

UNIVERSITY OF MIAMI  
PUBLIC HEALTH SCIENCES

# MPH Capstone Program Handbook

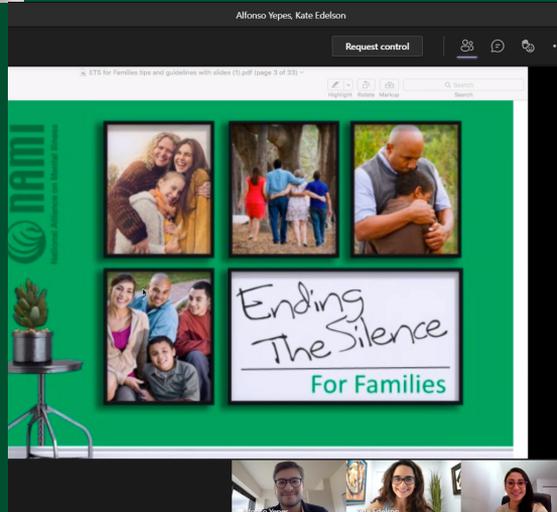


INSTRUCTIONS &  
FORMS FOR THE MPH

EPH 680 FIELD  
EXPERIENCE

EPH 682 CAPSTONE  
PROJECT

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## GLOSSARY

**Capstone Manager:** The MPH Capstone Manager is the Director of Career and Professional Development. This individual interacts with students, Faculty Advisors, Community Partners and administration on all aspects related to the Capstone Program. She assigns each student to a Faculty Advisor, shares Capstone opportunities with students, and oversees the completion of capstone requirements.

**Faculty Advisor:** A faculty member who has been appointed and trained as a Faculty Advisor. Each student is assigned a Faculty Advisor upon their first semester of enrollment. The Faculty Advisor ensures the capstone requirements are being met, and guides the student by assisting in establishing timelines; reviewing documents, providing feedback, and approving proposals, reports and documentation; interacting with Community Partners and Capstone Manager on a regular basis to ensure academic objectives are met, and assigning student's Capstone final grades.

**Community Site:** Community organization at the local, national or international level where students complete their capstone field experience and/or project.

**Community Partner (Preceptor):** A public health professional in a community organization or a UM Faculty member involved in community projects. The Preceptor works at the site where the student completes a field experience or capstone project and must be different from the student's permanent employer. The Preceptor helps the student bridge the gap between training and practice, interacts with the Faculty Advisor, and ensures that the student's objectives and the needs of the community organization are met as part of the student's Capstone Program. The preceptor supervises, mentors and evaluates the student in the field; facilitates entrance into the community site for at least 150 hours; approves the student's proposals; signs the Community Partner Agreement; signs-off on the student's field experience log of hours, and completes an evaluation of the student's performance in the field.

**EPH 680—Field Experience:** An applied practice experience for MPH students to demonstrate competency attainment. This is an independent study, 3-credit course required for MPH students. It may be started after the student has completed 9 credits of MPH coursework. To complete this course, the student must complete a minimum of 150 contact hours of public health fieldwork and submit required documentation.

**EPH 682—Capstone Project:** An integrative learning experience that demonstrates synthesis of foundational and concentration program competencies. This 2-credit independent study course is required for the MPH degree and is the final portion of the Capstone Program. The student must produce a culminating project related to public health.

**Grade:** The Capstone Program courses are graded as pass/fail (S=Satisfactory and U=Unsatisfactory). If the student satisfactorily completes all the course requirements, the grade is "S". If the student continues to work on their Capstone course when grades are due, an "I" (Incomplete) grade will be assigned. The "I" grade will be changed to an "S" when the Faculty Advisor approves all final reports for that course and the Capstone Manager verifies the completion of all required documentation. Students have one calendar year from the date the "I" was received to complete the course. If the work is not completed within one calendar year, the grade automatically turns to a "U" (Unsatisfactory), and the student must re-enroll and pay for the course again to complete their degree requirements.



## WHAT IS THE CAPSTONE PROGRAM FOR THE MPH?

The Capstone Program is a vital component of the Master of Public Health degree program. As students move through the MPH curriculum, they are trained to use evidence-based practices to transform the health of their communities. The Capstone Program allows students to apply this knowledge in real-world settings locally, nationally or internationally. Students are encouraged to build their Capstone Program in such a way that it supports their academic and professional interests while they advance in their careers as public health professionals.

The Capstone Program is required for the MPH degree, and consists of two independent courses:

1. Field Experience (**EPH 680**—3 credits) \**Pre-requisite: 9 credits of MPH completed*
2. Capstone Project (**EPH 682**—2 credits)

This *MPH Capstone Program Handbook* contains descriptions of procedures and requirements to complete the Capstone Program. The Handbook includes examples of activities, timeline and deadlines for submission, as well as forms and templates that are required documentation.

### **NOTE for Master of Science in Public Health (MSPH) students**

*MSPH students are required to fulfill different requirements (EPH 698 and EPH 699—Thesis Proposal and Thesis Project) which are not covered in this Handbook.*

*Please see [MSPH Handbook](#) for guidelines.*

Next are step-by-step instructions for MPH students to complete the EPH 680 and EPH 682 courses. Students may download editable forms and appendices from the website to complete the required documentation for the program.

### **MPH Capstone Program Handbook and Documents Website:**

<https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/mph-capstone-and-documents/index.html>



## **EPH 680—FIELD EXPERIENCE**

The EPH 680 course offers students the opportunity to integrate and apply classroom learning in a public health work environment while enabling them to observe and learn from professionals in the field. Through the field experience students are placed in health-related settings (local, national, and international) to work on projects of mutual interest to the field organization/agency and the student.

All MPH students are required to complete 150 or more contact hours in their selected field placement. No waivers are granted. The field experience must be completed outside of the student's permanent employment setting with a different supervisor (preceptor) than their usual employer.

**PRE-REQUISITES:** prior to starting the field experience and registering for EPH 680, students must meet the following pre-requisites:

1. Complete at least 9 credits of MPH coursework.
2. Complete CITI course on Human Research Subjects and submit CITI completion reports on Blackboard. (*see CITI Certification Instructions*).
3. Obtain approval from Faculty Advisor and Community Partner on Field Experience Proposal and Community Partner Agreement & Competency Form and submit both documents in Blackboard under the EPH 680 course after you enroll.

