



MPH Clerkship – Applied Practice Experience Handbook 2020–2021

Jefferson College of Population Health

Clerkship - Applied Practice Experience Handbook

The *Clerkship - Applied Practice Experience Handbook* is intended to describe the general policies and procedures regarding the MPH Clerkship - Applied Practice Experience (C-APE) at the Jefferson College of Population Health (JCPH). It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the College in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

To obtain the latest information, please consult the online version on the JCPH website at:
<http://www.jefferson.edu/university/population-health/student-resources/catalog.html>

Thomas Jefferson University is accredited by The Middle States Commission on Higher Education. The Master of Public Health (MPH) Program at JCPH is accredited by the Council on Education for Public Health (CEPH).

Please direct any suggestions for changes to this document to Katherine Puskarz, 901 Walnut Street, 10th Floor, Philadelphia, PA 19107, Katherine.Puskarz@jefferson.edu, (215) 955-4755.

Photo Credit: Philadelphia skyline stock photo - Thinkstock by Getty Images

Updated 8/25/2020

TABLE OF CONTENTS

Overview of the MPH Clerkship - Applied Practice Experience (C-APE)	1
Purpose and Learning Objectives	1
Canvas	1
C-APE Eligibility	1
C-APE Site	2
Selection	2
Activities	2
International C-APEs	3
C-APE Hours	3
Earning Hours	3
Duration	4
Interprofessional Activity	4
C-APE Deliverables	4
Grading of PBH 651: Clerkship - Applied Practice Experience	5
C-APE Waivers	5
Roles & Responsibilities	6
Student	6
C-APE Preceptor	6
C-APE Site/Organization	7
C-APE Coordinator	7
Thomas Jefferson University (TJU)	7
C-APE Process	9
LPHT Students	9
1. Site Selection Stage	9
2. C-APE Stage	9
3. Post-C-APE Stage	10
LEAP Students	10

Fall Term	10
Spring Term	11
Summer Term	11
Appendix A: Public Health Competencies.....	12
Public Health Knowledge	12
Foundational Competencies	12
Appendix B: C-APE Goals & Objectives	14
Appendix C: Timesheet	16
Appendix D: Interprofessional Activity	17
Appendix E: C-APE Deliverables.....	19
Appendix F: Grading Rubric.....	23

OVERVIEW OF THE MPH CLERKSHIP - APPLIED PRACTICE EXPERIENCE (C-APE)

Purpose and Learning Objectives

The MPH C-APE is a zero credit supervised field experience, which is required by all graduate public health programs accredited by the Council on Education for Public Health (CEPH). It is integral to the preparation of an effective public health practitioner by providing the student with the opportunity to integrate newly acquired public health competencies (see [Appendix A](#)). To successfully meet this program requirement, the student must complete a minimum of 120 hours in an approved practice setting and by attending approved community events and participate in an approved interprofessional activity. Working in consultation with the C-APE Coordinator or Program Director, students identify an appropriate C-APE site and interprofessional activity. Students working full-time or part-time may consider the possibility of their worksite serving as their C-APE site (see [C-APE Site](#)).



The primary learning objectives of the MPH C-APE are to:

- Apply knowledge from MPH coursework to public health practice in the field;
- Learn additional skills needed for work in the public health field;
- Understand the community context of public health, including the political and social environments within which public health activities are conducted;
- Participate in a project while refining professional skills;
- Enhance the student's opportunity for future job placement; and
- Explore opportunities for a Capstone-ILE Project (if applicable and appropriate with needs of the host organization).

Canvas

There are two student communities on Canvas where students can review the handbook, download blank C-APE forms and upload approved documents. The communities differ by pathway, as LEAP students have pre-arranged C-APE sites. Students are added to the appropriate student community after enrolling in the program.

C-APE Eligibility

MPH students are eligible to register for *PBH 651: Clerkship - Applied Practice Experience* after they have completed at least 15 credits of MPH coursework. In consultation with the C-APE Coordinator or Program Director, students must identify a C-APE site and receive

approval from the MPH C-APE Coordinator prior to registering for *PBH 651: Clerkship - Applied Practice Experience*.

