



APEX Learning Contract Instructions

Last updated 6/10/2024

This document should be used as a template to assist students in outlining the scope of engagement with a partner organization for the Applied Practice Experience (APEX). The following information, on pages 1 & 2, are instructional to clarify expectations and the approval process for the APEX Learning Contract.

Prior to a student beginning to draft the APEX Learning Contract, students should 1) participate in the APEX General Student Orientation and 2) review the APEX Overview document, both found on the APEX website.

APEX Learning Contract Instructions & Format:

- The red text instructions should be used to help draft each section of the APEX Learning Contract, and then should then be deleted.
- Before official submission of an APEX Learning Contract draft, the *Instructions to Complete APEX Learning Contract* (pages 1 & 2 of this document) and *Example-Application of Public Health Competencies* (page 6 of this document) should be deleted.
- Expected length should be about 3 pages, excluding the application of public health competencies (competency table)
- Be sure to use correct grammar, punctuation and spelling in all written work

APEX Learning Contract Review & Approval Process:

1. Once a draft has been prepared by the student and reviewed by the partner organization (may require multiple drafts), it should be submitted via a provided MS Forms link. This will be considered the official *draft* submission for review and feedback.
2. Upon review of the APEX Learning Contract, the student will either be instructed to make additional revisions or begin the signature process for final approval.
 - a. Revisions: Any revised draft(s) of the APEX Learning Contract will be submitted via a provide MS Forms link (*different than the original submission link*) for review.
 - i. Some feedback/revisions may warrant additional dialogue between the student and the preceptor, as well.
 - b. Approval: Once instructed, the order of signatures* should be as follows; 1) preceptor, 2) student, and 3) Director of Master's Program.
**Please note – electronic or wet signatures are preferred, rather than typed.*
3. When all 3 signatures are documented, the APEX Learning Contract is approved and this course prerequisite will be met.



Prerequisites for Registration:

Students may request permission to register, if the following criteria are met;

1. Attendance at APEx General Student Orientation session
2. In good academic standing
3. Completion of at least 6 credit hours plus the CPH 500 Foundations in Public Health Course, which may be taken concurrently with CPH 528 APEx
4. Completion of Affiliation Agreement
5. Completion of Professionalism Module no longer than 60 days prior to registration (located in Canvas under the COPH Student Success Center)
6. Approval of the Applied Practice Experience Learning Contract

Registration Process:

Students must meet all prerequisites prior to requesting a permission number from the Applied Practice Manager.

- Students should verify their own documentation of completed prerequisites before sending an email to request a permission number. Please review the deadlines shared in the APEx General Student Orientation before requesting registration permission.

Once students have successfully registered for the CPH 528/APEx course, students may begin counting hours. After registration, students will be enrolled into the APEx course in Canvas, where all documentation will be submitted throughout the duration of the course and access to the course syllabus will be available.

Additional Information or Questions:

Please contact UNMC, College of Public Health, Office of Public Health Practice.

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APEX Learning Contract

Student Information:

- Student's name, UNMC email address, and concentration

Description of the Partner Organization:

- Name of the Organization
- Briefly describe the mission, population served, and key programmatic activities of the organization
- Preceptor's name, title, and credentials
- Preceptor's mailing address, email address, and phone number

Description of the APEX Involvement Activities:

- **Name** and describe at least 5 involvement activities about how the student will be engaging with the partner organization during the 100 hours.
 - o Each activity should **describe** the-what, where, when, resources, and time estimate, etc. for each activity. Some questions the description should address:
 - *Why is this activity a priority for the organization?*
 - *Does this activity help achieve a larger goal?*
 - *Does this activity align with the organization's mission? How so?*
 - *Does this activity address any systemic public health issues?*
 - *How does it serve the organization's primary clients? (Ex: communities, stakeholders, partners)*
 - o Describe the **resources** needed to successfully complete each of the specified activities. Resources may be tangible (contact information or access to data) or intangible (history of the stakeholder partnership).
 - o At least 1 involvement activity should help the student grow their understanding of the organization's mission and programs/services (For example, participation in key programming, staff meetings, etc.). This activity should help answer 'W Questions' about the organization, as discussed in the APEX orientation.
 - o Rather than opportunities such as shadowing, consider how the student may contribute (even in a more limited capacity) to also benefit the organization.
 - o Estimate the **time** allocation for each activity (5 activities should total 100 hours)
- Name of Activity: XXXX
Description: XXXX
Resources: XXXX
Time Estimate: XXXX
- Name of Activity: XXXX
Description: XXXX
Resources: XXXX
Time Estimate: XXXX
- Name of Activity: XXXX
Description: XXXX
Resources: XXXX



Time Estimate: XXXX

- Name of Activity: XXXX
Description: XXXX
Resources: XXXX
Time Estimate: XXXX
- Name of Activity: XXXX
Description: XXXX
Resources: XXXX
Time Estimate: XXXX
- Description of Sustainability/Transitions for any Activity or Project:
Students are encouraged to consider the sustainability of any activities or projects they have contributed toward during the APEX partnership. Planning with the preceptor about an appropriate transition of the work, upon completion of the APEX is strongly encouraged.

