The Culminating Experience

A GUIDE TO YOUR CAPSTONE AND PRACTICUM
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Important Notes

- The forms that follow are required by the MPH Program. Additional information and/or forms may be required by the partner organization. Confer with your preceptor and Capstone Advisory Committee for guidance on additional requirements. It is the student's responsibility to ensure all requirements are met.

- If your project requires approval of the Institutional Review Board or other university-level review committees, no work may begin on the project until submission has been approved. Submission to the Institutional Review Board or other university-level review committees will likely take several weeks for approval. Due to regulations and requirements, international experiences will likely take several months to secure all necessary approvals. Confer with your preceptor and Capstone Advisory Committee for guidance and plan ahead accordingly.

- All students are provided with a Case Western Reserve University email account. The MPH Program requires the use of your CWRU email address for any and all correspondence related to the Culminating Experience. All electronic correspondence from the MPH Program will be sent to your CWRU email address. The MPH Program cannot send this correspondence to personal email addresses. Students are encouraged to check their CWRU email address on a daily basis.

- All forms included in this guide are available in electronic, fillable format on the MPH Program’s website: casemph.org.

- Students should familiarize themselves with the STANDARDS FOR ACADEMIC INTEGRITY set forth by the university, a full description of which is available on-line at http://gradstudies.case.edu/downloads/AcadInteg.pdf. The University's research, scholarship, teaching, and community service are central to its mission. In order to achieve that mission, it is critical that the highest standards of academic integrity are articulated to all members of the University community: faculty, students, and staff. All members of the community have an expectation to interact in a professional manner in those endeavors which promote and facilitate the University's common mission. Students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct, but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust. Adherence to professional Codes of Ethical Conduct can and do play a central role in the matter.

- Unless specifically stated otherwise, the faculty of the MPH Program expect and require original writing for all assignments given, including those related to the Culminating Experience. Submitting plagiarized work for an academic requirement is a violation of the academic integrity standards set forth by the University. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted, is also prohibited.
Culminating Experience Overview

The multi-semester Culminating Experience is the centerpiece of the CWRU MPH Program, consisting of the Public Health Practicum and the Capstone Project. The Public Health Practicum is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their public health skills and knowledge in a supervised, structured, and community-based experience. To complete the Practicum, students register for three (3) credits of MPHP 650 ‘Public Health Practicum’, dedicating at least 120 hours to a substantial public health experience with a governmental agency or community organization which contributes to the public health system. During the multi-semester Capstone Project, students dedicate a minimum of 240 hours (six (6) credit hours of MPHP 652 ‘Public Health Capstone’) developing a scholarly project of mutual benefit to the student and a partner organization. The manner in which credits are allocated between semesters is flexible, and is determined by the student in consultation with their advisor. Both components of the Culminating Experience afford students the opportunity to apply the knowledge and skills that they have acquired through their academic course work to a problem involving the health of the community. Students learn to communicate with target groups in an effective manner; to order priorities for major projects according to definable criteria; to use computers for specific applications relevant to public health; to identify ethical, social, and cultural issues relating to public health policies, research and interventions; to identify the process by which decisions are made within the organization or agency; and to identify and coordinate the use of resources at the site. Students are strongly encouraged to complete their Practicum and Capstone Project with the same agency (“Integrated Option”), allowing the student to achieve greater depth on the chosen topic. Alternatively, students may choose to complete their Practicum and Capstone Projects with different organizations and/or topics (“Non-Integrated Option”).

Culminating Experiences are broadly oriented toward a problem involving the health of the community but may differ substantially in format. A successful Practicum experience requires the commitment of several individuals. The Practicum is a mutually beneficial partnership between the student, the MPH program, and a sponsoring agency/organization, represented by a preceptor. The preceptor is the professional who is responsible for daily supervision of the student on-site. Preferably, this individual will be a public health practitioner. Students must complete and submit a Practicum Learning Agreement to the MPH Program (and receive approval) before being allowed to register for MPHP 650. Following the Practicum, students produce a professional poster detailing the experience and present it at the Innovations in Population Health conference.

The student will be supported by their Capstone Advisory Committee consisting of at least three members who will collaborate with each other in guiding and supporting the student. Ideally, the Capstone Advisory Committee will include an on-site director (preceptor), faculty members, and experts in the subject area. The Committee will have the academic responsibility for grading the student on a pass/fail basis for the Capstone Project. The grade will consist of an assessment of performance in the context of the field placement, as well as the preparation and presentation of the master’s essay.

