

UNIVERSITY OF MIAMI
MILLER SCHOOL OF MEDICINE
DEPARTMENT of
PUBLIC HEALTH SCIENCES



MPH CAPSTONE PROGRAM: Handbook for MPH & MD/MPH Students

EPH 680—CAPSTONE FIELD EXPERIENCE

EPH 681—CAPSTONE PROJECT



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE



Master in Public Health

MPH and MD/MPH Degrees

DEPARTMENT OF PUBLIC HEALTH SCIENCES

UNIVERSITY OF MIAMI MILLER SCHOOL OF MEDICINE

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



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GLOSSARY

Capstone Manager or Associate Director: A graduate program staff member who supervises and manages the Capstone Program for the Department of Public Health Sciences. The Capstone Manager or Associate Director, Career and Professional Development 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.

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

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

EPH 680—Field Experience: This is an independent study 3-credit course required for the MPH degree. A student must complete at least 9 credits of MPH coursework before enrolling in this course. To complete this course, the student must complete a minimum of 150 contact hours of public health field work and submit required documentation.

EPH 681—Capstone Project: This 3-credit independent study course is the final portion of the Capstone Program. The student must produce a culminating project related to public health.

Faculty Advisor: Students are assigned to a Faculty Advisor by the Capstone Manager or Associate Director upon their first semester of enrollment, and the Faculty Advisor provides academic, career and capstone advising. The Faculty Advisor guides the student through the Capstone process by assisting in establishing timelines, reviewing proposals and reports and providing feedback, and approving proposals, reports and documentation. The Faculty Advisor interacts with Community Partners and Capstone Managers on a regular basis to ensure academic objectives are met, and assigns student's Capstone final grades.

Grades: 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 "S" when the Capstone Faculty Advisor approves all final reports for that course and the Capstone Manager verifies the completion of all required documentation. Students in the MPH Programs (not MD/MPH students) have one calendar year from the date the "I" was received to complete the course. If the work is not completed within this calendar year the grade automatically turns to "U" (Unsatisfactory), and the student must enroll and pay for the course again to complete their degree requirements.



WHAT IS THE CAPSTONE PROGRAM FOR MPH?

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

The Capstone Program is a six credit MPH program requirement that consists of two independent courses:

1. **EPH 680**—Field Experience (3 credits) **Pre-requisite: 9 credits of MPH completed*
2. **EPH 681**—Capstone Project (3 credits)

This *MPH Capstone Program Handbook* contains descriptions of procedures and requirements to complete the Capstone Program courses EPH 680 & EPH 681. The Handbook includes examples of activities, timeline and deadlines for submission, as well as forms and templates that are required documentation.

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

MSPH students are required to fulfill a different requirement (EPH699—Thesis Project) which is not covered in this Handbook.

Please see MSPH Handbook for guidelines.

Next is a step-by-step instruction for MPH students to complete the EPH 680 and EPH 681 courses. Students may download editable forms and appendices from the website to complete the required documentation for the program.

Online version of MPH Capstone Program Handbook, Appendices and Examples:

<https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/capstone-student-handbooks/index.html>



EPH 680—FIELD EXPERIENCE

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

All MPH students are required to complete 150 or more contact hours in their selected field placement. No waivers are granted. The field experience must be completed outside of the students' permanent employment setting, with a different supervisor (preceptor) than their usual employer. The Preceptor should not be the student's Faculty Advisor.

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

1. Completed 9 credits of MPH coursework.
2. Completed the CITI course on Protection of Human Research Subjects—Group 2: Social or Behavioral (*See CITI Certification Instructions*).
3. Obtained permission from Capstone Manager or Associate Director to register or to begin the experience.

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

Examples of Field Experience Sites

1. Work with the Miami Dade County Health Department to understand the agency's operations.
2. Work with the Women, Infant and Children (WIC) nutrition program at Jackson Memorial Hospital to understand the programs offered to the community.
3. Work with project Medishare in Haiti to examine the community health worker system in the Central Plateau.

Selecting your Field Experience site

1. **Identify interests:**
 - a. As soon as you start your MPH program, begin networking and discussing your public health interest with faculty members, MPH staff, fellow students and potential sites. The Graduate Programs in Public Health has established relationships with numerous local, national and international organizations, but you may also explore a new site for consideration.
 - b. Align your public health interests with your future career goals to determine:
 - i. What population to work with
 - ii. Area of public health to engage in
 - c. Attend a Capstone Information Session.



- 2. Meet with the Capstone Manager or Associate Director, Career and Professional Development:**
 - a. Review the requirements for completing the Capstone Program (EPH 680 + 681) outlined in this Handbook.
 - b. Brainstorm ideas and interests, and identify/connect with potential Community Partners. This should be done one semester before proposed start date of your Field Experience.

