**Embedded GrAPE Form**

Course Information

Instructor Name: Click here to enter text.

Course: Click here to enter text.

Organization Information

Organization/Agency/Division: Click here to enter text.

Address: Click here to enter text.

Contact’s Name/Title: Click here to enter text.

Contact’s Email Address: Click here to enter text.

Contact’s Phone: Click here to enter text.

Primary mission of organization/agency/division: Click here to enter text.

Does the organization **primarily** serve a rural population(s)? Yes [ ]  No [ ]

Does the organization **primarily** serve a marginalized population(s)? Yes [ ]  No [ ]

 Please describe: Click here to enter text.

Project Information

Number of GrAPE Units (see instructions): Click here to enter text.

Detailed Description of Project:Click here to enter text.

Competency-Based Product(s)/Project(s): Click here to enter text.

Scheduled Meeting Dates (see instructions):

|  |  |  |
| --- | --- | --- |
| Date | Time | Format  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Send a completed copy of this section to the agency contact, please.

MPH Competencies

Please place an X in the right column to indicate the competencies that will be addressed ***substantially*** during this GrAPE. Students are **required** to document *how the competencies checked* were met as part of their GrAPE requirement.

|  |  |
| --- | --- |
| Evidence-based Approaches to Public Health  |  |
| 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  |  |
| Public Health & Health Care Systems  |  |
| 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  |  |
| Planning & Management to Promote Health  |  |
| 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  |  |
| Policy in Public Health  |  |
| 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  |  |
| Leadership  |  |
| 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  |  |
| Communication  |  |
| 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  |  |
| Interprofessional Practice  |  |
| 21. Perform effectively on interprofessional teams  |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) |  |
| 22. Apply systems thinking tools to a public health issue  |  |
| WKU MPH Program Competencies |  |
| 23. Apply health behavior theories and models to address public health problems.  |  |
| 24. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services.  |  |
| 25. Discuss theoretical models and methods used to understand, explain, and ameliorate health disparities. |  |
| 26. Integrate social determinants into public health science, practice, and research. |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |

**Please submit these three items to the GrAPE coordinator at the end of the project**

 - Embedded GrAPE form

 - Competency alignment form

 - List of students/800 numbers

**Remind students to complete the Embedded GrAPE Project Summary Report (on next page), per instructions. In order to receive credit, they MUST submit both of these items to their e-portfolio.**

**Embedded GrAPE Project Summary Report**

**(each student must complete and upload to e-portfolio)**

Cover Page:

Name

WKU ID

Title of Project

Course Name/Number

Semester/Year

Project Summary Report

Section I. GrAPE Description

Provide a detailed description of activities undertaken as part of this embedded GrAPE. Reference any product(s) you produced individually or as part of a group, and **include them in an appendix.** Then, for clarity, also create a summative table that aligns activities/products with competencies. The table should look something like this:

|  |  |
| --- | --- |
| Activity/Product | Competency(ies) Addressed |
|  |  |
|  |  |
|  |  |

Section II. Public Health Significance

Please describe the significance of your GrAPE to public health practice.

Section II. Reflection

* Describe the extent to you integrated knowledge from the course into this GrAPE.
* Discuss any personal or professional challenges that you faced.
* Describe any personal and professional growth attained.
* How could this experience have been enhanced?

Appendices