Students may accrue C-APE hours before registering for *PBH 651: Clerkship-Applied Practice Experience (C-APE)* (see [C-APE Hours](#)).

C-APE Site

The C-APE may take place in an academic, clinical, or research institution; a public or private agency (e.g., government, government contractor, voluntary agency, health department); a community setting; or private industry.

The *C-APE Goals and Objectives* ([Appendix B](#)) form requires students to list the C-APE site and accompanying activities for approval by the C-APE Coordinator.

Selection

The C-APE Coordinator has a list of past C-APE sites. Students are not restricted to the organizations on this list and may identify additional potential C-APE sites. All C-APE sites must be approved by the C-APE Coordinator. Students should earn at least half of their required 120 hours at their C-APE site and should take this into account when searching for a site. Students may earn hours at more than one C-APE site.

LEAP students accrue C-APE hours through pre-arranged C-APE sites with one of our community partners. Partners include Philadelphia FIGHT and Broad Street Ministry.

Due to COVID-19, the University has placed additional restrictions on onsite rotations. If students plan to work onsite, the site must provide JCPH with “processes/procedures currently being used to encourage and maintain a safe work environment during the time of COVID-19 considerations and recommendations from CDC, local, and state governments” (Relaunch Guidelines, p 39).

Activities

At the C-APE site, students engage in a variety of activities where they learn and apply public health skills and knowledge. These activities should align with one or more of the ten essential public health services (see image). The work the student completes on behalf a C-APE site should be meaningful to the organization. Through the C-APE activities, students show that they have attained a minimum of five public health competencies (see [Appendix A](#)). Attainment is assessed through the submission of [C-APE deliverables](#).

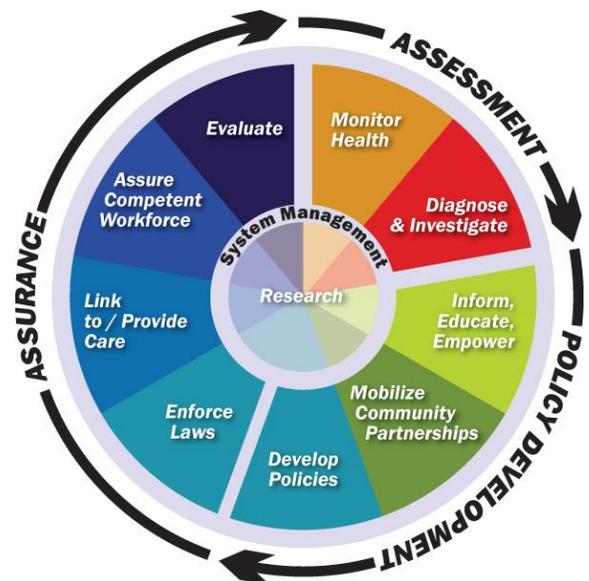


Photo: CDC.gov

International C-APEs

All Jefferson-related international travel has been suspended for fall 2020. The University will make a decision on spring 2021 restrictions in the fall. Students should check with the C-APE Coordinator before planning an international C-APE in 2021.

Students may travel abroad to complete their C-APE. Before engaging in an international C-APE, students must:

- Identify an appropriate C-APE and receive approval from the C-APE Coordinator or Program Director;
- Find funding and make travel arrangements;
- Complete the *C-APE Goals and Objectives* (see [Appendix B](#)) in consultation with the C-APE Coordinator and/or C-APE Preceptor;
- Meet with the [Office of International Affairs](#) to determine if additional travel requirements are needed such as supplemental health insurance, registration with the appropriate Embassy, etc.; and
- Monitor travel advisories from the U.S. Department of State and other federal agencies. The College reserves the right to withdraw approval of international C-APE sites due to these travel advisories or when other circumstances may jeopardize the quality of the C-APE or pose a risk to students.

C-APE Hours

Earning Hours

In addition to accruing hours at approved C-APE sites, students may also accrue hours at approved community functions that enhance student learning and skills by covering one or more public health competencies (see [Appendix A](#)). These events include, but are not limited to:

- Population Health Forum
- Population Health Colloquium
- Leadership LIVE
- Jefferson-sponsored events
- Public Health Program-sponsored speakers
- JeffSAPHE-sponsored educational events
- APHA conferences and webinars
- Philadelphia Science Festival

- Jefferson Center for Interprofessional Education (JCIPE) events.
- Future Health Professionals Program

Pre-approved events are emailed in the weekly *Public Health Happenings* newsletter. Students may also send events to the C-APE Coordinator for approval. Such requests should include a description of the event and identification of at least one public health competency that the event covers (see [Appendix A](#)).

