Graduate Applied Practice Experience (GrAPE) Report

# Opportunities

Created a GrAPE overview of everything I have received so far about GrAPE work. The earliest information I have from GrAPE work is 2016, but everything before 2018 is very thin and incomplete. However, I have used them in the first report I have created to see how things have been as much as possible. Some areas in which we have an opportunity are “**WHO**,” “**WHY**,” and “**HOW**.”

**WHO** – Why are the students who have waited until their graduating semester to begin GrAPEs waiting? Why aren’t more students in the program completing some hours towards their GrAPEs? Why aren’t students submitting proposals and summary reports correctly? The biggest problem with the last question is that students are not submitting proposals BEFORE their work begins; in the next academic year, I will not be as lenient with this. It is a requirement to submit a proposal before work begins so that we can confirm that competencies are being addressed.

**WHY** – We can begin looking to see which competencies GrAPE projects aren’t addressing. Why aren’t these being used as often (#25, 27, 3, etc.)? Is it simply harder to show these in application or is it an opportunity for us? Can we identify ways to reinforce the relationship between these competencies and their application thru course work or embedded GrAPEs?

**HOW** – Embedded GrAPEs should be a focus in the next academic year. Not only does this help students obtain some GrAPE hours, it is part of the *Faculty Annual Assessment (I1)* and the *Assessment Requirements by CEPH Criterion (D5)*.

Disaster Preparedness Conference – made contacts with health departments in other states as possible opportunities for GrAPE work for our students (especially online students); also realized how helpful student business cards would be

# Changes

Updated forms for most proposals/summary reports to take out unnecessary information and include necessary information.

Looking at how we can create/change forms for courses that can be fully GrAPE work (Capstone, Internships) to include course information. What will these look like? How can we insure students are using them if they want their hours to count for GrAPE work? Should advisors be included in the conversations to get students to fill these out for those courses?

Want to look at updating orientation pieces on GrAPEs. Maybe this is where we are missing an opportunity to educate students from the get-go. I have, for the time being, updated my “Meet the Faculty” page to be a Powerpoint that introduces both the GrAPE requirement and me.