



MD/MPH CAPSTONE PROGRAM: **Handbook for *NEXTGEN*MD** **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 LEONARD M. MILLER SCHOOL OF MEDICINE

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



Capstone Handbook

Table of Contents

GLOSSARY	2
WHAT IS THE MD-MPH CAPSTONE PROGRAM?	3
MD-MPH CAPSTONE PROGRAM OVERVIEW	4
UNIVERSITY OF MIAMI - TITLE IX NOTICE OF NONDISCRIMINATION	5
UNIVERSITY OF MIAMI MILLER SCHOOL OF MEDICINE AI POLICY	6
EPH 678: CAPSTONE PROJECT PREPARATION & PRACTICUM	7
EPH 678 At-A-Glance	7
Prerequisites	8
Selecting your Community Site and Community Partner	9
Required Documentation	10
EPH 678 Process & Timeline	13
EPH 682: CAPSTONE PROJECT	14
EPH 682 At-A-Glance	14
Prerequisites	15
Capstone Project Categories	15
Required Documentation	16
EPH 682 Process & Timeline	17
INTERNATIONAL CAPSTONE PRACTICUM PROJECT	18
FUNDING OPPORTUNITIES	19
CAPSTONE TIMELINE	19
APPENDICES	20
APPENDIX A: EPH 678 SUPPORTING DOCUMENTS	21
CITI Certification Instructions	22
Guidelines For Capstone Practicum	23
Practicum Proposal Format	24
Practicum: Community Partner Agreement & Competency Form	26
Practicum: Log of Hours	29
Practicum: Write-Up Format	30
Practicum: Student Evaluation	32
Practicum: Community Partner Evaluation	34
Capstone Project: Proposal Form and Competency Form	36
Capstone Project: Proposal Format	39
APPENDIX B: EPH 682 SUPPORTING DOCUMENTS	40
Capstone Project: Final Report Format	41
Capstone Project: Final Report Rubric	42
Capstone Project: Student Evaluation	45
Capstone Project: Community Partner Evaluation	47



Capstone Handbook

Glossary

Capstone Program: The term Capstone Program refers to a student's entire applied practice and integrative learning experience. The Capstone Program comprises two individual courses: EPH 678 – Capstone Project Preparation and Practicum and EPH 682 – Capstone Project, which are completed during separate semesters. Successful completion of the Capstone Program is required of all degree-seeking Master of Public Health (MPH) students in the Department of Public Health Sciences (DPHS).

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 the required documentation pertaining to their Practicum and Capstone Project.

EPH 682—Capstone Project: An integrative learning experience that demonstrates the 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.

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 is 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: Public health organization or agency at the local, national, or international level where students complete their Capstone Practicum and Capstone Project. Examples of community sites include not-for-profit organizations, hospitals, state or local health departments, non-governmental organizations, for-profit firms, or University-affiliated clinics and settings.

Community Partner (Preceptor): A public health professional who works in a community organization or a UM Faculty member involved in community projects. The Community Partner 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 Community Partner 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 Community Partner 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.

Capstone Handbook

What is the MD-MPH Capstone Program?

The Capstone Program is a vital component of the Master of Public Health (MPH) degree program from the University of Miami Department of Public Health Sciences (DPHS). 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.

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

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

Students cannot self-enroll in these courses. Enrollment in either Capstone course is restricted and can only be done by a DPHS administrator. Students must complete prerequisites for each course before they are enrolled in the respective Capstone course. The enrollment process and prerequisites for each course are discussed in further detail later in this Handbook.

Once students are enrolled in either EPH 678 or EPH 682, they will have access to the course on Blackboard. Students must follow the deadlines established as outlined in Blackboard and are responsible for uploading documentation as required in the 'Assignments' tab.

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.

NOTE

This *MD/MPH Capstone Program Handbook* contains descriptions of procedures and requirements to complete the Capstone Program. The Handbook includes examples of activities, timelines, and deadlines for submission, as well as forms and templates that are required documentation. Students are responsible for downloading editable forms from the [MD-MPH Capstone Student Handbook and Documents](https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/mph-capstone-and-documents/index.html) website to complete the required documentation for the Capstone Program.

The information that follows in this Handbook includes step-by-step instructions for MD-MPH students to complete EPH 678 and EPH 682 courses.

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

All students must enter their Capstone Practicum and Project information in the MD/MPH Capstone Database; a link to access the database is available on Blackboard.

Capstone Handbook

MD/MPH Capstone Program Overview

Pre-Phase 1: Summer Semester	<ul style="list-style-type: none">• Minimum of nine (9) credit hours while searching for a Community Partner• Search for a Community Partner and Community Site
Phase 1: Fall Semester	<ul style="list-style-type: none">• Check-in with Advisor #1• Check-in with Advisor #2
Phase 1: Spring Semester	<ul style="list-style-type: none">• Check-in with advisor #3• Check-in with advisor #4• CITI Courses• Capstone Practicum Proposal, and the Community Partner Agreement & Competency Form
Phase 1: Summer Semester	<ul style="list-style-type: none">• Practical field experience• Practicum Write-up, Written products (2), Log of hours, Student Evaluation, and Community Partner Evaluation
Phase 2: Fall Semester	<ul style="list-style-type: none">• Capstone Project Proposal, and Capstone Project Proposal and Competency Form
Phase 2: Spring and Summer Semester	<ul style="list-style-type: none">• Quarterly Capstone Updates
Phase 3: Spring and Summer Semester	<ul style="list-style-type: none">• Monthly Capstone Updates
Phase 3: Fall Semester	<ul style="list-style-type: none">• Capstone Project Report, Capstone Project Report Rubric, Student Evaluation, and Community Partner Evaluation

Capstone Handbook

University of Miami - Title IX Notice of Nondiscrimination

The University of Miami does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the University of Miami's Title IX Office, the U.S. Department of Education's Office for Civil Rights, or both. The University of Miami's Title IX Coordinator information is as follows:

University's Title IX Office
Maria Sevilla, Title IX Coordinator
6200 San Amaro Drive, Ste. 230 Coral Gables, FL 33146 Telephone: 305-284-8624
Email: titleixcoordinator@miami.edu Website: www.miami.edu/titleix

The nondiscrimination policy and grievance procedures can be located at titleix.miami.edu, under the "Policies and Procedures" tab.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator or file an online report through at titleix.miami.edu.