The MPH student is required to take an organized, scholarly approach to the topic, and to produce a master’s degree essay of publishable quality relating to the outcomes of the project. The nature of the Capstone Project will be determined jointly by the student and the Capstone Advisory Committee and will be outlined in a Capstone project proposal. Capstone projects must be relevant to the student’s chosen major(s). The proposal needs to be approved by all members of the Capstone Advisory Committee and the Track Advisor(s) before being submitted to the MPH Office. Students must complete and submit the Capstone Proposal to the MPH Program (and receive approval) before they are permitted to register for Capstone (MPHP 652) credit.

Students are encouraged to have completed all core required coursework (refer to the MPH Student Handbook for a listing of core curriculum requirements) prior to their Culminating Experience. At a minimum, students must have completed 9 credit hours in the program to begin their Practicum Experience. The multi-semester Culminating Experience is most appropriately completed as a longitudinal project over several semesters. Students are unequivocally discouraged from completing their Culminating Experience in a single semester. The Culminating Experience requires a minimum of 120 hours dedicated to the Practicum and 240 hours dedicated to the Capstone project. Additional effort is expected outside of these required hours as necessary for fulfillment of the Culminating Experience. To facilitate tracking of these hours, hours logs are required for the Practicum and a project timeline should be included in every Capstone proposal.

The student is expected to complete a professional poster (Practicum Requirement) and master’s essay (Capstone Requirement) describing and evaluating their experience/project and then present to his/her peers and advisors at the biennial Innovations in Population Health Conference. Samples of Practicum posters and Capstone essays are available in the MPH Office.
10 Things to Know About Your Culminating Experience

1. There is no program component more important to your public health education and your professional career than an outstanding Capstone Experience.
   - It is never too soon to be thinking about what the right Culminating Experience is for you.
   - The idea of getting a Culminating Experience started may be exciting and scary. Both feelings are valid. What matters is at the end of the process that you are incredibly proud of your accomplishment.

2. A Culminating Experience is FOREVER.
   - Done right, you will use what you accomplish for the rest of your career.
   - Done wrong, you will regret the missed opportunity for the rest of your career.

3. The tools for completion of an outstanding Culminating Experience are imbedded within your MPH course work.
   - Begin orienting assignments across different classes toward exploration of the topics most likely to end up as the topic of your Culminating Experience.
   - Diligently avoid replicating previous work (your own or someone else's work).

4. The public health competencies required to address your Culminating Experience should be the same competencies you believe are important to the career you envision.
   - Begin exploring which competencies you think are most important now.
   - Be open to competencies that hold less interest or natural appeal if they help you to get where you want to go.

5. Your Capstone Project must be related to your major(s).
   - If you can't find an attractive Capstone Project, have you really chosen the right major?
   - Look to people active in the field to find a Capstone Project that works for you.
   - You may explore competencies outside your chosen major during your Practicum experience.

6. The best Culminating Experiences usually involve building on something already being done.
   - Working closely, diligently, and respectfully with a community organization is likely to lead you to an excellent Culminating Experience.
   - Though you may be building on a project already started, you must create a part of it that belongs to you — OWN IT.

7. Be ambitious.
   - Remember that you are not facing your Culminating Experience alone.
   - Ask for advice.
   - Don’t be afraid to follow the advice.
   - Don’t be afraid to respectfully reject advice if you can justify doing so.

8. It almost always works better to spread your Culminating Experience efforts and credits over several semesters.
   - The Culminating Experience is a multi-semester experience!
   - Start big and scale back if necessary.

9. The goal of all Culminating Experiences should be the creation of new and meaningful knowledge.
   - There should be a plan for dissemination of that new and meaningful knowledge.
   - Think LEGACY.