Students may begin to accrue hours prior to registering for *PBH 651: Clerkship - Applied Practice Experience* as long as the activities have been approved by the C-APE Coordinator or Program Director in advance.

All C-APE hours, whether accrued at a C-APE site or community event, should be recorded on students' timesheets (see [Appendix C](#)).

Duration

All MPH C-APEs are required to be at least 120 hours in length, but most experiences last longer and, on average, take two academic terms to complete. At least half of the required 120 hours should be in service to a C-APE site.

Interprofessional Activity

As part of the C-APE, all students participate in an interprofessional activity and write a reflection paper on their experiences. An interprofessional activity is one in which participants from one or more backgrounds or professions work together towards a common goal. The Jefferson Center for Interprofessional Education (JCIPE) offers a variety of interprofessional activities that MPH students may complete. Pre-approved activities are listed in [Appendix D](#). Students may identify alternative interprofessional opportunities in the community and submit them for approval by the Assistant Program Director. To be approved, these opportunities must include a didactic component and allow the student to actively participate in an interdisciplinary group activity. Attendance at an interprofessional conference is not sufficient. Time spent participating in the interprofessional activity may be counted as C-APE hours.

C-APE Deliverables

Deliverables are products or services students create or do during the C-APE in service to the C-APE site. Their creation is usually at the request of the C-APE Preceptor. Deliverables may take many forms – reports, data spreadsheets, brochures, presentations, trainings – but all show the application of public health skills. Students must show the attainment of at least five unique public health competencies through their submitted deliverables. Students must submit a minimum of two deliverables, but may submit more as needed to meet the minimum competency requirement. When students submit a deliverable to Canvas, they must provide a brief description of the item (e.g., purpose, why it was made, how it was made, etc.) and identify the public health competencies attained during its creation. The description should

provide enough evidence of the attainment of the competencies. Examples of acceptable deliverables and linkages of competencies with appropriate deliverables can be found in [Appendix E](#).

Grading of PBH 651: Clerkship - Applied Practice Experience

PBH 651: Clerkship - Applied Practice Experience is a Pass/Fail course. To pass the course, students must:

- Complete at least 120 hours (as recorded on the timesheet);
- Submit all C-APE forms and deliverables by the appropriate deadlines;
- Complete an approved interprofessional activity and submit the accompanying reflection paper; and
- Complete the Student C-APE Evaluation.

After students register for *PBH 651: Clerkship-Applied Practice Experience*, they have a maximum of three terms to complete C-APE requirements. Students register for *PBH 651: Clerkship-Applied Practice Experience* only once and receive a grade at the end of the term in which they complete all requirements or at the end of the third registered term, whichever comes first. Students who require more than one term to complete the C-APE receive an IP (In Progress) until a grade is assigned. Students should refer to the [Student Handbook](#) for more information on grading policies.

Students should refer to Canvas for up-to-date information and blank forms and submit all completed forms and documents to Canvas.

C-APE Waivers

C-APE cannot be waived.

ROLES & RESPONSIBILITIES

Student

Students are responsible for arranging mutually agreed upon work hours with their C-APE Preceptor and maintaining records of those work hours (see [Appendix C](#)).

Students are required to submit several documents and forms to JCPH:

DOCUMENT	APPROVAL REQUIRED	DEADLINE
C-APE Goals & Objectives	C-APE Preceptor C-APE Coordinator	Before beginning at C-APE site
Timesheet	C-APE Coordinator	Completed during C-APE
Interprofessional Activity	C-APE Coordinator	Completed during C-APE
C-APE Deliverables (≥2)	C-APE Preceptor C-APE Coordinator	After 120 hours
C-APE Competency Checklist	C-APE Coordinator	After 120 hours
Student C-APE Evaluation	N/A	After 120 hours

The C-APE site may require students to complete additional paperwork. Students should discuss these with their Preceptor and the C-APE Coordinator before beginning their C-APE.

