



Community-Oriented Public Health Practice Program

Capstone Handbook

2021-2022

**2021-2022 Capstone “Cheat Sheet”
Community-Oriented Public Health Practice Program**

Capstone Milestones*

Capstone Contract	Friday, October 1**
Capstone Proposal	Friday, October 15**
Lit Review/Annotated Bibliography	Friday, December 3
Fall Quarter Progress Report	Friday, December 17***
Works in progress sessions	tbd - Winter & Spring Quarter
Winter Quarter Progress Report	Friday, March 11***
Report - Outline/First Draft	Friday, April 29
Spring Quarter Progress Report	Friday, May 13**
Report - Final Draft	Friday, May 27
Student Self-Evaluations	Friday, May 27
Capstone Presentation	Wednesday, June 8
Faculty & Site Mentor Evaluation of Student Work	Friday, June 10**
Presentation to Organization	Variable

**These are “no later than” deadlines set by the program. Fall quarter deadlines are strictly enforced; spring quarter deadlines can be negotiated between student and advisor.*

***Students starting projects in the summer must submit contracts prior to starting work and a strong proposal draft within a month of beginning project work.*

****Deadlines for faculty/site mentor.*

2021-2022 Capstone “Cheat Sheet”
Community-Oriented Public Health Practice Program
Reminders about important capstone policies and procedures

For Faculty Advisors:

Capstone advisors serve as the primary academic mentor for students throughout the capstone project. Advisors should meet with students on a regular basis (minimum suggested frequency: once a month), provide students with timely feedback on academic deliverables, and regularly apprise the student and program of satisfactory or unsatisfactory progress toward capstone project goals and deliverables.

- *Registration access and confirmation:* Students will need your faculty code to enroll for capstone credits; *each quarter*, please verify through MyUW that you have the correct capstone students enrolled for the correct number of credits in HSERV 599 B.
- *Quarterly progress reports and final evaluation:* To ensure that students, faculty advisors, and program staff are aware of progress toward capstone project goals and deliverables, program staff will send faculty advisors a short electronic progress report form to complete each quarter. When the capstone project is complete, you will fill out a comprehensive evaluation of your student’s work.
- *Grading procedures and evaluation of student work:*
 - If students have made satisfactory progress per their work plan during Fall and Winter quarters, assign an “N” grade. Upon completion of the capstone project in Spring Quarter, assign a final point grade. All previous quarters will then convert to the point grade assigned in Spring.
 - If students have *not* made satisfactory progress during Fall and Winter quarters, assign an “X” grade until outstanding work is complete. Once outstanding work has been completed, contact the Student Services Counselor (uwcophp@uw.edu) to submit a grade change to an “N.”
 - If students have *not* made satisfactory progress by/during Spring quarter and are unlikely to complete the capstone project on time to graduate, please notify the student and contact the Capstone Director to discuss intervention options.

For Students:

During your capstone project, you are the “project lead.” A faculty advisor and site mentor will support your work, however, you are responsible for assembling your mentorship team, developing your project scope and work plan, and informing your faculty and advisor and site mentor about your progress, questions, accomplishments, and challenges.

- *Required credits:* You must complete a total of 9 capstone credits to graduate, no less. Exceptions are made on rare occasions for students who wish to enroll for more than a total of 9 credits, in accordance with policies outlined in the COPHP student handbook. The most common capstone credit-load for each quarter in your second year is 3/quarter, however you can enroll in as few as 1 credit for a quarter, if need be. Please review a detailed course plan with the Student Services Counselor (uwcophp@uw.edu) before enrollment, to ensure that you meet all program requirements by graduation.
- *Submitting academic deliverables:* You will need to submit your capstone contract, proposal, and literature review in two places,
 - 1) By e-mail (or other requested method) to your faculty advisor
 - 2) The 21-22 SPH Capstone Database: <https://practicum.sphcm.washington.edu>

- *Late work:* If you will not meet a deadline and need an extension, get approval from your faculty advisor. Notify the Capstone Director and Student Services Counselor of the extension date and cc: your advisor.

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PREPARING FOR THE CAPSTONE

Suggested Timeline for First-Year Students*

In addition to the activities outlined below, first-year students will attend scheduled capstone seminars during Fall and Spring quarters and small group advising sessions during Spring quarter. We encourage first-year students to read this capstone handbook closely prior to the first capstone seminar, and questions about the capstone project can be directed to the COPHP capstone director, program director, or first-year faculty advisor.

	Projects starting Fall Quarter second year	Projects starting Summer Quarter after first year	Projects starting Summer Quarter after first year (int'l.)
<i>Winter Qtr, first year</i>	<ul style="list-style-type: none"> ● Brainstorm project ideas ● Identify contacts for informational interviews ● Meet with 1st year advisor ● Attend WIPs 	<ul style="list-style-type: none"> ● Brainstorm project ideas ● Identify contacts for informational interviews ● Meet with 1st year advisor ● Attend WIPs 	<ul style="list-style-type: none"> ● Brainstorm project ideas ● Conduct informational interviews ● Meet with 1st year advisor and capstone director/program director ● Attend WIPs
<i>Spring Qtr, first year</i>	<ul style="list-style-type: none"> ● Conduct informational interviews ● Attend later group advising session ● Start meeting with potential faculty advisors 	<ul style="list-style-type: none"> ● Conduct informational interviews (early spring) ● Attend earlier group advising session ● Confirm project ● Confirm faculty advisor ● Submit contract prior to starting project ● Submit proposal draft within 1 month of starting work ● Submit IRB application 	<ul style="list-style-type: none"> ● Attend earlier group advising session ● Confirm project and travel arrangements ● Confirm faculty advisor ● Submit strong proposal draft and contract <i>before</i> departing U.S. ● Obtain IRB approval if needed
<i>Summer Qtr, before second year</i>	<ul style="list-style-type: none"> ● Confirm project and faculty advisor (early summer) ● Complete formative research ● Submit contract prior to starting project, no later than final due date ● Submit final project proposal by due date 	<ul style="list-style-type: none"> ● Complete all necessary on-site project work ● Begin research for full literature review ● Prepare final draft of project proposal for submission by due date 	<ul style="list-style-type: none"> ● Complete all necessary on-site project work ● Complete research for full literature review ● Prepare final draft of project proposal for submission by due date

*Your timeline may vary slightly depending on factors such as travel, agency demands, Human Subjects approval, etc. Students should not begin capstone project work without a confirmed faculty advisor and signed contract.

