

2025

# APPLIED PRACTICAL EXPERIENCE

GUIDEBOOK FOR MPH STUDENTS:  
EXAMPLES OF PROJECTS AND  
DELIVERABLES

# Table Of Contents

**01** Requirements

**02** Location

**03** Industry

**04** Departments

**05** Next Steps



# REQUIREMENTS

As part of the curriculum, DSPH MPH students must complete a 120-hour [Applied Practical Experience \(APE\)](#), a supervised, hands-on practice opportunity designed to help students apply public health skills in real-world settings. This experience typically occurs in the spring or summer of the first year.

Students may complete their APE within a DSPH community partner organization, their current workplace, or any other approved external site. MPH students may secure placements through independent networking, support from a faculty mentor, or opportunities posted on [Symplicity](#) or [Handshake](#). Additional guidance on finding projects or internships can be found in the [Internship and Job Search](#) resources on DASH.

The APE must result in at least two deliverables that demonstrate attainment of five CEPH [Foundational Competencies](#), with the option to address two additional [Major Competencies](#).

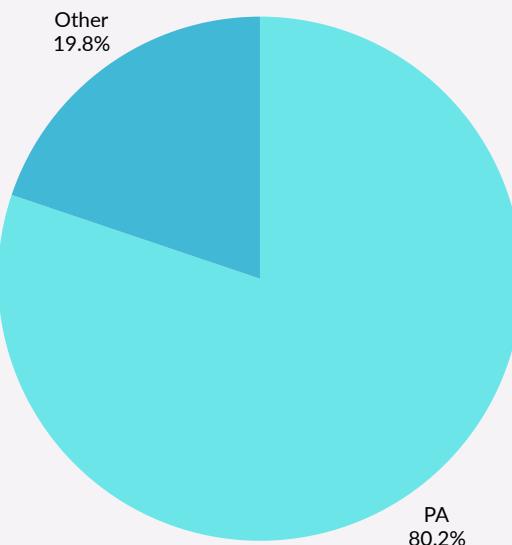
The APE is distinct from the Integrated Learning Experience (ILE) because it lasts only one term and does not need to relate to the student's major or primary program focus.

This project guide features examples of past student APE projects and is organized by location, industry, department, and topic. Students are encouraged to explore these examples for inspiration, to understand what may be feasible, and to spark conversations with faculty mentors. Please note that the availability of similar opportunities cannot be guaranteed each year.

Students with questions about opportunities similar to those listed in the guide should consult their faculty mentor or academic advisor.

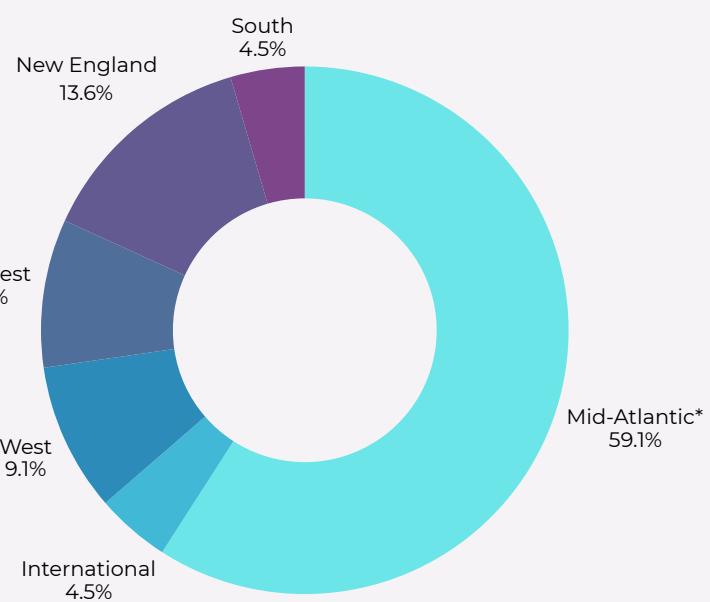
# LOCATION

This section highlights where APEs were completed, showcasing geographic trends of placement settings.