C-APE Preceptor

The C-APE Preceptor must be a professional working at the C-APE site who is willing to provide ongoing supervision and oversight of the MPH student. C-APE Preceptors frequently have a degree and/or background in public health, or a field related to health and/or human services. The C-APE Preceptor should have the time and requisite knowledge to supervise an MPH student relative to the activities in which they will be participating. Potential C-APE Preceptors should take into consideration the needs of their organization when deciding to host an MPH C-APE student.

Specifically, the C-APE Preceptor:

- Reviews the C-APE requirements in the *Clerkship - Applied Practice Experience Handbook*;
- Discusses and approves the student's *C-APE Goals and Objectives* (signature required);
- Meets regularly with the student to discuss work assignments and provide guidance, as needed;
- Provides the student with appropriate public health learning experiences that may include practice and/or observation; interprofessional and community outreach; collaborations, staff meetings and in service training; special programs and activities; or any other learning experiences that are applicable to the C-APE goals and objectives;

- Reviews and approves the C-APE deliverables; and
- Completes an online survey evaluating the student and the overall C-APE process once the student has completed the C-APE.

C-APE Site/Organization

The hosting organization is expected to:

- Provide appropriate resources and materials required for the student to work on designated activities; and
- Provide access to emergency medical care should the C-APE student become ill or injured while working on behalf of the organization. Students are responsible for health costs should emergency care be necessary.
- Sign a C-APE Site Agreement with TJU, as appropriate.

The host organization has the right to withdraw the C-APE student. The organization is responsible for reporting this decision to the C-APE Coordinator. The student may return to the C-APE site when and if the problem is resolved to the mutual satisfaction of JCPH and the hosting organization.

Due to COVID-19, the University has placed additional restrictions on onsite rotations. If students plan to work onsite, the site must provide JCPH with “processes/procedures currently being used to encourage and maintain a safe work environment during the time of COVID-19 considerations and recommendations from CDC, local, and state governments” (Relaunch Guidelines, p 39).

C-APE Coordinator

The C-APE Coordinator is responsible for assisting students in the identification of potential C-APE sites and organizing all submitted documents. The C-APE Coordinator will:

- Work with the student to identify appropriate C-APE opportunities and approve them prior to initiating C-APE activities;
- Maintain periodic communication with the C-APE Preceptor to ensure the C-APE is progressing as planned;
- Review and approve the student’s submitted forms and documents; and
- Monitor the student’s progress during the C-APE.

Thomas Jefferson University (TJU)

Thomas Jefferson University will:

- Maintain records of each student demonstrating immunization against the more common communicable diseases (including Rubella and TB);
- Verify that MPH students have completed training on the requirements of federal, state and local laws governing the privacy of Personal Health Information (PHI). TJU advises students to maintain strict confidentiality of PHI with regards to C-APE site clients/patients at all times during the course and following the C-APE, and advises them to neither use nor disclose any confidential information to which they have access, other than as expressly authorized by the C-APE site; and
- Maintain appropriate insurance.

C-APE PROCESS

The C-APE process differs slightly by pathway.

LPHT Students

The LPHT C-APE process generally follows three stages.

1. Site Selection Stage

The **Site Selection Stage** is dedicated to identifying the C-APE site. This is the stage prior to the term in which the student enrolls in *PBH 651: Clerkship - Applied Practice Experience*. During this stage, the student:

1. Reviews the *Clerkship - Applied Practice Experience Handbook*.
2. Prepares an updated résumé to apply to C-APE opportunities.
3. Meets with the C-APE Coordinator to review interests and determine potential C-APE activities and sites.
4. Downloads a blank timesheet spreadsheet from the C-APE site on Canvas on which to log hours (see [Appendix C](#)).
5. Contacts the appropriate C-APE Preceptor(s) and schedules an initial meeting to discuss the C-APE process including goals, competencies, activities/projects, work hours and starting date.
6. Updates the C-APE Coordinator after the initial meeting with the C-APE Preceptor.
7. Accumulates C-APE hours through approved community events.
8. Identifies an approved interprofesional activity. Participation may occur in any stage. It is recommended that the accompanying reflection paper be written shortly after completion of the interprofesional activity.