For international field experiences, please refer to the “International Experiences” section of this manual.

### **Examples of Field Experience Sites**

1. Florida Department of Health in Miami-Dade County, Epidemiology and Disease Control
2. Ear Peace: Save your Hearing Foundation
3. Kuvim Foundation and the Braun School of Public Health in Israel

### **Selecting your Field Experience Site**

#### **1. Identify your interests:**

- a. As soon as you start your MPH program, begin networking and discussing your public health interests with faculty members, fellow students and potential community partners. The Graduate Programs in Public Health has established relationships with numerous local, national, and international organizations, but you may also explore a new site and present it for consideration.
- b. Align your public health interests with your future career goals to determine:
  - i. What population to work with
  - ii. Area of public health to engage in
- c. Attend Capstone Info-Sessions and Community Partner events



**2. Meet with the Director of Career and Professional Development:**

- a. Review the Capstone Handbook before this meeting.
- b. Brainstorm ideas and interests and identify/connect with potential Community Partners. This should be done one semester before proposed start date of your Field Experience.

**3. Identify a Community Partner/Preceptor:**

- a. The ideal partnership will benefit both the student and the community partner.
- b. Ways to identify a community partner may include:
  - i. Discussions with your Capstone Manager and your Faculty Advisor.
  - ii. Follow the leads from other students, faculty members and Capstone Manager to help you connect to sites or contacts in your field of interest.
  - iii. Read emails from the Graduate Programs staff announcing capstone opportunities, internships, and involvement in research sent to students' UM email accounts.
  - iv. Search the MPH website, Blackboard One Stop Shop, and Cane2Cane MPH Capstone Group for current opportunities and past student experiences.
  - v. Search the internet for sites and organizations related to your field of interest.
- c. Contact preceptor to explore possible capstone opportunities, goals, objectives, and activities that are mutually beneficial for the student and for the organization.
- d. Discuss the following roles and responsibilities of the Community Partner/Preceptor:
  - i. Approval of the student's Field Experience Proposal
  - ii. Signing off on the Community Partner Agreement and Competency Form
  - iii. Supervising the student's tasks and activities to meet the capstone learning objectives and identified competencies
  - iv. Maintaining continued communication with Faculty Advisor on student's progress
  - v. Signing off on the student's Log of Hours (minimum of 150 contact hours)
  - vi. Completing an evaluation of the student's Field Experience

**4. Meet with your Faculty Advisor:**

- a. Coordinate a meeting with your Advisor to discuss your interests, potential Community Partner and Field Experience site(s) and establish the timeline for completing the capstone requirements and documentation.
- b. As soon as you identify your Community Partner, request to meet with your Faculty Advisor to discuss what you want to do, your public health competency selections and how you will meet and demonstrate your competencies in a written product during your field experience.
- c. Draft your field experience proposal and submit it to your Faculty Advisor for review and feedback. Refer to the guidelines in the appendices.
- d. Maintain communication with your Faculty Advisor throughout your field experience.

**Starting the Field Experience**

**1. Prerequisites and approvals:**

- a. Students must have completed 9 MPH credits prior to registering for EPH680.



- b. Complete the CITI course on the Protection of Human Research Subjects (*see appendices for instructions*) and submit certificates of completion on Blackboard under EPH 680, Assignments.
- c. Prior to beginning your log of hours, your Faculty Advisor and Community Partner must approve the following forms:
  1. **Capstone Field Experience Proposal** (1-2 pages. *See appendix*)
  2. **Community Partner Agreement and Competency Form**
- ii. Submit your signed Community Partner Agreement and Competency Form and your Approved Field Experience Proposal on Blackboard under EPH 680 Assignments.
- iii. *Note:* You may begin logging hours towards the 150-hour Field Experience requirement *only after your documents are approved.*
- d. Determine whether **IRB** approval is needed:
  - i. Consult your Faculty Advisor to determine if IRB approval is needed.
  - ii. If needed, plan to submit the study to the IRB at least two months prior to beginning your field experience.
  - iii. Once IRB approval is granted, submit an electronic copy of the approval letter to the Capstone Manager.

## 2. Conducting the Field Experience:

- a. Complete the tasks and activities established in your proposal and agreed upon with the Community Partner.
- b. We highly encourage you to take photos and videos when possible and acceptable to document your field experience. Try to take footage of your entire experience that documents location, population and type of public health work. Please be sensitive and respectful to participants' privacy and cultural norms. The Capstone Program may use these photographs to highlight the diversity and scope of our students work. You will be asked to upload at least 2 photos to Blackboard to complete EPH 680.
- c. Log a minimum of 150 contact hours.
- d. Update your Faculty Advisor on a regular basis and keep your Capstone Manager informed on your progress.
- e. Work closely with the Community Partner.
- f. Notify Faculty Advisor and Capstone Manager immediately if you have any issues.

## 3. Other visits to the community site:

- a. During a student field experience, the Capstone Manager, Faculty Advisor, or any other member of the Graduate Programs administration may visit the Community Partner site if deemed necessary or beneficial.



## Completing the Field Experience

### 1. Log of hours:

- a. The completed Log of Hours form should be approved/signed by the Community Partner.
- b. Submit the completed Log of Hours form electronically on Blackboard EPH 680 as soon as you complete the Field Experience hours.

### 2. Community Partner Evaluation:

- a. The Community Partner will complete an evaluation of the student during the Field Experience as part of the student's required documentation for EPH 680.
- b. The completed Community Partner evaluation can be submitted by the student on Blackboard EPH 680, or the Community Partner can email it to the Capstone Manager at [dphsawards@med.miami.edu](mailto:dphsawards@med.miami.edu).

### 3. Student Evaluation:

- a. Complete the Student Evaluation and feedback form [online](#).