Capstone Handbook

University of Miami Miller School of Medicine AI Policy

The University of Miami Miller School of Medicine encourages the responsible and ethical use of AI tools among medical students to enhance learning, productivity, and creativity. While ChatGPT and other Generative Artificial Intelligence (AI) software can be valuable for brainstorming, information retrieval, and content creation, students are reminded of the inherent limitations of such tools. It is crucial to acknowledge that the internal processes generating AI output are not transparent, and biases may exist due to data harvested from unknown online sources. In light of these considerations, the following principles guide the use of AI among medical students:

- **AI as an Aid, not a Replacement:** AI should assist in thinking, framing problems, and conducting research, serving as a starting point for personal analysis and discovery. Students should not use AI to complete assignments (e.g. reflective exercises, patient write ups) unless given explicit permission by faculty and must not present AI-generated responses as their own work.
- **Transparent Use of AI:** If allowed by faculty, students must openly declare and explain how AI has been used in their work. Undeclared use of AI, including text, images, or code, may be considered plagiarism.
- **Responsible and Ethical Engagement:** Students should engage with AI responsibly, critically evaluating outputs for biases and ethical implications.
- **Student Responsibility for Final Product:** Students bear full responsibility for the accuracy and credibility of AI-generated content. Any mistakes made by the AI tool become the responsibility of the user. Students should verify information, attribute ideas, and adhere to specific guidelines provided by faculty.
- **Guideline Variability/Class Specific Expectations:** The principles outlined apply unless specific guidelines for an assignment or exam are provided by the instructor. Students must be aware of variations in rules governing AI use across classes and disciplines. Staying informed about instructors' expectations and seeking clarification when needed is the student's responsibility. Course policies might fall into one of three categories:
 - Specific uses of AI are encouraged (generating ideas, editing, translating, outlining)
 - Specific uses of AI are allowed if students clearly distinguish between their original work and AI output (highlighting output, tracking changes in AI output)
 - Any use of AI constitutes academic misconduct.
- **Confidential Data Handling:** Students MUST refrain from entering confidential, personal, or patient data (HIPAA) into generative AI tools to avoid potential loss and/or compromise of important information. This precaution aligns with Responsible and Ethical Engagement described above.

AI is rapidly evolving as a tool. As it evolves, the administration will revisit and update policies related to AI as needed. UMMSM emphasizes the importance of ethical and responsible use of AI as an integral part of medical education. Non-compliance with these principles may result in a breach of the Academic Integrity Policy and the consequences therein.

Capstone Handbook

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 Capstone Project Preparation & Practicum culminates in the student producing two (2) practice-based work products that contribute to the work being done at their chosen Community Site and demonstrate that students have attained selected public health competencies.

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.

EPH 678 At-A-Glance

- **Prerequisite for enrollment:** Students must submit both a proposal and the accompanying competency agreement form that has been reviewed and signed by their Community Partner and their Faculty Advisor as a prerequisite of enrollment.
- **Scope:** Students select MPH foundational and concentration-specific competencies that guide the student in designing their Capstone Project Preparation & Practicum objectives, activities, and work-products.
- **Implementation:** Students complete at least 25 contact hours at their chosen Community Site, supervised by their Community Partner and guided by the approved proposal, competencies, and work products.
- **Deliverables:** Students will produce two (2) practice-based work products that show they met their selected MPH competencies and that benefit their Community Partner and Site.
- **Course management:** EPH 678 is managed on Blackboard. Students are responsible for uploading all required documentation by the noted deadline. As an independent study course, students manage their own time and coursework to ensure successful completion.
- **Grade:** Upon completing all deliverables, the student may receive a satisfactory grade (S). Students who do not complete EPH 678 in the enrolled semester will receive an incomplete grade (I).

Capstone Handbook

PREREQUISITES

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

1. Complete at least nine (9) credits of MPH coursework.
2. Complete four (4) required CITI courses and submit CITI completion reports on Blackboard **PRIOR** to starting your practicum. 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.
3. Complete the **Community Partner Agreement & Competency Form** and obtain signed approval from the Community Partner and the Faculty Advisor and submit document on Blackboard **PRIOR** to starting your practicum.
4. Complete the **Practicum Proposal** and obtain approval from the Community Partner and Faculty Advisor and submit document on Blackboard. The student will be responsible for developing a capstone practicum that is within their field of interest and benefits the community partner.

Students should work closely with both their Faculty Advisor and their Community Partner the semester before enrolling and completing EPH 678. This will ensure they have appropriately designed a Field Experience that will result in successfully meeting selected MPH foundational and concentration-specific competencies and producing practice-based work products that exemplify the attainment of those competencies.

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

Before starting Practicum

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

After completing Practicum

- a. Practicum Write Up
- b. Log of Hours
- c. Two Practice-Based Work Products
- d. Student Evaluation
- e. Community Partner Evaluation
- f. Capstone Project Proposal Approval Form
- g. Capstone Project Proposal

Capstone Handbook

SELECTING A COMMUNITY SITE AND COMMUNITY PARTNER

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, and (ii) the 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.