- 3. Identify a Community Partner/Preceptor:**
 - a. The ideal partnership will benefit both the student and the community partner.
 - b. Ways to identify a community partner may include:
 - i. Discussions with your Capstone Manager and your Faculty Advisor.
 - ii. Follow the leads from other students, faculty members and Capstone Managers to help you connect to sites or contacts in your field of interest.
 - iii. Read emails from the Graduate Programs staff announcing capstone opportunities, internships, and involvement in research sent on a regular basis to students' UEmail accounts.
 - iv. Visit the Blackboard *One Stop Shop* Capstone section to view capstone opportunities with community partners.
 - v. Search the internet for sites and organizations related to your field of interest.
 - c. Contact the preceptor to explore possible capstone opportunities, goals, objectives and activities that are mutually beneficial for the student and for the organization.
 - d. Discuss the following roles and responsibilities of the Community Partner/Preceptor:
 - i. Signing off on the student's Field Experience Proposal
 - ii. Signing off on the Community Partner Agreement 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. Approving the student's activity Log of Hours (minimum of 150 contact hours)
 - v. Completing an evaluation of the student's Field Experience

- 4. Meet with your Faculty Advisor:**
 - a. Coordinate a meeting with your advisor to discuss your interests, potential Community Partner and Field Experience site, and establish the timeline for completing the capstone requirements and documentation.
 - b. As soon as you identify your Community Partner, develop a draft of your field experience proposal and submit to your Faculty Advisor for review and feedback. You may look at the guidelines in the appendices and examples from past proposal in the website.
 - c. Plan on maintaining continued communication with your Faculty Advisor throughout your field experience and degree program.

Starting the Field Experience

- 1. Prerequisites and approvals:**
 - a. Students must have completed 9 MPH academic credits prior to registering for EPH680—Field Experience.



- b. Complete the CITI course on Protection of Human Research Subjects, group 2, (*see appendices for instructions*) and submit certificate of completion to your Capstone Manager.
- c. Prior to registering for EPH 680, and prior to logging hours, your Faculty Advisor must approve the following forms:
 1. **Capstone Field Experience Proposal** (1-2 pages. *See appendix*)
 2. **Community Partner Agreement**
- ii. You or your Faculty Advisor should submit electronic copies of these 2 forms approved and signed to your Capstone Manager.
- iii. Upon receipt of approved forms, your Capstone Manager will email your preceptor and your advisor indicating you are ready to start your Field Experience and will ask the Sr. Manager of Enrollments to enroll you in the EPH 680 course. (*Note: Upon approval, it is possible to start logging hours first and register the course in the following enrolment period. Consult your Capstone Manager*).
- d. Determine whether **IRB** approval is needed:
 - i. Consult your Faculty Advisor to determine if IRB approval is needed.
 - ii. If needed, plan to submit the study to the IRB two (2) months prior to beginning your field experience.
 - iii. Once IRB approval is granted, submit an electronic copy of the approval letter to the Capstone Manager.

2. Conducting the Field Experience:

- a. Complete the tasks and activities established in your proposal and agreed upon with the Community Partner.
- b. We highly encourage you to take photos and videos when possible and acceptable to document your field experience. Try to take footage of your entire experience that documents location, population and type of public health work. Please be sensitive and respectful to participants' privacy and cultural norms. The Capstone Program may use these photographs to showcase the diversity and scope of our students work.
- c. Log a minimum of 150 contact hours.
- d. Update your Capstone Faculty Advisor on a regular basis and maintain your Capstone Manager informed on your progress.
- e. Work closely with the Community Partner.

3. Other visits to the community site:

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



Completing the Field Experience

1. Log of hours:

- a. The completed log of hours form should be approved/signed by the Community Partner.
- b. Submit the completed Log of hours form electronically to the Capstone Manager as soon as you complete the Field Experience hours. (In addition, you may also attach it to the Field Experience Final Report for your advisor to see).

2. Community Partner Evaluation:

- a. Coordinate a meeting with the Community Partner to discuss the student performance and potential future projects.
- b. The Community Partner will complete an evaluation of the student during the Field Experience as part of the student's required documentation for EPH 680.
- c. The completed Community Partner evaluation can be submitted directly to the Capstone Manager via email or be given to the student to submit to the Capstone Manager.

3. Student Evaluation:

- a. Complete the Student Evaluation and feedback form.
- b. Submit form electronically to the Capstone Manager.