**80%** of APEs occurred in Pennsylvania.

**60%** of APES occurred in Philadelphia.



**Domestic:** AK, CA, CT, D.C., GA, IL, MA, MD, MO, NJ, NY, VA

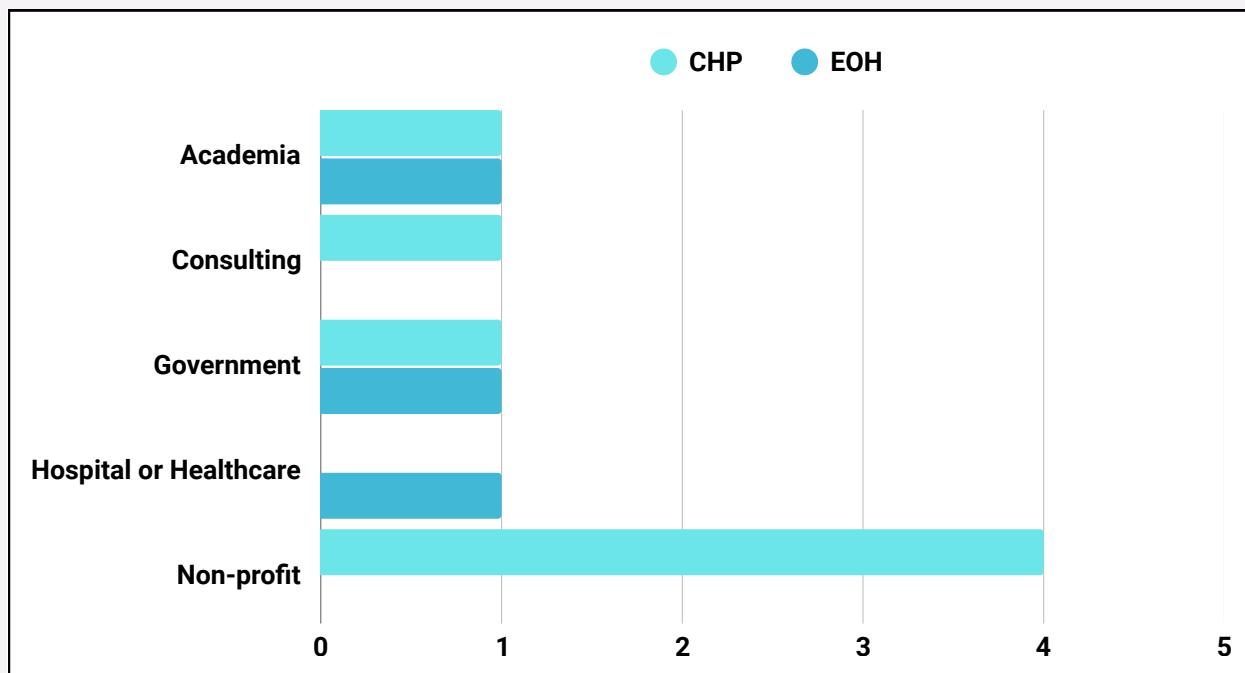
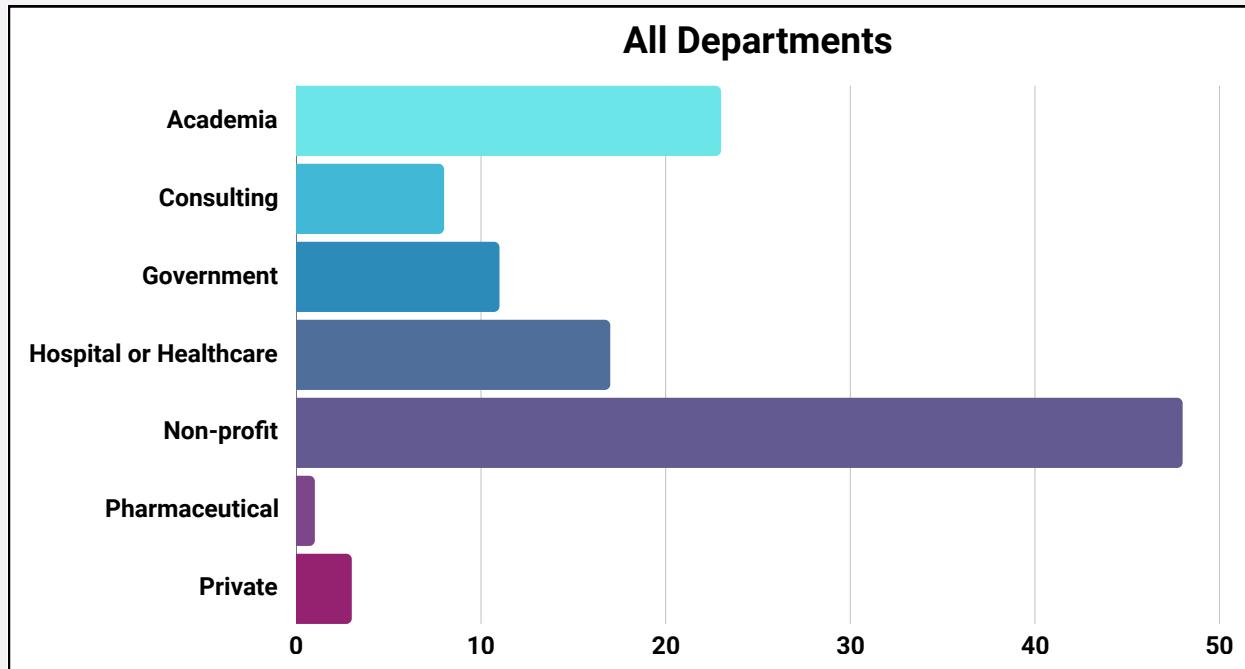
**International:** Peru

Some placements are remote.