Identify a Community Partner/Preceptor

- a. A crucial aspect of the capstone experience involves establishing a mutually beneficial partnership between the student and a community partner. This partnership should ideally contribute positively to both the student's learning objectives and the community partner's goals or needs.
- b. It is preferred for students to seek out a community partner or preceptor distinct from their assigned Faculty Advisor. This approach fosters diverse learning opportunities and encourages students to engage with a broader range of perspectives and expertise.
- c. In the event that a student identifies their Faculty Advisor as a potential community partner, the student must consult with the MD/MPH Program Administration for further guidance.
- d. 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 the Capstone Coordinator to help you connect to sites or contacts in your field of interest.
 - iii. Read emails from the program's staff announcing capstone opportunities, internships, and involvement in research sent regularly 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.
- e. Contact the preceptor to explore possible capstone opportunities, goals, objectives, and activities that are mutually beneficial for the student and for the organization.
- f. Discuss the following roles and responsibilities of the Community Partner/Preceptor:
 - i. Review and provide feedback on the 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

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.

Examples of Practicum Sites and Capstone Projects

Capstone Handbook

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

REQUIRED DOCUMENTATION

The following documents and items are required to successfully complete the EPH 678 Capstone Project Preparation & Practicum.

CITI Certifications

As public health practitioners, students are likely to participate in research at one time or another. Faculty, staff, and students involved in research at the University of Miami must complete a course in research ethics. Students at the University of Miami enrolled in EPH 678 must complete four (4) courses online via the Collaborative Institutional Training Initiative (CITI). The topics covered in these courses are a beneficial adjunct to student's current curriculum and provide them with a strong research foundation.

Students must complete these CITI courses before logging hours for EPH 678. Once enrolled in EPH 678 in Blackboard, certificates must be uploaded immediately after completion.

Community Partner Agreement & Competency Form

This is an agreement set between the student and the selected Community Partner where the Community Partner agrees to serve as a supervisor to the student throughout their EPH 678 Field Experience.

In this form, students are required to identify their two (2) practice-based work products and to select at least five (5) MPH foundational and concentration-specific competencies that they plan to attain during their Field Experience. At least three (3) of these competencies must be from the Foundational Competencies list. A minimum of five (5) competencies are required, and it is recommended that students do not exceed this amount unless they are certain their practice-based work products will meet the additional competencies.

Both the student's Faculty Advisor and Community Partner are required to review and sign this form. This form must be fully signed **before** logging hours for the Field Experience. Once enrolled in EPH 678 in Blackboard, students must upload their executed form immediately.

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 a 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.

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.

Conducting the Practicum

- a. Complete the tasks and activities established in your practicum proposal and agreed upon with the

Capstone Handbook

Community Partner.

- b. We encourage you to take photos and videos when possible and 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 of 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 the community site.
- d. Update your Faculty Advisor on a regular basis and keep your Capstone Coordinator informed of 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.

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.

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.

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.

Photos

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

Two Practice-Based Work Products (Practicum Deliverables)

Two practice-based work products are produced during the Practicum is required to be submitted with Practicum Write-Up to show how each of the chosen competencies was attained. These work products should benefit the Community Partner and demonstrate mastery of student-selected competencies. Documents required for academic purposes (e.g., contact hour logs, reflection or summary papers prepared for faculty to address the experience, academic poster presentations) may not be counted towards the minimum of two (2) work products. Examples include:

- | | |
|--|--|
| • Data analysis results, spreadsheets, output & accompanying explanatory text | • Key informant interviews |
| • Multi-media presentations (e.g., videos, podcasts, website content designed by students) | • Fact sheet, infographic, brochure, or poster (for Community Partner use) Training manuals or lessons plans |
| • Survey or data collection tool | • Grant proposal |
| | • Literature review (as requested by Community Partner) |

Capstone Handbook

Evaluations

You must complete a Student Evaluation regarding your practicum experience. The Community Partner is required to complete a Community Partner Evaluation of the student during their Practicum as part of the student's required documentation for EPH 678. Students are evaluated on their professional skills and demeanor.

Students will upload the completed, signed Community Partner Evaluation into Blackboard once received from their Community Partner.

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.

Summary of Capstone Project Categories

- a. **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.
- b. **Program Implementation:** Participate in a substantive way towards the implementation of a program or intervention already planned at the community site.
- c. **Program Evaluation:** Conduct a formal evaluation of an existing program or intervention at the community site to evaluate effectiveness and outcomes.
- d. **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.
- e. **Health Policy/Advocacy:** Develop a health policy position paper related to the mission of the community site and advocate for its approval.
- f. **Other:** Capstone Projects could involve data analysis and reporting; survey research; health education, community assessments and other project types.