4. Field Experience Final Report:

- a. Develop a complete draft (in Microsoft Word) of the Field Experience Final Report, and submit to your Faculty Advisor for review and feedback according to the established deadlines (*see appendix for "Timeline for Capstone Required Documentation"*). Prepare to go through several revisions of the Field Experience Final Report with your Capstone Faculty Advisor.
- b. **FORMAT of the Field Experience Final Report** (*refer to template in appendices section*):
 - i. Microsoft Word document
 - ii. Number of pages: 6-9 pages, not including references
 - iii. Double spaced
 - iv. Title page (student name, course, semester, document title, advisor, date)
 - v. Proper grammar, spelling, punctuation
 - vi. Include: detailed description of tasks and projects completed and achievements and limitations of learning objectives.
- c. Incorporate the Faculty Advisor's feedback into your report and then re-submit until you obtain final approval from your Advisor.
- d. Submit the approved/signed final version of the Field Experience Final Report to your Capstone Manager. Your advisor may upload the approved/signed report to your capstone files.



EPH 681—CAPSTONE PROJECT

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

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

Summary of Capstone Project Categories

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

Starting your Capstone Project

1. **Identify a Capstone Project topic and approach:**
 - a. You may identify potential Capstone Projects from your field experience and your academic work. As mentioned above, the community partner may be the same one as the Field Experience partner or a different one. For guidance, discuss your ideas with your Faculty Advisor and with the Community Partner.
2. **Obtain approvals:**



- a. In order to register for EPH 681, your Faculty Advisor must:
 1. Approve your **Capstone Project Proposal**
 2. Sign off your **Capstone Project Proposal Form**
- ii. You or your Faculty Advisor must submit electronic copies of approved forms to your Capstone Manager to obtain permission to register. (*Note: Upon approval, it is possible to start the project first and register the course in the following enrolment period. Consult your Capstone Manager.*)
- b. Determine if **IRB** approval is needed:
 - i. Consult your Capstone Faculty Advisor to determine if IRB approval is needed.
 - ii. If needed, plan to submit the study to the IRB two (2) months prior to beginning your project.
 - iii. Once IRB approval is granted, submit an electronic copy to Capstone Manager.

Completing your Capstone Project

1. Capstone Project Final Report:

- a. Develop a final draft of the Capstone Project Final Report and submit to your Capstone Faculty Advisor as a Microsoft Word document for review and feedback. To ensure a timely submission to meet the grading period deadlines, please *see appendix for "Timeline for Capstone Required Documentation."* Prepare to go through several revisions of the Final Project Report with your Capstone Faculty Advisor until it is approved and finalized.
- b. **FORMAT of the Capstone Project Final Report** (*refer to template in appendices section*)
 - i. Microsoft Word document
 - ii. 10-15 pages, not including references
 - iii. Double spaced
 - iv. Title page (student name, course, semester, document title, advisor, date)
 - v. Proper grammar, punctuation, and spelling
- c. Incorporate Faculty Advisor's feedback into your draft report until it is accepted as final and approved by your Faculty Advisor.
- d. Submit a clean final version of the Capstone Project Final Report to your Capstone Faculty Advisor for final approval and signature.
- e. Submit the final approved version to the Capstone Manager.
- f. After confirmation that all the required documentation is approved and complete, the Capstone Faculty Advisor will assign student grade.

Student Evaluation of the Capstone 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 continuously enhancing the MPH programs.



1. Upon completion of EPH 681, you will receive an email from your Capstone Manager requesting you to complete a brief online **anonymous** and **confidential** survey. The email will contain a link to the survey where you can evaluate and provide feedback of your experience with your Faculty Advisor while fulfilling your MPH Capstone Program.
2. If you had different Capstone Faculty Advisors for each of the courses (EPH 680 and EPH 681) please, complete a separate evaluation for each advisor.

Funding Opportunities

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

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

<i>Name of Award</i>	<i>Available for:</i>	<i>MPH</i>	<i>MSPH</i>	<i>MD/MPH</i>
<i>Population Health Scholar Award</i>	Field Experience			MD/MPH
<i>Springboard Grant</i>	Capstone Project, Thesis	MPH	MSPH	MD/MPH
<i>Kuvin Foundation MISH Fellowship</i>	Field Experience, Capstone Project, Thesis	MPH	MSPH	MD/MPH
<i>Quantum Springboard</i>	Capstone Project			MD/MPH
<i>Public Health Travel Award</i>	Conferences, Capstone Project, Thesis	MPH	MSPH	



INTERNATIONAL CAPSTONE EXPERIENCES & PROJECTS

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

Student Travel Abroad Policy

1. Students traveling abroad must complete an **ONLINE trip registration** with the Study Abroad programs as well as complete a **travel abroad packet** to be submitted to the Capstone Manager. Please contact your Capstone Manager to begin this process at least 1 month prior to traveling.
2. Provide your Capstone Manager with the following information:
 - a. Name
 - b. C Number
 - c. School of enrollment
 - d. City and Country of trip
 - e. Exact dates of trip
 - f. Accommodation information
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
(Visit <https://travel.state.gov/content/travel/en.html>)
4. If traveling to any of the countries listed in the Warning Page as indicated above:
 - a. Student must complete the traveler section of the “**Travel Authorization Form**”. The Dean of the Medical School will then sign this form.
 - b. Submit the original student completed form to your Capstone Manager.