2. C-APE Stage

The **C-APE Stage** is dedicated to registering for C-APE credits and completing the required 120 hours. During this stage, the student:

1. Refines the C-APE's goals, activities, scheduled work hours, starting date, etc., in consultation with the C-APE Preceptor.
2. Writes the *C-APE Goals and Objectives* (see [Appendix B](#)) in consultation with the C-APE Preceptor. As part of this form, the student identifies at least five public health competencies (see [Appendix A](#)) that are expected to be gained during the C-APE.
3. Submits the C-APE Preceptor-signed *C-APE Goals and Objectives* to Canvas.

- Registers for *PBH 651: Clerkship - Applied Practice Experience* in the next available term.¹
- Updates timesheet throughout the C-APE with accrued hours (see [Appendix C](#)).

3. Post-C-APE Stage

The **Post-C-APE Stage** is the third and final stage. To earn a “Pass” in *PBH 651: Clerkship - Applied Practice Experience*, the student must meet all C-APE requirements by the final day of the term in which the grade is to be recorded (students should refer to the [Academic Calendar](#) for a specific date). During this stage, the student:

- Submits the timesheet, with at least 120 hours to Canvas (see [Appendix C](#)).
- Submits at least two C-APE Preceptor-approved C-APE deliverables to Canvas. The format and nature of these deliverables will vary based on the C-APE site (see [Appendix E](#)).
- Sends a thank you note to the C-APE Preceptor and/or organization.
- Completes the online Student C-APE Evaluation. The C-APE Coordinator emails evaluation once the C-APE requirements have been met. The C-APE Preceptor also receives a link to an evaluation. **Students are encouraged to remind their C-APE Preceptors to complete the evaluation.**

LEAP Students

The C-APE Coordinator arranges C-APE sites for the LEAP students. During the fall term, LEAP students are expected to attend trainings and meetings related to the pre-arranged C-APEs.

Fall Term

During this term, the student:

- Reviews the *Clerkship - Applied Practice Experience Handbook*.
- Prepares an updated résumé to apply to C-APE opportunities.
- Downloads a blank timesheet from Canvas on which to log hours (see [Appendix C](#)). The student must update this timesheet throughout the year with accrued hours.
- Writes the *C-APE Goals and Objectives* (see [Appendix B](#)) in consultation with the C-APE Preceptor/C-APE Coordinator. As part of this form, the student identifies at least five public health competencies (see [Appendix A](#)) that are expected to be gained during the C-APE.

¹ Students have up to three terms to complete the C-APE once registered; Students may accumulate C-APE hours prior to registering for C-APE credits.

5. Submits the signed *C-APE Goals and Objectives* to Canvas.
6. Identifies an approved interprofesional activity. Participation may occur in any term. It is recommended that the accompanying reflection paper be written shortly after completion of the interprofesional activity.
7. Starts to accrue C-APE hours through approved community events and at an assigned C-APE site.

Spring Term

During the spring term, the student continues to accumulate C-APE hours.

Summer Term

During the summer term, the student registers for the C-APE course. To earn a “Pass” in *PBH 651: Clerkship - Applied Practice Experience*, the student must meet all C-APE requirements by the final day of the summer term (students should refer to the [Academic Calendar](#) for a specific date). During this term, the student:

1. Registers for *PBH 651: Clerkship - Applied Practice Experience*.
2. Submits the timesheet with at least 120 hours to Canvas (see [Appendix C](#)).
3. Submits at least two C-APE Preceptor-approved C-APE deliverables to Canvas. The format and nature of these deliverables will vary based on the C-APE site (see [Appendix E](#)).
4. Sends a thank you note to the C-APE Preceptor.
5. Completes the online Student C-APE Evaluation. The C-APE Coordinator emails evaluation once the C-APE requirements have been met.

APPENDIX A: PUBLIC HEALTH COMPETENCIES

Through their C-APE activities, students must demonstrate the attainment of at least five competencies, of which at least three must be foundational competencies. Students identify a preliminary list of competencies on the *C-APE Goals and Objectives* form. A final checklist of competencies is due after the submission of deliverables.

