

UNIVERSITY OF MIAMI
MILLER SCHOOL OF MEDICINE

DEPARTMENT of
PUBLIC HEALTH SCIENCES



MD/MPH CAPSTONE PROGRAM: Handbook for **NEXTGENMD MD/MPH Students**

EPH 678—CAPSTONE PROJECT PREPARATION & PRACTICUM

EPH 682—CAPSTONE PROJECT



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE



MD/MPH Dual Degree

DEPARTMENT OF PUBLIC HEALTH SCIENCES

UNIVERSITY OF MIAMI MILLER SCHOOL OF MEDICINE

<https://graduatestudies.publichealth.med.miami.edu/>

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GLOSSARY

Capstone Coordinator: A graduate program staff member who manages the Capstone Program for the Department of Public Health Sciences MD/MPH Program. The Capstone Coordinator interacts with students, Faculty Advisors, Community Partners and administration on all aspects related to the Capstone Program, assigns each student to a Capstone Faculty Advisor prior to starting their Capstone Program, 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. Students are assigned to 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 Coordinator on a regular basis to ensure academic objectives are met, and approves all final reports.

Community Site: Community organization or agency at the local, national or international level where students complete their capstone practicum and project.

Community Partner (Preceptor): A public health professional in a community organization or an UM Faculty member involved in community projects. The preceptor works at the site where the student completes their Capstone Practicum and 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 25 hours; approves the student's proposals; signs the Community Partner Agreement; signs-off on the student's practicum log of hours, and completes an evaluation of the student's performance in the field.

EPH 678— Capstone Project Preparation & Practicum: An applied practical experience to demonstrate competency attainment. This for-credit independent study course is required for MD/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 practicum with a minimum of 25 contact hours of public health field work and submit required documentation pertaining to their Practicum and Capstone Project.

EPH 682—Capstone Project: An integrative learning experience that demonstrates synthesis of foundational and concentration program competencies. This for-credit independent study course is required for the MD/MPH degrees 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 Coordinator verifies the completion of all required documentation.



WHAT IS THE CAPSTONE PROGRAM FOR THE MD/MPH DEGREE?

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.

Successfully completing the Capstone Program demonstrates the attainment of the MPH foundational & concentration competencies. These competencies are informed by the traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences) as well as cross-cutting and emerging public health areas. You can review the foundational and concentration competencies on page 21.

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

1. Capstone Project Preparation & Practicum (**EPH 678**—1 credit) **Prerequisite: 9 Credits of MPH completed.*
2. Capstone Project (**EPH 682**—2 credits)

This *MD/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:

This Handbook contains step-by-step instructions for MD/MPH students to complete the EPH 678 and EPH 682 courses. Students may download editable forms and appendices from the DPHS website to complete the required documentation for the program.

Online version of MD/MPH Capstone Program Handbook, Appendices, Required Forms and Examples:

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

- [EPH 678 Field Experience Proposal Template](#)
- [EPH 678 Field Experience Community Partner Agreement](#)
- [EPH 678 Practicum Log of Hours](#)
- [EPH 678 Practicum Evaluation from Partner](#)
- [EPH 678 Field Experience Student Evaluation](#)
- [EPH 678 Practicum Write-Up Template](#)
- [EPH 678 Capstone Project Proposal Form](#)
- [EPH 678 Capstone Project Proposal Template](#)
- [EPH 682 Capstone Project Final Report Template](#)
- [EPH 682 Capstone Project Report Rubric](#)



EPH 678—CAPSTONE PROJECT PREPARATION & PRACTICUM

Students will spend the summer between their first and second year of medical school integrating and applying classroom learning in a public health work environment through a practicum while enabling them to observe and learn from professionals in the field. Through the practicum students are engaged in health-related settings (local, national, and international) to work on a project of mutual interest to the field organization/agency/stakeholder and the student.