THE CAPSTONE EXPERIENCE

Overview

The capstone is a yearlong, individualized, supervised component of the COPHP curriculum that students complete during the second year of the program. The capstone project is an opportunity for students to:

- Immerse themselves in contributing solutions to a public health problem
- Work in a community setting or health--related agency of their choice
- Develop, expand, and hone their community-oriented public health skills
- Gain specialized, sophisticated experience in an area of particular interest

Capstone project goals

The COPHP capstone reflects the program's emphasis on problem solving, effecting change, and community engagement. Capstone efforts should meet the broad goals outlined below.

Experiential Goals -- to contribute to solving a community health problem in a meaningful, effective, and culturally sensitive fashion, specifically by:

- Working to solve a public health problem in a community setting.
- Finding and applying evidence-based solutions to a defined community problem.
- Developing successful community partnerships and community-based solutions.
- Exploring problem-solving methods in the contexts of specific communities and populations.
- Understanding the organizational, political, economic, and social contexts that can promote or constrain public health interventions.

Academic Goals -- Both the COPHP course work and the COPHP capstone project are structured to assure that students achieve core public health competencies in such skill areas as assessment, communication, policy development, and cultural awareness.

Capstone projects should help students:

- Develop advanced public health assessment and problem-solving skills.
- Develop comprehensive knowledge in an area or areas of special interest.
- Evaluate the successes and weaknesses of the project through either formal evaluation and analysis or reflection.
- Hone communication skills and use them to summarize findings in professional-quality written and oral presentations.
- Select a minimum of two competencies that student will meet and be assessed on as they complete their capstone. To make up these two required competencies, students will select one from the 22 CEPH Foundational competencies list and one from the list of competencies that is unique to COPHP.

Capstone advising and supervision

While conducting the capstone project, students work closely with a supervisory committee composed of a faculty advisor and an on-site mentor. Both will assist in planning the project, monitoring progress toward stated objectives, reviewing project-related documents and products, and participating in project evaluation and grading. The faculty advisor for the capstone project can be the same individual as a student's first-year faculty advisor but usually is not. While we prefer and recommend that COPHP students are advised by COPHP faculty, students may seek advisors outside of COPHP, provided they are still faculty in the UW School of Public Health.

What's the difference between a capstone and a thesis?

The COPHP capstone project is a scholarly effort of high quality that demonstrates students' ability to produce independent professional-quality work for a client. A thesis is a research effort conducted explicitly for the purpose of creating new knowledge and contributing to the scientific literature. Students may conduct research for their capstone for the purpose of contributing to the scientific literature, but they must have a client who has requested the research and be working on behalf of the client agency to conduct and analyze the research.

What makes for a highly successful capstone and/or thesis?

Compiled from discussion at COPHP Faculty retreat June 14, 2007 and Health Services Faculty retreat on June 15, 2007

Synthesized by Dr. Amy Hagopian

1.	The student has an ACTIVE role in the project and is genuinely interested in the topic.
2.	Expectations of students and faculty are clear at the start. Identify circumstances under which either party can terminate the contract.
3.	Committee that works well together, enjoys meetings with this student, and is on the same page; smaller is better
4.	Thesis and capstone projects start with an approved written proposal from the whole committee
5.	Students understand the incentive systems that faculty face -- for example, that faculty aren't credited for thesis advising until students finish
6.	The site advisor is actively engaged
7.	Both the process and product associated with the capstone are valuable to the sponsoring organization
8.	There is an excellent research question, which is precise, clear, answerable, important, and publishable.
9.	Students meet with their WHOLE capstone committee several times; faculty on committees have complementary skills
10.	There is a realistic plan to do the project in the time allotted; There is a backup plan for potential problems
11.	Students read the thesis or capstone products of successful graduates as preparation to planning their own work
12.	A good literature review is completed BEFORE data tools are designed and as the

	research question is being developed
13.	IRB requirements are well understood sufficiently in time to follow the processes
14.	There is elegance to the methods, with a clear and concrete process
15.	When students write their proposals, they include blank “table shells,” to illustrate how their data will be presented and analyzed in a way that answers research questions; this ensures data gathering tools will provide the information needed by including required variables
16.	The capstone requires both quantitative and qualitative skills
17.	There is creative and independent use of secondary or available data -- not everyone needs to collect primary data
18.	When students do their own data collection, it’s done well
19.	A good thesis has a conclusion
20.	There is innovation involved—the student brings something new to the project
21.	Process deadlines are meaningful and motivational
22.	No laws or important rules are broken
23.	When the project is being done under stressful circumstances, or in an organization under stress, lots of faculty support is required; likewise, students from stressed backgrounds (such as families with no academic tradition) will need extra support
24.	Evidence of a great capstone is that there are continuing activities after it’s done
25.	It’s a resume-stuffer, but not so burdensome as to be life-defining
26.	Sometimes the capstone is highly connected to the practicum
27.	Students pushed beyond their current comfort area
28.	The capstone turns into a job, or at least relationships are built that will lead to future projects
29.	There are policy implications from the findings of the project
30.	There is individual learning about the student’s own strengths and weaknesses
31.	Time should be scheduled for presenting works in progress

Examples of capstone project deliverables

- An implementation plan for a public health program
- A public health intervention
- A curriculum
- An evaluation (report)
- A needs assessment (report)
- A communications campaign (advertisements, video, etc.)
- A training program
- A policy analysis
- Policy development
- Proposed legislation
- A community mobilization effort

COPHP CAPSTONE PROJECT PARAMETERS

Academic credits and time commitment

The COPHP capstone project is an approximately year-long activity in which you work with a community organization or public health agency to identify and contribute to the solution of a public health problem, and summarize, present, and evaluate this effort. Students are required to enroll in and complete a total of 9 credits (no more and no less) to conduct the project, from conception and planning stages to the final oral and written presentations. The capstone project typically takes 360 hours of work.

