency's goals and objectives in this section the mission, goals and objectives are approximately one page)
- III. History of the Agency (Provide a one page overview of this history of the agency, the founders, the reason the agency was created, etc., one page)
- IV. Organizational Structure of the Agency (Board of Directors, Executive Director, Staff Members, Volunteers, etc. An organizational chart with a brief narrative is appropriate for this section, one page)
- V. Overview of Services/Programs Provided by the Agency (List and describe the services provided by the agency/organization in one page)
- VI. Provide an Overview of the Successes and Challenges of the Agency (Identify the successes of this agency along with the challenges. How have these successes/challenges contribute to the current agency? one page)
- VII.
- VIII. Agency Budget and Funding Resources (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)
- IX. The Geographic Service Area of the Agency (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)
- X. Overview of the Target Population Served by the Agency (demographics, gender, age, ethnicity, etc., provide a two page description for this section).
- XI. Staff Interviews (Interviews with three staff members. One page for each interview)
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.
 1. How long have you held this position in the agency?
 2. What is your current position/job title and what are your job responsibilities?
 3. What are the positive aspects of this position?
 4. What are the challenges of this position?
 5. What are the requirements (i.e. education, experience) needed in this job position?
 6. What advice would you provide to a new graduate entering the profession?
 7. Provide your question.
 8. Provide your question.

List the questions with the responses under each staff member interview

 - a. Interview with Staff Member: (Staff Member Name and Position in Agency)
 - b. Interview with Staff Member: (Staff Member Name and Position in Agency)
 - c. Interview with Staff Member: (Staff Member Name and Position in Agency)

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.....</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)*

Tasks that need to be completed during HEA649- Applied Learning Experience I	Time to Complete Tasks
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.	The semester prior to the start of ALE I.
<u>Confirm placement site options</u> with Applied Learning Faculty Advisor and contact the Agency Site Supervisor for an appointment for an interview.	The semester prior to the start of ALE I.
<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 Letter of Agreement (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.	Within 2 weeks of the semester. <u>Forms that need to be completed at this time:</u> 1. Letter of Agreement 2. Major Project Plan Summary and Competency Selection Form for ALE I and II 3. Professional Practice Activities Form for ALE I and II 4. On Site Agency Hours Agreement Form for ALE I and II
<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 rd 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 rd 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 nd 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 th week of the semester
Completed Professional Practice Activities and Competency Attainment Report	Due at the 7 th week of the semester
Completed Major Project Plan	Due at the 7 th week of the semester
Completed and Approved IRB Forms (if applicable to student project)	Due at the 7 th week of the semester
Completed Site Supervisor Major Project Review Form	Due at the 7 th week of the semester
Completed Final Evaluation by ALE I Faculty Supervisor	Due at the 7 th week of the semester
Completed Final Evaluation by Site Supervisor	Due at the 7 th week of the semester
Completed Student Evaluation of Applied Learning Experience I	Due at the 7 th week of the semester
Completed Project Binder	Due at the 7 th 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)*

Tasks that need to be completed during HEA649- Applied Learning Experience I	Time to Complete Tasks
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 when starting ALE site hours. Late logs will reduce the final grade.
Review the agencies providing placements with the Applied Learning Experience Faculty Advisor: 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
Confirm placement site options 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.
Finalize placement: 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 Letter of Agreement (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.	Within six weeks of the semester. Forms that need to be completed at this time: 1. Letter of Agreement 2. Major Project Plan Summary and Competency Selection Form for ALE I and II 3. Professional Practice Activities Form for ALE I and II 4. On Site Agency Hours Agreement Form for ALE I/II
Professional Practice Activities: 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.
Progress Report (ALE I Faculty Supervisor): ALE I Faculty Supervisor completes Progress Report and discusses report with student.	Due 10 th – 12 th week of the semester
Progress Report (ALE I Site Supervisor): ALE I Site Supervisor completes Progress Report and discusses report with student.	Due 10 th -12 th week of the semester
Supervision Meetings: 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.