CAPSTONE PROGRAM: Handbook for MPH and MD/MPH Students

EPH 680—CAPSTONE FIELD EXPERIENCE;

EPH 681—CAPSTONE PROJECT
# Table of Contents

GLOSSARY ..................................................................................................................................................................................................... 2
WHAT IS THE CAPSTONE PROGRAM FOR MPH? ........................................................................................................................................ 3
EPH 680—FIELD EXPERIENCE ................................................................................................................................................................... 4
Examples of Field Experience Sites .......................................................................................................................................................... 4
Selecting your Field Experience site .......................................................................................................................................................... 4
Starting the Field Experience ................................................................................................................................................................. 5
Completing the Field Experience ............................................................................................................................................................ 6
EPH 681—CAPSTONE PROJECT .............................................................................................................................................................. 8
Examples of Capstone Project Summaries .......................................................................................................................................... 8
Starting your Capstone Project ............................................................................................................................................................. 8
Completing your Capstone Project .......................................................................................................................................................... 9
INTERNATIONAL CAPSTONE EXPERIENCES & PROJECTS ...................................................................................................................... 10
Student Travel Abroad Policy ................................................................................................................................................................. 10
Funding Opportunities .............................................................................................................................................................................. 10
MD/MPH STUDENTS ONLY—Capstone Timeline .................................................................................................................................. 11
APPENDICES ................................................................................................................................................................................................ 12
APPENDIX— A— Checklists and Deadlines ............................................................................................................................................ 13
Student Checklist for Capstone Program .......................................................................................................................................... 14
MPH Program Competencies ................................................................................................................................................................. 16
Timeline for Capstone Required Documentation ................................................................................................................................ 17
APPENDIX— B — Field Experience Required Documents (EPH680) ...................................................................................................... 18
Guidelines for Capstone Field Experience Proposal .................................................................................................................................. 19
FIELD EXPERIENCE—PROPOSAL (Format) ........................................................................................................................................... 20
FIELD EXPERIENCE—COMMUNITY PARTNER AGREEMENT .................................................................................................................. 21
CITI Certification—Instructions ................................................................................................................................................................. 22
FIELD EXPERIENCE—LOG OF HOURS ..................................................................................................................................................... 23
FIELD EXPERIENCE—EVALUATION FROM COMMUNITY PARTNER .......................................................................................................... 24
FIELD EXPERIENCE—EVALUATION FROM STUDENT ................................................................................................................................... 26
FIELD EXPERIENCE—FINAL REPORT ..................................................................................................................................................... 28
APPENDIX— C — Capstone Project Required Documents (EPH681) ...................................................................................................... 29
CAPSTONE PROJECT—PROPOSAL FORM ............................................................................................................................................. 30
CAPSTONE PROJECT—PROPOSAL (Format) ........................................................................................................................................... 31
CAPSTONE PROJECT—FINAL REPORT (Format) ........................................................................................................................................ 32
GLOSSARY

**Capstone Manager:** A graduate program staff member who supervises and manages the Capstone Program for the Department of Public Health Sciences. The Capstone Manager 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.

**Capstone Faculty Advisor:** A faculty member in the Department of Public Health Sciences or Department of Medicine who has been appointed and trained as a Capstone Faculty Advisor. Students are assigned to a Capstone Faculty Advisor by the Capstone Manager before the student begins the Capstone Program. The Capstone Faculty Advisor works with the student advisee to ensure that that the academic requirements of the Capstone Program are met. The Capstone Faculty Advisor guides the student in the Capstone process, establishes timelines, reviews, provides feedback, and approves proposals, reports and documentation, provides feedback to the students, interacts with Community Partners and the Capstone Managers on a regular basis to ensure academic objectives are met, and assigns student’s Capstone final grades.

**Community Site:** Community organization at the local, national or international level where students complete their capstone field experience 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 Capstone Faculty Advisor, and ensures that the student’s objectives and the needs of the community organization are met as part of the student’s Capstone Program. The preceptor supervises, mentors and evaluates the student in the field; facilitates entrance into the community site for at least 150 hours; approves the student’s proposals; signs the Community Partner Agreement; signs-off on the student’s field experience log of hours, and completes an evaluation of the student’s performance in the field.