Project criteria

Students conduct capstone projects in a wide variety of settings that address an equally wide variety of public health questions and issues. However, all capstone projects must meet the following criteria:

- Address a need and/or have direct, practical value*** to a community organization or public health-related agency.
- Involve an identifiable activity (or set of activities) with a clear endpoint*** and produce a specific “product” that can be described in detail and evaluated formally or through reflection.
- Apply and extend specific public health skills, knowledge, and experience*** in an area of special interest to the student.
- Satisfy at least 2 Public Health competencies:*** select one CEPH competency and one COPHP competency.
- Be evidence-based.*** You must build on—or place in the context of—what is known about your project area (i.e., “evidence”).
- Include an evaluation*** of your project and your work (see Appendix).
- Be summarized in a written report and orally*** in a rigorous, thoughtful, and professional manner.
- Contribute to efforts*** to improve the health of a community, advance social justice, eliminate health disparities, and/or improve public health practice.

Capstone projects should not consist of a collection of unrelated tasks for an agency. And, while students may learn of a number of *interesting* projects with indirect connections to public health, students must select projects for which they can clearly articulate the public health connection and problem they will address.

Funding

The COPHP program does not provide funding for capstone projects; however, some modest scholarships and fellowships are available through research and training centers on campus. While most students do not receive compensation for their capstone work, students are welcome to pursue projects with organizations that offer stipends, fellowships, hourly pay, or other forms of compensation.

EXPECTATIONS FOR CAPSTONE PARTNER ORGANIZATIONS

Prior to starting work on the capstone project, students will create a project contract to formalize the working relationship between the student, partner organization, on-site mentor, and capstone advisor.

Criteria for partner organizations

COPHP students conduct capstone projects in a variety of settings, both domestic and international. Community organizations selected for the capstone project should:

- ***Have an identified need*** that can be addressed with the problem-solving skills attained during COPHP cases and other academic work.
- ***Provide an on-site mentor*** who can meet with students regularly and who is willing to provide substantive guidance and assistance.
- ***Provide necessary and/or requested resources*** (desk, data, access to clients, etc.) to enable a student to carry out the project.
- ***Enable students to apply skills and competencies*** learned in the academic program.
- ***Have an organizational mission and values consistent with the program's emphasis on social justice and equity.***
- ***Provide an opportunity to interact with diverse populations*** in community settings and with public health practitioners.

Examples of capstone project settings and partner organizations

Health departments

Local, state, federal, and international governmental human service agencies

Non-governmental human service agencies

Community-based organizations (CBOs)

Advocacy organizations

Government policy-making bodies

Community clinics

Community centers

Community coalitions

Hospitals, nursing homes, and other long-term care facilities

Schools

Child care and day care centers

International non-governmental organizations (NGOs)

RESPONSIBILITIES OF STUDENTS, FACULTY ADVISORS, AND ON-SITE MENTORS

Students

- Initiate the COPHP capstone project by researching prospective sites, making community contacts, and identifying potential faculty advisors.
- Familiarize themselves with potential sites by scheduling informational interviews and identifying potential mentors.
- Schedule regular meetings with their faculty advisors and on-site mentors. (Students are also encouraged to seek assistance from other faculty members and community-based mentors who can offer expertise and guidance for the COPHP capstone project.)
- Perform all of the tasks outlined in their project proposal and work plan, initiating completion of evaluation forms, and completing all milestones and deliverables on schedule.
- Formally evaluate the quality of their COPHP capstone project experience and make recommendations for improving the experience.

Faculty Advisors

- Assist students in choosing their COPHP capstone project sites (first-year advisors).
- Advise students to assure that their projects have reasonable and appropriate aims that are both rigorous and feasible.
- Collaborate with students and on-site mentors, develop a schedule of regular meetings to monitor progress, problem-solve around issues that come up, and provide advice on background development, literature search, methods, and presentations.
- Assist students in preparing, if necessary, Human Subjects applications.
- Assume principal responsibility for project oversight, ensuring scientific quality, and facilitating alignment of project tasks with other academic work, CEPH competencies, and students' career objectives.
- Review and critique all project deliverables, including proposals, work plans, progress reports, drafts, and final reports.
- Regularly evaluate student work for the purpose of progress reports and grading and assure that final grades are submitted to the registrar at project completion.

On-site Mentors

- Assist students in identifying community/agency needs and in formulating an appropriate, feasible, and edifying project.
- Share expertise, experience, and organizational values.
- Assist students in completing the COPHP capstone project contract.
- Meet with students and faculty advisors at the onset and if desired, regularly during the project.
- Orient students to their sites, serve as an advocate for the student, introducing them to staff and familiarizing them with organizational procedures.

- Mentor the project, providing expertise on community and organizational ethos and on appropriate public health approaches and practice skills.
- Help students to find appropriate working space and equipment.
- Assist students to obtain access to necessary data.
- Review and comment on written products.
- Attend the final oral presentation.
- Contribute to project evaluation and grading.

CONDUCTING THE CAPSTONE PROJECT: FROM START TO FINISH

The COPHP capstone project consists of four phases: Planning and Researching, Doing, Evaluating and Reflecting, and Summarizing and Presenting.

Phase I: Planning and Researching

Identifying areas of interest

This is a process that can take weeks or months. Students will need to start looking for a capstone project during the winter of your first year. During fall quarter we recommend students become clear about what kinds of projects, populations, or problems interest them.