The EPH 678 course marks the start of the Capstone Program. During this course, students will identify a community health issue of interest and develop a capstone project proposal using evidence-based methodology to address the issue. Students will proceed to identify relevant stakeholders/community partners who would benefit from the project proposal and can serve as mentors in completion of the project.

All MD/MPH students are required to complete 25 or more contact hours in their chosen practicum setting. No waivers are granted. The practicum must be completed outside of the students' permanent employment setting, with a different supervisor (preceptor) than their usual employer.

Lastly, students will be asked to choose public health competencies to be fulfilled through the Practicum and Capstone Project and asked to demonstrate how these competencies were attained/fulfilled throughout both courses.

PREREQUISITES

Prior to starting EPH 678, students must meet the following prerequisites:

1. Complete at least 9 credits of MPH coursework.
2. Complete CITI courses (4 courses in total) and submit CITI completion reports on Blackboard. (see CITI Certification Instructions).
3. Obtain approval from Faculty Advisor and Community Partner on Practicum Proposal and Community Partner Agreement & Competency Form and submit both documents on Blackboard.

The following documents will be required to successfully complete EPH 678:

1. Before starting Practicum

- a. CITI Certifications (4 courses)
- b. Community Partner Agreement & Competency Form
- c. Practicum Proposal

2. After completing Practicum

- a. Practicum Write Up
- b. Log of Hours
- c. Two Practice-Based Work Products
- d. Online Evaluations (2)
- e. Capstone Project Proposal Approval Form
- f. Capstone Project Proposal

**Please see deadlines in the appendix.*



CITI Certifications

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.

You must complete and upload to Blackboard a total of four (4) course certifications **PRIOR** to starting your practicum. *See appendices for further instructions and set deadlines.*

Community Partner Agreement & Competency Form

This is an agreement set between the student and the selected community partner/preceptor, and they acknowledge to serve as a mentor to the student throughout the practicum and capstone project. The student will be responsible for developing a capstone project that is within their field of interest and also benefits the community partner. Lastly, the student is to serve at least 25 hours within the community site as their practicum and choose a minimum of 5 competencies that will be attained during the practicum.

The Community Partner Agreement & Competency Form must be signed by **both** the student's faculty advisor and community preceptor **PRIOR** to starting your practicum.

I. Selecting Your Community Site

1. Identify interests:

- a. As soon as you start your MD/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 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 a Capstone Info-Session and Community Partner events held throughout the Fall and Spring semesters of your first year.

2. 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 the Capstone Coordinator and your Faculty Advisor.
 - ii. Follow the leads from other students, faculty members and Capstone Coordinator to help you connect to sites or contacts in your field of interest.
 - iii. Read emails from the programs staff announcing capstone opportunities, internships, and involvement in research sent on a regular basis to students' UM email accounts.
 - iv. Search the MPH website and Blackboard One Stop Shop 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. Review and provide feedback on student's Practicum Proposal
 - ii. Signing off on the Community Partner Agreement & Competency Form; supervising the student's tasks and activities to meet the capstone learning objectives
 - iii. Maintaining continued communication with Faculty Advisor on student's progress
 - iv. Signing off on the student's Log of Hours (minimum of 25 contact hours)
 - v. Signing off on the student's Capstone Proposal Form
 - vi. Completing an evaluation of the student's performance and professionalism

3. Meet with your Faculty Advisor:

- a. Coordinate a meeting with your advisor to discuss your interests, potential Community Partner and practicum site, and establish the timeline for completing the capstone requirements and documentation by set due dates.
- b. As soon as you identify your Community Partner, request to meet with your Faculty Advisor to discuss what you want to do and how you will meet public health competencies in your practicum and project.
- c. Draft your practicum proposal and submit it to your Faculty Advisor for review and feedback. Refer to the guidelines in the appendices.
- d. Maintain constant communication with your Faculty Advisor and Capstone Coordinator throughout your Capstone Program.