Completing Your Capstone Project Proposal

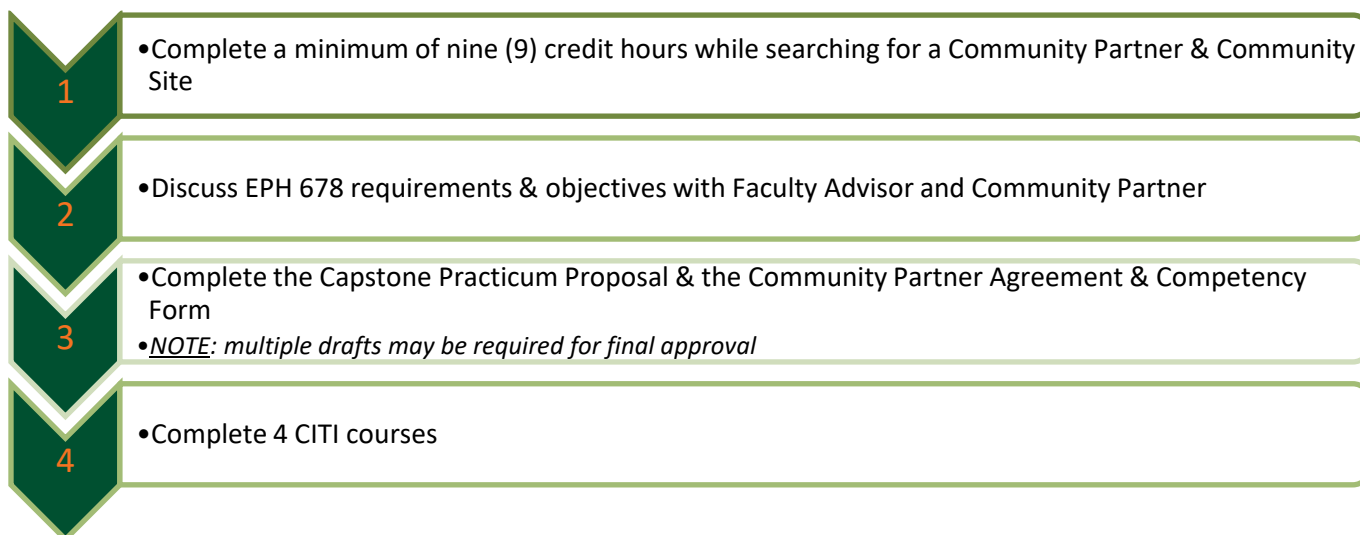
- a. **Solidify a capstone project topic and approach**
 - i. For guidance, discuss your ideas with your Capstone Faculty Advisor and with the Community Partner.
- b. **Obtain approvals:**
 - ii. Your Faculty Advisor and Community Partner/Preceptor must:
 - Approve your Capstone Project Proposal
 - Sign off your Capstone Project Proposal Form
 - You must submit electronic copies of the approved form and proposal on Blackboard.
- c. **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.

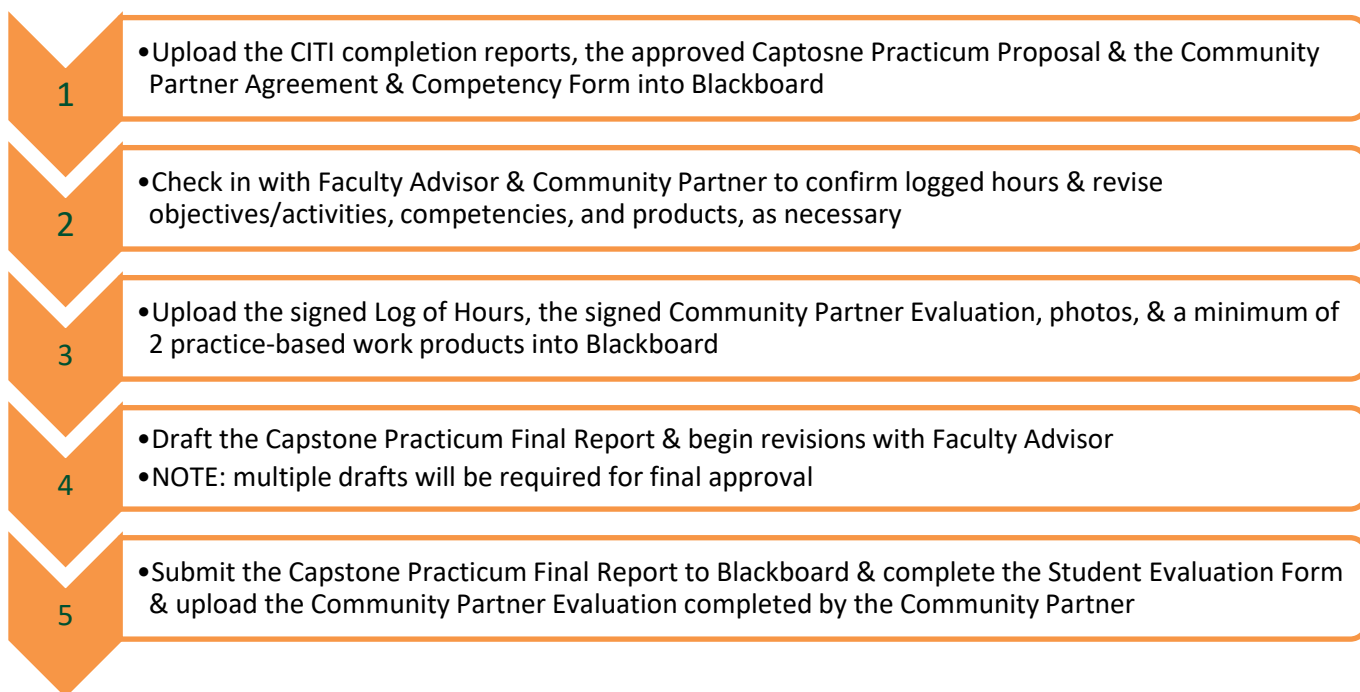
Capstone Handbook

EPH 678 PROCESS & TIMELINE

Pre – Enrollment



Enrollment



**Students may begin logging hours after this step is complete, with Faculty Advisor and Capstone Coordinator.*

Capstone Handbook

EPH 682: Capstone Project

The EPH 682 Capstone Project course is the second mandatory component of the MPH Capstone Program, following the completion of the EPH 678 Capstone Project Preparation & Practicum. This Capstone Project offers students the opportunity to apply their knowledge gained from public health fieldwork, academic theory, and acquired skills to address community health issues in collaboration with a Community Partner.