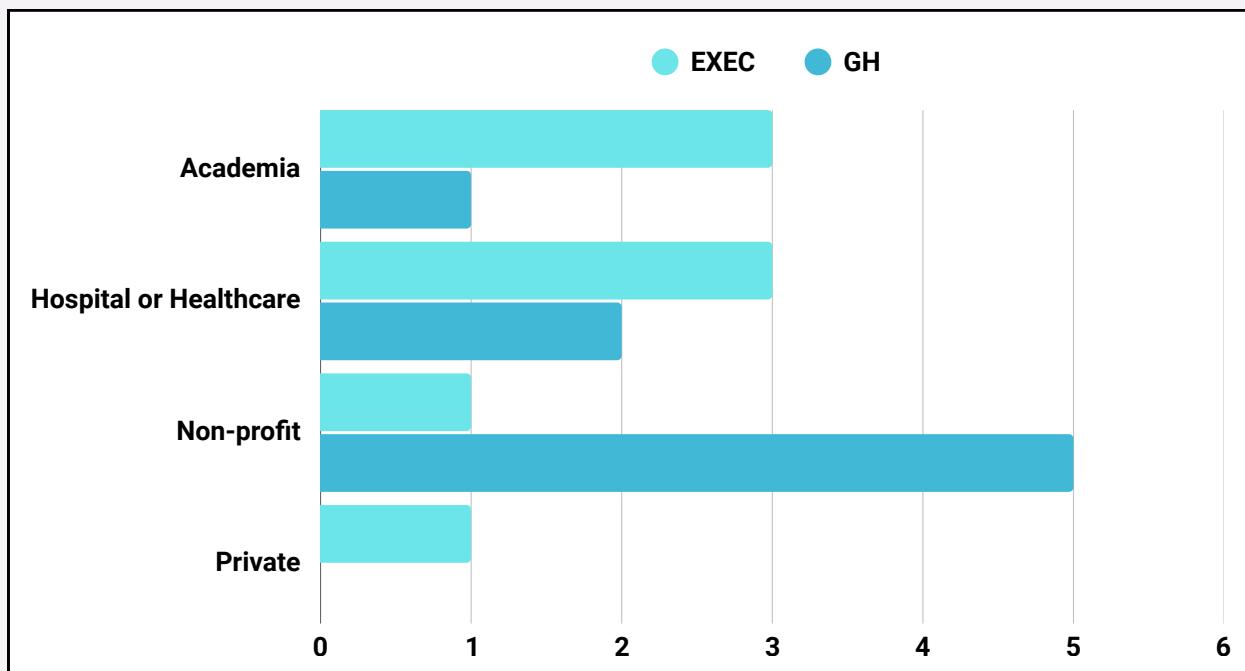
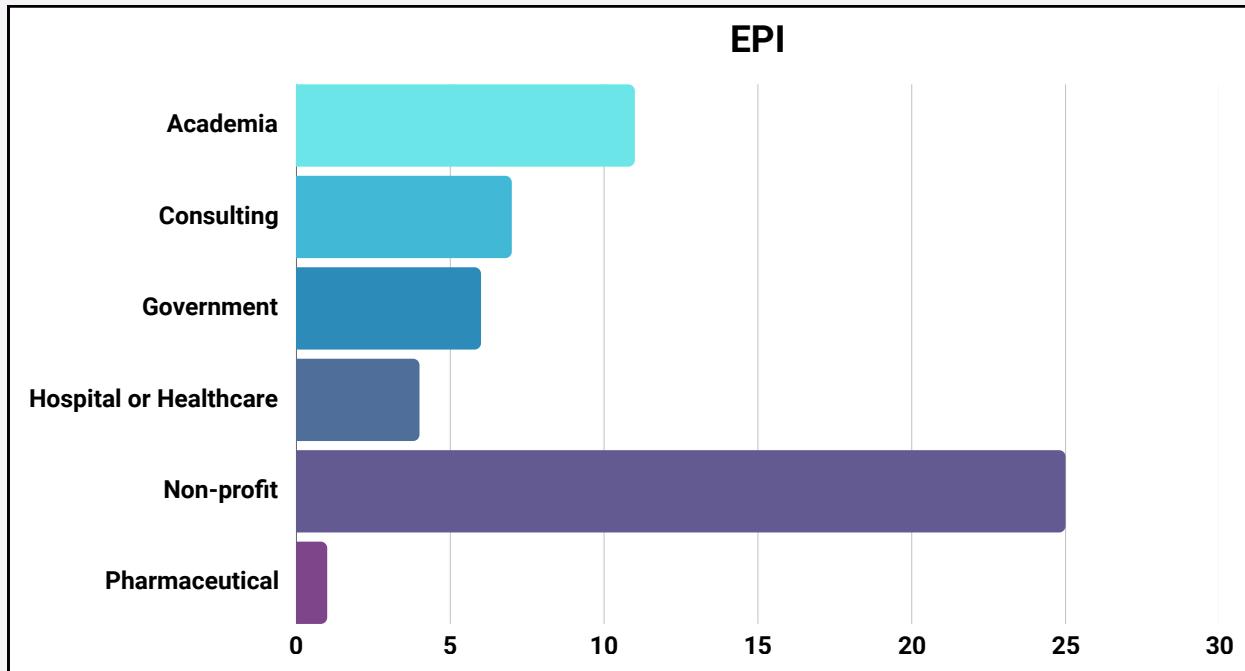
\*excludes PA