II. Examples of Practicum Sites and Capstone Projects

1. Work with the Miami Dade County Health Department to understand the agency's operations and develop and administer surveys for qualitative analysis.
2. Work with the Women, Infant and Children (WIC) nutrition program at Jackson Memorial Hospital to understand the programs offered to the community and hold focus groups to assess needs.
3. Work with project Medishare in Haiti to examine the community health worker system in the Central Plateau and develop policies using evidence-based research.

Practicum Proposal

The Practicum 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 setting up your Practicum and Capstone Project. The student and the community partner ascertain the type of activities the agency/organization 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 Practicum. This proposal serves as an overview of how the student will meet MPH foundational and concentration competencies and gain an understanding of a public health agency, its programs, the population it serves, and the continuation of the Capstone Project. Selected competencies are to be attained through the public health work done and will serve as demonstration of public knowledge application.

A final version of this proposal must be approved and signed by the Capstone Faculty Advisor and Community Partner **PRIOR** to starting your practicum using the **Community Partner Agreement & Competency Form**.



I. Determine whether **IRB** approval is needed:

- a. Consult your Faculty Advisor to determine if IRB approval is needed for your Practicum.
- b. Once IRB approval is granted, submit an electronic copy of the approval letter to the Capstone Coordinator.

II. Conducting the Practicum:

- a. Complete the tasks and activities established in your practicum 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 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 showcase the diversity and scope of our students work.
- c. Log a minimum of 25 contact hours at community site.
- d. Update your Faculty Advisor on a regular basis and keep your Capstone Coordinator informed on your progress.
- e. Work closely with the Community Partner to develop your Capstone Project proposal.
- f. Notify Faculty Advisor and Capstone Coordinator immediately if you have any issues.

Practicum Write-Up

The Practicum Write-Up is a summary of the student's practicum experience at selected community site. It should include background information such as the mission and goals of the agency and the administrative structure. Activities performed and how objectives set prior to starting the Practicum were met during the experience should be addressed. Lastly, each student must demonstrate individual competency attainment.

I. **FORMAT of the Practicum Write-Up** (*refer to template on page 24 in appendices section*):

- a. Word document
- b. Number of pages: 4-6 pages, not including references
- c. Double-spaced
- d. Title page (student name, course, semester, document title, advisor, date)
- e. Properly written and punctuated, correct spelling and grammar
- f. Include a detailed description of tasks and projects, completed activities, achievements, and limitations of learning objectives.
- g. Show how each of your chosen competencies you selected were attained.
- h. Submit two practice-based work products to your Faculty Advisor (evidence of competency attainment separate from the final practicum report).
 - a. Incorporate the Faculty Advisor's feedback into your report and then re-submit until you obtain final approval from your Advisor.

II. **Photos**

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

Log of hours

A minimum of 25 contact hours are required for the Practicum at the selected community partner agency/organization where you are actively attempting to meet your competencies. Contact hours are defined as time spent physically at the community site. Log of hours template is provided. *See appendices.*



Two Practice-Based Work Products (Practicum Deliverables)

Two practice-based work products produced during the Practicum is required to be submitted to show how each of the chosen competencies was attained. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning.

Due with Practicum Write-Up.

Evaluations

You must complete a community partner evaluation regarding your practicum experience. You must also have your community partner fill out a survey regarding your performance during the practicum. Both evaluations are available online on the Capstone Website.

Capstone Project Proposal

The Capstone Project will build on work done during the Practicum, to scientifically evaluate solutions to student identified public health problems. Students will use a variety of qualitative and/or quantitative methodology to analyze data (if relevant), draw conclusions, and make recommendations. This proposal is to set up the student for the final 10- to 15-page referenced report summarizing aims, methodology, data elements, analyses, conclusions and recommendations required at the end of the EPH 682 course.

The Capstone Project Proposal will be developed in collaboration with your faculty advisor and community partner during the Practicum. The proposal will include rationale and literature review, project design, activities, materials, methods, evaluation plan, and anticipated outcomes.