Public Health Knowledge

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational Competencies

Must choose at least three (3).

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

4. Interpret results of data analysis for public health research, policy or practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Perform effectively on interprofessional teams
22. Apply systems thinking tools to a public health issue

APPENDIX B: C-APE GOALS & OBJECTIVES

The Clerkship - Applied Practice Experience (C-APE) is a required, supervised field experience. It is an integral part of the Master of Public Health (MPH) curriculum at the Jefferson College of Population Health (JCPH). Students work a minimum of 120 hours learning about and working with their C-APE organization and engaging in public health-related activities.

Student name: _____ Date: _____

C-APE Site: (organization/agency and address)

C-APE Preceptor: (name, title, telephone, email)

Please identify up to three C-APE goals or objectives that you hope to accomplish during the C-APE.

1.

2.

3.

Briefly describe the types of activities that you will be participating in over the course of the C-APE.

The C-APE provides opportunities for MPH students to integrate their public health academic studies with public health practice skills. Students should review the public health program competencies (see [Appendix A](#)). Based on the above described project description, identify at least five competencies, of which at least three must be foundational competencies.

- 1.
- 2.
- 3.
- 4.
- 5.

PRECEPTOR: By signing below, I, _____, acknowledge that I
(Name and Title)

have read the *Clerkship - Applied Practice Experience Handbook*, reviewed the student’s *C-APE Goals and Objectives* and agree to serve as the C-APE Preceptor for the student during their C-APE.

I am authorized to make this decision and enter into this agreement on behalf of the organization I represent.

Signature _____ Date _____

STUDENT: By signing below, I, _____, acknowledge that I
(Name)

have read the *Clerkship - Applied Practice Experience Handbook* and plan to complete the proposed C-APE.

Signature _____ Date _____

Students upload this completed and signed document to Canvas

APPENDIX C: TIMESHEET

A blank timesheet template has been posted in Canvas. Students are responsible for downloading their own timesheet and logging C-APE hours. The timesheet automatically calculates hours completed. At the end of the C-APE, students must submit their timesheet to Canvas. An example of the timesheet is below.

	A	B	C	D	E	F
1	Please log your C-APE hours using the below timesheet. Blue cells contain a formula to automatically calculate hours. To ensure an accurate calculation, input start/end times as either AM or PM. If your hours cross into a second day (e.g., 11 PM to 2 AM), use two rows (10:59 PM to 11:59 PM and 12:00 AM to 2:00 AM). Please do not add or delete rows. If you need additional rows, please contact Katherine.Puskarz@jefferson.edu. Descriptions of activities can be fairly brief (e.g., developed immunization brochure, created stakeholder meeting agenda, etc).					
2						
3	Location	Date	Start Time	End Time	Hours	Describe Activity
4					0:00:00	
5					0:00:00	
6					0:00:00	
7					0:00:00	
8					0:00:00	
9					0:00:00	
10					0:00:00	
11					0:00:00	
12					0:00:00	
13					0:00:00	
14					0:00:00	
15					0:00:00	
16					0:00:00	
17					0:00:00	
18					0:00:00	

APPENDIX D: INTERPROFESSIONAL ACTIVITY

As part of the C-APE, students complete an interprofessional activity. The activity must include a didactic portion and an interactive component where participants from multiple disciplines collaborate to achieve a common goal. Following the activity, students write a reflection paper where they self-assess their ability to perform effectively on an interprofessional team.

The [Jefferson Center for Interprofessional Education \(JCIPE\)](#) offers a multitude of interprofessional activities that have been pre-approved. These and other pre-approved interprofessional activities are listed below.