### 4. Field Experience Final Report:

- a. Develop a complete draft (in Microsoft Word) of the Field Experience Final Report and submit to your Faculty Advisor for review and feedback on Blackboard EPH 680 under Assignments. Refer to the established deadlines (*see Appendix "Capstone Timelines"*). Prepare to go through several revisions of the Field Experience Final Report with your Faculty Advisor.
- b. **Format of the Field Experience Final Report** (*refer to template in Appendix A*):
  - i. Microsoft Word document
  - ii. Number of pages: 6-9 pages, not including references
  - iii. Double-spaced
  - iv. Title page (student name, course, semester, document title, advisor, date)
  - v. Properly written and punctuated, correct spelling and grammar
  - vi. Include a detailed description of tasks and projects, completed activities, achievements, and limitations of learning objectives.
- c. For MPH students who started in January 2019 and after:
  - i. Address the competencies you selected in your proposal
  - ii. Submit at least one additional written product to your Faculty Advisor to demonstrate competency attainment (see Field Experience Proposal Format in Appendix A)
- d. Incorporate the Faculty Advisor's feedback into your report and then re-submit until you obtain final approval from your Advisor.

### 5. Photos:

- a. Submit at least two photos documenting your Field Experience through Blackboard.



## EPH 682—CAPSTONE PROJECT

The Capstone Project is geared toward providing the student with an opportunity to apply public health field work, academic theory and acquired skills to community health problems in collaboration with a public health partner. As part of the project, the student will generate a 10-15-page written report using evidence-based practice (EBP) that clearly addresses a public health problem. Capstone Projects may be:

- Continued collaborations with the *same* community partner as the field experience addressing public health needs identified at the site; or
- Collaborations with a *different* community partner but with a *similar* population or public health topic from the field experience; or
- Collaborations with a *different* community partner and with *different* population and/or public health topic from the field experience.

### Summary of Capstone Project Categories

1. **Program Development:** Design a health promotion program or intervention using evidence-based practices that could be implemented at the field experience site, including instructions, procedures, manuals, and materials.
2. **Program Implementation:** Participate in a substantive way towards the implementation of a program or intervention already planned at the field experience site.
3. **Program Evaluation:** Conduct a formal evaluation of an existing program or intervention at the field experience site to evaluate effectiveness and outcomes.
4. **Research:** Research the origin of a health problem identified by the field experience site; conduct a systematic investigation including research development, data collection and analysis, testing, and evaluation.
5. **Health Policy/Advocacy:** Develop a health policy position paper related to the mission of the field experience site and advocate for its approval.
6. **Other:** Capstone Projects could involve data analysis and reporting; survey research; health education, community assessments and other project types. Consult with your Faculty Advisor to develop a project that aligns with your professional goals.

### Starting your Capstone Project

1. **Identify a Capstone Project topic and approach, and then select program competencies:**
  - a. You may identify potential Capstone Projects from your field experience and your academic work. As mentioned above, the community partner may be the same one as the Field Experience partner or a different one. For guidance, discuss your ideas with your Faculty Advisor and with the Community Partner. Select a minimum of 3 program competencies. Selected competencies for EPH 682 can differ from competencies selected for EPH 680.



Refer to the list of competencies on the *Field Experience Community Partner & Competency Form* for a list of competencies.

## 2. Obtain approvals:

- a. Your Capstone Proposal must be approved by your Faculty Advisor before you may enroll in EPH 682.
- b. Determine if **IRB** approval is needed:
  - i. Consult your Faculty Advisor to determine if IRB approval is needed.
  - ii. If needed, plan to submit the study to the IRB two (2) months prior to beginning your project.
  - iii. Once IRB approval is granted, submit an electronic copy to Capstone Manager.

## Completing your Capstone Project

### 1. Capstone Project Final Report:

- a. Develop a final draft of the Capstone Project Final Report and submit to your Faculty Advisor as a Word document for review and feedback via Blackboard. To ensure a timely submission to meet the grading period deadlines, please see “Capstone Timelines.” Expect to go through several revisions of the Final Project Report with your Faculty Advisor until it is approved and finalized.
- b. **Format of the Capstone Project Final Report** (*See template in Appendix B*)
  - i. Microsoft Word document
  - ii. 10-15 pages, not including references
- c. Incorporate your Faculty Advisor’s feedback into your draft report and submit revised drafts on Blackboard until it is approved.

## Student Evaluation of the Faculty Advisor

The Department of Public Health Sciences is continuously seeking ways to improve the student experience and academic process. Student feedback is essential to enhancing and providing the upmost quality in the MPH and all graduate programs. Please complete a brief online **anonymous** survey about your experience working with your Faculty Advisor. The link to the survey is in the Assignments section of Blackboard for EPH 682.



## FUNDING OPPORTUNITIES

The Department of Public Health Sciences Graduate Programs offers funding opportunities for students to use towards their MPH Field Experience and Capstone Project and/or MSPH Thesis.

Please visit the Graduate Programs website for detailed information on the following “Capstone-Funding Opportunities” <https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/funding-opportunities/index.html>

<i>Name of Award</i>	<i>Available for MPH &amp; MSPH Students:</i>
<i>Conference Award</i>	To present at a conference
<i>Public Health Travel Award</i>	Field Experience, Capstone Project, Thesis
<i>Kuvin Foundation MISH Fellowship</i>	Field Experience, Capstone Project, Thesis

## INTERNATIONAL CAPSTONE EXPERIENCES & PROJECTS

Students may complete their Field Experiences and/or their Capstone Projects in a foreign country. The Graduate Program offers some funding opportunities to assist students in accomplishing this. The policies and guidelines described below must be followed by students wishing to conduct academic work in a foreign country.

### *Student Travel Abroad Policy*

1. Students traveling abroad must complete an **ONLINE trip registration** with the Study Abroad programs. Please contact the Capstone Awards Manager at [dphsawards@med.miami.edu](mailto:dphsawards@med.miami.edu) to begin this process at least 2 months prior to traveling.
2. Provide the following information:
  - a. Name
  - b. Capstone course you are traveling for
  - c. City and Country of trip
  - d. Exact dates of trip
3. Additional approval from the Director of Risk Management is required for students traveling to any countries listed in the U.S. State Department Travel Advisory Warning page. Please find out with plenty of time if the country you are traveling to is in this list  
(see <https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html/>)  
If traveling to any of the countries listed in the Warning Page as indicated above: Please contact the Capstone Awards Office ([dphsawards@med.miami.edu](mailto:dphsawards@med.miami.edu)) and your Capstone Manager as soon as you know you will be traveling.