A Capstone Proposal outline is provided in the appendix.

I. 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 community 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 community site.
- 3. Program Evaluation:** Conduct a formal evaluation of an existing program or intervention at the community site to evaluate effectiveness and outcomes.
- 4. Research:** Research the origin of a health problem identified by the community 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 community 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.



II. Completing Your Capstone Project Proposal

1. Solidify a capstone project topic and approach

- i. For guidance, discuss your ideas with your Capstone Faculty Advisor and with the Community Partner.

2. Obtain approvals:

- i. Your Faculty Advisor and Community Partner/Preceptor must:
 - a. Approve your **Capstone Project Proposal**
 - b. Sign off your **Capstone Project Proposal Form**
 - c. You must submit electronic copies of approved form and proposal on Blackboard.

3. 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 Coordinator.

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



EPH 682— CAPSTONE PROJECT

Lastly, students are to choose a minimum of 3 foundational and concentration competencies to be fulfilled through the Capstone Project (must include a minimum of one concentration competency).

PREREQUISITES

Prior to starting the Capstone Project, students must meet the following prerequisites:

1. Successfully complete EPH 678

The following documents will be required to successfully complete EPH 682:

1. Capstone Project Final Report
2. Capstone Project Rubric
3. Capstone Project- Student Evaluation (online)
4. Capstone Project- Community Partner Evaluation (online)
5. Faculty Advisor Evaluation (online)

**Please see deadlines in the appendix.*

REQUIRED EPH 682 DOCUMENTS

Capstone Project Final Report

Develop a final draft of the Capstone Project Final Report and submit to your Faculty Advisor as a Word document for review and feedback. To ensure a timely submission to meet the grading period deadlines, please see timelines for MD/MPH program in the appendices. Expect to go through several revisions of the Final Project Report with your Faculty Advisor until it is approved and finalized.

I. Format of the Capstone Project Final Report *(See template on page 35 in appendices section)*

- i. Word document
- ii. 10-15 pages, not including references
- iii. Double spaced
- iv. Title page (student name, course, semester, document title, advisor, date)
- v. Properly written and punctuated with correct spelling and grammar

Incorporate your Faculty Advisor's feedback into your draft report until it is accepted as final and approved. Your advisor must complete the **Capstone Final Report Rubric** which states whether the report meets expectations. You must submit the final approved version and the complete rubric to on Blackboard.

Final Report Rubric

Faculty Advisors use the rubric to approve the final project and state that it meets all expectations. This form must be submitted to Blackboard along with your Capstone Project Final Report.



Student Evaluation

Complete the Student Evaluation and feedback form regarding your experience with your community partner. Submit form electronically. Link to survey on Capstone webpage.

Community Partner Evaluation:

The Community Partner will complete an evaluation of the student. The Community Partner evaluation is available online on the Capstone Webpage.

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 MD/MPH programs

Upon completion of your capstone project course requirements, you will receive an email requesting you to complete a brief online anonymous survey about your experience working with your Faculty Advisor.

If you had different Capstone Faculty Advisors for each of the courses (EPH 678 and EPH 682), please complete a separate evaluation for each advisor.

Funding Opportunities

The Department of Public Health Sciences Graduate Programs offers funding opportunities for students to use towards their MPH Practicum 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>Can be used for:</i>
<i>Population Health Scholar Award</i>	Practicum/Capstone Project
<i>Kuvin Foundation MISH Fellowship</i>	Practicum/Practicum, Capstone Project, Thesis
<i>Conference Award</i>	Conference travel and presentation



INTERNATIONAL CAPSTONE EXPERIENCES & PROJECTS

Students may complete their Practicums 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 Coordinator to begin this process at least 3 months prior to traveling.
2. Provide your Capstone Coordinator with the following information:
 - a. Name
 - b. C Number
 - c. School of enrollment
 - d. City and Country of trip
 - e. 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/>)
4. If traveling to any of the countries listed in the Warning Page as indicated above, please contact the Capstone Coordinator as soon as you know you will be traveling.