Capstone Projects may take one of three forms:

- Ongoing collaborations with the same Community Partner as the EPH 678 Capstone Project Preparation & Practicum, focusing on identified public health needs at the site.
- Collaborations with a different Community Partner but addressing a similar population and/or public health topic as the EPH 678 Capstone Project Preparation & Practicum.
- Collaborations with a different Community Partner and addressing a different population and/or public health topic from the EPH 678: Capstone Project Preparation & Practicum.

Within the framework of EPH 682, students are required to choose a minimum of three (3) MPH foundational and concentration-specific competencies that they will target while conducting a public health project. This project involves a scientific evaluation of solutions to their chosen public health problem, employing qualitative and/or quantitative methodologies for data analysis (if applicable), drawing conclusions, and making recommendations. The culmination of the project is a final 10-15-page written report detailing the aim, methodology, analyses, conclusions, and recommendations.

To enroll in EPH 682 Capstone Project, all the MD/MPH students must submit a pre-approved proposal, reviewed by both their Faculty Advisor and Community Partner. Students are expected to dedicate approximately 150 hours to completing their Capstone Project.

EPH 682 At-A-Glance

- **Prerequisite for enrollment:** Students must submit both a proposal and the accompanying competency agreement form that has been reviewed and signed by their Community Partner and Faculty Advisor as an enrollment prerequisite.
- **Scope:** Students select MPH foundational and concentration-specific competencies that guide the student in designing their Capstone designing their Capstone Project methodology.
- **Implementation:** Students complete at least 150 hours working on their Capstone Project at their chosen Community Site, supervised by their Community Partner and guided by the competencies chosen and the approved Capstone Project Proposal.
- **Deliverables:** Students will produce a Capstone Project Final Report that shows they met their chosen competencies.
- **Course management:** EPH 682 is managed on Blackboard. Students are responsible for uploading all required documentation by the deadline. As an independent study course, students manage their own time and coursework to ensure successful completion.
- **Grade:** Upon completing of all deliverables, the student may receive a satisfactory grade (S). Students who do not complete EPH 682 in the enrolled semester will receive an incomplete grade (I).

Capstone Handbook

PREREQUISITES

Prerequisites need to be completed by the students before enrolling in EPH 682. The Capstone Coordinator will review the signed proposal documentation and, upon approval, grant permission to enroll to the Director of Enrollment Services who will then enroll the student in CaneLink. Students cannot enroll in EPH 682 themselves.

It is strongly encouraged that students begin the preparation for their Capstone Project in the semester before they plan to enroll to complete their project.

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

1. Successfully complete EPH 678.
2. Complete the **Capstone Project Community Partner Agreement & Competency Form** and obtain signed approval from the Community Partner and the Faculty Advisor. On this form, students will select a minimum of three (3) MPH foundational and concentration-specific competencies to meet while completing their project. At least one (1) competency must come from the concentration-specific list.
3. Complete the **Capstone Project Proposal** and obtain approval from the Community Partner and the Faculty Advisor on the proposed objectives, activities, and timeline.

Students should work closely with both their Faculty Advisor and their Community Partner the semester prior to completing their Capstone Project. This will help to ensure they have appropriately designed a Capstone Project that will result in the student successfully meeting their selected MPH foundational and concentration-specific competencies.

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

- a. Capstone Project Final Report
- b. Capstone Project Rubric
- c. Capstone Project- Student Evaluation
- d. Capstone Project- Community Partner Evaluation

CAPSTONE PROJECT CATEGORIES

Students may identify potential Capstone Project ideas during their Capstone Practicum and/or in their academic coursework. Students must select a minimum of three (3) MPH foundational and concentration-specific competencies to be fulfilled through their Capstone Project. **Note that at least one (1) of these competencies must be from the generalist concentration-specific competency list provided.**

There are several project categories students may choose from when thinking of what they would like to accomplish during their Capstone Project course. This will vary depending on a student's public health interests and long-term career goals. Below is a summary of Capstone Project categories:

- **Program Development:** Design a health promotion program or intervention using evidence-based practice that could be implemented at the Community Site, including instructions, procedures, manuals, and materials.
- **Program Implementation:** Participate in a substantive way toward implementing a program or intervention already planned at the Community Site.
- **Program Evaluation:** Conduct a formal evaluation of an existing program or intervention at the Community Site to evaluate effectiveness and outcomes.
- **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.

Capstone Handbook

- **Health Policy/Advocacy:** Develop a health policy position paper related to the mission of the Community Site and advocate for its approval.
- **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.

REQUIRED DOCUMENTATION

The following documents and deliverables are required to successfully complete EPH 682 Capstone Project.

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

- 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.