- Are you interested in certain population groups, e.g., immigrants to the US?
- Are you interested in a problem in a specific content area, e.g., reproductive health?
- Do you want to work with a specific organization or type of organization, e.g., a rural health department?
- Do you want experience with a specific public health skill, e.g., developing a media campaign, conducting a program evaluation, or performing epidemiologic analysis?

Identifying a partner organization

As early as winter quarter of the first year, aggressively search for opportunities in your areas of interest. Use all of the resources that you have available to identify individuals, agencies, and opportunities related to your interests: personal contacts (faculty, contacts, colleagues, etc.), the web, print resources. Be active. Ask around. Call people. Arrange to meet with people to let them know your interests and your needs, and also your skills and ability to help. Often, a person with whom you meet will give you names of other people to contact. Follow-up on these leads. Do not be shy and do not avoid. If you cannot arrange a meeting, try to talk with them on the phone, or if all other means fail, via email.

Identifying a faculty advisor

While you are finalizing your partner organization and capstone project, you should also be identifying a faculty member to be your primary faculty advisor for the project. This person should be someone with whom you feel comfortable and who has reasonable expertise in the area where you'll be working. Assess your project management, communication, and writing

style before considering compatibility with a potential faculty advisor.

Capstone contract and capstone proposal approvals

Once you have chosen your partner organization, and you have received provisional approval to complete a project from someone at the site, you must prepare and submit two important documents:

1. A contract that formalizes the working relationship and the expectations between student, partner organization, on-site mentor, and faculty advisor. The contract authorizes project work to begin and summarizes the project goals and deliverables as best as they are known at the time work begins.
2. A proposal that more clearly establishes the project goals and deliverables, alignment with CEPH competencies, an initial evidence base for the project, proposed methods, and importantly, a reasonable scope of work with clearly defined timeline and work plan.

Templates for the capstone contract and contract proposal are located in the Appendix section of this handbook. Both documents must be signed by the student, on-site mentor, and faculty advisor. Once signed, they must be submitted to the SPH Capstone Database for final approval by the capstone director (or program director).

Human subjects approval

For some projects, it may be necessary to submit a University of Washington Human Subjects application. Usually this is necessary only if you are conducting a *research* study. Your advisor and the program faculty should be able to tell you whether a Human Subjects application is necessary for your project. You can also contact the Human Subjects Division directly to ask questions. Plan to submit Human Subjects applications four months prior to the start of your project (or research phase) start date.

Literature review

Before undertaking the bulk of your project work, you will complete a comprehensive literature review on your project topic and chosen methods (see Appendix for further guidance). The purpose of the “lit review” is to identify what is already known about your public health topic and problem and to explore what approaches have already been taken to address the problem. This ensures that you are building on existing knowledge and helps you to avoid “reinventing the wheel.”

Phase II: Doing

During this time, you will complete the objectives and tasks laid out in your work plan, making course corrections and seeking guidance as needed. Approach this phase of your project strategically and with your end goals in mind. Employ excellent project management and time management strategies to keep you on track during the second year. Plan to meet with your faculty advisor at least once per month and your on-site mentor at least every two weeks.

Phase III: Evaluation and Reflection

A critical aspect of the COPHP Capstone Project is a thoughtful evaluation of the project itself. We expect each student to *reflect and comment* on the experience. It may be helpful to keep a journal or log to record and monitor your progress, difficulties, victories, and impressions so that you are better prepared to complete the year-end self-reflection and evaluation forms.

Phase IV: Summarizing and Presenting

Oral Presentations

An essential part of the capstone process is to summarize what you accomplished. All second-year students will present their capstone project findings and work to the COPHP community including faculty, on-site mentors, COPHP students, and families during the final week of spring quarter.

Required deliverables for the COPHP program. Note that your site may require additional deliverables specific to your work activities.

1. **Written report:** a formal, professional, detailed, and comprehensive written report on what you did and what you learned. Generally, this report will be between 20 and 40 pages, but it is the quality and content of the report, and not its length, that will be evaluated.
2. **Agency presentation:** a summary/presentation of your project for —and to—the agency in which you worked. The format of this presentation should be determined in discussions with your on-site colleagues. It is possible that a summary of the report above or the program presentation (described below) will be satisfactory. It is more likely, however, that the agency will want a more focused, or perhaps more community-oriented report, such as a town meeting, or a presentation at a staff meeting, etc.
3. **Oral presentation:** During the last week of spring quarter, we will hold a special program for the presentation of your COPHP capstone project. Each student will have about 11 minutes (11 minutes for the presentation and 2 minutes for questions) for a formal oral presentation. A suggested outline for the presentation is found in the Appendix.

APPENDICES

- A: Capstone contract template**
- B: Capstone proposal template**
- C: Capstone proposal criteria**
- D: Guidance on the literature review**
- E: Suggested presentation outline**
- F: Sample capstone report templates**
- G: Evaluation and reflection forms**

APPENDIX A: CAPSTONE CONTRACT

Purpose

The capstone contract needs to provide a fair summary of the extent to which the interests of the three partners are served.

- The student is entitled to a meaningful practical learning experience that builds on experience and coursework.
- The host agency is entitled to a responsible adult learner with a serious commitment to the agency's goals and to delivering a service or product of value to the agency.
- The academic program and department are entitled to reasonable evidence that both sides of these commitments have been fulfilled before it gives the student a passing grade.

Preparing the capstone contract

Students are responsible for writing and formatting the capstone contract and obtaining necessary signatures by the stated deadlines. The contract outlines the terms of the capstone experience and obligations of all partners involved - student, partner organization, on-site mentor, and faculty advisor. The contract formalizes the relationship between student and organization and authorizes the student to begin work. Exact project deliverables and refined objectives can be presented in the capstone proposal.