***DISCLAIMER:** Due to COVID-19 infections, international travel may not be permitted per University policy. Please advise with Capstone Coordinator for most up to date travel policy.



CAPSTONE TIMELINE

The purpose of this timeline is to ensure that the MD/MPH student understands how to best adhere to the requirements for the Capstone Program in coordination with their 4-year dual degree program schedule.

View the website for updated deadlines for your MD/MPH Class:

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



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 Capstone Faculty Advisor through completion of the Capstone Program. All individual forms are available in the Capstone Webpage: <https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/mph-capstone-and-documents/index.html>

Appendix A— CAPSTONE PROJECT PREPARATION AND PRACTICUM Supporting Documents (EPH 678)

1. CITI Certification Instructions
2. Guidelines for Practicum Proposal
3. Practicum—Proposal Format
4. Practicum—Community Partner Agreement & Competency Form
5. Practicum—Log of Hours
6. Practicum—Write-Up Format
7. Practicum- Student Evaluation (online)
8. Practicum- Community Partner Evaluation (online)
9. Capstone Project—Proposal Form and Competency Form
10. Capstone Project—Proposal Format

Appendix B—CAPSTONE PROJECT Supporting Documents (EPH 682)

1. Capstone Project—Final Report Format
2. Capstone Project—Final Rubric
3. Capstone Project—Student Evaluation (online)
4. Capstone Project—Community Partner Evaluation (online)



APPENDIX—A
EPH 678 Supporting Documents

1. CITI Certification Instructions
2. Guidelines for Practicum Proposal
3. Practicum—Proposal Format
4. Practicum—Community Partner Agreement & Competency Form
5. Practicum—Log of Hours
6. Practicum—Write-Up Format
7. Practicum- Student Evaluation (online)
8. Practicum- Community Partner Evaluation (online)
9. Capstone Project—Approval Form
10. Capstone Project—Proposal Format



CITI Requirement

CITI certification is required prior to beginning the Capstone Practicum and Project.

All students must show evidence of completion of the CITI courses PRIOR to starting Capstone Program (Practicum and Project).

Research is essential for the advancement of medicine and public health. Among many things, it can provide us with 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 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 your MPH courses.

INTRUCTIONS:

- GO TO: 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 the following 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 can be done 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 678. You will not receive a Satisfactory grade until your CITI completion reports are all in Blackboard.
- For questions, please contact Renita Revere rxr913@med.miami.edu.



Guidelines for Capstone Practicum Proposal

The Capstone Practicum 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 ascertain 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 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, approved and signed by the Capstone Faculty Advisor and Community Partner, along with the signed Community Partner Agreement, must be submitted to the Capstone Coordinator prior to logging hours. You will find online examples of Practicum opportunities in Blackboard or the Graduate Programs website.

Below is a **SAMPLE** format for the Capstone Practicum Proposal.

Introductory Paragraph:

Brief description of Practicum 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 Practicum 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 five (5) foundational and concentration competencies you will attain through your Capstone Practicum (at least 3 competencies must be from the foundational list) (see list provided in PRACTICUM—COMMUNITY PARTNER AGREEMENT & COMPETENCY FORM – Page 21).*

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. Attend staff meetings, conferences, etc.
3. Schedule 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. Schedule meeting and present program.
11. Implement program.
12. Assess program results.



PRACTICUM PROPOSAL (Format)

FORMAT:

- 1-2 pages, double spaced, size 12 font
- Follow the outline below. You may create your own Word document.
- Make sure you obtain name/signature/date from both your advisor and your preceptor.

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. Rather than simply copying and pasting from organizational websites, tailor your summary to what is most relevant to your project.

OBJECTIVES & ACTIVITIES:

Consider using the SMART Goals guideline to create your objectives (see page 19).