**Mentor:** Although not required, students may choose an additional expert in the field as a mentor to provide guidance on their Capstone Program. A mentor could be a UM faculty or an external expert in the community.

**EPH 680—Field Experience:** Upon completion of 9 credits of MPH coursework, students may initiate this 3 credit course as the first portion of the Capstone Program. To complete this course, the student must complete a minimum of 150 contact hours of public health work in the field.

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

**Grade:** The Capstone Program courses are graded as pass/fail (S=Satisfactory and U=Unsatisfactory). If the student satisfactorily completes all the course requirements, the grade is “S”. If the student continues to work on their Capstone course when grades are due, an “IP” (In Progress) grade will be assigned. The IP 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.
WHAT IS THE CAPSTONE PROGRAM FOR MPH?

The Capstone Program is a vital component of the Master in 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 supports their academic and professional interests as they advance in their careers as public health professionals.

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

NOTE for MSPH—MSPH students are required to fulfill a different requirement (EPH-699) which is a research thesis project. Please see MSPH student handbook for guidelines.

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)

Next is a step-by-step instruction for students to complete each of the EPH680 and EPH681 courses. Students may download from the website editable forms from the appendices to complete the required documentation for the program.

Online version of Capstone Student Handbook, Appendices and Examples:

http://publichealth.med.miami.edu/graduate/current-students/handbooks
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.

**PRE-REQUISITE:** prior to starting the field experience and registering for EPH680, students must have completed 9 credits of MPH coursework and the CITI course on Protection of Human Research Subjects (Group 4: Social or Behavioral)

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 Info-Sesion and complete the online Interest Inquiry Form.

2. **Meet with the Capstone Manager:**
   a. Review the requirements for completing the Capstone Program (EPH 680 and 681) outlined in this manual.
   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.
   c. The Capstone Manager will assign you to a Capstone Faculty Advisor.
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 Capstone 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’ UM email accounts.
      iv. Search the MPH website for past student experiences. Search the internet for sites and organizations related 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 Community Partner Agreement
      ii. Signing off on the student’s Field Experience Proposal
      iii. Supervising the student’s tasks and activities to meet the capstone learning objectives
      iv. Maintaining continued communication with the Capstone Faculty Advisor on student’s progress
      v. Signing off on the student’s activity Log of Hours (minimum of 150 contact hours)
      vi. Completing an evaluation of the student’s Field Experience

4. **Meet with the Capstone Faculty Advisor:**
   a. As soon as your Capstone Manager assigns you the Capstone Faculty Advisor, coordinate a meeting to discuss your interests, potential Community Partner and Field Experience site, and establish the timeline for completing the requirements and documentation.
   b. As soon as you identify your Community Partner, develop a draft of your field experience proposal and submit to your Capstone 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 Capstone Faculty Advisor throughout your field experience.

**Starting the Field Experience**

1. **Prerequisites and approvals:**
   a. Students must have completed 9 MPH academic credits prior to registering for EPH 680—Field Experience.
   b. **Complete the CITI course** on Protection of Human Research Subjects, group 4, and submit certificate of completion to your Capstone Manager.
   c. Prior to registering for EPH 680, and starting to log hours, your Capstone Faculty Advisor must approve these forms:
      1. **Capstone Field Experience Proposal** *(1-2 page, see appendix B)*
      2. **Community Partner Agreement**
You or your Capstone Faculty Advisor should submit electronic copies of both approved/signed forms to your Capstone Manager.

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 grant permission for you to register for EPH 680 course.

d. Determine whether 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 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. Maintain regular contact with Capstone Manager and Capstone Faculty Advisor.
   e. Work closely with the Community Partner.

3. Other visits to the community site:
   a. During a student field experience, the Capstone Manager, or the Capstone 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 form electronically to the Capstone Manager as soon as you complete the Field Experience hours. (You may also attach it to the Field Experience Final Report).

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.