Components to include in the capstone contract

1. Names and contact information for student, faculty advisor, and on-site mentor
2. Working project title
3. Brief summary (150-300 words) of the project goals, public health problem that will be addressed, activities to be performed/services to be provided, and rationale for project selection and approach
4. Brief list of the project deliverables, as best as they are known at the time of writing
5. The student's responsibilities -- expectations for attendance, communication methods, consequences for late work, etc.
6. The on-site mentor's responsibilities -- provision of orientation, resources, training, networking and career development activities, communication methods, evaluation of student progress and completion of project
7. The faculty advisor's responsibilities -- advise student, provision of feedback and progress reports, communication methods, evaluation of student work

APPENDIX A: CAPSTONE CONTRACT (con't)

For the sections describing the responsibility of each party, your contract should include the following required “boilerplate” language. You may use these exactly as written, but you may customize them to best meet your needs and the needs of your project.

The on-site mentor will:

- Develop outcome objectives for the capstone to guide the student in their activities.
- Provide regular feedback, mentorship, and project supervision to students in collaboration with university advisors.
- Provide adequate work space, support, and supplies to enable the student to function effectively as a field work student in the agency.
- Participate in student/mentor/advisor conferences, as desired by any party.
- Evaluate the student’s performance in collaboration with university advisors.

The COPHP Program/faculty advisor will:

- Select students capable of providing service to the agency.
- Provide students with classroom and assigned learning activities that will enable them to function in their capstones.
- Provide regular advising to students in collaboration with agency mentors.
- Evaluate the student’s performance in collaboration with agency mentors.
- Evaluate the quality of the service-learning associated with the capstone experience in collaboration with the agency supervisors and the students.
- Make modifications in future curricula to address educational problems identified in evaluations of the capstone experience.

The student will:

- Actively participate in classroom seminars and assignment activities to develop knowledge and skills to enhance effective participation in capstone activities.
- Carry out duties as outlined in the COPHP capstone project proposal and agreed to in this contract, including written and oral reports.
- Evaluate the quality of the COPHP capstone project experience in collaboration with the university advisors and agency supervisors.
- Make recommendations regarding opportunities for improvement of the COPHP capstone project experience.
- Be professional—punctual, polite, and respectful of program/university and agencies’ policies, rules and regulations.
- Respect the confidentiality of clients of the agency.
- Give notification in advance if they must miss or be late for an agency appointment. If advance notification is impossible, call as soon as possible thereafter.

I have read and agreed to the agreement and the guidelines as outlined above.

Student Signature

Date

I have read the agreement and agree to supervise or provide supervision for the student above.

Agency Supervisor

Date

I have read the agreement and agree to provide consultation to the site supervisor and academic supervision to the student.

Faculty advisor

Date

APPENDIX B: RECOMMENDED CAPSTONE PROPOSAL OUTLINE

The capstone proposal is not a traditional proposal in the sense that you are proposing a project and then getting approval to do the project. Rather, once you have a working idea for your capstone project and a contract in place, you will create a proposal that outlines why the project is needed and how you will achieve the project deliverables. In other words, it is a proposal for a scope of work.

Frequently asked questions about the capstone proposal:

Why do I have to write a proposal? The capstone proposal should *not* be treated like a "necessary evil" to check off your list. The proposal serves four important purposes: 1) you get practice at articulating your project aims and how they contribute to public health practice; 2) you use this to confirm that you, your site supervisor, and faculty advisor agree on your goals, deliverables, and most importantly, scope of work, methods, and work plan*; 3) you gain practice at writing a proposal, an important skill; and 4) you demonstrate that you have working knowledge of your capstone topic through a brief literature review. *If written well, your proposal will serve you during the entire life of your project* - you'll cut and paste sections of it for your final report, send it to new contacts, and use it to self-monitor progress toward your goals and deliverables.

What should it look like? We recommend that you treat your proposal like an LO in terms of breadth, depth, and formatting rules - your very best researched, well-written, concise LO. Five pages is probably sufficient for the main text, with an additional one or two pages for your work plan. Roughly, reviewing 10-12 reliable articles would be helpful; 4-5 won't be enough.

Can I see examples? While there are some examples from years past in circulation, we caution that they vary in quality. Following the recommendations above on length/format and the outline below should suffice. Ultimately, your faculty advisor determines if your proposal is acceptable, so check with them if you have concerns and consult with them on their expectations for your proposal.

*Your scope of work and work plan may be modified after initial submission, based on feedback from your faculty advisor, on-site mentor, or capstone director. Students must obtain new signatures if major revisions are necessary.

Required Content (you may organize and format the information to suit your tastes, as long as the information below is contained within your proposal):

- I. HEADER- Name, date, faculty advisor, on-site mentor names and contact information
- II. SCOPE OF WORK
 - A. Working project title
 - B. The location of your project and description of the population served
 - C. A list and brief description of the final deliverables or products
 - D. A list of 2-4 project objectives that indicate the project's anticipated benefit to the agency and community

- E. A list of 2 CEPH competencies, identified by the student, to which the project is aligned. (One CEPH Competency and one COPHP Competency, see list below.)
 - F. A list of 5 individual student learning objectives that reflect knowledge, skills, and approaches the student hopes to gain or be exposed to. These may follow directly from the CEPH competencies but provide more specificity for each one.
 - G. The anticipated plan to or communicate project findings to the program, agency, and community
- III. PROBLEM STATEMENT
- A. What is the public health problem?
 - B. What is currently known about the problem, what has already been done to address the problem, and by whom?
 - C. How does this project fit with the needs and mission of the organization?
 - D. What will your project do to address the public health problem?
 - E. What evidence exists to support your project methods and approach?
- IV. ORGANIZATIONAL PROFILE
- A. Organization's mission, goals, services, and values
 - B. History and development
 - C. Population served (client demographics, eligibility criteria, service area)
 - D. Type of organization (non-profit, for-profit, membership, etc.) and funding (major sources, operating budget).
 - E. Governance (board composition, partners, affiliations with external agencies, etc.).
 - F. Staff composition (number, disciplines represented, training, organizational structure).
 - G. Relationship to community and other agencies (partners, collaborators, affiliations).
 - H. Current challenges, visions, and organization's priority needs
- V. METHODS
- A. General overview and description of methods that will be used to address problem
 - B. What resources will you need to implement these methods?
- VI. IRB APPLICATION
- A. A statement describing why you do or do not need human subjects approval for this project. Should be well reasoned and indicate that you have read the UW human subjects approval criteria for research and have spoken with your faculty advisor and site mentor
 - B. Which IRB review board you will be applying to, when, IRB points of contact, exempt or non-exempt application status
- VII. TIMELINE AND WORK PLAN
- A. Provide a detailed, well-organized timeline and work plan for your project that indicates month-by-month progress. Include major milestones (e.g. key due dates, IRB deadlines, meetings, tool development, data collection timeframes, etc.) and a more detailed task list that indicates how you will reasonably achieve each milestone in the given timeframe. You may wish to format your work plan as a Gantt chart, calendar, kanban, hierarchical, or other project management template.
- VIII. SIGNATURES: you, your faculty advisor, and your site mentor should sign this proposal.