- 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 PRACTICUM COMPETENCIES

Student Instructions: Select at least 5 foundational and concentration competencies you will attain through your capstone Practicum on the Competency Form. At least three competencies must come from the foundational list. Be sure to follow the instructions above the list of competencies.

TWO PRACTICE-BASED WORK PRODUCTS (PRACTICUM DELIVERABLES)

Identify two practice-based work products, in addition to your final Practicum Write-Up, that you will submit to your community partner and faculty advisor at the end of your Practicum to show the attainment of the chosen competencies. 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 Practicum 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.

S	<p>Specific: 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, 2021.)</i></p>
M	<p>Measurable: 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>
A	<p>Attainable: 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>
R	<p>Relevant: 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>
T	<p>Time-bound: 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>



EPH 678 PRACTICUM—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 Doctor of Medicine and Master of Public Health dual-degree candidate at the University of Miami. I understand that as the Community Partner Preceptor, I will be expected to provide a minimum of 25 hours of supervised experience according to the following work schedule:

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

Proposed Practice-Based Work Products

(Practicum Deliverable): _____

Please see MD/MPH Capstone Deadline for Practicum Write-up, two practice-based work products, and log of hours due date. Please refer to page 13 for Capstone Deadlines.

(Signatures required at the end of the form)



EPH 678 PRACTICUM—COMMUNITY PARTNER AGREEMENT & COMPETENCY FORM (CONTD.)

Student Instructions: Select a total of 5 competencies you will attain through your Capstone Practicum. You can check the box next to each competency. At least 3 competencies must come from the foundational list. Submit this list with your practicum 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 by both your advisor and community partner and submitted to Blackboard, you may begin to log your Practicum hours. Please note, you need to demonstrate you met all five (5) competencies through at least two practice-based work products (separate from the practicum final report), which you submit at the end of your practicum. If your practicum 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 a minimum of 5 competencies (at least 3 must be from the foundational) from the two lists below:

MD/MPH CONCENTRATION COMPETENCIES

	Develop public health research hypotheses that integrate both clinical and community research methods to address public health issues
	Apply and critique select change management skills through real-life leadership challenges to address problem-solving, messaging, monitoring for adaptations to change and making task/activity adjustments as necessary
	Utilize evidence-based medicine concepts to inform public health policies and regulations
	Design an economic evaluation of a public health program or intervention
	Use epidemiologic data and methods to determine the effectiveness of screening and diagnostic tests used in clinical practice
	Assess the effects of public health interventions and programs

MD/MPH FOUNDATIONAL COMPETENCIES

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

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 Practicum. I have read the Handbook and am willing to adhere to the responsibilities outlined.

PRACTICUM PROPOSAL APPROVED BY:

Community Partner Signature

Date

Faculty Advisor Signature

Date

Student Signature

Date



EPH 678 PRACTICUM WRITE-UP FORMAT

Must be double-spaced, size 12 font with proper grammar.

TITLE PAGE

- Name of the student
- Name of the agency or organization where the Practicum was completed; and
- The semester the Practicum was completed (month/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 PRACTICUM (2 – 3 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 Practicum 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 program competency using chart below
- Evaluate the experience; a brief reflection on your experiences both positive and negative

APPENDICES

- Documentation of 25 contact hours (time logs)
- Chart addressing how you met selected competencies with final products (see below)

Practice-Based Products to Demonstrate Competency Achievement	
<u>Competencies Selected</u>	<u>Specific Portfolio Products Demonstrating Application or Practice</u>



TWO PRACTICE-BASED WORK PRODUCTS (Practicum Deliverables)

Include at least two practice-based work products that you completed during your practicum. These products should demonstrate how you applied or practiced competencies listed in your Practicum Proposal and in the competency chart above. The products must be included in your Practicum Final Report as an Appendix. The practicum write-up report cannot be cited as one of the two practice-based work products.

