



Student Learning Agreement (SLA)

MPH Degree Program

CHAMBERLAIN UNIVERSITY

The Applied Practice Experience (APE) is:

- An essential part of public health training
- Designed to give students the opportunity to apply their skill sets in a real world setting
- A way for students to build practical skills that they will need for career success
- An opportunity for mentoring of students by a professional preceptor from a host organization

The Council on Education for Public Health (CEPH; ceph.org) accreditation requirements state that "activities meeting the Applied Practice Experience (APE) [practica or internships] should be mutually beneficial to both the site and student."

The purpose of the applied practice is:

To allow students to apply coursework content to projects and assignments in practice-based settings.

REQUIREMENTS & DOCUMENTATION:

- CEPH requirements call for two deliverables to be completed during and/or after the applied practice experience concludes. These will be products completed as part of the experience at the organization or agency. Chamberlain's Master of Public Health (MPH) degree program includes three deliverables, meeting the CEPH requirements and the higher academic standards of the MPH degree program. The three Chamberlain MPH degree program deliverables include:
 1. Two successful projects which address public health needs of a partner organization and the submission of a high-quality written product
 2. A poster presentation, submitted in the course
 3. A professional ePortfolio, submitted in the course
- Additionally, all applied practice experience projects must demonstrate attainment of at least five competencies:
 - Three must be from the **CEPH MPH Foundational Competencies** (listed on [page 2](#) of this document).
 - And up to two from the **Chamberlain MPH Program Concentration Competencies** list (shown on [page 3](#) of this document).
- A Student Learning Agreement (SLA) typeable PDF, must be submitted within the first three weeks of the MPH-610 and must include a signature by the student and by the student's preceptor. The form should include the selected competencies to be completed so that objectives and activities may occur for time spent at the site.
- Responsibilities for the student are outlined in the **MPH Applied Practice Experience Student Handbook**.
- Responsibilities for the preceptor are outlined in the **MPH Preceptor Manual**.



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MPH FOUNDATIONAL COMPETENCIES BY THE COUNCIL ON EDUCATION IN PUBLIC HEALTH (CEPH)

Evidence-Based Approaches to Public Health C1: Apply epidemiological methods to the breadth of settings and situations in public health practice C2: Select quantitative and qualitative data collection methods appropriate for a given public health context C3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate C4: Interpret results of data analysis for public health research, policy or practice	Policy in Public Health C12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence C13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes C14: Advocate for political, social or economic policies and programs that will improve health in diverse populations C15: Evaluate policies for their impact on public health and health equity
Public Health & Healthcare Systems C5: Compare the organization, structure and function of healthcare, public health and regulatory systems across national and international settings C6: 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	Leadership C16: Apply principles of leadership, governance and management which include creating a vision, empowering others, fostering collaboration and guiding decision-making C17: Apply negotiation and mediation skills to address organizational or community challenges
Planning & Management to Promote Health C7: Assess population needs, assets and capacities that affect communities' health C8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs C9: Design a population-based policy, program, project or intervention C10: Explain basic principles and tools of budget and resource management C11: Select methods to evaluate public health programs	Communication C18: Select communication strategies for different audiences and sectors C19: Communicate audience-appropriate public health content, both in writing and through oral presentation C20: Describe the importance of cultural competence in communicating public health content
	InterProfessional Practice C21: Perform effectively on interprofessional teams
	Systems Thinking C22: Apply systems thinking tools to a public health issue

Reference: Council on Education for Public Health [CEPH]. (2016). Accreditation criteria. Silver Spring, MD: Author.



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CHAMBERLAIN UNIVERSITY MPH DEGREE PROGRAM CONCENTRATION COMPETENCIES

1. Apply health behavior theories to assess a public health issue.
2. Apply a community-based participatory research technique to assess community needs.
3. Practice self-reflection to evaluate beliefs, values, feelings or assumptions to identify and solve global public health problems.
4. Develop an action plan to address environmental health challenges.
5. Develop a public health business plan using social marketing and target analysis skills.

(Revised January, 2021.)

STUDENT LEARNING AGREEMENT (SLA)

Complete this SLA Form and submit it in the appropriate place within the MPH-610: ILE-APE 1 course. It must include signatures from both the student and the preceptor and must be submitted within the first three weeks of the MPH-610 course.

STUDENT CONTACT INFORMATION

Student Name: Viola Odenya

Email: vodenya@gmail.com Cell Phone: 508-344-5985

Practicum Host Organization: Trinity Health of New England

Host Organization Address: 131 Coventry Road, Hartford CT, 06112

PRECEPTOR'S CONTACT INFORMATION

Preceptor's Name: Seja Jackson

Preceptor's Title: PhD, APRN-BC, AAHIVS

E-mail: Sejajackson@yahoo.com Phone: 860-633-5803

Address (if different from organization address): same as above

Approximate Start Date: September 4th 2023 Approximate End Date: October 30th, 2023



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IDENTIFY THE 5 COMPETENCIES THAT YOU WILL ATTAIN THROUGH THE APE ACTIVITIES

Three competencies must be selected from the **Council on Education for Public Health (CEPH) MPH Foundational Competencies** and two must be selected from the **Chamberlain MPH Concentration Competencies** list.

1.

Evidence-Based Approaches to Public Health

2.

Public Health & Healthcare Systems

3.

Planning & Management to Promote Health

4.

. Apply health behavior theories to assess a public health issue.



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5.

. Apply a community-based participatory research technique to assess community needs.

Briefly describe anticipated activities and projects planned for your Applied Practice Experience (APE) and how they will help you meet the competencies outlined above. Also, include how these activities will benefit the host organization.

Unhealthy sexual health behaviors are prevalent in economically disadvantaged populations. There is a lack of screening resources, minimal staffing, lack of awareness, and limited access to preventative care. To successfully treat and prevent Sexually Transmitted Infections (STIs) including HIV/AIDS, we need to find solutions to decrease health disparities in these communities. HIV/STI rates continue to escalate despite Prep availability. Prep is under utilized especially among people of color. My research will be based on quantitative assessment exploring solutions to increase Prep use among Black men who have sex with men (MSM). My objective is to utilize evidence based approaches to improve the sexual health of one the most disenfranchised populations including MSM.

Public health relevance/importance: Briefly state how the project impacts populations.

Sexually transmitted diseases represent a sizable, longstanding, and growing public health challenge. Sexual health has been affected by this perfect storm of misaligned resources and exploding STI prevalence, while clinics are under-resourced and overburdened with critical staffing shortages. This is a public health emergency that creates a negative impact on most sexual health outcomes especially STI/HIV. One way to improve this situation at Burgdorf Health Center is to establish an STI Clinic so we can increase screening and treatment to prevent STI infections. The goal of my project is to find ways to improve this community's health utilizing a cultural perspective. Understanding the ecology of health and the interconnectedness of the biological, behavioral, physical, and socio-environmental domains of the populations we serve is critical to the success of this project.

Student Signature: _____

Date: _____

Preceptor Signature: _____

Date: _____