3. Student Evaluation:
   a. Complete the Student Evaluation and feedback form
b. Submit form electronically to the Capstone Manager (may also attach it to the final report)

4. Field Experience Final Report:
   a. Develop a complete draft (in WORD) of the Field Experience Final Report, 8-10 pages, and submit to your Capstone 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 Final Report with your Capstone Faculty Advisor.
   b. The format of the Field Experience Final Report (refer to template in appendices section)
      i. 6-9 pages, not including references
      ii. WORD document
      iii. Double spaced
      iv. Title page
      v. Properly written, properly punctuated, and properly spelled
      vi. Include: detailed description of tasks and projects completed; and achievements and limitations of learning objectives.
   c. Incorporate the Capstone Faculty Advisor’s feedback into your report and then re-submit for final approval.
   d. You or your Capstone Faculty Advisor submit the approved/signed final version of the Field Experience Final Report to your Capstone Manager.
**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.

**Examples of Capstone Project Summaries**

1. **Program Development:** Design a health promotion program or intervention that could be implemented at the field experience site, including instructions, procedures, manuals and materials.

2. **Program Evaluation:** Conduct a formal evaluation of an existing program or intervention at the field experience site to evaluate effectiveness and outcomes.

3. **Program Implementation:** Participate in a substantive way towards the implementation of a program or intervention already planned at the field experience site.

4. **Research:** Research the origin of a health problem identified by the field experience site; a systematic investigation including research development, testing, and evaluation.

5. **Health Policy/Advocacy:** Develop a health policy position paper related to the mission of the field experience site, and advocate for its approval.

6. **Other:** Capstone Projects could involve data analysis and reporting; survey research; community assessments and other project types.

**Starting your Capstone Project**

1. **Identify a Project topic and approach:**

   a. From your field experience and your academic work, you may identify potential capstone projects. 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 Capstone Faculty Advisor and with the Community Partner.
2. Obtain approvals:
   
a. Before you can register for EPH 681, your Capstone Faculty Advisor:
   1. Approve your Capstone Project Proposal
   2. Sign off your Capstone Project Proposal Form
   
      ii. You or your Capstone Faculty Advisor must submit electronic copies of approved forms to your Capstone Manager to obtain permission to register.

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 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 in Word for review and feedback (see appendix for “Timeline for Capstone Required Documentation). Prepare to go through several revisions of the Final Project Report with your Capstone Faculty Advisor.

b. Format of the Project Final Report (refer to template in appendices section)
   
   i. Final Draft must be a WORD document
   ii. 10-15 pages, not including references
   iii. Double spaced
   iv. Title page
   v. Properly written, properly punctuated, and properly spelled

c. Incorporate the faculty feedback into your report until it is approved by your Capstone 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. You or your Capstone Faculty Advisor must 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.

2. Capstone Poster Option:
   
a. In the fall semester a “Call for Capstone Posters” will be announced for students to compete in a poster session that will take place in the spring semester.

b. To meet the selection criteria, the posters must consist of evidence-based practices and meet the requirements and deadlines communicated through the Graduate Programs.
INTERNATIONAL CAPSTONE EXPERIENCES & PROJECTS

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

**Student Travel Abroad Policy**

1. Students traveling abroad must complete an **ONLINE trip registration** with the Study Abroad programs. Please contact 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

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 [http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.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” ([https://umshare.miami.edu/web/wda/riskmanagement/International-Travel-Auth-10-2012.pdf](https://umshare.miami.edu/web/wda/riskmanagement/International-Travel-Auth-10-2012.pdf)),
   b. Submit the original student completed form to your Capstone Manager.

**Funding Opportunities**

The Graduate Programs offers funding opportunities for students that can be used for their Field Experience and/or Capstone Project. Please visit the Graduate Programs website for more information on “Capstone-Funding Opportunities” [http://publichealth.med.miami.edu/graduate/](http://publichealth.med.miami.edu/graduate/)

- **Global Health Scholar Award** (Only for MD/MPH students)
- **Springboard Grant** (for MPH and MD/MPH students)
MD/MPH STUDENTS ONLY—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.