Examples of Work 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 to your Faculty Advisor so the advisor can incorporate comments and feedback.
- Must be submitted to the advisor by the deadline (*see Capstone Timeline*).
- Must be double-spaced, size 12 font with proper grammar



Capstone Handbook

EVALUATION FROM STUDENT

EVALUATION IS TO BE COMPLETED ONLINE

EPH 678 Practicum Student Evaluation—Form

Community Site:		Date of Evaluation:	
Student Name:		Student Signature:	

Please read the following statements and circle the level that best describes your experience and overall performance during this Practicum. 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

STUDENT PRACTICUM <i>During this Practicum, ...</i>	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
You were given an orientation to the Practicum requirements	1	2	3	4	5	NA
Program learning objectives were provided	1	2	3	4	5	NA
Expectations for the Practicum were provided to me by the Community Partner	1	2	3	4	5	NA
The Practicum 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 Practicum 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 Practicum	1	2	3	4	5	NA
You would recommend your Practicum site to other students	1	2	3	4	5	NA

Please continue with feedback on the following page



EPH 678 Student Evaluation—Feedback

- 1. What were the most challenging aspects of the Capstone Practicum?**
- 2. What were the most rewarding aspects of the Capstone Practicum?**
- 3. How helpful was the Capstone Program Handbook and appendices?**
- 4. At what point in the MPH program do you feel the Capstone Coordinator and Graduate Programs should start preparing students for the Capstone Program?**
- 5. What skills and knowledge would you have liked to have gained prior to engaging in your Capstone Practicum? (e.g., courses, workshops, speakers, etc.)**
- 6. What suggestions do you have to improve the Capstone Practicum?**



EVALUATION FROM COMMUNITY PARTNER

EVALUATION IS TO BE COMPLETED ONLINE

Student Name:			
Practicum Site:		Date of Evaluation:	
Preceptor Name:		Preceptor Signature:	

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 Practicum. 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

STUDENT PROFESSIONAL SKILLS EVALUATION <i>During this Practicum, the student...</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not applicable</i>
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



STUDENT PROFESSIONAL SKILLS EVALUATION <i>During this Practicum, 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:



EPH 682 CAPSTONE PROJECT—PROPOSAL FORM AND COMPETENCY FORM

Student Name:			
Student C Number:			
Student Email:			
Capstone Project Site:			
Community Partner Name:			
Community Partner Email:			
Capstone Faculty Advisor:			
Capstone Project Title:			
Capstone Project Dates:	Start:	End:	Semester:

Accompanying this form, students must submit their Capstone Project Proposal (see template). This is a brief, detailed description of their proposed Capstone Project after completing the EPH 678 Capstone Practicum. The topic and approach for the Capstone Project will be developed by the student in collaboration with their Community Partner and approval from the Capstone Faculty Advisor.

Students must select a minimum of 3 MD/MPH foundational and concentration program competencies they will attain through their capstone project. The student will select a minimum of 3 competencies on the next two pages (at least one competency must be from the concentration list).

This form must be approved/signed by the Community Partner and Capstone Faculty Advisor. Please attach the required proposal information and circulate with this form for signature. Once approved, this form and the proposal should be sent electronically to the Capstone Coordinator.

APPROVED BY:

Community Partner Signature

Date

Faculty Advisor Signature

Date

Student Signature

Date



EPH 682 CAPSTONE PROJECT—PROPOSAL FORM & COMPETENCY FORM (CONTD.)

Student Instructions: Select a minimum of 3 competencies (foundational and concentration) you will attain through your Capstone Project (at least one competency must be from the concentration list). Review the competencies you plan to attain with your faculty advisor.