MD/MPH STUDENTS ONLY—Capstone Timelines

The purpose of these timelines 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.

MD/MPH 2019

MD/MPH Timeline	Capstone Field Experience/Project Deliverables and Due Dates
4 th year Medical School- <i>Fall Semester</i>	November 30, 2018: Capstone Project Final Report DRAFT to advisor.
4 th year Medical School- <i>Spring Semester</i>	January 16, 2019: Final Capstone Project Report submitted to Capstone Manager.

MD/MPH 2020

MD/MPH Timeline	Capstone Field Experience/Project Deliverables and Due Dates
1 st year medical school- <i>Spring Semester</i>	April 7, 2017- Final Field Experience Proposals and Community Partner agreements submitted.
1 st year medical school- <i>Summer</i>	June 4th- July 24, 2017- Log in 150 FE hours. Work on FE Final Report Drafts.
2 nd year medical school- <i>Fall Semester-</i>	August 18, 2017: Field Experience Final Report DRAFTS due to advisor. October 5, 2017: Final Field Experience Report, Log of Hours, Student Evaluation, and Partner Evaluation due to Capstone Manager.
2 nd year medical school- <i>Spring Semester</i>	None
2 nd year medical school- <i>Summer</i>	During Public Health Summer Block: Exposure to Palm Beach County to build upon from past projects or new potential partners. May 18, 2018- Project Proposal <i>Drafts</i> to advisors. May 31, 2018 : Submit approved FINAL <i>Capstone Project Proposal and Form-</i> may begin Capstone Project
3 rd Year Medical School- <i>Fall Semester</i>	Students continue to work on project during 3rd year, communicating with the Capstone Manager and Capstone Advisor if any issues arise.
3 rd Year Medical School- <i>Spring and Summer Semester</i>	None , but students continue to work on Project.
4 th year Medical School- <i>Fall Semester</i>	November 29, 2019: Capstone Final Report DRAFT to advisor.
4 th year Medical School- <i>Spring Semester</i>	January 16, 2020: Final Capstone Project Report submitted to Capstone Manager.



MD/MPH 2021

MD/MPH Timeline	Capstone Field Experience/Project Deliverables and Due Dates
1 st year medical school- <i>Spring Semester</i>	<p>Friday, April 20, 2018- Capstone Manager Check- In with online Qualtrics Form: Have students met with potential Capstone Community Partners for the FE? Have they met with their Capstone Advisor and/or Capstone Manager? Submit Proposal DRAFTS to Capstone Advisors. International travel students submit travel packets to Capstone Manager.</p> <p>Friday, May 25, 2018- FINAL approved FE proposals and signed community partner agreements due.</p>
1 st year medical school- <i>Summer</i>	June 9th- July 24, 2018- Log in 150 FE hours. Work on FE Final Report Drafts.
2 nd year medical school- <i>Fall Semester</i>	<p>August 17, 2018: Field Experience Final Report DRAFTS due to advisor.</p> <p>October 5, 2018: Final Field Experience Report, Log of Hours, Student Evaluation, and Partner Evaluation due to Capstone Manager.</p>
2 nd year medical school- <i>Spring Semester</i>	None
2 nd year medical school- <i>Summer-</i>	<p>During Public Health Summer Block: Exposure to Palm Beach County to build upon from past projects or new potential partners.</p> <p>No later than May 17th, 2019- Project Proposal Drafts to advisors</p> <p>May 31, 2019 : Submit approved FINAL <i>Capstone Project Proposal and Form-</i> may begin Capstone Project</p>
3 rd Year Medical School- <i>Fall Semester</i>	Students continue to work on project during 3rd year, communicating with the Capstone Manager and Capstone Advisor if any issues arise.
3 rd Year Medical School- <i>Spring and Summer Semester</i>	None , but students continue to work on Project.
4 th year Medical School- <i>Fall Semester</i>	November 30, 2020: Capstone Final Report DRAFT to advisor.
4 th year Medical School- <i>Spring Semester</i>	January 15, 2021: Final Capstone Project Report submitted to Capstone Manager.