<table>
<thead>
<tr>
<th>1st Year Medical School</th>
<th></th>
</tr>
</thead>
</table>
| **Fall Semester** | • Attend Capstone Info-Session and complete the online Capstone Interest Inquiry form  
• Meet with Capstone Manager (to review requirements, discuss opportunities, timeline and obtain Capstone Faculty Advisor)  
• Meet with assigned Capstone Faculty Advisor  |
| **Spring Semester** | • Identify community partner and preceptor  
• Obtain approval of Field Experience Proposal by Capstone Faculty Advisor and Preceptor  
• Obtain approval of Community Partner Agreement by Capstone Faculty Advisor and Preceptor  
• May begin EPH 680 Capstone Field Experience  |
| **Summer Break** | • Complete EPH 680 Capstone Field Experience hours  |

<table>
<thead>
<tr>
<th>2nd Year Medical School</th>
<th></th>
</tr>
</thead>
</table>
| **Fall Semester** | • Complete EPH 680 Field Experience, if needed  
• Submit all Field Experience required documents (i.e., Final Report, Log, Student Evaluation, Partner Evaluation)  |
| **Spring & Summer Semester** | • Submit draft of EPH 681 Capstone Project Proposal & Form  
• May begin Capstone Project  |

<table>
<thead>
<tr>
<th>3rd Year Medical School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>• Meet with Capstone Manager and Capstone Faculty Advisor to discuss Capstone Project and completion timeline</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>• Follow-up with Capstone Faculty Advisor to discuss Capstone Project as needed</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>• Submit Capstone Project completion plan (include detailed timeline)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Year Medical School</th>
<th></th>
</tr>
</thead>
</table>
| **Fall Semester** | • Complete EPH 681 Capstone Project Proposal & Form and obtain approval from Capstone Faculty Advisor (no later than December)  
• Begin Capstone Project  |
| **Spring Semester** | • Submit EPH 681 Capstone Project Final Report (all reports are due by March ~15, match date) |
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.

**APPENDICES**

**TABLE OF CONTENTS**

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

**Appendix A—Checklists and Deadlines**

1. Student Checklist for Capstone Program (EPH 680-Field Experience & EPH 681—Project)
2. MPH Program Competencies
3. Capstone Required Documentation Deadlines

**Appendix B—Field Experience Required Documents (EPH 680)**

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

**Appendix C—Capstone Project Required Documents (EPH 681)**

1. Capstone Project—Proposal Form
2. Capstone Project—Proposal FORMAT
3. Capstone Project—Final Report FORMAT
APPENDIX—A—Checklists and Deadlines

1. Student Checklist for Capstone Program
2. MPH Program Competencies
3. Capstone Required Documentation Deadlines
Student Checklist for Capstone Program

**EPH 680—Field Experience**

- Complete a minimum of 9 course credits in MPH degree prior to registering for EPH680.
- Complete the CITI course on the Protection of Human Research Subjects (Group 4).
- Attend a Capstone Info-Session and complete the online Capstone Interest Inquiry form.
- Meet with Capstone Manager to review Capstone Student Handbook and discuss opportunities and requirements.
- Capstone Manager will assign you a Capstone Faculty Advisor based on area of interest.
- Meet with the Community Partner Preceptor to develop a list of Field Experience objectives/goals/activities.
- Meet with the assigned Capstone Faculty Advisor to discuss the field site placement, discuss the field experience proposal, public health significance and scope of the field experience work.
- Submit to the assigned Capstone Faculty Advisor 1) Field Experience Proposal for approval and 2) the signed Community Partner Agreement form. *An advisor approved field experience proposal + partner agreement are required prior to start logging hours and prior to registering for EPH 680.*
- Obtain permission from Capstone Manager 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 Preceptor must sign-off the final log. Upon completion of hours, submit signed Log to the Capstone Manager.
- 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 agency.
- Submit an editable draft of the Field Experience Final Report to the Capstone Faculty Advisor for review. Incorporate advisor’s feedback to create a final clean copy of the Field Experience Final Report. Advisor must sign-off.
- Complete a Student Evaluation of the Capstone Field Experience and submit it to the Capstone Manager.
- Submit electronic versions of the approved Field Experience Final Report and appendices to Capstone Manager for filing. Upon Capstone Manager’s confirmation that all requirements are complete, advisor will assign the grade.