Select at least 3 competencies from the two lists below:

MD/MPH CONCENTRATION COMPETENCIES

	Develop public health research hypotheses that integrate both clinical and community research methods to address public health issues
	Apply and critique select change management skills through real-life leadership challenges to address problem-solving, messaging, monitoring for adaptations to change and making task/activity adjustments as necessary
	Utilize evidence-based medicine concepts to inform public health policies and regulations
	Design an economic evaluation of a public health program or intervention
	Use epidemiologic data and methods to determine the effectiveness of screening and diagnostic tests used in clinical practice
	Assess the effects of public health interventions and programs

MD/MPH FOUNDATIONAL COMPETENCIES

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



EPH 682 CAPSTONE PROJECT—PROPOSAL (Format)

**Section headings will vary depending on project approach selected. Double-spaced, 2-3 pgs. (not including Capstone Approval 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 Practicum goals/objectives
- d. List the MPH program competencies selected (minimum of 3, at least one concentration competency must be included)

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 Capstone 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.



APPENDIX— B

Capstone Project Required Documents (EPH 682)

1. Capstone Project—Final Report Format
2. Capstone Project—Final Rubric
3. Capstone Project—Student Evaluation (online)
4. Capstone Project—Community Partner Evaluation (online)



EPH 682 CAPSTONE PROJECT—FINAL REPORT (Format)

**Section headings will vary depending on project approach selected. Double-spaced, 10-15 pgs. (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 (month/year)

ABSTRACT: Summarize the report in 150 to 200 words.

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

SUMMARY STATEMENT: Briefly describe the Practicum or 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, at least one concentration competency included); 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.



FINAL REPORT RUBRIC FOR EPH 682-CAPSTONE PROJECT

Student Name: _____ Community Partner: _____

Advisor: _____

Capstone Final Report Draft (check) 1 ___ 2 ___ 3 ___ other ___

Draft Submission Date: _____ Approval Date: _____

Instructions for Students:

Format: The capstone project final report should be 10 – 15 pages, double-spaced (not including references or title page) in Microsoft Word.

References: References should follow APA, AMA, or another academic style. Reference list should be single-spaced and in alphabetical order. Include only the references cited in your paper.

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



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



<p>Timelines</p> <ul style="list-style-type: none"> Adhered to agreed timeline for report submission 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Does Not Meet Expectations</p>	
<p>Competencies</p> <ul style="list-style-type: none"> This project addressed the selected foundational and concentration MPH competencies. 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Does Not Meet Expectations</p>	

APPROVED BY:

Faculty Advisor Signature

Date



Capstone Handbook

EVALUATION FROM STUDENT

EVALUATION IS TO BE COMPLETED ONLINE

EPH 682 Capstone Project Student Evaluation—Form

Community Site:		Date of Evaluation:	
Student Name:		Student Signature:	

Please read the following statements and circle the level that best describes your experience and overall performance during this project. 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

STUDENT CAPSTONE PROJECT <i>During this project, ...</i>	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
	You were given an orientation to the project requirements	1	2	3	4	5
Program learning objectives were provided	1	2	3	4	5	NA
Expectations for the project were provided to me by the Community Partner	1	2	3	4	5	NA
The project 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 project 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 project	1	2	3	4	5	NA
You would recommend your community site to other students	1	2	3	4	5	NA

Please continue with feedback on the following page



EPH 682 Student Evaluation—Feedback

1. What were the most challenging aspects of the Capstone Project?
2. What were the most rewarding aspects of the Capstone Project?
3. How helpful was the Capstone Program Handbook and appendices?
4. At what point in the MPH program do you feel the Capstone Coordinator and Graduate Programs should start preparing students for the Capstone Program?
5. What skills and knowledge would you have liked to have gained prior to engaging in your Capstone Project? (e.g., courses, workshops, speakers, etc.)
6. What suggestions do you have to improve the Capstone Project?



EVALUATION FROM COMMUNITY PARTNER

EVALUATION IS TO BE COMPLETED ONLINE

Student Name:			
Community Site:		Date of Evaluation:	
Preceptor Name:		Preceptor Signature:	

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 project. 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

STUDENT PROFESSIONAL SKILLS EVALUATION <i>During this project, the student...</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not applicable</i>
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



STUDENT PROFESSIONAL SKILLS EVALUATION <i>During this project, 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: