Community-Oriented Public Health Practice Program

Capstone Handbook

Revised September 2017

2017-2018 Capstone "Cheat Sheet"
Community-Oriented Public Health Practice Program

Capstone Milestones*

Capstone Contract	September 27*
Capstone Proposal	October 6*
Lit Review/Annotated Bibliography	November 22*
Works in Progress	tbd - Winter Quarter
Report - Outline/First Draft	April 27
Report - Final Draft	May 25
Evaluations & Reflections	tbd - week of June 4
Capstone Presentation	tbd - week of June 4
Presentation to Organization	Variable

Reminders for Faculty Advisors:
- Refer all unanswerable capstone-related questions to Gita Krishnaswamy (krishna2@uw.edu).
- Students will need your faculty code to enroll for capstone credits.
- Assign an "N" grade during Fall and Winter quarters and a point grade during Spring quarter. All quarters will then convert to the point grade assigned in Spring.
- Please reference pgs. 40-41 in the Faculty Handbook and the Capstone Handbook for guidance on capstone advising. Both are located on the Resources page of the program website.

Procedures for Students:
- Students submit contracts, proposals, lit reviews, and report drafts <u>in two places:</u>
    1) By e-mail (or other requested method) to their advisor
    2) The **COPHP Capstone Canvas page**
  They do not need to notify or submit these documents to any other faculty or staff.

- If students will not meet a deadline and need an <u>extension</u>, they should get approval from their faculty advisor and send notification of the extension date by email to Gita Krishnaswamy, cc'ing their advisor.

- Students receive notification of deadlines in multiple ways: the capstone handbook, the capstone module on the **COPHP Resources Canvas Page**, reminder emails, and the COPHP Gmail calendar.

*These are "no later than" deadlines set by the program. Fall quarter deadlines are strictly monitored; spring quarter deadlines can be negotiated between student and advisor. Students starting projects in the summer should submit contracts prior to starting work and a strong proposal draft within a month.

TABLE OF CONTENTS

IMPORTANT CAPSTONE DATES

Suggested Timeline for First-Year Students*

In addition to the activities outlined below, first-year students will attend two 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.)
Winter Qtr, first year	• Brainstorm project ideas • Identify contacts for informational interviews • Meet with 1st year advisor • Attend WIPs	• Brainstorm project ideas • Identify contacts for informational interviews • Meet with 1st year advisor • Attend WIPs	• Brainstorm project ideas • Conduct informational interviews • Meet with 1st year advisor and capstone director/program director • Attend WIPs
Spring Qtr, first year	• Conduct informational interviews • Attend later group advising session • Start meeting with potential faculty advisors	• 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	• Attend earlier group advising session • Confirm project and travel arrangements • Confirm faculty advisor • Submit strong proposal draft and contract *before* departing U.S. • Obtain IRB approval if needed
Summer Qtr, before second year	• 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	• Complete all necessary on-site project work • Begin research for full literature review • Prepare final draft of project proposal for submission by due date	• 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.

Required milestones for second-year students
(2017-2018)

Students should submit required documents *no later than* the dates listed below. Those starting projects during the summer before the second year should submit a contract before beginning project work and a strong proposal draft within a month.

FALL QUARTER

Capstone Contract	Wednesday, September 27
Capstone Proposal	Friday, October 6
Lit Review/Annotated Bibliography	Wednesday, November 22

WINTER QUARTER

Works in Progress	Dates t.b.d.

SPRING QUARTER

First Draft of Report	Friday, April 27
Final Draft of Report	Friday, May 25
Final Presentation Slides	Friday, June 1
Evaluation & Reflection Forms	Thursday, June 7
Final Capstone Presentation	Thursday, June 7
Organizational Presentation	Variable

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.

Capstone advising and supervision

While conducting the capstone project, students work closely with a supervisory committee composed of a COPHP 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.

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 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; are there things for which any party can be "fired?"
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 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 thesis 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 credit hours to conduct the project, from conception and planning stages to the final oral and written presentations.