# INDUSTRY

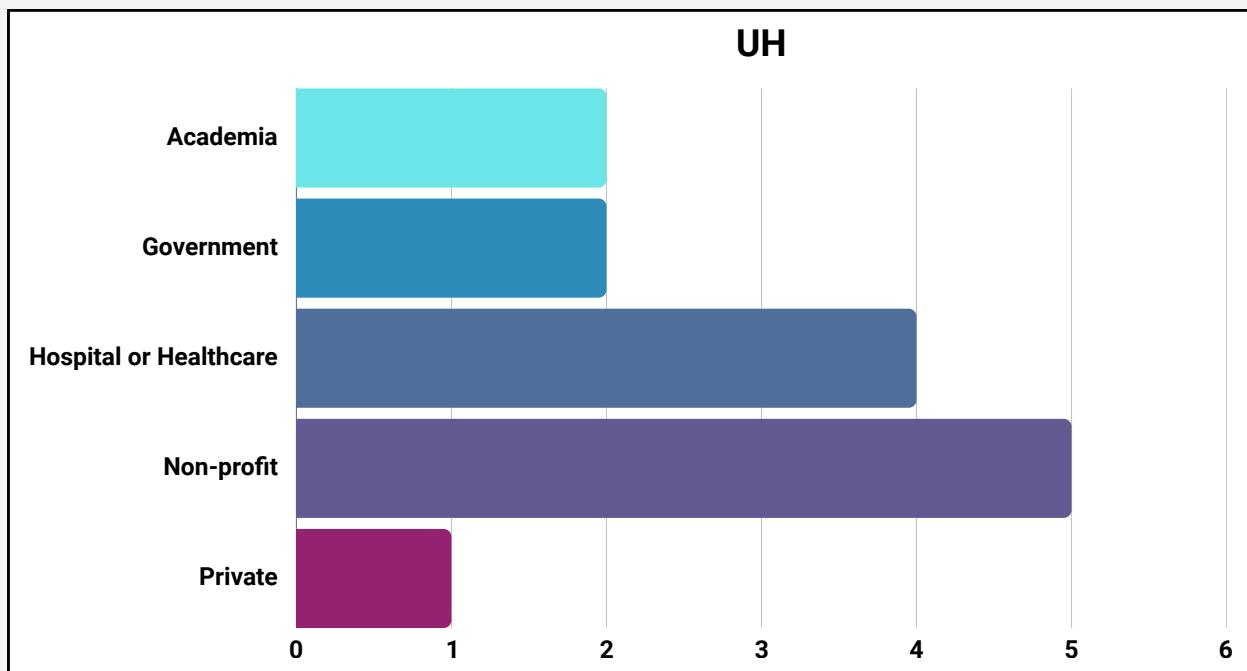
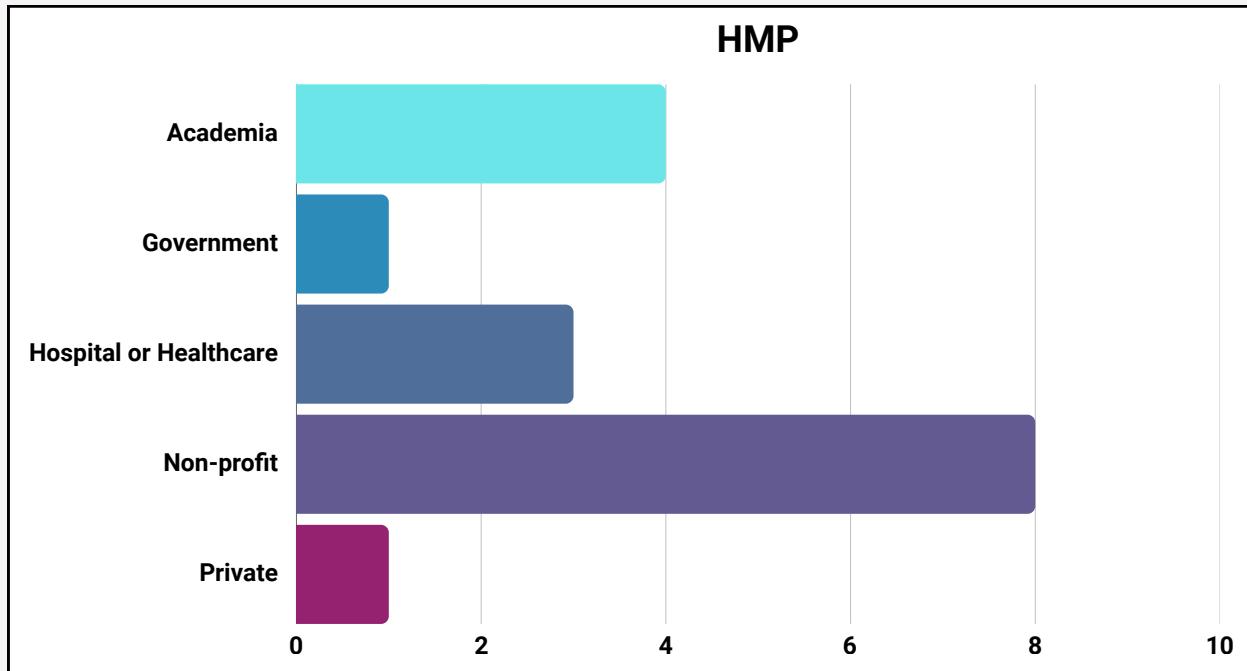
This section categorizes host organizations by industry to illustrate the range of public health sectors students engaged with.