MD/MPH 2022

MD/MPH Timeline	Capstone Field Experience/Project Deliverables and Due Dates
1 st year medical school- <i>Spring Semester-</i>	<p>Friday, April 19, 2019- Capstone Manager Check- In with online Qualtrics Form: Have students met with potential Capstone Community Partners for the FE? Have they met with their Capstone Advisor and/or Capstone Manager? Submit Proposal DRAFTS to Capstone Advisors. International travel students submit travel packets to Capstone Manager.</p> <p>Friday, May 24, 2019- FINAL approved FE proposals and signed community partner agreements due.</p>
1 st year medical school- <i>Summer</i>	June 8- July 21, 2019- Log in 150 FE hours. Work on FE Final Report Drafts.
2 nd year medical school- <i>Fall Semester</i>	<p>August 16, 2019: Field Experience Final Report DRAFTS due to advisor.</p> <p>October 4, 2019: Final Field Experience Report, Log of Hours, Student Evaluation, and Partner Evaluation due to Capstone Manager.</p>
2 nd year medical school- <i>Spring Semester</i>	None
2 nd year medical school- <i>Summer</i>	<p>During Public Health Summer Block: Exposure to Palm Beach County to build upon from past projects or new potential partners.</p> <p>No later than May 15, 2020- Project Proposal Drafts to advisors</p> <p>May 31, 2020 : Submit approved FINAL <i>Capstone Project Proposal and Form-</i> may begin Capstone Project</p>
3 rd Year Medical School- <i>Fall Semester</i>	Students continue to work on project during 3rd year, communicating with the Capstone Manager and Capstone Advisor if any issues arise.
3 rd Year Medical School- <i>Spring and Summer Semester</i>	None , but students continue to work on Project.
4 th year Medical School- <i>Fall Semester</i>	November 30, 2021: Capstone Final Report DRAFT to advisor.
4 th year Medical School- <i>Spring Semester</i>	January 17, 2022: Final Capstone Project Report submitted to Capstone Manager.

NOTE: If Capstone deliverables are not submitted by the appropriate deadlines, MD/MPH program leadership including Dr. Roderick King and/or Dr. Shirin Shafazand, will contact the student. If documents continue to be delinquent, a Professionalism Incident Report (P.I.R.) will be issued.



MPH Program Competencies

The Graduate Programs in Public Health requires all graduate professional public health students (MPH) to have fundamental competence in the areas of knowledge basic to public health. Each MPH student is required to complete a series of required competency-based core courses, a practice experience and a Capstone project.

Upon completion of the Master of Public Health (MPH) degree, all graduates will be able to:

Core Curriculum Competencies

- Advance and promote the implementation of evidence-based public health practice
- Apply statistical reasoning and quantitative methods for the purpose of analyzing public health data and participating in population-based research
- Explain the role of multi-level occupational and environmental conditions which directly or indirectly impact the health of individuals, communities and populations
- Apply epidemiologic methods to the measurement and study of population health and the prevention of infectious and chronic disease
- Examine the main components and issues of the organization, financing and delivery of health services and public health systems
- Identify social and behavioral concepts, models and theories that form the foundation of health promotion and disease prevention
- Recognize sociocultural factors that promote and inhibit health in vulnerable and underserved populations
- Apply skills and knowledge, and exhibit leadership in public health settings through planned and supervised experiences related to professional career objectives
- Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience

Elective Curriculum Competencies*

- Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international level (**Systems Thinking**)
- Use collaborative methods for achieving organizational and community health goals (**Leadership**)
- Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities (**Diversity and Culture**)
- Identify how societal, organizational and individual factors influence and are influenced by public health communications (**Communications**)
- Identify, understand and promote ethical choices, strong values and professionalism in public health practice (**Professionalism**)