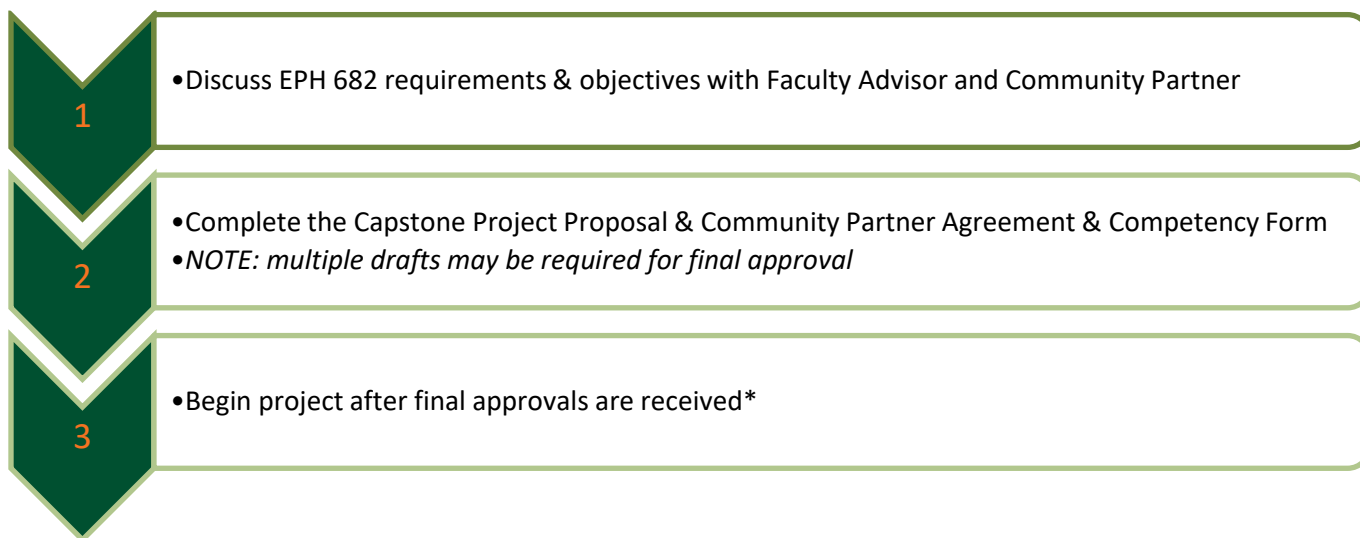
Upon completion of your capstone project course requirements, you will receive an email requesting you to complete a brief online anonymous survey about your experience working with your Faculty Advisor.

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.

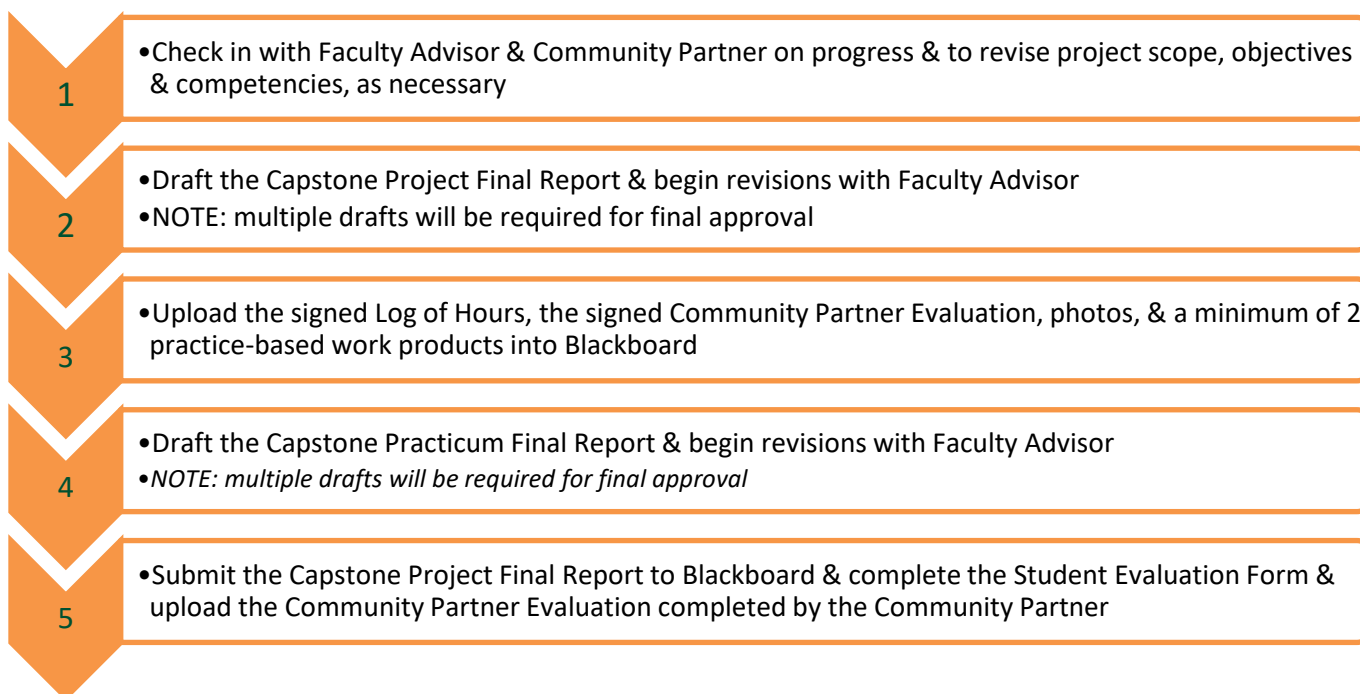
Capstone Handbook

EPH 682 PROCESS & TIMELINE

Pre – Enrollment



Enrollment



Capstone Handbook

INTERNATIONAL CAPSTONE PRACTICUM & 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.

Students traveling to a foreign country for purposes related to their employment or academic fulfillment with the University must comply with the [University of Miami Travel Policy](#) and the [University of Miami International Travel Approval Policy](#).

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.

All students traveling abroad must register with the International SOS if they do not book their travel via the Travel Portal. Students must input their entire itinerary, including all locations traveled; should the itinerary change at any time before and/or during the trip, the changes must be updated on the International SOS website.