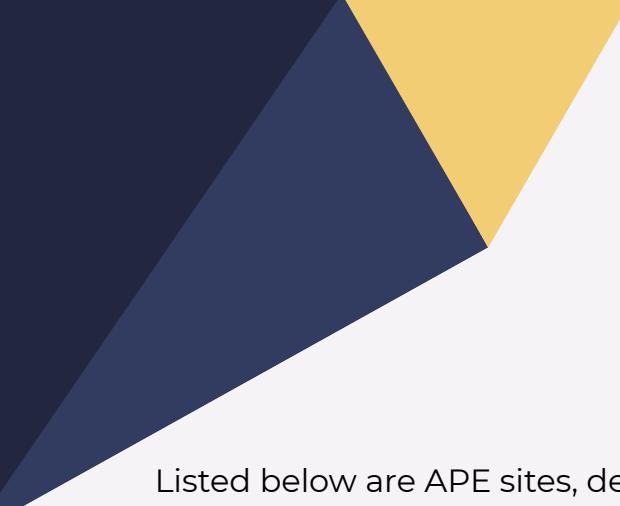


# INDUSTRY



# INDUSTRY





# Community Health and Prevention

Listed below are APE sites, deliverables, competencies, and topics, organized across the seven MPH departments. An overview of deliverable categories are listed on the last page of the department section. A full description of the competencies is available on the requirement page.

## **Organizations**

A Book a Day, ACG Health, Broad Street Love (Bridging the Gap), Drexel University, MamaBird, Philadelphia Department of Public Health, Sunrise

## **Deliverables**

- Media and Outreach Products
- Presentations and Training Resources
- Reports and Assessments
- Research and Data Projects

## **Competencies**

- Evidence-based Approaches to Public Health: 1, 2, 3, 4
- Public Health & Health Care Systems: 6
- Planning & Management to Promote Health: 7, 8, 9, 11
- Leadership: 16
- Communication: 18, 19, 20
- Interprofessional Practice: 21

## **Topics**

- Black adult cigarillo use
- Diaper and period poverty
- Doula planning
- NICU family literacy and bonding
- Opioid overdose hotspots
- Poverty
- Youth trauma-informed health education



# Environmental and Occupational Health

## Organizations

Drexel HOPE, Philadelphia Gas Works

## Deliverables

- Media and Outreach Products
- Policy and Advocacy Documents
- Presentations and Training Resources
- Reports and Assessments

## Competencies

- Evidence-based Approaches to Public Health: 1, 4
- Planning & Management to Promote Health: 7, 8, 9, 11
- Policy in Public Health: 15
- Communication: 18, 19
- Interprofessional Practice: 21

## Topics

- Climate resilience and flood-management in Amazon cities
- Hepatitis A/B
- Workplace safety

# Epidemiology

## Organizations

A Book a Day, A.J. Drexel Autism Institute, ACG Health, American Federation of Teachers, Augusta University, Blue Zone Projects, Bridging the Gaps, Carthage Area Hospital - Infectious Control Department, Center for Leadership, Development and Advocacy, Inc., CHFI Global Health - Uganda, Children's Hospital of Philadelphia, Coco Life Inc., Delaware County Health Department, Drexel University - College of Computing and Informatics, Drexel University - Medical Cannabis Research Center, Drexel University - Ubuntu Center, Drexel University - Urban Health Collaborative, Educators 4 Education, George Washington University - Center for Health and Health Care in Schools, Inova Health System - Inova Fairfax Medical Campus, Ledge Light Health District, Loaves and Fishes Food Pantry, Lutheran Settlement House, National Kidney Foundation, Penn Medicine - Perelman Center for Advanced Medicine, Philadelphia Department of Public Health - Environmental Health Services; HIV Health Division, Prevention Point Philadelphia, Stanford Medicine, Tender Grassroots, Town of Agawam Department of Health, Verrica Pharmaceuticals, Women for Healthy Environment, Women Who Never Give Up Inc.