APPENDIX C: CAPSTONE PROPOSAL CRITERIA

Capstone* Proposal Criteria & Tips

Authored collectively by COPHP e-2016 Cohort

Edited by A. Gita Krishnaswamy, Capstone Director

Project Goals	
Include:	Avoid:
<ul style="list-style-type: none"> <input type="checkbox"/> Specify your final objective and concrete deliverable early in the proposal. <input type="checkbox"/> Briefly describe how your deliverable will benefit the population or organization you are working with. When possible, identify SMART objectives for future evaluation by your or your organization. <input type="checkbox"/> Identify your personal learning goals in core public health competency areas such as assessment, communication, policy development, and cultural awareness.. Be specific about how this project will help you reach those goals <input type="checkbox"/> Provide a comprehensive list of resources and support your partner organization will provide. <input type="checkbox"/> Outline clear expectations for you and your faculty advisor and site supervisor to follow. 	<ul style="list-style-type: none"> ● Don't make assumptions about your audience's knowledge. Add definitions where necessary. ● Do not design a project too broad in scope. Make sure project goals are achievable within the time available.

Problem Definition	
Include:	Avoid:
<ul style="list-style-type: none"> <input type="checkbox"/> Provide a more detailed rationale for how project goals are relevant to the community's needs. <input type="checkbox"/> Give context (demographics, disparities, causes of disparities) of your population of interest <input type="checkbox"/> Specify an initial set of evidence that illustrates the existing public health problem <input type="checkbox"/> Use a story or engaging narrative to grab reader's attention <input type="checkbox"/> Include community's perspective of problems or assets they have (CBPR) <input type="checkbox"/> Include a theoretical model or theory of change 	<ul style="list-style-type: none"> ● Conducting your initial literature review with no research questions in mind ● Being too broad in scope (e.g. including statistics that don't add to your case, statistics with wide ranges, etc.) ● Don't lump the problem and the project goals together - distinguish between the two

Methods	
<p>Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include a realistic and visually clear timeline for all steps of your project (but allow room in your schedule for adjustments) <input type="checkbox"/> Include brief, evidence-based rationale for methods and well thought out plan for implementing methods (include things like IRB approval) <input type="checkbox"/> Specify when and how you will seek community engagement and input <input type="checkbox"/> Tailor your methods to fit the communities you will be working with. <input type="checkbox"/> Identify tools, supplies and materials you will need to complete the project (e.g. funding sources, computers etc.) <input type="checkbox"/> Identify mentor(s) who have expertise on the kinds of methods you are interested in using <input type="checkbox"/> Include a disclaimer on any anticipated delays or complications (e.g. IRB approval) <input type="checkbox"/> Describe how you and your site supervisor intend to evaluate your project. 	<p>Avoid:</p> <ul style="list-style-type: none"> • Avoid being too vague when developing your timeline; include broad milestones as well as specific tasks need to achieve those milestones. • Avoid being too technical (e.g. acronyms) • If making changes to the methods after your initial proposal, you must consult with your community partner and faculty capstone advisor

Information Design	
<p>Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a visual tool or framework to communicate project activities and outcomes (e.g. visual model of theory of change, theoretical model, or logic model) <input type="checkbox"/> Use active voice and avoid jargon. <input type="checkbox"/> Use text formatting, graphics, or text boxes where appropriate (e.g. to highlight importance, simplify lists, demonstrate a complex relationship, or visualize data). <input type="checkbox"/> Include a descriptive project title that clearly indicates key demographic information about your population of interest, geographical area, and your project emphasis or deliverables. <input type="checkbox"/> Consider the visual accessibility of your report and use page and paragraph formatting to facilitate reading ease. 	<p>Avoid:</p> <ul style="list-style-type: none"> • Avoid dense blocks of straight text. • Formatting/grammar errors. Build in time for editing and proofreading multiple times. • Avoid including gratuitous visuals that simply repeat less compelling information from the text.

GENERAL TIPS FOR CAPSTONE PROJECT MANAGEMENT
<p>DO:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make sure you can articulate your project goals and deliverables in multiple formats - longform written proposal, brief written email, brief “elevator pitch” <input type="checkbox"/> Clearly Identify whether items on your timeline are a goal, objective, or task and check them off as completed to monitor progress <input type="checkbox"/> Be aware of how much lead-up or preparation time is needed to achieve various goals and tasks (e.g. you may aim to submit IRB application by a certain date, which requires weeks of prior planning and work) <input type="checkbox"/> Prioritize consistent check-ins with faculty advisor and site supervisor <input type="checkbox"/> Determine stakeholders in the project and make sure they have buy-in <input type="checkbox"/> Anticipate potential complications and plan for course corrections <input type="checkbox"/> Recruit additional mentors, if needed (e.g. statistician) and/or have point people for different aspects of your project/ advocates in different areas (from UW, at your placement, etc) <input type="checkbox"/> Identify other organizations that can help inform your work, i.e. create a network of resources <input type="checkbox"/> Ask individuals to peer review and edit work products to look for grammatical and formatting errors and ease of reading.

AVOID:

- Unrealistic (too broad) goals and timeline
- Getting bogged down with minor details or allowing yourself to work too long on any one task
- Not asking for help when timeline goes off course
- Trying to execute your project using an approach or project implementation style that does not suit your preferred style

APPENDIX D: LITERATURE REVIEW GUIDANCE

What's the point of a literature review?

Reviewing the literature helps you:

- clarify and articulate the purpose of your capstone project
- clearly establish and articulate the need for your capstone project
- synthesize existing research findings on your capstone topic
- identify controversies, lingering questions, or gaps in the research on your capstone topic
- understand the methodologies or theoretical frameworks supporting your capstone topic
- establish that you've "done your homework" on your capstone topic -- more thoroughly than what you presented in your capstone proposal

Should I submit a full lit review or an annotated bibliography?

Whether you choose an annotated bibliography or lit review, make sure you consider the pros and cons of each at this stage in your capstone project. And, check with your faculty advisor to see if they have a strong preference for one or the other; they should help you debate the merits of one over the other, too. Keep in mind that *eventually, everyone will include a full literature review section in their final capstone report.*

How do I actually write a literature review? And what should it look like?

As second-year COPHP students (i.e. experienced, self-directed PBL students), you should assume some responsibility for doing your own research on how to conduct a literature review. It's good to see a variety of approaches to and products of the literature review process. Further guidance may be requested by email to the Capstone Director, and again, your faculty advisor should assist if you have questions. There is nothing mysterious about what a literature review is or how to go about it; essentially, it's a much more extensive LO--the one you'd write about a topic you were passionate about, if you weren't restricted to a five-page maximum.

Unfortunately, there are no easy answers regarding length or number of sources that you review; these will vary depending on your particular topic, availability of existing research, and the ultimate use of your lit review (e.g. more exhaustive if your project requires a standalone lit review, more concise if you intend to publish your final report).

APPENDIX E: CAPSTONE REPORT FORMAT OUTLINES

All final Capstone reports must include the following:

- A header or footer with the author name, project title, and date completed.
- A title page with the project title, author, date, agency, site supervisor name and faculty advisor name.
- An acknowledgements section to recognize the community members, agency staff, and UW faculty who assisted in the capstone project.

You may submit your final capstone report in one of the three formats below, *or* a similar, organized format (approved by your faculty advisory) that best suits your project:

I. Journal Submission- *ideal for original research and evaluation findings, policy briefs, systematic reviews etc.*

Students should work with their faculty advisor and on-site mentor to choose a respected peer-reviewed journal to draft their manuscript for. Students should also discuss authorship order with both their faculty advisor and on-site mentor, as it is customary for both parties to be included as co-authors. Each journal has varying criteria that the student must follow and may vary from the outline provided below.

In general you will follow this format adapted from the American Journal of Public Health Guide for Authors:

COVER LETTER

This varies journal to journal but generally includes: a short statement about whether or not you have abided by the code of ethics set forth by the journal (If you have departed from the code of ethics you must provide a brief explanation as to why), a disclosure of all possible conflicts of interest, disclosure of previous publications based upon the same material, and a brief indication of the importance of the manuscript to the field of public health.

ABSTRACT

Structured abstracts should not exceed 250 words and employ 4 headings: Purpose (or Objectives), Methods, Results, and Conclusions. You may use an unstructured abstract for a policy brief or if your journal requires it.

BACKGROUND

Clearly state the purpose of the research and summarize the rationale for the study by providing a brief literature review.

METHODS

The methods section should be very thorough and clear enough that someone uninvolved in the research may replicate the study exactly. The section should include: Description of all study subjects, the protocol for how informed consent was obtained, any established methods with references, and detailed description of any new method.

RESULTS

Results should be presented in a clear and logical format and include any statistical tests of significance with the corresponding P value. Text, tables and illustrations may be used to present results.

DISCUSSION

This section should focus on the new and important findings from the research. This section should include limitations and implications of the study. Don't repeat data from the results section.

CONCLUSIONS

The conclusion section is generally short and should be *CAREFULLY* stated so as not to over or under value the implications of the study findings.

REFERENCES

Make sure to follow the style preference outlined by the journal of your choosing.

II. Organizational Report- *ideal for program evaluations, needs assessments, policy analysis, etc. not otherwise being submitted for journal publication*

TITLE PAGE

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

ABSTRACT OR EXECUTIVE SUMMARY

Should not exceed one page, ideally 250 words for an abstract. Should highlight the key findings and lessons learned from the project. The on-site mentor should be able to glean the most important findings from your report from this single page.

INTRODUCTION

Includes a detailed problem statement including references as well as a justification for why this project was commissioned to address the problem.

BACKGROUND (LITERATURE REVIEW)

A literature review to provide background on the public health problem, solutions that have been tried in the past, and describe any current evidence-based practices. This section should also include background on your agency, their history, and how this project aligns with their work and mission. This section may also include any relevant local background including policies and area history.

METHODS/PROCEDURES

A detailed and clear explanation of how you set about solving the problem. Should include how subjects were selected if any, how data was collected, how variables were chosen and measured, and how the data was analyzed.

RESULTS

A clear and logical explanation of accomplishments and learning, including any significant results from data analysis.

DISCUSSION OF RESULTS

What are the implications of the findings? What are the limitations of the findings? What are the implications for public health? The community served?

RECOMMENDATIONS

Recommendations to the community agency based on your findings.

REFERENCES

APPENDICES

III. Cover Description for A Product- *ideal for curriculum or training development, physical product or process development and piloting, toolkit, etc.*

TITLE PAGE

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

EXECUTIVE SUMMARY - PRODUCT DESCRIPTION

Should not exceed one page, and should describe the product that was developed, why it was developed, and a brief methods section to describe how it was developed.

INTRODUCTION

Should include a problem statement based on the literature with references.

BACKGROUND (LITERATURE REVIEW)

A literature review to provide background on the public health problem, solutions that have been tried in the past, and describe any current evidence-based practices. This section should also include background on your agency, their history, and how this project aligns with their work and mission. This section may also include any relevant local background including policies and area history.

METHODS/PROCEDURES FOR PRODUCT DEVELOPMENT

A detailed and clear explanation about how the product was developed so that someone else could replicate the product development. Should include mention of how subjects were recruited if any, how data was collected, how the product was evaluated for performance, and how any previously existing methods and measures were used to develop or test the product.

RESULTS (PRODUCT)

May be a copy of the product itself, a detailed description of the product, or results of product testing with target population.

CONCLUSIONS

Should discuss findings, implications, limitations, and areas for future development.

RECOMMENDATIONS

Recommendations to the agency regarding the use or continued development of the product.

REFERENCES

APPENDICES

APPENDIX F: CAPSTONE PRESENTATION REQUIREMENTS

COPHP Program Requirements

During the last week of spring quarter, we hold a special program for the presentation of your COPHP capstone project. Each student will prepare an 11-minute formal slide presentation, followed by time for audience questions. All first- and second-year students and faculty, as well as on-site mentors and invited guests, are invited to attend.

A basic outline for the capstone presentation follows, however, we encourage students to organize and customize their presentation to properly reflect highlights and nuances of their individual projects. Outstanding presentations also follow best practices for public speaking, audience engagement, and graphic design. Students should work with their faculty advisors and on-site mentors to polish the final presentation. The number in parentheses below indicates an *approximate* number of slides for each section, if using the standard template.

Title slide—Title, student (1)

Introduction

Aims of the project (1)

Local context and motivation for the project (1-2)

National context—scientific, evidence base, other experience, motivation (1-2)

Methods —What you did (2)

Accomplishments—What you accomplished (2)

Lessons learned, implications, next steps- include how you addressed your selected competencies (1-2)

Acknowledgments (1)

Presentation to agency or community

Students should expect to prepare a “community presentation” for their host agency or organization, arranged with or by their on-site mentors. Students should determine the format of this presentation in discussions with their on-site colleagues. The program presentation (described above) may be satisfactory. It is more likely, however, that the agency will want a more focused, tailored, community-oriented presentation, such as a town meeting or presentation to staff meeting, in addition to your final capstone report.

APPENDIX G: Capstone Evaluation Forms and Grading

A formal monitoring system to ensure satisfactory progress will be based on continuing dialogue between the faculty advisor, on-site mentor at the agency where the project is undertaken, and the capstone student. The faculty advisor and on-site mentor provide guidance and final determination regarding acceptability of the quality of the final product.

We encourage informal meetings among the student, faculty mentor, and site-mentor to occur at minimum once a quarter to discuss progress and problems and to get informal feedback. The student can choose to meet with the on-site mentor and the faculty advisor separately or together, depending on topics, needs, and logistical considerations. The faculty advisor and the on-site mentor may wish to communicate at least once per quarter to assure that their expectations and perspectives are consonant, or at least, clarified. In addition, once per quarter, faculty will communicate student progress to the COPHP program office through an electronic progress report.

At the end of the spring quarter, all three parties (student, faculty, and on-site supervisor) will complete the appropriate evaluation forms to submit to the program office. All evaluations are online forms to be completed electronically. Students are responsible for ensuring that faculty advisors and on-site mentors know how to access evaluation forms and complete them on time. Ideally, the project will be completed and the evaluations done in sufficient time for this feedback to be shared and discussed in-person with the student.

Students will be evaluated on:

- The quality of the project
- The quality of background research
- The professionalism with which you conducted your project
- The quality (in terms of both content and presentation) of your final written report and the final oral presentation
- The degree to which you met your project objectives
- The degree to which you mastered your designated CEPH competencies as a result of project work

The grade for the COPHP capstone project should be determined jointly by the faculty advisor and the on-site supervisor. The COPHP capstone project must be of sufficient quality to earn a grade of 3.0 to fulfill the program's requirements for graduation. If students have made satisfactory progress on the capstone, per their work plan, faculty advisors will assign a grade of "N" for the first two quarters and then assign a point grade during spring quarter that will retroactively apply to the previous quarters. If students have *not* made satisfactory progress during Fall and Winter quarters, faculty advisors will assign an "X" grade until outstanding work is complete. Once outstanding work has been completed, a grade change must be submitted to change the "X" to an "N." In very rare circumstances, if students have *not* made satisfactory progress by/during Spring quarter and are unlikely to complete the capstone project on time to graduate, please notify the student and contact the Capstone Director to discuss intervention options.

Appendix H: CEPH and COPHP Competencies

MPH FOUNDATIONAL COMPETENCIES

The Council on Education for Public Health (CEPH) released its final version of new accreditation criteria for schools and programs of public health on October 30, 2016. The following competencies have been included for all MPH students. While many of these are already incorporated into core curricula, efforts are underway to assure that content addressing each of these will be available to future students.

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

***“Interprofessional” refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists).

Systems Thinking

22. Apply systems thinking tools to a public health issue.

COPHP Competencies

1. Collaborate with and motivate communities and community-based organizations concerning health;
2. Act to connect a health organization with one or more communities for a variety of purposes;
3. Develop leadership skills;
4. Find, manage, and evaluate information of all kinds;
5. Work effectively in and lead, as necessary, groups and small teams of professionals;
6. Facilitate groups of people to assist them in understanding and debating issues, formulating and considering options, and making decisions;
7. Develop written communications skills;
8. Plan and prepare oral communications for meetings ranging from small groups to large conferences;
9. Think critically and assist and encourage co-workers to think critically;
10. Articulate the history and politics of community development for health;
11. Conceptualize the dynamics of cultural diversity in and between communities and demonstrate an ability to interact sensitively and effectively with persons from a variety of backgrounds;
12. Help communities identify problems and set priorities; and
13. Evaluate community development efforts.