1. [Hotspotting](#) - This annual program facilitates teams of interprofessional students learning about the challenges faced by patients with complex health and social needs during their interactions with the current healthcare system. Students from different health professions work together from September through April to learn how to identify "super-utilizers" and deepen their understanding of the factors that lead to high healthcare utilization and multiple readmissions. Students play a key role in advocating for patients' needs with providers and local social services to assist with care coordination, health system navigation and accessing essential resources (e.g. housing, mental health services, transportation, social support).
2. [Nexus Maximus](#) - During this annual fall event, experts and students from around the globe converge to learn and work together. Students are broken into teams and tasked with tackling a challenging global problem while attending workshops on the topic. Teams work Friday through Sunday, presenting visual concepts for judging at completion. Registration is required to participate. The event is usually held at the East Falls campus.
3. [Health Mentors](#) - Health Mentors creates a unique opportunity for students to learn firsthand about what matters to people living with chronic health conditions while working in a collaborative environment with peers from multiple disciplines. Our patients are our teachers. Health Mentors are volunteers who teach Jefferson students about the role of health care in their lives. This opportunity takes 1.5 years and may not be appropriate for dual degree or LEAP students.
4. [Team SAFE](#) - Team SAFE uses the framework of the [Agency for Healthcare Research and Quality's \(AHRQ\)](#) national, evidence-based [TeamSTEPPS®](#) program. The program teaches students leadership, situational awareness, team support and communication skills, with a special emphasis on speaking up about patient safety concerns. Students must apply these skills while working in teams and reflect on their experience in debriefing sessions that follow the simulation exercises.
5. **Enhancing Services for Homeless Populations (ESHP)** - This virtual simulation program teaches students how to work and interact with vulnerable populations, particularly those facing housing insecurity. This area of emerging practice is crucial

for future health and human service providers, as students who are better educated on the needs, lifestyles and behaviors of individuals who are housing insecure will be better equipped to not only provide medical care, but to also advocate more effectively and passionately for these clients to address political, economic and social factors impacting their health. Students use avatars in the virtual realm of Second Life to navigate through three role-play, case-based learning opportunities. Each student rotates through the roles of consumer, helper and observer as they address a series of social, economic, medical, and environmental challenges. If interested in participating, please contact the Assistant Program Director.

Students may identify alternative interprofessional opportunities in the community and submit them for approval by the Assistant Program Director. In order to be an approved interprofessional activity, the activity must allow the student to “perform effectively on an interprofessional team.” Attendance at an interprofessional conference is not sufficient as it does not meet the public health competency.

Following the approved interprofessional activity, students submit a reflection paper on their experiences to Canvas. The reflection paper should include the following information:

1. What was the interprofessional activity?
 - a. When and where was it held?
 - b. Who attended?
 - c. What were the topics explored?
 - d. How was the activity organized?
 - e. What was the outcome of the activity?
2. What were your team interactions like?
 - a. What was your role?
 - b. Who did you work with? What were their roles?
 - c. How would you rate your ability to perform effectively on an interprofessional team?
 - d. How would you rate your teammates’ abilities to perform effectively on an interprofessional team?
 - e. What did you learn from this activity?

APPENDIX E: C-APE DELIVERABLES

Deliverables are products or services completed during the duration of the C-APE, at the request or under the supervision of the C-APE Preceptor. It is through these deliverables that students show their attainment of at least five public health competencies. Students must submit a minimum of two deliverables but may submit more in order to meet the minimum required competency attainment. Each deliverable must be accompanied by a brief description of the item and identification of competencies attained during its production. The description should provide enough detail to confirm attainment of the competencies. The identified competencies may be different than the ones chosen on the *C-APE Goals and Objectives* form. C-APE Preceptors must approve each deliverable before students submit. Students should review the projects and activities they completed during their C-APE to identify possible deliverables. If students are having difficulty identifying a deliverable, they should contact the C-APE Coordinator for ideas. Examples of appropriate deliverables and potential competencies include:

Deliverable Example	Competencies Attained
Literature review of obesity prevention programs for adolescent Hispanics	<p>Explain biological and genetic factors that affect a population’s health</p> <p>List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</p> <p>Explain the critical importance of evidence in advancing public health knowledge</p> <p>Interpret results of data analysis for public health research, policy or practice</p>
Proposal for a new app that locates soup kitchens and food pantries in the area	<p>Explain effects of environmental factors on a population’s health</p> <p>Assess population needs, assets and capacities that affect communities’ health</p>
Brochure or factsheet educating parents about the importance of children brushing their teeth regularly	<p>Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</p> <p>Explain behavioral and psychological factors that affect a population’s health</p>