Level 3 and Level 4 Travel Advisories

If traveling to a destination that is **Level 3 Orange (Reconsider Travel)** or **Level 4 Red (Do Not Travel)**, students must continue with the following steps:

1. Students must complete the appropriate [Travel Authorization Form](#) which is found in the Risk Management website. Graduate students in the DPHS will complete the [International Travel STUDENT Authorization Form \(Restricted Travel Only\)](#).
2. Before submitting the Authorization Form for signature, students must schedule a meeting with the Capstone Manager for review and approval. Once travel plans are approved, students may continue to submit the form for departmental approval.
3. This form is first submitted to the traveler's departmental Chair, Dean, Vice President, or designee for initial travel authorization. The Capstone Manager will communicate the best individual to submit the form to for signature during the review meeting with the student.
4. Once this signature is obtained, travel authorization forms are submitted to the Office of Study Abroad by email at studyabroad@miami.edu.
5. The Office of Study Abroad, in consultation with Risk Management, will review the request and provide the recommendation for travel (approval, approval with conditions, or rejection).
6. Once approval is received, students may proceed with step #2 above.

Capstone Handbook

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>Conference Award</i>	Conference travel and presentation

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>

Capstone Handbook

Appendices

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 also available in the Capstone Webpage:

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

Appendix A— EPH 678 Capstone Project Preparation and Practicum 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 Form](#)
8. [Practicum—Community Partner Evaluation Form](#)
9. [Capstone Project—Proposal Form and Competency Form](#)
10. [Capstone Project—Proposal Format](#)

Appendix B—EPH 682 Capstone Project Documents

1. [Capstone Project—Final Report Format](#)
2. [Capstone Project—Final Rubric](#)
3. [Capstone Project—Student Evaluation Form](#)
4. [Capstone Project—Community Partner Evaluation Form](#)

Appendix C—Department of Public Health Sciences' Consent and Policy Forms

1. Acknowledgment of Receipt and Review
2. Acknowledgment of Plagiarism Policy
3. Photography/Video Release Consent

Capstone Handbook

Appendix—A

EPH 678 Capstone Project Preparation and Practicum Required 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](#)
8. [Practicum- Community Partner Evaluation](#)
9. [Capstone Project— Proposal Form and Competency Form](#)
10. [Capstone Project—Proposal Format](#)

Capstone Handbook

CITI CERTIFICATION

Requirements

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 to participate in an innovative, school-based service-learning experience of your MPH courses.

Instructions:

- 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]
 - ☐ Health Information Privacy and Security (IPS) 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 on Blackboard.
- For questions, please email the Capstone Coordinator at Capstonepublichealth@med.miami.edu.

Capstone Handbook

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 24).

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.

Capstone Handbook

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.
 - 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 | • Brochure |
| • Data analysis results or output | • Training manuals |
| • Multi-media presentations (e.g., videos, podcasts, website content you designed) | • Standard operating procedures document |
| • Survey or data collection tool | • Literature review if requested by community partner |
| • Fact sheet or infographic | • 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.

Capstone Handbook

SMART GOALS

Goals should describe accomplishments, not activities.

S	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.
	<i>Example: Develop an action plan in response to the Mini "Pulse" Survey results by September 30, 2021.)</i>
M	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.
	<i>Example: Update ten HR policies and procedures each month.)</i>
A	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.
	<i>Example: Obtain the PHR certification by December 2022.</i>
R	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.
	<i>Example: Develop and implement a diversity recruitment plan that increases the number of diversity candidates by 10 percent.</i>
T	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)

Capstone Handbook

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)

Capstone Handbook

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 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 systemic 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, implementation or critique 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

Capstone Handbook

	Select methods to evaluate public health programs
Policy in Public Health	
	Discuss 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 leadership and/or management principles to address a relevant issue
	Apply negotiation and mediation skills to address organizational or community challenges
Communication	
	Select communication strategies for different audiences and sectors
	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
	Describe the importance of cultural competence in communicating public health content
Interprofessional Practice	
	Integrate perspectives from other sectors and/or professions to promote and advance population health
Systems Thinking	
	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

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

Capstone Handbook

EPH 678 PRACTICUM—LOG OF HOURS

Student Name:	Preceptor Name:
Faculty Advisor:	Site:

[illegible]

Capstone Handbook

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>

Capstone Handbook

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
- Multi-media presentations (e.g., videos, podcasts, website content you designed)
- Survey or data collection tool
- Fact sheet, infographic, brochure, or poster (if requested by community partner)
- 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

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>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not applicable</i>
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

Capstone Handbook

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?**

Capstone Handbook

EVALUATION FROM COMMUNITY PARTNER

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

Capstone Handbook

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:

Capstone Handbook

EPH 682 CAPSTONE PROJECT—PROPOSAL FORM AND COMPETENCY FORM

Student Name:			
Student C Number:			
Student Email:			
Capstone Project Site:			
Community Partner (Preceptor) 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

Capstone Handbook

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 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 systemic 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, implementation or critique 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 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

Capstone Handbook

	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 leadership and/or management principles to address a relevant issue
	Apply negotiation and mediation skills to address organizational or community challenges
Communication	
	Select communication strategies for different audiences and sectors
	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
	Describe the importance of cultural competence in communicating public health content
Interprofessional Practice	
	Integrate perspectives from other sectors and/or professions to promote and advance population health
Systems Thinking	
	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative



EPH 682 CAPSTONE PROJECT—PROPOSAL (Format)

**Section headings will vary depending on the project approach selected. Double-spaced, 2-3 pages. (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).
- e. Include 2-3 Specific Aims and state hypotheses after each aim (if conducting human subjects research).