**EPH 681—Capstone Project**

- Meet with Capstone 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.
- Obtain permission from Capstone Manager to register for EPH 681 (3 credits): Capstone Project.
- Complete a minimum of 150 hours of Capstone Project work.
- Submit an editable draft of the Capstone Project Final Report to the Capstone Faculty Advisor for review. Incorporate feedback until approved. Capstone Faculty Advisor will assign grade.
- Present/submit Capstone Project Final Report to Community Partner.
MPH Program Competencies

Master of Public Health (MPH)

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)
## Timeline for Capstone Required Documentation

### EPH 680—Field Experience deadlines for submissions

<table>
<thead>
<tr>
<th>EPH 680 Document</th>
<th>Capstone Faculty Advisor Approval</th>
<th>Preceptor Signature</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Field Experience Proposal</td>
<td>Required</td>
<td>Required</td>
<td>Prior to registration and logging hours</td>
</tr>
<tr>
<td>2. Community Partner Agreement</td>
<td>Required</td>
<td>Required</td>
<td>Prior to registration and logging hours</td>
</tr>
<tr>
<td>3. CITI Certification (group 4)</td>
<td></td>
<td></td>
<td>Prior to registration and logging hours</td>
</tr>
<tr>
<td>4. Log of Hours</td>
<td>Required</td>
<td></td>
<td>Upon completion</td>
</tr>
<tr>
<td>5. Evaluation from Community Partner</td>
<td>Required</td>
<td></td>
<td>Upon completion</td>
</tr>
<tr>
<td>6. Evaluation from Student</td>
<td></td>
<td></td>
<td>Upon completion</td>
</tr>
<tr>
<td>7. Field Experience Final Report <em>(completed editable first draft)</em></td>
<td>Required</td>
<td></td>
<td>To Capstone Faculty Advisor 3 weeks before CLASSES END** according to UM Academic Calendar</td>
</tr>
</tbody>
</table>

### EPH 681—Capstone Project deadlines for submissions

<table>
<thead>
<tr>
<th>EPH 681 Document</th>
<th>Capstone Faculty Advisor Approval</th>
<th>Preceptor Signature</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project Proposal</td>
<td>Required</td>
<td>Required</td>
<td>Prior to registration and logging hours</td>
</tr>
<tr>
<td>2. Project Proposal Form</td>
<td>Required</td>
<td>Required</td>
<td>Prior to registration and logging hours</td>
</tr>
<tr>
<td>3. Project Final Report <em>(completed editable first draft)</em></td>
<td>Required</td>
<td></td>
<td>To Capstone Faculty Advisor 3 weeks before CLASSES END** according to UM Academic Calendar</td>
</tr>
</tbody>
</table>
Guidelines for Field Experience Proposal

1. Field Experience—Proposal FORMAT
2. Field Experience—Community Partner Agreement
3. CITI Certification—Instructions
4. Field Experience—Log of Hours
5. Field Experience—Evaluation from Community Partner Agreement
6. Field Experience—Evaluation from Student
7. Field Experience—Final Report FORMAT
Guidelines for Capstone Field Experience Proposal

The Capstone Field Experience Proposal is a 1 to 2 page editable document written after an initial conversation with the Community Partner and 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.
FIELD EXPERIENCE—PROPOSAL (Format)

Student Name:

Introduction:

Write your introduction here. Include WHO is your community partner, WHY you chose to work with them, in general, WHAT you will be doing:

- Brief description of the Community Partner organization and its programs
- Brief overview of the program you will be working with
- Brief description on why you chose this Field Experience and what is the significance for you, how it relates to your public health interest.

Objectives:

1. Objective 1
2. Objective 2
3. Objective 3...

Activities:

1. List activities 1,2,3... and how they relate to each objective

Additional information:

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

APPROVALS:

Capstone Faculty Advisor NAME
Capstone Faculty Advisor SIGNATURE
DATE

Community Partner Preceptor NAME
Preceptor SIGNATURE
DATE
FIELD EXPERIENCE—COMMUNITY PARTNER AGREEMENT

STUDENT:

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Address</td>
<td></td>
</tr>
</tbody>
</table>

COMMUNITY PARTNER SITE:

<table>
<thead>
<tr>
<th>Site Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Address</td>
<td></td>
</tr>
<tr>
<td>Site Telephone</td>
<td></td>
</tr>
<tr>
<td>Site Website</td>
<td></td>
</tr>
</tbody>
</table>