## Capstone Course Semester Deadlines for MPH Students

### EPH 680—Field Experience Deadlines for Document Submission

EPH 680 Document	Faculty Advisor Approval	Preceptor Signature	Due Date <i>May be turned in <u>up to this date</u>. Reports turned in after this deadline will receive an Incomplete grade (I on transcript)</i>
1. CITI Certification report			Prior to registration and logging hours
2. Field Experience Proposal	Required	Required	Prior to registration and logging hours
3. Community Partner Agreement	Required	Required	Prior to registration and logging hours
4. Log of Hours		Required	Upon completion
5. Evaluation from Community Partner		Required	Upon completion
6. Evaluation from Student			Upon completion
7. Field Experience Final Report <i>(completed editable first draft)</i>	Required		To Capstone Faculty Advisor 3 weeks before CLASSES END** according to UM <a href="#">Academic Calendar</a>

### EPH 682—Capstone Project Deadlines for Document Submission

EPH 682 Document	Faculty Advisor Approval	Preceptor Signature	Due Date <i>May be turned in <u>up to this date</u>. Reports turned in after this deadline will receive an Incomplete grade (I on transcript)</i>
1. Project Proposal	Required	Required	Prior to registration and logging hours
2. Project Proposal Form	Required	Required	Prior to registration and logging hours
3. Project Final Report <i>(completed editable first draft)</i>	Required		To Capstone Faculty Advisor 3 weeks before CLASSES END** according to UM <a href="#">Academic Calendar</a>

### Reminder about Timeline to Complete Incomplete Grades

Students who receive an “Incomplete” (I) in EPH 680 or EPH 682 have 1 calendar year (12 months) to finish the work and receive a passing grade of (S). If the work is not completed within this calendar year, the grade becomes “Unsatisfactory” (U) and remains on the transcript. EPH 680 and EPH 682 are required for the MPH degree, so a student who receives a “U” in EPH 680 or EPH 682 must enroll and pay for the course again to complete the degree. [Link](#) to UM Academic Calendars.



## APPENDICES TABLE OF CONTENTS

The appendices include all required forms, agreements, learning objectives, guidelines and supporting material to help guide the student, Community Partner and Faculty Advisor through completion of the Capstone Program.

### **Appendix A—Field Experience Required Documents (EPH 680)**

1. CITI Certification on Protection of Human Research Subjects—Instructions
2. Guidelines for Field Experience Proposal
3. Field Experience—Proposal Format
4. Field Experience—Community Partner Agreement & Competency Form
5. Field Experience—Log of Hours
6. Field Experience—Evaluation from Community Partner
7. Field Experience— Student Evaluation
8. Field Experience—Final Report Format

### **Appendix B—Capstone Project Required Documents (EPH 682)**

1. Capstone Project—Proposal & Competency Form
2. Capstone Project—Proposal Format
3. Capstone Project—Final Report Format



## **Appendix A—Field Experience Required Documents (EPH 680)**

1. CITI Certification on the Protection of Human Research Subjects—Instructions
2. Guidelines for Capstone Field Experience Proposal
3. Field Experience—Proposal Format
4. Field Experience—Community Partner Agreement & Competency Form
5. Field Experience—Log of Hours
6. Field Experience—Evaluation from Community Partner
7. Field Experience— Evaluation from Student
8. Field Experience—Final Report Format



## MPH & MSPH Students—CITI Requirement

**CITI Certification is required prior to beginning the Capstone Field Experience and the MSPH Thesis.**

All students must show evidence of completion of the CITI course Protection of Human Research Subjects (i.e., CITI certification) PRIOR to enrolling in either MPH Capstone courses: EPH 680, 681, 682 or MSPH Thesis courses: EPH 698 and EPH 699.

Research is essential for the advancement of medicine and public health. Among many things, it can provide important information about disease trends and risk factors, and outcomes of treatment or public health interventions. As public health practitioners, you will more than likely participate in research at one time or another. Everyone involved in research at the University of Miami must complete a course in research ethics. While a student at UM, you may complete this course online via the *Collaborative Institutional Training Initiative (CITI)*. We believe that the topics covered in the "Course in the Protection of Human Research Subject" are a beneficial adjunct to your current curriculum and will provide you with a strong research foundation. In addition, this is something you will be required to have in order to participate in an innovative, school-based service-learning experience of one of your MPH courses.

### INSTRUCTIONS:

- GO TO: [www.citiprogram.org](http://www.citiprogram.org)
  - LOG IN: Proceed to Select **Log in via SSO**
  - Scroll down and SELECT: **University of Miami/Jackson Health System Courses**
  - You will be redirected to UM Single Sign-On: **Sign in with your CaneID & Password**
  - Create a new CITI Program Account *[if you don't have one already]*
  - Under the **University of Miami/Jackson Health System Course** drop-down CLICK: **Add a course**
  - SELECT all the following required courses:
    - Human subjects research (HSR) series [Answer a series of questions]
    - Conflict of Interest Course
    - Health Information Privacy and Security (IPS) series
    - Responsible Conduct of Research (RCR) series
  - SELECT **NO, I have NOT completed the Basic Course** in the Protection of Human Research Subjects in the past, IF this is your first time using the CITI program.
  - SELECT **Yes, I would like to take the Students in Research Course.**
  - SELECT **Yes, I conduct Social or Behavioral research [Group 2]**
  - **NOTE:** CITI will ask if you desire to take other courses. You can say no. The only required courses are the ones listed above.
  - COMPLETE the required online modules *[The modules will take few hours to complete, but you can do it at your own pace]. You must obtain a grade of 80 or above.*
  - OBTAIN a CITI completion report *[The certification report will show you what you have completed, dates of completion and expiration, and grade].*
    - NOTE: You need to submit the CITI completion report, not the CITI certification.
  - You need to submit your CITI completion reports on Blackboard after you have enrolled in EPH 680 or EPH 698. You will not receive a Satisfactory grade until your CITI completion reports are all in Blackboard.
  - For questions, Megan Garber [m.garber@med.miami.edu](mailto:m.garber@med.miami.edu) (for MPH and MSPH Students)
-



## Guidelines for Capstone Field Experience Proposal

The Capstone Field Experience Proposal is a 1 to 2-page editable document written after an initial conversation with the Community Partner and a meeting with the Faculty Advisor. The student and the Community Partner decide the type of activities the agency will be able to provide for the student to meet his or her objectives. The student and the Faculty Advisor ascertain the proposed competencies, objectives, and activities to meet the academic requirements for the MPH program. This proposal serves as an overview of how the student will meet MPH generalist competencies and gain an understanding of a public health agency, its programs, the population it serves, and potential Capstone Projects. A final version of this proposal, along with the signed Community Partner Agreement and Competency Form, must be submitted on Blackboard under EPH 680 Assignments before a student may begin logging hours. You will find examples of field experience opportunities online in Blackboard and the Purple Briefcase database.