## Deliverables

- Educational and Communication Materials
- Media and Outreach Products
- Policy and Advocacy Documents
- Presentations and Training Resources
- Proposals and Plans
- Reports and Assessments
- Research and Data Projects

## Competencies

- Evidence-based Approaches to Public Health: 1, 4
- Planning & Management to Promote Health: 7, 8, 9, 11
- Policy in Public Health: 15
- Communication: 18, 19
- Interprofessional Practice: 21

# Epidemiology

## Topics

- Added-sugar menu warning label
- Autism
- Black health
- Black maternal health
- Blue zones
- Child and family health
- Climate and health
- Climate research (SALURBAL)
- Clinical medical record
- COVID & flu vaccination status
- Dermatology pharmaceutical operations
- Diabetes education in rural Uganda
- Digital midwifery EMR evaluation
- Driver's education health curriculum
- Environmental justice and criminal justice reform
- Flu & pneumonia mortality trends
- Food insecurity
- Food pantry
- Harm reduction
- Healthy Childcare Champion Program
- Hepatitis
- Hepatitis A/C and refugee children
- HIV
- HIV/substance-use
- Hospital infection prevention: hand hygiene
- Hypertension in rural Uganda
- Kidney disease
- Kidney health
- Mandatory reporting and educational neglect
- Medical cannabis qualitative review
- Medicare and Medicaid
- Menstrual product access
- Molecular epidemiology
- Mosquitos and ticks
- NICU family literacy & bonding
- Orthopedic oncology patients
- Race/ethnicity data equity (Pan-DIASPORA)
- Travel-abroad program systematic review
- Violence intervention and trauma-informed services
- Women re-entry health navigation

# Executive

## Organizations

Capital Health Medical Center, Charles River Laboratories, Children's Hospital of Philadelphia, Drexel University Dornsife School of Public Health, Drexel University Urban Health Collaborative, Goucher College, National Nurse-led Care Consortium, Saint Peter's University Hospital Population Health Department

## Deliverables

- Educational and Communication Materials
- Media and Outreach Products
- Policy and Advocacy Documents
- Presentations and Training Resources
- Proposals and Plans
- Reports and Assessments
- Research and Data Projects

## Competencies

- Evidence-based Approaches to Public Health: 2, 3, 4
- Public Health & Health Care Systems: 6
- Planning & Management to Promote Health: 7, 8, 11
- Policy in Public Health: 13, 15
- Leadership: 16
- Communication: 18, 19, 20
- Interprofessional Practice: 21

## Topics

- AmeriCorps Nursing Fellowship program
- Emerging cultural leaders
- Opioid response and community engagement
- R1 study data documentation
- Stillbirth prevention and bereavement support
- Workplace safety

# Global Health

## Organizations

American Foundation for Suicide Prevention - Greater Philadelphia Chapter, Center for Leadership, Development, and Advocacy, Drexel University Ubuntu Center, Educators 4 Education, Loaves and Fishes Food Pantry, Tender Grassroots, Thomas Jefferson University - Hematology Clinic; SKCC

## Deliverables

- Educational and Communication Materials
- Presentations and Training Resources
- Proposals and Plans
- Reports and Assessments
- Research and Data Projects

## Competencies

- Evidence-based Approaches to Public Health: 2, 3, 4
- Public Health & Health Care Systems: 5, 6
- Planning & Management to Promote Health: 7, 8, 9, 10
- Policy in Public Health: 13, 14
- Leadership: 16
- Communication: 18, 19
- Interprofessional Practice: 21

## Topics

- Black culturally competent suicide prevention outreach
- Cancer screening
- Driver's Education curriculum
- Food pantry
- Hepatitis B and HPV in Uganda
- Menstrual product
- Sickle cell
- Urban agriculture health



# Health Management and Policy

## Organizations

AmeriBest Home Care, Cancer Epidemiology Education in Special Populations, Center for Leadership, Development and Advocacy, Inc., Children's Hospital of Philadelphia, Drexel University - Dornsife School of Public Health; Urban Health Collaborative, Educators 4 Education, Headen Research Group, Independence Blue Cross, Infectious Disease Society of America, Jefferson Health, Maryland Department of Health & Office of Children and Youth with Special Health Care Needs, Philadelphia Corporation for Aging, Tender Grassroots, Uplifme, Vive Peru, Women for a Healthy Environment