EPH 680 FIELD EXPERIENCE FORMS AND GUIDELINES

Project Checklist EPH 680- Field Experience

- Complete a minimum of 9 course credits in MPH degree prior to registering for EPH 680.
- Attend a Capstone Information Session (typically during Introduction to Public Health course).
- Meet with Faculty Advisor and/or Associate Director, Career and Professional Development to discuss your interests, career goals, potential capstone opportunities, and review Capstone Student Handbook and requirements.
- Meet with the Community Partner (Preceptor) to develop a list of Field Experience objectives/goals/activities, their expectations, and your timeline (hours per week, start/end dates).
- Meet with your Faculty Advisor to discuss the field site placement, the field experience proposal, public health significance and scope of the field experience work, and your timeline.
- Submit to your Faculty Advisor 1) Field Experience Proposal for approval and 2) the signed Community Partner Agreement form. **An advisor approved field experience proposal + signed partner agreement are required before student can begin logging hours and prior to registering for EPH 680.*
- Submit CITI Certification and obtain permission from Associate Director, Career and Professional Development to register for EPH 680 (3 credits): Capstone Field Experience.
- Document hours and activities in daily time log and complete a minimum of 150 contact hours. Community Partner must approve the final log of hours.
- Coordinate and attend an evaluation session with the Community Partner to discuss student evaluation (preceptor will rate student performance), review the draft of final report and discuss recommendations for future projects that may benefit the organization.
- Submit an editable draft (6-9 pgs.) Field Experience Final Report to your Faculty Advisor for review.
- Incorporate advisor's feedback to create a final, clean copy of the Field Experience Final Report. Email this report to the Associate Director, Career and Professional Development after you have your Faculty Advisor's approval.
- Complete and email 1) Student Evaluation, 2) Partner Evaluation and 3) Log of Hours to the Associate Director, Career and Professional Development.
- Associate Director, Career and Professional Development will confirm to Faculty Advisor that all documents have been received, and then Faculty Advisor will assign the grade of "Satisfactory" (S).
- If a student has not completed the Field Experience at the end of the semester, a grade of "Incomplete" (I) will be assigned. Students who receive an "Incomplete" (I) in a course have 1 calendar year to complete the work and receive a passing grade of "Satisfactory" (S). If the work is not completed within this calendar year, the grade changes to "Unsatisfactory" (U). Since EPH 680 is a required course for the MPH degree, and a student who receives a "U" will need to enroll in the course and pay the tuition again. The initial "U" will remain on the transcript, the credits will not count towards the degree, and the grade will not affect the GPA calculation.



Timeline for EPH 680—Field Experience Deadlines for Submission Capstone Required Documentation

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

Reminder about Timeline to Complete Incomplete Grades

Students who receive an “Incomplete” (I) in EPH 680 or EPH 681 have 1 calendar year (12 months) to finish the work and receive a passing grade of (S). If the work is not completed within this calendar year, the grade turns to “Unsatisfactory” (U) and remains on the transcript. EPH 680 and EPH 681 are required for the MPH degree, so a student who receives a “U” in EPH 680 or EPH 681 must enroll and pay for the course again.

Online version of Capstone Student Handbook, Appendices, and Examples:

<https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/capstone-student-handbooks/index.html>



Guidelines for EPH 680 Capstone Field Experience Proposal

The Capstone Field Experience Proposal is a 1 to 2 page editable document written after an initial conversation with the Community Partner and prior to meeting with the Capstone 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 Capstone Faculty Advisor ascertain the proposed objectives and activities to meet the academic requirements for the MPH program. This proposal serves as an overview of how the student will 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 Manager to obtain permission to register for EPH680 and begin logging hours. You will find online examples of past proposals in the Website.

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

Introductory Paragraph:

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

Objectives:

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

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.*

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

Approval Signatures: *obtain the approval signatures from Community Partner and Capstone Faculty Advisor.*



Proposal Format EPH 680 Field Experience

Student Name: _____

Semester of Field Experience: _____

FORMAT:

- 1-2 pages, single space, 12 pts font.
- Follow the outline below. You may create your own word document.
- Make sure you obtain name/signature/date from both your advisor and your preceptor.

INTRODUCTION:

- Brief overview of the public health topic you will be working on. Please include:
 - Public health significance: Introduction of the problem and its significance (why it is important, relevance, incidence, prevalence, consequences), proposed scope of your involvement, etc.
 - Brief summary of literature review on the issue: Include references in the proposal (see below).
 - How this issue relates to your public health interest and professional development.
- Brief description of the Community Partner organization and its specific programs or departments with whom you will be working. Rather than simply copying and pasting from organizational websites, tailor your summary to what is most relevant to your project.

OBJECTIVES & ACTIVITIES*:

- 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

ADDITIONAL INFORMATION:

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

TIMELINE:

- Indicate when you will start and complete your field experience. Dates may be approximations:

Field Experience activities and document completion	Approximate target date
▪ Completion of CITI human subject protection certification	
▪ Approval of Proposal + Partner Agreement to start Field Experience	
▪ Start Field Experience	
▪ Complete Field Experience	
▪ Submission of completed documents (Log & Evaluations: Partner, Student)	
▪ Submission of final draft for review to Faculty Advisor	

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.

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

Field Experience Proposal APPROVALS:		
Capstone Faculty Advisor NAME	Capstone Faculty Advisor SIGNATURE	DATE
Community Partner Preceptor NAME	Preceptor SIGNATURE	DATE



SMART GOALS: Goals should describe accomplishments, not activities.