	Communicate audience-appropriate public health content, both in writing and through oral presentation
Presentation to healthcare workers about the importance of hand hygiene and infectious disease epidemiology	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. Apply epidemiological methods to the breadth of settings and situations in public health practice
Photos of the student advocating at the State Capital for free pre-kindergarten and accompanying statement of activities ²	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities Advocate for political, social or economic policies and programs that will improve health in diverse populations
Website that tracks locations of bicycle accidents across the city	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
Video that educates teenagers about the health outcomes associated with smoking and vaping	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program Explain behavioral and psychological factors that affect a population's health Describe the importance of cultural competence in communicating public health content

² Photos must be action shots that include the student in the image. The photo must be accompanied by a written statement of the activities performed. The written statement may take the form of a fact-based description or a case study exploring the challenges, barriers or benefits of the performed activities.

<p>Budget spreadsheet for a grant report</p>	<p>Explain basic principles and tools of budget and resource management</p>
<p>Poster that examines water pollution of nearby lakes</p>	<p>Explain effects of environmental factors on a population's health</p> <p>Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)</p> <p>Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
<p>Survey tool that measures breastfeeding habits among new mothers</p>	<p>Select quantitative and qualitative data collection methods appropriate for a given public health context</p> <p>Assess population needs, assets and capacities that affect communities' health</p> <p>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>
<p>Policy brief examining lead acid battery disposal regulations in the United States</p>	<p>Explain effects of environmental factors on a population's health</p> <p>Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</p> <p>Advocate for political, social or economic policies and programs that will improve health in diverse populations</p>
<p>Educational vignettes that address the intersection of public health and healthcare</p>	<p>Explain public health history, philosophy and values</p> <p>Identify the core functions of public health and the 10 Essential Services</p>

	<p>Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</p>
<p>Workshop abstracts submitted to a local HIV Awareness conference</p>	<p>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>Design a population-based policy, program, project or intervention</p> <p>Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>Describe the importance of cultural competence in communicating public health content</p> <p>Perform effectively on interprofessional teams</p>

This is not an exhaustive list of deliverables or competencies. A brief description, while not included in this list would highlight the attainment of the listed competencies.

Students upload their deliverables to Canvas

APPENDIX F: GRADING RUBRIC

Students must receive a minimum score of 2 for each criterion to pass the C-APE. Students may be asked to re-write one or more sections of the required C-APE documents.

DOCUMENT	LOW PERFORMANCE - 1	SUFFICIENT - 2	PROFICIENT - 3
C-APE Goals & Objectives	Did not complete the C-APE Goals and Objectives or did not complete all portions satisfactorily	Completed the C-APE Goals and Objectives with sufficient detail	Completed the C-APE Goals and Objectives with clarity and extensive detail
Timesheet	Did not complete the timesheet or did not meet the 120 hour minimum	Completed the timesheet to show the 120 hour minimum	Completed the timesheet with clarity, extensive detail and more than 120 hours
C-APE Deliverables (≥ 2)	At least 2 C-APE deliverables were not submitted or did not meet the requirements (brief description and identification of at least one public health competency)	At least 2 C-APE deliverables were submitted and met the requirements (brief description and identification of at least one public health competency)	At least 2 C-APE deliverables were submitted, met the requirements (brief description and identification of at least one public health competency) and was discussed with clarity and extensive detail
Competency Attainment	Submitted deliverables do not show attainment of at least five public health competencies	Submitted deliverables show attainment of at least five public health competencies	Submitted deliverables show attainment of at least five public health competencies and attainment was discussed with clarity and extensive detail
Final Competency Checklist	A final checklist was not submitted	A final checklist was submitted and showed the proper linkages of competencies to deliverables	The submitted final checklist showed the proper linkages of competencies to deliverables with clarity and extensive detail

DOCUMENT	LOW PERFORMANCE - 1	SUFFICIENT - 2	PROFICIENT - 3
Interprofessional Activity Reflection Paper	A pre-approved interprofessional activity was not completed or a reflection paper was not submitted or was submitted, but did not meet the requirements	A pre-approved interprofessional activity was completed and a reflection paper that met the requirements was submitted	A pre-approved interprofessional activity was completed and a reflection paper that met the requirements was submitted and was discussed with clarity and extensive detail