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.
- ❏ **Be evidence-based.** You must build on—or place in the context of—what is known (i.e., "evidence").
- ❏ **Include an evaluation** or self-evaluation component (see appendix F).
- ❏ **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 who can offer expertise and guidance for the COPHP capstone project.)
- ❏ Perform all of the tasks outlined in their project proposal and work plan, collecting and completing all 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
- ❏ Advise students to assure that their projects have reasonable and appropriate aims and both is rigorous and feasible;
- ❏ Collaborate with students and on-site mentors, develop a schedule of regular meetings to monitor progress, problem-solve around issues the 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 integrating project tasks with academic work, learning objectives, and students' career objectives.
- ❏ Review and critique all project deliverables, including proposals, work plans, progress reports, drafts, and final reports
- ❏ Evaluate student work for the purpose of 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 regularly during the project.
- ❏ Orient students to their sites, serves 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, Researching, Doing, Evaluating and Reflecting, and Summarizing and Presenting.

Phase I: Planning

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?
- ❏ Are your 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 in a specific public health challenge, 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 describes the project goals and deliverables as best as they are known at the time work begins.

2. A <u>proposal</u> that more clearly establishes the project goals and deliverables, a basic evidence base for the project, and a timeline and scope of work.

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 COPHP program office for final approval by the capstone and program directors.

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. Plan to submit Human Subjects applications <u>four months</u> prior to the start of your project (or research phase) start date.

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 twice per quarter 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 using the self-reflection and evaluation forms found in the Appendix.

Phase III: Summarizing and Presenting

Oral Presentations

Although the COPHP Capstone Project should be *an activity* (informed by scholarly background research), an essential part of the process is to summarize (in written, oral, and poster media) 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

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 special program for the presentation of your COPHP capstone project. Each student will have about 13 minutes (10 minutes for the presentation and 3 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: Suggested presentation outline
E: Sample capstone report templates
F: Evaluation and reflection forms

APPENDIX A: CAPSTONE CONTRACT

Purpose

The capstone contract needs to provide fair measurement 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 outline of the project deliverables, as best as they are known at the time of writing.
5. Outline of the student's personal learning objectives
6. Expectation for attendance, deadlines, communication methods, etc.
7. The student's responsibilities -- projects, academic assignments, meetings, readings, presentations, post-internship evaluations
8. The on-site mentor's responsibilities -- host orientation, resources, training, projects, networking and career development activities, statement of successful completion and recommendation, post-field experience evaluations
9. The faculty advisor's responsibilities -- curriculum, advise student, provide means for structured reflection upon and reporting of progress and results, sustain contact with site supervisor

APPENDIX A: CAPSTONE CONTRACT (con't)

Below are common expectations for the on-site mentor. You may use these and/or revise and add as you see fit.

The on-site mentor will:
● Develop outcome objectives for the field experience assignment to guide the student team in their activities.
● Provide regular 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,
● Evaluate the student's performance in collaboration with university advisors.
● Evaluate the quality of the service-learning associated with field experience in collaboration with the university advisors and the students.
● Make modifications in agency systems to address service-learning problems identified in evaluations of field work experiences.

Finally, the capstone contract should include the following required "boilerplate" language

The COPHP Program 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 field assignments.
● Provide regular advising to student teams in collaboration with agency mentors.
● Develop and conduct regular student/faculty and student/supervisor/advisor learning conferences.
● Evaluate the student's performance in collaboration with agency supervisors.
● Evaluate the quality of the service-learning associated with field experience in collaboration with the agency supervisors and the students.
● Make modifications in future curricula to address educational problems identified in evaluations of fieldwork experiences.

The student will:
● Actively participate in classroom seminars and assignment activities to develop knowledge and skills to enhance effective participation in field experience 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 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 agree 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

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 and timeline*; 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 lit 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 LO. Four or five pages is probably sufficient (+/- two pages, depending on your layout and how detailed you choose to make this literature review). 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 or see if they can review an early draft. If you still feel you need strong examples, let me know.

*Proposals may be modified after initial submission, based on feedback from your faculty advisor, on-site mentor, or capstone director. <u>Students must obtain signatures for approval from their faculty advisor and on-site mentor</u>.