## Deliverables

- Educational and Communication Materials
- Policy and Advocacy Documents
- Presentations and Training Resources
- Proposals and Plans
- Reports and Assessments
- Research and Data Projects

## Competencies

- Evidence-based Approaches to Public Health: 1, 2, 3, 4
- Public Health & Health Care Systems: 5, 6
- Planning & Management to Promote Health: 7, 8, 9, 11
- Policy in Public Health: 12, 13, 14, 15
- Leadership: 16
- Communication: 18, 19
- Interprofessional Practice: 21
- Systems Thinking: 22



# Health Management and Policy

## Topics

- Aging services program
- Cervical cancer
- Childcare
- Children in bereavement
- Community health needs
- Health literacy barriers (medicare population)
- Home care client services
- Homeless shelter locations
- Hospitality worker benefits
- Infection prevention workflow & policy
- Infectious diseases workforce development
- Juvenile diversion curriculum
- Maternal & child health
- Maternal health
- Parasite prevention
- Professional development
- Uganda children nutrition

# Urban Health

## Organizations

Alaskan AIDS Assistance Association, American Dental Hygienists' Association, Center for Adolescent and Young Adult Health, Centerpoint Independence Medical Center, Children's Hospital of Philadelphia, CraftNOW Philadelphia, Drexel University Dornsife School of Public Health, Educators 4 Education, Hamilton Township Division of Health, The Hun School of Princeton, New Jersey Department of Health, Renewal Church, Repisodic

## Deliverables

- Educational and Communication Materials
- Media and Outreach Products
- Policy and Advocacy Documents
- Presentations and Training Resources
- Reports and Assessments
- Research and Data Projects

## Competencies

- Evidence-based Approaches to Public Health: 2, 3, 4
- Public Health & Health Care Systems: 6
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- Policy in Public Health: 12, 13, 14, 15
- Leadership: 16
- Communication: 18, 19, 20
- Interprofessional Practice: 21
- Systems Thinking: 22

# Urban Health

## Topics

- Alcohol-involved sexual violence prevention
- Dating violence prevention
- Dental hygienist autonomy
- Faith-based social connection & health literacy
- Health literacy
- HIV/AIDS
- Insurance prior-authorization rules
- Public health accreditation preparation
- Sex/gender differences in African child morbidity
- Type 2 diabetes risk factors in youth
- Uninsured/unhoused
- Urban driver's education
- WIC food delivery unit
- Youth art camp mental health

## Deliverable Categories

1. Research and Data Projects (research, survey, data collection/analysis/visualization, literature review)
2. Reports and Assessments (evaluation, needs assessment, case study, summary)
3. Proposals and Plans (grant, policy, or action planning document)
4. Policy and Advocacy Documents (brief, memo, paper, op-ed, policy revision)
5. Educational and Communication Materials (toolkit, manual, brochure, pamphlet, guideline)
6. Media and Outreach Products (infographic, flyer, newsletter, social media, website, video)
7. Presentations and Training Resources (slide deck, poster, webinar, lesson plan, curricula, logic model, facilitator guide)

# APE Example

## Shannon Lennon, MPH Urban Health

Shannon completed the APE at the Hun School of Princeton, a private day and boarding school for students in grades 6-12 and post-graduate education.

Shannon collaborated with other disciplines to address the health literacy needs and well-being of our boarding student population.

### Deliverables:

- Research and Data Projects (research, survey, data collection/analysis/visualization, literature review): **literature review**
- Media and Outreach Products (infographics, flyers, newsletters, social media, websites, videos): **infographic**

### Foundational Competencies:

- Evidence-based Approaches to Public Health: 3, 4
- Planning & Management to Promote Health: 11
- Communication: 18, 19

## NEGATIVE IMPACTS OF SUBSTANCE USE



Nurses are available 24/7, 7 days a week in The Levine Family Health Center.  
Counselors are available by appointment during school hours.  
[healthservices@hunschool.org](mailto:healthservices@hunschool.org) / [counseling@hunschool.org](mailto:counseling@hunschool.org).

**Call/Text 988.**

# APE Example

## Nadege Mudenge, MPH Epidemiology

Nadege completed the APE at the Children's Hospital of Philadelphia's Refugee Child Health Program. RCHP ensures that newly-arrived refugee and other humanitarian entrant children have a healthy start in the United States by providing medical exams, screenings for infectious conditions, and immunizations.