Products:

- Describe (only) two products to be left with the partner organization upon completion of the experience and how the products benefit the organization. Upon completion of the products, students will submit them into the APEX course.
 - o Product examples may include, but are not limited to the following; evaluation plan, health education materials, policy brief, grant database, survey development, revised organization’s marketing materials or website, development of printed or electronic promotional materials, multi-media presentations, videos, etc.
- Product #1: XXXXX
 - Description of the product: XXX
 - Description of how the product benefits the organization: XXX
- Product #2: XXXXX
 - Description of the product: XXX
 - Description of how the product benefits the organization: XXX

Proposed Timeline:

- Describe a timeline for the APEX to include check-points for monitoring progress.
 - o An example check-point may be that by *a specified date*, the students is expected to have 40 hours completed and product #1 drafted.
 - o Students must include the specific deadlines/dates that are shared at the APEX Orientation in this timeline (refer to the summary deadlines table).
 - o If the partner organization has any specific deadlines that influence the student’s timeline (i.e. grant reporting cycle, special event, etc.) they should be included.



Application of Public Health Competencies:

- Identify a total of 5 foundational competencies (no more than 1 competency from each foundational domain area) that will be applied to address the needs of the organization. For each competency, identify an activity to permit application of the competency. The activity(ies) identified should match the involvement activity(ies) outlined earlier in the APEX Learning Contract.
- Foundational Competencies may be found here:
<http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html>
- Students should reference the completed example of the competency table and follow the format provided in the table.

Instructions for completing the Application of Public Health Competencies table.

Part 1: Using the competency table template provided within the APEX Learning Contract, complete the following:

¹Complete this column within the APEX Learning Contract.

Part 2: Extract the competency table from the APEX Learning Contract and put into a new document.

²Complete this column upon completion of 100 hours.

³(Send to the Preceptor) Preceptor to complete the assessment, sign, and return the assessment to the student.

⁴Student should upload the assessment into Canvas for review by the Director of Master's Program.



Application of Public Health Competencies:

Foundational Competencies		
Competency, Activity/Application¹	Reflection of Competency Strength/ Professional Growth²	Preceptor & Director of Master's Program³
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #: Activity/Application:	Reflection:	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Novice
Overall Assessment of Foundational Competencies³		
Comments regarding student's progress and professional growth in the above core competency areas, including current strengths/weaknesses:		

Signatures Upon Completion of Assessment and 100 hours of APEx Partnership:

Preceptor: _____

Director of Master's Program: _____



Example; Application of Public Health Competencies:

**This example should be deleted from the final APEx Learning Contract*

In the below example, the student was responsible for blue-colored text in the APEx Learning Contract, the student was responsible for the purple-colored text after completion of 100 hours, and the preceptor and Director of Master’s Program were responsible for green-colored text after the reflection was completed.

Foundational Competencies		
Competency, Activity/Application¹	Reflection of Competency Strength/ Professional Growth²	Preceptor & Director of Master’s Program³
Competency #18: Select communication strategies for different audiences and sectors Activity/Application: I will develop a training protocol/presentation and other materials to train volunteers from Mode Shift on using the Tool to complete future assessments.	Reflection: Although I had given class presentations before, I had never given a professional presentation to a lay audience of volunteers. Prior to developing the training materials and presentation, I thought about the varying skills of the volunteers and adapted the materials for the intended audience. This experience enhanced my communication skills and reinforced the importance of selecting appropriate communication strategies for the audience.	<input type="checkbox"/> Proficient <input checked="" type="checkbox"/> Competent <input type="checkbox"/> Novice
Competency #15: Evaluate policies for their impact on public health and health equity Activity/Application: I will review the available literature and any research into what makes a bus stop accessible for all levels of ability, welcoming, and safety. Using the assessment tool, I will be comparing these best practices with the scores at each bus stop to determine policies or systems change needed.	Reflection: My experience riding the bus routes and completing the bus stop assessments helped me to better understand the safety concerns of poor lighting at the bus stops. With the help of my preceptor, I was able to learn the processes within the city to submit work requests for replacing burned out lights and for submitting requests of more lighting in certain areas that scored below a 3 on my bus stop assessment.	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input checked="" type="checkbox"/> Novice
Overall Assessment of Foundational Competencies³		
Comments regarding student’s progress and professional growth strengths/weaknesses: The student showed significant improvement in communication skills. The material presented at the volunteer training was appropriate for the audience.		



Student Responsibilities:

- Meet all prerequisites to register; including, attendance at an APEx orientation session, completion of at least 6 credit hours plus CPH 500 Foundations course, completion of the Affiliation Agreement, completion of the Professionalism Training Modules, and approval of the APEx Learning Contract
- Maintain regular (weekly) communication with the preceptor
- Maintain professionalism, confidentiality, and ethical standards of conduct
- Participate in any on-boarding activities at the site as appropriate
- Complete and submit required deliverables of this experience into the APEx course in Canvas. Deliverables may include, partnership trailer videos, project reflections, products, competency assessments, ignite presentation, and final evaluations
- Notify the Director of Master's Program and the Applied Practice Manager with any problems or concerns during the experience

Preceptor Responsibilities:

- Maintain regular communication with the student
- Supervise student activities at the placement site, as appropriate
- Serve as a role model for professional work habits, attitudes and ethics
- Review the student's critical reflections and complete evaluations of the student's performance as requested during the experience.
- Notify the Director of Master's Program and Applied Practice Manager with any problems or concerns during the experience

APEx Course Personnel Responsibilities:

- Maintain regular communication with the student
- Maintain regular communication with the preceptor
- Conduct APEx orientations, midpoint, and debrief sessions during the partnership
- Address problems or concerns from the student and/or preceptor

By signing below, I acknowledge my participation in the development of the APEx Learning Contract and agree to conditions as specified in the contract. If there are any changes from the approved Applied Practice Experience Learning Contract, I agree to notify all parties who were involved in the development.

Student Signature

Preceptor Signature

Director of Master's Program Signature