S	<p>Specific: Goal objectives should address the five W’s... who, what, when, where, and why. Make sure the goal specifies what needs to be done with a timeframe for completion. Use action verbs, such as create, design, develop, implement, and produce.</p>
	<p><i>Example: Develop an action plan in response to the Mini “Pulse” Survey results by September 30, 2015.)</i></p>
M	<p>Measurable: Goal objectives should include numeric or descriptive measures that define quantity, quality, and cost. Focus on elements such as observable actions, quantity, quality, cycle time, efficiency, and/or flexibility to measure outcomes, not activities.</p>
	<p><i>Example: Update ten HR policies and procedures each month.)</i></p>
A	<p>Attainable: Goal objectives should be within the student’s control and influence. Consider the resources needed and set realistic goals. Is the goal achievable with the available resources? Is the goal achievable within the timeframe originally outlined? Consider authority or control, influence, resources, and work environment support to meet the goal.</p>
	<p><i>Example: Obtain the PHR certification by December 2015.</i></p>
R	<p>Relevant: Goals should be instrumental to the mission of the student academic development and the community partner. Develop goals that relate to the student’s key accountabilities that align with the partner’s agenda.</p>
	<p><i>Example: Develop and implement a diversity recruitment plan that increases the number of diversity candidates by 10 percent.</i></p>
T	<p>Time-bound: Goal objectives should identify a specific target date for completion and/or frequencies for specific action steps that are important for achieving the goal. Incorporate specific dates, calendar milestones, or timeframes that are relative to the achievement of another result (i.e., dependencies and linkages to other projects)</p>
	<p><i>Example:</i></p>



Community Partner Agreement for EPH 680 Field Experience

STUDENT:

Name	
Email Address	

COMMUNITY PARTNER SITE:

Site Name	
Site Address	
Site Telephone	
Site Website	

COMMUNITY PARTNER (PRECEPTOR):

Preceptor Name	
Preceptor Title	
Preceptor Address	
Preceptor Telephone	
Preceptor Email	

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

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

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

APPROVED BY:

Student Signature

Date

Community Partner Signature

Date

Faculty Advisor Signature

Date



CITI Certification—Instructions

CITI certification in the Protection of Human Research Subjects is required PRIOR to enrolling in Capstone Courses and Thesis Courses

Master's Programs REQUIREMENT:

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

Research is essential for the advancement of medicine and public health. Among many things, it can provide 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 in the "Course in the Protection of Human Research Subject" are a beneficial adjunct to your current curriculum and will provide you with a strong research foundation. In addition, this is something you will be required to have in order to participate in an innovative, school-based service-learning experience of one of your MPH courses.

INSTRUCTIONS:

- GO TO: www.citiprogram.org
- 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] (REQUIRED)
 - Conflict of Interest Course (REQUIRED)
 - Health Information Privacy and Security (IPS) series (REQUIRED)
 - Responsible Conduct of Research (RCR) series (Recommended ONLY for students who do research)
- 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. Required courses are listed above.
- COMPLETE the required online modules *[The modules will take few hours to complete, but you can do it at your own pace]. You must obtain a grade 80 or higher.*
- OBTAIN a CITI completion report *[The certification report will show you what you've completed, date of completion and expiration, and grade].*
- Prior to enrolling in EPH 680, 681, 698, or 699, SEND a PDF of the CITI certification report to your Capstone Manager:
 - Megan Garber** m.garber@med.miami.edu (for MPH and MSPH Students)
 - Andrea Sparano** ars285@med.miami.edu (for MD/MPH students)



Final Report Template for EPH 680 Field Experience

TITLE PAGE

- Name of the student
- Name of the agency or organization where the field placement was completed; and
- The semester or semesters the placement 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 FIELD EXPERIENCE (4 – 6 pages)

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

APPENDICES

- Community Partner Agreement
- Documentation of 150 contact hours (time logs)
- Capstone Field Experience—Student Evaluation Form
- Tangible products related to assigned field experience activities

IMPORTANT:

- The FIRST DRAFT of the final report is to be submitted as an editable WORD document to your Capstone Faculty Advisor so the advisor can incorporate comments and feedback.
- Must be submitted to the advisor by the deadline (*see “Timeline for Capstone Required Documentation”*).
- Reports must be double spaced, properly written, properly punctuated, and properly spelled.

Evaluation of the report will be made by your Faculty Advisor, and the Director of Education. A Satisfactory/Unsatisfactory grade will then be assigned.



Evaluation Forms

Evaluation from Community Partner for EPH 680

Student Name:			
Field Experience 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 field experience. Your honest evaluation is greatly appreciated.

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

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



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

Additional Comments:



Evaluation from Student for EPH 680 Field Experience

Field Experience Student Evaluation—Form

Online link: <https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/capstone-student-handbooks/index.html>

Field Experience 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 field experience. Your honest evaluation is greatly appreciated.