COMMUNITY PARTNER (PRECEPTOR):

<table>
<thead>
<tr>
<th>Preceptor Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Title</td>
<td></td>
</tr>
<tr>
<td>Preceptor Address</td>
<td></td>
</tr>
<tr>
<td>Preceptor Telephone</td>
<td></td>
</tr>
<tr>
<td>Preceptor Email</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Beginning date</th>
<th># days per week</th>
<th>Approx. # hours p/day</th>
<th>End date</th>
</tr>
</thead>
</table>

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:

_________________________  Date

Community Partner Signature  

_________________________  Date

Faculty Advisor Signature  

Version_Nov-03-2014  Department of Public Health Sciences—UM Miller School of Medicine
ATTENTION—MPH and MSPH Students—CITI Requirement

Effective Nov 3rd, 2014, CITI certification in the Protection of Human Research Subjects is required PRIOR to enrolling in Capstone Courses: EPH 680 or 681 or 699

MPH and MSPH REQUIREMENT:

Effective November 3rd, 2014, ALL students must show evidence of completion of the CITI course Protection of Human Research Subjects (i.e. CITI certification) PRIOR to enrolling in their Capstone courses: EPH 680 (Field Experience); or EPH681 (Capstone Project); or EPH699 (MSPH Thesis).

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 needs to 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
- CREATE AN ACCOUNT [sign on or create an account]
- CLICK: “University of Miami/Jackson Health System Courses”
- CLICK: “Add a course or update learner groups”
- CLICK: “Human subjects research (HSR) series”. [Answer a series of questions]
- CLICK: “Social or Behavioral” research (Group 4)
- COMPLETE the required online modules [The modules will take few hours to complete, but you can do it at your own pace]
- 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 EPH680, or EPH681 or EPH699SEND send a PDF of the CITI certification report to your Capstone Manager:
  - Rosa Verdeja Rverdeja@med.miami.edu (for MPH and MSPH Students)
  - Felicia Casanova f.casanova@med.miami.edu (for MD/MPH students)
## FIELD EXPERIENCE—LOG OF HOURS

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Field Experience Hours:**
*minimum 150 hours required*

Preceptor Signature: ________________________  
Date: ________________________

Student Name: ________________________  
Preceptor Name: ________________________

Faculty Advisor: ________________________  
Site: ________________________
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
- 2 = Agree
- 3 = Neither Agree nor Disagree
- 4 = Disagree
- 5 = Strongly Disagree
- NA = Not Applicable

### STUDENT PROFESSIONAL SKILLS EVALUATION

*During this Field Experience, the student...*

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

*During this Field Experience, the student...*

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

**Field Experience Student Evaluation—Form**

<table>
<thead>
<tr>
<th>Field Experience Site:</th>
<th>Date of Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

*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?
FIELD EXPERIENCE—FINAL REPORT

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.
APPENDIX— C — Capstone Project Required Documents (EPH681)

1. Capstone Project—Proposal Form
2. Capstone Project—Proposal (Format)
3. Capstone Project—Final Report (Format)
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:**

<table>
<thead>
<tr>
<th>Community Partner Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facultly Advisor Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Student Name:**

<table>
<thead>
<tr>
<th>Student C Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Email:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Capstone Project Site:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community Partner Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community Partner Email:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Capstone Faculty Advisor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Capstone Project Dates:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start:</th>
<th>End:</th>
<th>Semester:</th>
</tr>
</thead>
</table>

**Version_Nov-03-2014** Department of Public Health Sciences—UM Miller School of Medicine
CAPSTONE PROJECT—PROPOSAL (Format)

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

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

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

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

IMPORTANT: Determine with your Capstone Faculty Advisor if University of Miami IRB submission and approval is necessary for this project. If it is, approval must be obtained before project work begins.
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 field experience 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 field experience 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; limitations of the project should be discussed; further study or effort implied by the conclusions should be stated; dissemination of results—who is the most appropriate audience for the project.

**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.

---

**APPROVED BY:**

---

Capstone Faculty Advisor Name   Capstone Faculty Advisor Signature   Date