### Deliverables:

- Presentations and Training Resources (slide deck, posters, webinars, lesson plans, curricula, logic models, facilitator guides): **PowerPoint**
- Presentations and Training Resources (slide deck, posters, webinars, lesson plans, curricula, logic models, facilitator guides): **Academic poster**

### Foundational Competencies:

- Evidence-based Approaches to Public Health: 1, 3, 4
- Planning & Management to Promote Health: 11
- Communication: 19

**Children's Hospital of Philadelphia** **Drexel University Dornsife School of Public Health**

**Hepatitis C Prevalence Among Refugee Children**

Nadege U. Mudenge<sup>1,2</sup>, Jeremy Michel MD MHS<sup>1</sup>, Yvonne Micheal ScD MS<sup>2</sup>, Katherine Yun MD MHS<sup>1</sup>  
<sup>1</sup>PolicyLab, The Children's Hospital of Philadelphia, <sup>2</sup>Drexel University Dornsife School of Public Health

**BACKGROUND**

- This study examined the prevalence of Hepatitis C infection among resettled refugee and other humanitarian entrant children who have undergone a Domestic Medical Examination (or equivalent public health screening) at the Children's Hospital of Philadelphia (CHOP) between January 1, 2011, and April 30, 2025.
- We also investigated the age distribution and demographic characteristics of children who received a Hepatitis C antibody test.

**OBJECTIVE**

- To determine the prevalence of Hepatitis C infection among refugee children resettled in the United States who underwent a Domestic Medical Examination at the Children's Hospital of Philadelphia.

**METHODS**

Data Extraction: Data was extracted from the Children's Hospital's Electronic Health Records

Dataset Details:

- Our study used three datasets composed of 987 children with demographic data, 6446 laboratory test results, and 1260 immunizations records.
- For this study on Hepatitis C prevalence, immunizations records were removed. We focused on demographics and initial laboratory tests.

Process Steps:

1. The three datasets were merged using study ID, followed by transforming data from long to wide format and assessing the distribution and missingness of each variable.
2. We then focused on selecting only Hepatitis C Antibody tests, retaining the first test per child using the order date, then transforming Date of Birth and Order Date into SAS dates.
3. SAS was used to compute age at testing, clean and recode variables, including the outcome (Hepatitis C IgG): Positive= Reactive; Negative=Nonreactive

The study was approved by the CHOP IRB.

**CONCLUSION**

Among 935 refugee children tested for Hepatitis C Antibody, 99.0% (926) tested negative and 1.0% (9) tested positive. We conclude that the true prevalence of Hepatitis C antibody positivity among refugee children tested at the Children's Hospital of Philadelphia lies between 0.4% and 1.8%. The average age of children at the time of testing was 8 years (SD=4.9), with ages ranging from infancy (0 years) to 21 years. As Hepatitis C is a treatable condition, these results support ongoing screening for refugee/humanitarian entrant children seen at CHOP.

**RESULTS, Table 1 – Sample (N=978)**

Gender, n(%)	
Female	460(47.0%)
Male	518(52.9%)
Language, n(%)	
Arabic	214(21.8%)
Burmese	58(5.9%)
Dari	94(9.6%)
English	60(6.1%)
Nepali	84(8.5%)
Other	326(33.3%)
Pashto	76(7.6%)
Swahili	67(7.8%)
Ethnicity, n(%)	
Hispanic/Latino	29(2.9%)
Not Hispanic/Latino	767(78.3%)
Asked/Refused/Unknown	105(10.7%)
Other	26(7.7%)
Missing	1(0.1%)

**Table 2: Hepatitis C Antibody Test Results**

Prevalence of Hepatitis C Antibody Positivity	Number of Children
Negative	926
Positive	9

**AUTHORS & ACKNOWLEDGMENTS:**

We gratefully acknowledge the support, resources and guidance provided by the Children's Hospital of Philadelphia. We extend our special thanks to Dr. Jeremy Michel and Dr. Katherine Yun for their expertise, valuable guidance and contributions, and to Yvonne Micheal, ScD, MS from Drexel University for their guidance and advisory support.

# NEXT STEPS

## **PROFESSIONAL DEVELOPMENT SERIES (PDS)**

The PDS consists of career-themed workshops designed to aid in your career preparation journey by allowing time for you to improve components of your professional life.

In order to complete the APE, it is required that all first year MPH students\* complete the Professional Development Series workshops. To learn more about this requirement, please visit the [DASH PDS page](#).

\*The following programs are excluded from this requirement: BA MPH, BS MPH, MD MPH, JD MPH, and EMPH.

## **TIMELINE**

The APE fulfills the PBHL 500 course requirement (after the successful completion of PBHL 510 & 511) and should be completed before starting. Students should review this document for important deadlines and due dates in order to secure approval for the APE.

Note: International Students must complete and submit Curricular Practical Training (CPT) paperwork by the end of the current term before the term they would like to complete their APE in. See [form](#).

For additional information, please visit the [DASH APE page](#) or contact [Tariem Burroughs](#), *Executive Director of External Partnerships*.

# Contact us

**Phone**

267.359.6000

**Email**

[askdornsife@drexel.edu](mailto:askdornsife@drexel.edu)

**Website**

[www.drexel.edu/dornsife](http://www.drexel.edu/dornsife)

**Address**

Nesbitt Hall, 2<sup>nd</sup> floor  
3215 Market Street  
Philadelphia, PA 19104