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

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

Please continue with feedback on the following page



Field Experience Student Evaluation—Feedback

- 1. What were the most challenging aspects of the Capstone Field Experience?**
- 2. What were the most rewarding aspects of the Capstone Field Experience?**
- 3. How helpful was the Capstone Program Handbook and appendices?**
- 4. At what point in the MPH program do you feel the Capstone Manager 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 Field Experience? (e.g., courses, workshops, speakers, etc.)**
- 6. What suggestions do you have to improve the Capstone Field Experience?**



EPH 681 FIELD EXPERIENCE FORMS AND GUIDELINES

Project Checklist for EPH 681- Capstone

- Meet with Faculty Advisor to identify topic, approach, and scope of the Capstone Project.
- Submit Capstone Proposal Form and Project Proposal to Capstone Faculty Advisor for signature/approval.
- Submit approved 1) Capstone Project Proposal and 2) Capstone Project Form to Associate Director, Career and Professional Development via email
- Obtain permission from Associate Director, Career and Professional Development to register for EPH 681 (3 credits): Capstone Project.
- Complete a minimum of 150 hours of Capstone Project work (Log of Hours is NOT required).
- Submit editable draft of the Capstone Project Final Report to Faculty Advisor for review. Incorporate feedback. Upon confirmation from Associate Director, Career and Professional Development that all requirements are complete, advisor will assign grade.
- Present/submit Capstone Project Final Report to Community Partner.
- If a student has not completed the Capstone Final Report at the end of the semester, a grade of “Incomplete” (I) will be assigned. Students who receive an “Incomplete” (I) in a course have 1 calendar year to complete the work and receive a passing grade of “Satisfactory” (S). If the work is not completed within this calendar year, the grade changes to “Unsatisfactory” (U). Since EPH 680 is a required course for the MPH degree, and a student who receives a “U” will need to enroll in the course and pay the tuition again. The initial “U” will remain on the transcript, the credits will not count towards the degree, and the grade will not affect the GPA calculation



Timeline for EPH 681—Capstone Project Deadlines for Submission

EPH 681 Document	Capstone Faculty Advisor Approval	Preceptor Signature	Due Date <i>May be turned in <u>up to this date</u>.</i> <i>Reports turned in after this deadline will receive an IP grade (In Progress)</i>
1. Project Proposal	Required	Required	Prior to registration and logging hours
2. Project Proposal Form	Required	Required	Prior to registration and logging hours
3. Project Final Report <i>(completed editable first draft)</i>	Required		To Capstone Faculty Advisor 3 weeks before CLASSES END** according to UM Academic Calendar

Reminder about Timeline to Complete Incomplete Grades

Students who receive an “Incomplete” (I) in EPH 680 or EPH 681 have 1 calendar year (12 months) to finish the work and receive a passing grade of (S). If the work is not completed within this calendar year, the grade turns to “Unsatisfactory” (U) and remains on the transcript. EPH 680 and EPH 681 are required for the MPH degree, so a student who receives a “U” in EPH 680 or EPH 681 must enroll and pay for the course again.

Online version of Capstone Student Handbook, Appendices, and Examples:

<https://graduatestudies.publichealth.med.miami.edu/current-students/capstone-thesis/capstone-student-handbooks/index.html>



Proposal Form for EPH 681 Capstone Project

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

Accompanying this form, students must submit their Capstone Project Proposal (see template). This is a brief, detailed description of their proposed Capstone Project after completing the EPH680 Capstone Field Experience. 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. 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 Manager.

APPROVED BY:

Community Partner Signature

Date

Faculty Advisor Signature

Date



Proposal Template for EPH 681 Capstone Project

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

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

1. Working Title

2. Rationale and Literature Review

- a. A concise statement of the problem/health need/research question to be addressed
- b. How the problem/health need/ research question will be addressed
- c. A brief statement on how this project relates to your Field Experience goals/objectives

3. Evaluation Plan, Statistical Analysis, Methods

- a. Brief narrative of the project procedures and the sequence in which the project segments will be performed
- b. Brief narrative of each method or approach to be utilized
- c. Description of the target population
- d. Brief statement of the instruments and materials that will be utilized
- e. Brief list of activities
- f. How the project will be evaluated
- g. Data analysis techniques (if applicable)

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



Final Report Template for EPH 681 Capstone Project

**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.

BACKGROUND AND LITERATURE REVIEW: Review of relevant literature describing previous work completed on the selected topic that led to the project undertaken. Subject matter is well researched and documented. Theoretical concepts are well defined and integrated.

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

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.

REFERENCES: 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.

APPROVED BY:

Faculty Advisor Name

Faculty Advisor Signature

Date



Final Report Rubric for EPH 681– Capstone Project

Student Name: _____ Community Partner: _____ Advisor:- _____

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

Draft Submission Date: _____ Approval Date: _____

Instructions for Students:

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

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

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



<ul style="list-style-type: none"> • Results • Recommendations and Conclusion • Reference List • Appendices 		
<p><u>Timeliness</u></p> <ul style="list-style-type: none"> • Adhered to agreed timeline for report submission 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Does Not Meet Expectations 	