Recommended Elements:

I.   HEADER- Name, date, faculty advisor, on-site mentor names and contact information, etc.
II. PROJECT OVERVIEW
    A. Working project title
    B. Project objectives indicating benefit to community
    C. Deliverables or products
    D. Student learning objectives
    E. Plan to present or communicate project findings
III. ORGANIZATIONAL PROFILE
    A. History and development.
    B. Organization's mission, goals, services, and values.
    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

IV.   PROBLEM STATEMENT

     A. What is the public health problem?

     B. How does this project fit with the needs and mission of the organization?

     C. Why have you chosen this specific approach to the problem?

     D. Brief literature review to justify approach

V.   SCOPE OF WORK, METHODS, AND TIMELINE

     A. General overview of methods that will be used to address problem

     B. What resources will you need to conduct your project?

     C. Give a detailed timeline and work plan for your project including major meetings, data collection timeframe, service deliverables and all other time sensitive components and how you plan to complete them in the given timeframe.

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 on site supervisor.

     B. Which IRB review board you will be applying to, when, IRB points of contact, exempt or non-exempt application status, and a timeline for data collection that includes the IRB review process.

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:
❏ Specify your final objective and concrete deliverable early in the proposal. ❏ 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. ❏ 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 ❏ Provide a comprehensive list of resources and support your partner organization will provide. ❏ Outline clear expectations for you and your faculty advisor and site supervisor to follow.	● 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:
❏ Provide a more detailed rationale for how project goals are relevant to the community's needs. ❏ Give context (demographics, disparities, causes of disparities) of your population of interest ❏ Specify an initial set of evidence that illustrates the existing public health problem ❏ Use a story or engaging narrative to grab reader's attention ❏ Include community's perspective of problems or assets they have (CBPR) ❏ Include a theoretical model or theory of change	● 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	
Include:	Avoid:
❏ Include a realistic and visually clear timeline for all steps of your project (but allow room in your schedule for adjustments) ❏ Include brief, evidence-based rationale for methods and well thought out plan for implementing methods (include things like IRB approval) ❏ Specify when and how you will seek community engagement and input ❏ Tailor your methods to fit the communities you will be working with. ❏ Identify tools, supplies and materials you will need to complete the project (e.g. funding sources, computers etc.) ❏ Identify mentor(s) who have expertise on the kinds of methods you are interested in using ❏ Include a disclaimer on any anticipated delays or complications (e.g. IRB approval) ❏ Describe how you and your site supervisor intend to evaluate your project.	● 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	
Include:	Avoid:
❏ 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) ❏ Use active voice and avoid jargon. ❏ Use text formatting, graphics, or text boxes where appropriate (e.g. to highlight importance, simplify lists, demonstrate a complex relationship, or visualize data). ❏ Include a descriptive project title that clearly indicates key demographic information about your population of interest, geographical area, and your project emphasis or deliverables. ❏ Consider the visual accessibility of your report and use page and paragraph formatting to facilitate reading ease.	● 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

DO:

- ❏ Make sure you can articulate your project goals and deliverables in multiple formats - longform written proposal, brief written email, brief "elevator pitch"
- ❏ Clearly Identify whether items on your timeline are a goal, objective, or task and check them off as completed to monitor progress
- ❏ 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)
- ❏ Prioritize consistent check-ins with faculty advisor and site supervisor
- ❏ Determine stakeholders in the project and make sure they have buy-in
- ❏ Anticipate potential complications and plan for course corrections
- ❏ 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)
- ❏ Identify other organizations that can help inform your work, i.e. create a network of resources
- ❏ 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: CAPSTONE REPORT FORMAT OUTLINES

All final Capstone products 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 capstone in one of the three formats below:

Journal Submission- *ideal for original research, 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. 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.

Organizational Report- *ideal for program evaluations, needs assessments, policy analysis*
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

Cover Description for A Product- *ideal for curriculum or training development, physical product or process development and piloting.*
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 E: CAPSTONE PRESENTATION REQUIREMENTS [OUT OF DATE FOR 17-18]

Capstone Presentation Requirements
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 13 minutes (10 minutes for the presentation and 3 minutes for questions) for a formal presentation. All first-and second-year students and faculty, as well as on-site mentors and invited guests, will attend.