Below is a **SAMPLE** format for the Capstone Field Experience Proposal.

### ***Introductory Paragraph:***

Brief description of field experience site/organization, WHY you chose this site; WHAT population it serves; the public health significance of their work and a general overview of WHAT activities you will be doing.

### ***Objectives:***

1. Objective 1. (Example: By completion of the field experience the student will be able to describe the organization and operations of the agency; describe the services provided, population served, and the public health significance of the work).
2. Objective 2. (Example: An example of what the student should be able to accomplish in planning, implementing, and evaluating a smoking cessation program for Hispanic employees).

### ***Competencies:***

1. Select at least 5 competencies you will attain through your capstone field experience (see list provided in Community Partner Agreement & Competency Form).

### ***Sample Activities:***

1. Review the mission and policies governing the agency and read program manuals.
2. Participate in an orientation program that includes spending time in selected departments.
3. Schedule and attend meetings with administrators, Community Partners and other relevant staff.
4. Gain an understanding of the population and communities served.
5. Identify areas of deficit or need in terms of programs/services provided.
6. Collect information about smoking in the general Hispanic population.
7. Conduct a survey to determine the magnitude of the problem at this site and interest in employee participation.
8. Develop a program plan, objectives, methods, and evaluation.
9. Assemble materials and equipment needed for implementation.
10. Present or implement program.
11. Assess program results.



## FIELD EXPERIENCE—PROPOSAL (Format)

### FORMAT:

- 1-2 pages, single-spaced, 12-point font.
- Follow the outline below. Create your own Word document.
- Signatures from your Faculty Advisor and Community Partner on your competency form signify they have approved your field experience proposal and proposed written product.

### INTRODUCTION

- Brief overview of the public health topic you will be working on. Please include:
  - Public health significance: Introduction of the problem and its significance (why it is important, relevance, incidence, prevalence, consequences), proposed scope of your involvement, etc.
  - Brief summary of literature review on the issue: Include references in the proposal (see below).
  - How this issue relates to your public health interest and professional development.
- Brief description of the Community Partner organization and its specific programs or departments with whom you will be working. Tailor your summary to what is most relevant to your project, and do not copy and paste from their website.

### OBJECTIVES & ACTIVITIES

Consider using the SMART Goals guideline to create your objectives (see next page).

- Objective 1: State general objective (e.g., I will understand the organization's fiscal needs).
  - List all activities that relate to Objective 1
  - Use action verbs to list activities (e.g., I will review annual budgets and accounting reports; I will interview the CFO and others in financial roles).
- Objective 2: State general objective
  - List all activities that relate to Objective 2

### CAPSTONE FIELD EXPERIENCE COMPETENCIES

Select at least 5 competencies you will attain through your capstone field experience on the Competency Check List. Be sure to follow the instructions above the list of competencies.

### FINAL FIELD EXPERIENCE PRODUCTS

Identify a written product in addition to your final field experience report that you will submit to your community partner and faculty advisor at the end of your field experience. Examples include:

- PowerPoint presentation
- Data analysis results or output
- Link to a website or video you designed
- Survey or data collection tool
- Fact sheet or infographic
- Brochure
- PDF file of a poster
- Standard operating procedures document
- Literature review if requested by community partner
- Key informant interview if requested by community partner

### ADDITIONAL INFORMATION

- If applicable, include a brief description of ideas for your Capstone Project and how the Field Experience may inform that work.

### REFERENCES

- Include at least 3 references that you used for your introduction using proper citation: These should be scholarly references rather than websites or blogs/posts. Search literature using PubMed and Science Citation Index.



**SMART GOALS: Goals should describe accomplishments, not activities.**

<b>S</b>	<p><b>Specific:</b> Goal objectives should address the five W's: who, what, when, where, and why. Make sure the goal specifies what needs to be done with a timeframe for completion. Use action verbs, such as create, design, develop, implement, and produce.</p> <p><i>Example: Develop an action plan in response to the Mini "Pulse" Survey results by September 30, 2022.)</i></p>
<b>M</b>	<p><b>Measurable:</b> Goal objectives should include numeric or descriptive measures that define quantity, quality, and cost. Focus on elements such as observable actions, quantity, quality, cycle time, efficiency, and/or flexibility to measure outcomes, not activities.</p> <p><i>Example: Update ten HR policies and procedures each month.)</i></p>
<b>A</b>	<p><b>Attainable:</b> Goal objectives should be within the student's control and influence. Consider the resources needed and set realistic goals. Is the goal achievable with the available resources? Is the goal achievable within the timeframe originally outlined? Consider authority or control, influence, resources, and work environment support to meet the goal.</p> <p><i>Example: Obtain the PHR certification by December 2022.</i></p>
<b>R</b>	<p><b>Relevant:</b> Goals should be instrumental to the mission of the student academic development and the community partner. Develop goals that relate to the student's key accountabilities that align with the partner's agenda.</p> <p><i>Example: Develop and implement a diversity recruitment plan that increases the number of diversity candidates by 10 percent.</i></p>
<b>T</b>	<p><b>Time-bound:</b> Goal objectives should identify a specific target date for completion and/or frequencies for specific action steps that are important for achieving the goal. Incorporate specific dates, calendar milestones, or timeframes that are relative to the achievement of another result (i.e., dependencies and linkages to other projects)</p>