3. Project Design, Activities, Materials and Methods

- a. A narrative of the project procedures and the sequence in which the project segments will be performed.
- b. A narrative of each method or approach to be utilized.
- c. Description of the target population. Include inclusion and exclusion criteria if conducting human subject research.
- d. Statement of the instruments and materials that will be utilized. If survey instruments will be used add it to the appendix.
- e. Brief list of activities.
- f. For projects involving human subjects research the methods section should include the following headings: Project Overview. Questionnaires/Surveys, Description of Population including eligibility criteria and recruitment methods, Outcome variables, and Data Analysis including rationale for sample size chosen.

4. 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 the University of Miami **IRB** submission and approval is necessary for this project. Approval must be obtained before project work begins.



APPENDIX— B

EPH 682 Capstone Project Required Documents

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



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.



Capstone Handbook

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
<u>Background & Literature Review</u> <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 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet Expectations	
<u>Objectives</u> <ul style="list-style-type: none"> • Objectives are well supported by current literature • Objectives are SMART (Specific, Measurable, Attainable, Relevant, Time-oriented) 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet Expectations	
<u>Methodology and Project Design</u> <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 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet Expectations	



<p><u>Results</u></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><u>Recommendations and Conclusion</u></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><u>References</u></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><u>Content Structure</u></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><u>Document Structure</u></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

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	NA
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

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>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not applicable</i>
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:

Acknowledgment of Receipt and Review

- ___(initials) I acknowledge receiving the web link to access the DPHS [Master's Programs Student Handbook](#), the [University Academic Bulletin](#), and the [University Graduate Honor Code](#).
- ___(initials) I understand that it is my responsibility to familiarize myself with the requirements of the University of Miami and my graduate program of study.
- ___(initials) I understand that I am required to complete a series of online modules found on the Blackboard Orientation page prior to beginning the master's degree programs.
- ___(initials) I understand that I am required to use the "miami.edu" email address to communicate with the University and the program and am urged to check it at least once per day.
- ___(initials) I understand that if I am requesting a credit waiver for an advanced degree (i.e., an MD, DO, JD, Ph.D., DDS, MBBS, or another doctoral degree), I must submit all the required documentation (i.e., transcripts, syllabi, etc.) at least 30 days prior to the start of the first semester.
- ___(initials) I understand that attendance is mandatory for all courses, and I am expected to attend classes as scheduled.
- ___(initials) I understand that a cumulative GPA of 3.0 ("B") is required for a graduate degree, and no "D" credit hour may be counted toward the graduate degree.
- ___(initials) I understand that I shall be placed on academic probation if the cumulative GPA for my graduate public health degree falls below a 3.0, or if I obtain a grade below a "C-" in any graduate public health course (either core or elective).
- ___(initials) I understand that if I am on academic probation, I am not eligible for tuition subsidy, program scholarships, TA positions, GA positions, or capstone/conference awards.
- ___(initials) I understand that I must adhere to all program deadlines, including the capstone program and the electronic thesis/dissertation (EDT) program deadlines.
- ___(initials) I understand that if I apply for federal financial aid, the award is based on my enrollment and the Cost of Attendance (COA), and that I am responsible for understanding the terms and conditions of my individual financial aid package.
- ___(initials) I understand that '[Canes Central](#)' is the University's online system to quickly answer questions regarding Student Accounts, Financial Assistance and Employment, Cane Card, and Registration.
- ___(initials) I understand that it is my responsibility to apply for graduation through CaneLink during my final semester and to participate in an exit interview with the DPHS Graduate Programs as part of my graduation clearance.

PRINT NAME CLEARLY

SIGNATURE

DATE

Please sign Appendix A and email an electronic copy to the Capstone Coordinator at Capstonepublichealth@med.miami.edu

Acknowledgment of Plagiarism Policy

What is Plagiarism?

Plagiarism is a violation of the scientific community's ethical standards and a violation of the University of Miami's [Graduate Student Honor Code](#). Plagiarism is a serious offense and students who plagiarize can be dismissed from the University.

In university courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

All incoming master's students will be required to participate in a two-hour workshop on “***Understanding Plagiarism and Using Proper Citations***”. The workshop will be offered by the UM Calder Medical Library early in the Fall and Spring semesters to accommodate incoming students in either semester. Students will be required to complete an assignment prior to attending the workshop. The Director of Academic Affairs will work with the incoming students to ensure the completion of this requirement.

How to Use SafeAssign to avoid plagiarism?

SafeAssign is a tool available in Blackboard to help promote originality and create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is based on a unique text matching algorithm capable of detecting exact and inexact matching between a paper and source material. Assignments are compared against several databases containing millions of articles dating from the 1990s to the present. After the comparison, a report is generated that details the percentage of text in your paper that matches existing sources.

Visit the Blackboard Help page to learn how to create a [SafeAssignment](#).

PRINT NAME CLEARLY

SIGNATURE

DATE

Please sign Appendix B and **email** an electronic copy to the Capstone Coordinator at Capstonepublichealth@med.miami.edu

Photography/Video Release Consent

During the program, you may be photographed or video-taped at various University-sponsored or classroom events. With your consent, the photograph or video may be released for use on the Department of Public Health Sciences' webpage, social media pages, brochures, newsletter, or other media. These materials will be used primarily to highlight our department's student activities and successes.

Please acknowledge consent of use of photography:

Yes ____ My photograph/video may be reproduced and released for use by the University of Miami's Department of Public Health Sciences.

No ____ My photograph may not be reproduced and released for use by the University of Miami's Department of Public Health Sciences.

PRINT NAME CLEARLY

SIGNATURE

DATE

*Please sign Appendix C and **email** an electronic copy to the Capstone Coordinator at Capstonepublichealth@med.miami.edu*