A suggested outline for the presentation follows. The number in parentheses indicates an approximate number of slides for each section.

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 (1-2)
Acknowledgments (1)

Presentation to agency or community
Students should expect to prepare a "community product" for their host agency or organization, in a form (full report, summary paper, etc.) arranged with their on-site mentors. Students should determine the format of this presentation in discussions with their on-site colleagues. The program presentation (described below) may be satisfactory. It is more likely, however, that the agency will want a more focused, tailored, community-oriented report, such as a town meeting or presentation to staff meeting.

APPENDIX F: Forms for evaluation student work and capstone experience [OUT OF DATE FOR 17-18]

A formal monitoring system to ensure satisfactory progress will be based on continuing dialogue between the faculty advisor, mentor at the agency where the project is undertaken, and the 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 should occur at least once a quarter to discuss progress and problems and to get informal feedback. The student can also choose 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 should communicate at least once per quarter to assure that their expectations and perspectives are consonant, or at least, clarified.

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 (via the student).

Students will be evaluated on:
- The quality of your project
- The quality of your 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 your met your personal learning objectives

The grade for the COPHP capstone project will 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. 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.

Both the faculty advisor and the on-site mentor will fill out the forms on the following pages, according to the attached criteria. 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.

CRITERIA FOR FACULTY ADVISORS AND ON-SITE MENTORS TO EVALUATION STUDENT WORK [OUT OF DATE FOR 17-18]

Area	Unsatisfactory	Satisfactory	Outstanding
Project objectives	Did not meet project objectives	Met project objectives	Exceeded project objectives
Contribution of project to organization/ community needs	Project had or will have little impact	Project had or will have some impact	Project had or will have considerable impact
Planning and organization	Did not adequately plan and organize work	Appropriately planned and organized work; met project milestones	Exceptionally well organized
Work habits	Did not communicate with supervisors; did not follow through on commitments	Communicated satisfactorily with supervisors; followed through on commitments; shows initiative	Communicated frequently and effectively with supervisors; thoughtful, thorough, anticipatory work habits; shows exceptional initiative
Scholarship	Did not adequately review literature; did not adequately research local background and context; did not employ appropriate, evidence, or theory-based methods in project	Adequately reviewed literature; adequately researched local background and context; employed appropriate, evidence or theory-based methods in project	Exceptionally thorough review of literature and assessment of background and context; use—or advanced—state-of-the-art methods
Working with colleagues	Did not work well with colleagues	Worked effectively with staff and co-workers	Demonstrated effective leadership and/or change-agent behaviors
Working with community	Did not work effectively with community	Demonstrated ability to work with community members effectively and sensitively	Developed exemplary and sustained relationships with community
Written product			
Content	Does not adequately address all sections as indicated on outline	Adequately addresses all sections	Demonstrates complete command of the subject matter; exceptional creativity or originality and/or new insights; publishable

Organization and presentation	Poorly organized; sloppy; tables and graphs not well constructed	Clearly organized; adequate tables and graphs	Professional visual impression; journal-quality tables and graphs
Writing	Not well written (unclear, with grammar, punctuation, and spelling errors common)	Clearly understandable, with few, if any, technical writing errors	Clear, concise, professional writing

Oral presentation			
Content	Minimal content	Interesting, useful content	Outstanding content
Organization and clarity	Poorly organized; not clearly presented; visuals poorly constructed	Well organized; clearly and concisely presented; good visuals	Well organized; clearly presented; professional-quality visuals
Presentation style	Rambling, distracting, unprofessional	Concise; projects voice	Engaging, enthusiastic, confident
Presentation to sponsor/community			
Content	Minimal content	Interesting, useful content	Outstanding content
Organization and clarity	Poorly organized; not clearly presented, visuals poorly constructed	Well organized, clearly and concisely presented, good visuals	Well organized, clearly presented, visuals appropriately constructed to communicate with community audience
Presentation style	Rambling, distracting, unprofessional	Concise; projects voice	Engaging, enthusiastic, confident
Appropriateness and effectiveness	Talks down or without conviction to audience	Appropriate content and style	Original or creative method of communication

ON-SITE MENTOR EVALUATION OF STUDENT WORK [OUT OF DATE FOR 17-18]

Student: **Date:**

Project Objectives	Evaluation (1=weak; 5=strong)	Comments
Planning, conduct, and communication		
Contribution of project to organization or community needs		
Working with colleagues		
Working with community		
Final product		
Quality		
Helpfulness, appropriateness, impact		

Project Objectives	Evaluation (1=weak 5=strong)	Comments
Originality, creativity		
Presentation to sponsor/community		
Content		
Organization and clarity		
Presentation style		
Appropriateness and effectiveness		

Strengths:

Areas for improvement:

Other General comments:

FACULTY ADVISOR EVALUATION OF STUDENT WORK [OUT OF DATE FOR 17-18]

Student: **Date:**

	Evaluation (1=weak 5=strong)	Comments
Project objectives		
Planning, conduct, and communication Scholarship		
Working with colleagues		
Working with community		
Written product		
Content		

Organization, presentation		
Writing		
Presentation		
Content		
Organization, clarity		
Presentation style		

Strengths:

Areas for Improvement:

Other General Comments:

STUDENT EVALUATION OF CAPSTONE EXPERIENCE -
DISCUSSION AND REFLECTION **[OUT OF DATE FOR 17-18]**

What I learned:

Individual Learning Objectives:

Objective	Was objective met?	Comment
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Use additional pages if necessary		

The positive aspects of this experience:

Your overall assessment of your learning, including what you learned above and beyond your original Individual Learning Objectives:

How well-prepared were you for this experience, and what could be done in the future to improve preparation of the COPHP capstone project?

My recommendation regarding continued use of this placement is:

Definitely continue

Do not continue

Continue under conditions (please specify):

STUDENT EVALUATION OF CAPSTONE EXPERIENCE -
DISCUSSION AND REFLECTION (CON'T)

What impact or effect did this work have on the community?

What worked and why?

What didn't work and why?

How did the experience compare with your expectations and goals?

What would you have done differently knowing what you know now?

How does your experience compare or contrast with the literature?

What are the implications of this project for public health and the agency?

What are the next steps for this project?

STUDENT EVALUATION OF CAPSTONE EXPERIENCE -
STUDENT EVALUATION OF CAPSTONE SITE [OUT OF DATE FOR 17-18]

Student:

Agency:

On-site Mentor:

Please read each statement below and select from within a scale range of **1 (disagree strongly) to 5 (agreed strongly)** regarding your experience with your on-site mentor.

1.   Introduced me to other staff and helped me to   _____
       establish collegial relationships with them.

2.   Was usually available whenever I needed her/him.

3.   Met with me on a regular basis to provide supervision.

4.   Asked me to specify my learning goals.

5.   Treated me as an adult learner.

6.   Encouraged me to critically examine my performance.

7.   Provided ongoing specific and constructive   _____
       feedback about my performance.

8.   Encouraged me to take initiative.   _____

9.   Established comfortable personal/professional
       boundaries.

10.   Encouraged me to experiment with my own   _____
       ideas and approaches.
             _____
11.   Was a positive professional role model for me.

12.   Assisted me in exploring problem-solving options.

13.   Encouraged me to expand my public health knowledge.

14.   Encouraged me to collaborate with and
        learn from other staff.   _____

15.   Was sensitive to the multiple
         demands of my graduate
         experience.   _____

Please read each statement below and select from within a scale range of **1 (disagree strongly)
to 5 (agree strongly)** regarding your experience with your practicum agency.

1.   Provided a desk and other resources for me to do my job.

2.   Provided me with access to the necessary data files.

3.   Allowed me to represent the agency by
        attending and participating in interagency
        functions.   _____

4.   Was a supportive learning environment.   _____

5.   Treated me with respect.

6.   I feel this experience prepared me for
        public health practice.   _____

7.   I feel this experienced help me get ready
        for public health employment.   _____