**FIELD EXPERIENCE—COMMUNITY PARTNER AGREEMENT & COMPETENCY FORM**

**STUDENT:**

Name	
Email Address	

**COMMUNITY PARTNER SITE:**

Site Name	
Site Address	
Site Telephone	
Site Website	

**COMMUNITY PARTNER (PRECEPTOR):**

Preceptor Name	
Preceptor Title	
Preceptor Address	
Preceptor Telephone	
Preceptor Email	

*I agree to serve as a Community Partner Preceptor to the student listed above, a Master of Public Health candidate at the University of Miami. I understand that as the Community Partner Preceptor, I will be expected to provide a minimum of 150 hours of supervised experience according to the following work schedule:*

Start date	# days per week	Approx. # hours/day	End date

Proposed Written Product (in addition to the Final Report): \_\_\_\_\_

Expected Completion Date of Written Product: \_\_\_\_\_

Field Experience Final Report Draft Submission Date: \_\_\_\_\_

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*I agree to review the student's objectives and to facilitate his/her accomplishment by assigning tasks and monitoring the student's activities which after being approved becomes the student's supervised experience. I further agree to provide an ongoing evaluation of the student's performance and professional skill during the experience and also formally at the conclusion of the field experience. I have read the Handbook and am willing to adhere to the responsibilities outlined. (Preceptor will sign at the end of the form)*

## MPH Capstone Field Experience Competency Form

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**Student Instructions:** Select at least 5 competencies you will attain through your capstone field experience. You can check the box next to each competency. At least 3 competencies must come from the first list. Submit this list with your field experience proposal to your faculty advisor. Review the competencies you plan to attain with your community partner preceptor and be sure to include activities in your proposal that will help you attain these skills. Once this document is signed, you may begin to log your field experience hours. Please note, you need to demonstrate you met all 5 competencies in the final report and written product(s) you submit at the end of your field experience. If the field experience activities change, it is the student's responsibility to communicate with the faculty advisor and then submit a modified competency form identifying the competencies that will be met.

Select 3 – 5 competencies from the list below:

### Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

### Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 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

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

### Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity





## FIELD EXPERIENCE—EVALUATION FROM COMMUNITY PARTNER

<b>Student Name:</b>			
<b>Field Experience Site:</b>		<b>Date of Evaluation:</b>	
<b>Preceptor Name:</b>		<b>Preceptor Signature:</b>	

Please read the following statements and circle the level that best describes your perception of the student's professional skills and overall performance during this field experience. Your honest evaluation is greatly appreciated.

**KEY:**    1 = Strongly Agree                      3 = Neither Agree nor Disagree                      5 = Strongly Disagree  
               2 = Agree                                      4 = Disagree    NA = Not Applicable

<b>STUDENT PROFESSIONAL SKILLS EVALUATION</b> <i>During this Field Experience, the student...</i>	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Analyzed the determinants and distribution of health problems in a population	1	2	3	4	5	NA
Interpreted health information from relevant national state or local health data basis	1	2	3	4	5	NA
Evaluated health programs through analysis of policies governing them	1	2	3	4	5	NA
Identified environmental factors which affect the health of individuals in a community	1	2	3	4	5	NA
Utilized the concepts of social/behavioral sciences to identify and solve public health problems	1	2	3	4	5	NA
Describe the agency's organization, mission, management and linkage to the community	1	2	3	4	5	NA
Demonstrated competency in their area of concentration (see learning objectives)	1	2	3	4	5	NA
Determined the program's needs, problems and rationale for operation	1	2	3	4	5	NA
Performed tasks and activities appropriate for the program	1	2	3	4	5	NA

<b>STUDENT PROFESSIONAL SKILLS EVALUATION</b> <i>During this Field Experience, the student...</i>	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Differentiated between immediate, intermediate and long-range program objectives	1	2	3	4	5	NA
Planned, organized and implemented activities to accomplish learning objectives	1	2	3	4	5	NA
Assessed results of program and made recommendations based on public health concepts	1	2	3	4	5	NA
Utilized appropriate literature for program or project design	1	2	3	4	5	NA
Produced individual projects that were beneficial to the program or agency	1	2	3	4	5	NA
Developed materials, reports, documents that were professional and appropriate	1	2	3	4	5	NA
Demonstrated professional skills needed to enter the public health profession	1	2	3	4	5	NA
Demonstrated the ability to set goals and objectives	1	2	3	4	5	NA
Accomplished necessary tasks and completed assigned work	1	2	3	4	5	NA
Organized and used time efficiently	1	2	3	4	5	NA
Accepted responsibility and fulfilled commitments to the agency	1	2	3	4	5	NA
Was adaptable and worked well with agency staff and clients or citizens served by the agency	1	2	3	4	5	NA
Presented innovative ideas in a professional manner	1	2	3	4	5	NA
Demonstrated effective oral communication skills	1	2	3	4	5	NA
Demonstrated their preparation to practice in the field of public health	1	2	3	4	5	NA
Acted professionally with integrity and impartiality	1	2	3	4	5	NA

**Additional Comments:**

## FIELD EXPERIENCE—STUDENT EVALUATION

### Field Experience Student Evaluation—Form

<b>Field Experience Site:</b>		<b>Date of Evaluation:</b>	
<b>Student Name:</b>		<b>Student Signature:</b>	

*This is an example of the evaluation. Students should complete this evaluation [online](#).*

**KEY:**    1 = Strongly Agree                      3 = Neither Agree nor Disagree                      5 = Strongly Disagree  
               2 = Agree                                      4 = Disagree    NA = Not Applicable

<b>STUDENT FIELD EXPERIENCE</b> <i>During this Field Experience, ...</i>	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
You were given an orientation to the field experience requirements	1	2	3	4	5	NA
Program learning objectives were provided	1	2	3	4	5	NA
Expectations for the field experience were provided to me by the Community Partner	1	2	3	4	5	NA
The field experience assignments and activities were practical and useful	1	2	3	4	5	NA
You were given support and positive reinforcement by your Community Partner	1	2	3	4	5	NA
You were given adequate and appropriate feedback	1	2	3	4	5	NA
You were given the opportunity to provide feedback	1	2	3	4	5	NA
The field experience assignments and activities were pertinent and applicable to my public health education	1	2	3	4	5	NA
Performed tasks and activities appropriate for the program	1	2	3	4	5	NA
You had adequate access to resources to fulfill the expectations of the field experience	1	2	3	4	5	NA
You would recommend your field experience site to other students	1	2	3	4	5	NA

*Please continue with feedback on the following page*



## FIELD EXPERIENCE—FINAL REPORT FORMAT

### **TITLE PAGE**

- Student’s Name
- Community Partner Organization Name
- The semester or semesters the placement was completed (months/year)

### **AGENCY BACKGROUND AND ADMINISTRATION (2 – 3 pages)**

- Agency mission and goals
- Organizational chart of agency or organization (if available)
- Description of agency budget and resources
- Target audience the agency serves
- Programs and services offered
- Method in which your Community Partner supervised your experience

### **SUMMARY OF FIELD EXPERIENCE (4 – 6 pages)**

- Provide a brief description of your activities and assigned project(s)
- List your learning objectives and describe the degree to which each objective was met
- Describe the contributions you made to the agency or organization
- Relate the project activities to your academic coursework
- Explain how the field experience contributed to your professional growth
- Describe what new skills, knowledge and insights were acquired during the placement
- Summarize how you met and demonstrated mastery of each specified learning competency
- Evaluate the experience, a brief reflection on your experiences both positive and negative

### **COMPETENCY ATTAINMENT (1 page)**

Refer to the five competencies you selected on your Community Partner Agreement and Competency Form before you began your Field Experience. Include a chart similar to the one below that lists how you demonstrated application or practice of each of the five competencies. The Product(s) will be your Final Report or another Written Product.

<b>Practice-Based Products to Demonstrate Competency Achievement</b>	
<u>Competencies Selected</u>	<u>Product(s) Demonstrating Application or Practice (Report or Other)</u>
1)	
2)	
3)	
4)	
5)	

## **WRITTEN PRODUCT(S)**

Include at least one Written Product that you completed during your Field Experience. This Product or Products should demonstrate how you applied or practiced the Competencies listed in your Field Experience Proposal and in the Competency Chart above. The Product(s) should be included in your Field Experience Final Report as an Appendix.

Examples of Written Products:

- PowerPoint presentation
- Data analysis results or output
- Link to a website or video you designed
- Survey or data collection tool
- Fact sheet, infographic, brochure, or poster
- Standard operating procedures document
- Literature review or key informant interview if requested by community partner

### **IMPORTANT:**

- Submit the FIRST DRAFT of the final report as an editable WORD document in Blackboard so your Faculty Advisor can incorporate comments and feedback.
- Submit your report draft and written product(s) by the deadline (see "[Capstone Deadlines](#)").
- Reports must be double-spaced, 12-point font, with proper grammar.

## **APPENDIX— B — Capstone Project Required Documents (EPH 682)**

1. Capstone Project—Proposal & Competency Form
2. Capstone Project—Proposal (Format)
3. Capstone Project—Final Report (Format)
4. Capstone Project Rubric
5. Capstone Project Abstract and Evaluation



## EPH 682 CAPSTONE PROJECT—PROPOSAL FORM

<b>Student Name:</b>			
<b>Student C or 5 Number:</b>			
<b>Student Email:</b>			
<b>Capstone Project Site:</b>			
<b>Community Partner Name:</b>			
<b>Community Partner Email:</b>			
<b>Capstone Faculty Advisor:</b>			
<b>Capstone Project Title:</b>			
<b>Capstone Project Dates:</b>	<b>Start:</b>	<b>End:</b>	<b>Semester:</b>

Accompanying this form, students must submit their Capstone Project Proposal (see template). Once approved, the Faculty Advisor and Community Partner should sign this form and then the student should submit the form and proposal on lac board.

Students must select a minimum of 3 MPH program competencies they will attain through their capstone project. The student will select 3 competencies on the next 2 pages that they will attain through their capstone project. The student will review the competencies they plan to attain with their faculty advisor and community partner, and include them in their capstone project proposal.

The faculty advisor and community partner will sign the bottom of the competency form to approve the capstone project proposal.

## MPH, MPA/MPH, MPH/MAIA, MPH/MALAS, JD/MPH

### Capstone Project Competency Form

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**Student Instructions:** Select at minimum of 3 competencies you will attain through your capstone project. Review the competencies you plan to attain with your faculty advisor, and be sure to include them in your capstone project proposal.

Select at least 3 competencies from the list below:

#### Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

#### Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 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

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

#### Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

If you have not selected 5 competencies above, select an additional 1 – 2 competencies from the list below:

MPH Generalist Concentration Competencies

Produce graphical displays of data that effectively summarize descriptive and analytical findings

Use statistical software tools for reproducible research techniques and concepts in data management and analysis

Apply mixed methodological approaches that combine qualitative and quantitative research methods

Generate a research question and the appropriate analysis plan

Design health communication messaging and employ effective multi-media strategies for health communications

\_\_\_\_\_  
Capstone Faculty Advisor NAME

\_\_\_\_\_  
Capstone Faculty Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Partner Preceptor NAME

\_\_\_\_\_  
Community Partner Preceptor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student NAME

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **CAPSTONE PROJECT—PROPOSAL (Format)**

*NOTE: to obtain the required approvals, this proposal must accompany the  
Capstone Project Proposal Form*

*\*Section headings will vary depending on project approach selected. Double-spaced, 2-3 pgs. (not including Proposal Form and references)*

### **1. Working Title**

### **2. Rationale and Literature Review**

- a. A concise statement of the problem/health need/research question to be addressed
- b. How the problem/health need/ research question will be addressed
- c. A brief statement on how this project relates to your Field Experience goals/objectives
- d. List the MPH program competencies selected (minimum of 3, see the list in the Capstone Project Competency Form)

### **3. Project Design, Activities, Materials and Methods**

- a. Brief narrative of the project procedures and the sequence in which the project segments will be performed
- b. Brief narrative of each method or approach to be utilized
- c. Description of the target population
- d. Brief statement of the instruments and materials that will be utilized
- e. Brief list of activities

### **4. Evaluation Plan**

- a. How the project will be evaluated
- b. Data analysis techniques (if applicable)

### **5. Dissemination/Anticipated Outcomes**

- a. The knowledge or product expected as a result of your project
- b. Potential significance of the outcomes, public health relevance
- c. What audience is most appropriate for dissemination of the project results

**IMPORTANT:** Determine with your Faculty Advisor if University of Miami **IRB** submission and approval is necessary for this project. If it is, approval must be obtained before project work begins.

# Capstone Handbook

## CAPSTONE PROJECT—FINAL REPORT (Format)

*\*Section headings will vary depending on project approach selected. Double-spaced, 10-15 pages, not including references.*

**TITLE PAGE:** State the (1) Name of the student, (2) the title of the project report, (3) name of the agency or organization where the project was completed; (4) the semester or semesters the project was completed (months/year)

**ABSTRACT:** Summarize the report in 150 to 200 words. (submit [online](#) as well)

**TABLE OF CONTENTS:** List the starting page number for each section.

**SUMMARY STATEMENT:** Briefly describe the community partner agency/organization and provide an overview statement of the purpose of the project and what the project addresses.

**OBJECTIVES:** Provide a list of project goals and objectives, specific aims and/or research questions to be addressed by the project.

**BACKGROUND:** Review of relevant literature describing previous work completed on the selected topic that led to the project undertaken. Effort should be made to place the project in a theoretical model.

**METHODOLOGY AND PROJECT DESIGN:** Include design, setting, participants, intervention (if appropriate), main outcome measures; rationale for chosen measures/design; population and sampling.

**RESULTS:** The product of the effort put forth in the culminating project should be articulated in detail.

**RECOMMENDATIONS AND CONCLUSION:** Detailed discussion of the results; strengths and limitations of the project should be discussed; further study or effort implied by the conclusions should be stated with explanation of supporting literature; dissemination of results—who is the most appropriate audience for the project.

**COMPETENCY ATTAINMENT:** Describe and evaluate the degree to which you have demonstrated mastery of selected program competencies (minimum of 3); provide specific examples of how these competencies were met; and describe any challenges you encountered with each selected competency, explain and reflect upon how you addressed these challenges.

**REFERENCE LIST:** List the references for all work cited throughout the document. Citation style and formatting should be consistent throughout the document.

**APPENDICES:** All documents such as manuals developed, promotion materials, IRB approval (if appropriate); tables, charts, graphs, timelines related to project.

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## Final Report Rubric for EPH 682 – Capstone Project

Student Name: \_\_\_\_\_ Community Partner: \_\_\_\_\_

Advisor: \_\_\_\_\_

Draft Submission Date: \_\_\_\_\_ Approval Date: \_\_\_\_\_

**Important :**

This rubric is a suggestion on how the Faculty Advisor will assess the Capstone Project Report. This rubric is electronic via Blackboard.

STANDARD	EVALUATION	ADVISOR'S COMMENTS
<p><b><u>Background &amp; Literature Review</u></b></p> <ul style="list-style-type: none"> <li>• Background/rationale is clear and coherent</li> <li>• Subject matter is well researched and documented</li> <li>• Theoretical concepts are well defined and integrate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Objectives are well supported by current literature</li> <li>• Objectives are SMART (Specific, Measurable, Attainable, Relevant, Time-oriented)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b><u>Methodology and Project Design</u></b></p> <ul style="list-style-type: none"> <li>• Presented clear, good analysis of the problem</li> <li>• Methods are clearly described</li> <li>• Analysis/Methods are aligned with Objectives</li> <li>• Variables, targets, measures are thoroughly discussed and align with expected outcomes</li> <li>• Implementation/Exploration is clearly discussed, along with expected outcomes</li> <li>• Student explained concept in own words</li> <li>• Human subjects IRB documentation and justification</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	



<p><b>Results</b></p> <ul style="list-style-type: none"> <li>• Interpretations were clearly based on the review of literature</li> <li>• Findings are correctly documented and summarized</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b>Recommendations and Conclusion</b></p> <ul style="list-style-type: none"> <li>• Interpretation of findings is clearly discussed</li> <li>• Findings are clearly connected to Objectives</li> <li>• Short and long term implications are discussed adequately</li> <li>• Limitations are identified, suggestions for future research are documented</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Sufficient references to justify your points</li> <li>• Included peer-reviewed, scientific references or referenced chapters from relevant books</li> <li>• Used referencing style correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b>Content Structure</b></p> <ul style="list-style-type: none"> <li>• The writing is focused and well-organized, with effective use of leading sentences, transitions between sentences, and word choices</li> <li>• Errors in grammar, spelling, and punctuation are minimal, and they do not interfere with understanding</li> <li>• Paper is clearly organized using titles and subtitles that match the index</li> <li>• No errors or unsupported leaps in content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b>Document Structure</b></p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Abstract</li> <li>• Table of Contents</li> <li>• Background and Literature Review</li> <li>• Objectives</li> <li>• Methodology and Project Design</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	



<ul style="list-style-type: none"> <li>• Results</li> <li>• Recommendations and Conclusion</li> <li>• Reference List</li> <li>• Appendices</li> </ul>		
<p><b><u>Timeliness</u></b></p> <ul style="list-style-type: none"> <li>• Adhered to agreed timeline for report submission</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	
<p><b><u>Competencies</u></b></p> <ul style="list-style-type: none"> <li>• This project addressed the selected foundational and general MPH competencies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Does Not Meet Expectations</li> </ul>	

# Capstone Handbook

## CAPSTONE PROJECT ABSTRACT AND EVALUATION

Students must submit an abstract of their Capstone Project [online](#). Abstracts will be added to an online database where they will be visible to current and future students and Faculty Advisors. Abstracts will be shared with current and future students. Students will not be able to link this information to you personally unless you share your name and contact information at the end of this survey.

The purpose of this survey is to:

1. Share past capstone projects with future students
2. Facilitate collaboration with community partners

Survey Questions:

1. Title of your Capstone Project
2. Please write an abstract of your Capstone Project (250-500 words)
3. Select up to 3 public health topics for your project.
4. Write the name of your Community Partner.
5. Would you recommend your Community Partner to future students?
6. Location of Community Partner?
7. Can this Project be expanded upon by a future student?
8. Please elaborate on future projects