10. You should be a national expert on the topic you choose by the time you are done with your Culminating Experience.
    - No one on your Capstone Committee, viewing your poster, or in the audience listening to your presentation should know more about your Culminating Experience than you.
Resources to Get You Started… And Keep You Going Every Step of the Way

Some students enter the Master of Public Health Program knowing exactly what they want to do for their Culminating Experience. For others, choosing a Culminating Experience can seem overwhelming at first. The Master of Public Health Program has developed resources for both groups of students to get the most out of their Culminating Experience. The core curriculum is designed to equip you with the basic tools you need to complete a successful Culminating Experience. Beyond the curriculum, the MPH Program offers the following resources to aid every student in building and completing a successful Culminating Experience:

Community Health Research & Practice
Community Health Research and Practice (CHRP) is a seminar designed to bring together students, faculty, public health practitioners and researchers as part of a collaborative think tank. CHRP meetings occur weekly throughout each academic semester focusing on: development and completion of Practicum Experiences and Capstone Projects; learning about ongoing faculty and student research projects; networking with campus and community partners; and development of publications and presentations for national conferences and peer reviewed journals. All Capstone proposals should be presented at CHRP prior to being submitted to the MPH Office. All students enrolled in MPHP 650 and/or MPHP 652 are required to participate in CHRP throughout the completion of their projects. The CHRP meeting schedule is sent via email to the student body.

Student Internships
In recognition and support of local public health initiatives, internships are awarded throughout the year, and collaboratively developed by the student with a campus or community partner. While not exclusively dedicated to research projects, these MPH-funded internships are often the basis for Culminating Experiences and future student research — and in some cases, post-graduation employment. To receive a funded internship, the student must submit a detailed proposal to the MPH program. Students should first identify a campus or community partner with whom to work prior to developing the proposal. Complete details about the availability of internships are sent via email to the student body throughout the year. Internship hours do not count towards the Practicum requirement.

APHA/OPHA Membership
The MPH program encourages engagement with the American Public Health Association (APHA) and the Ohio Public Health Association (OPHA). The program sponsors membership in both organizations for its students and staff. Membership in APHA and OPHA includes access to newsletters and the American Journal of Public Health which offer insight into emerging public health issues — and potential Culminating Experiences. Students must complete a short form early in Fall semester in order to take advantage of this benefit. Full details are announced to the student body at the Fall Preview Event and via email at the beginning of Fall semester.

MPH Program Financial Support
The MPH program recognizes that the Culminating Experience may entail expenses for the student (e.g., survey instruments, materials, etc.). The MPH program provides financial support, on a competitive basis and when available, for Culminating Experiences up to $250 per student. Recognizing that international projects entail greater expense, Global Health Capstones that include international travel are allotted up to $500 on a competitive basis and when available. Full details about financial assistance for the Culminating Experience can be obtained from the MPH Office.

Conference Support
The MPH program and the School of Graduate Studies considers attendance at international, national, state, and local conferences an integral part of the professional development process. As such, the MPH program and School of Graduate Studies offer financial assistance to students attending these conferences. Students who are presenting at the conference are given priority for the following funding opportunities:

- **MPH Program Support** - Awarded on a case-by-case basis when available, up to $300 per student. Students should contact the MPH program directly about these awards.
- **Graduate Student Travel Award** - Awarded on a case-by-case basis, the maximum contribution from the School of Graduate Studies is $500 for travel within the United States and $1,000 for travel outside of the United States in support of conference-related expenses such as registration, lodging, meals, and transportation. Students should contact the School of Graduate Studies for further details on the Graduate Student Travel Award. Information is also available online at: [http://gradstudents.case.edu/new/profdev.html](http://gradstudents.case.edu/new/profdev.html).
Possible Approaches to the Culminating Experience

These are only ideas for the Culminating Experience. Students are strongly encouraged to discuss other potential approaches with their Capstone Advisory Committee, the Practicum Preceptor, and the community organization. In all cases, students should combine multiple approaches for their Culminating Experience. The best approaches to Culminating Experiences, like public health, require engaging with the public!

Program Design

Design a health-related program that could be implemented at the partner site, including instructions, procedures, manuals, and materials. Alternatively, participate in the design of a new program initiated by the community organization.

Program Implementation

Participate in a substantive way towards the implementation of a program already planned at the community organization.

Data Analysis

Complete a substantial new analysis of existing data (e.g., dataset, survey, or claims database) on a health-related topic of interest to the community organization and report on the results. (Note: Data analysis, in isolation, is not sufficient for a Practicum Experience.)

Community Intervention

Design and implement a community intervention supported by the community organization.

Program Evaluation

Evaluate an existing program at the community organization to assess the effectiveness and outcomes of the program.

Health Policy Statement/Advocacy

Develop a health policy position paper related to the mission of the community organization and advocate for its approval. Alternatively, for the Capstone Project, a position paper may be written on a health topic of local, state, regional, national, or international importance.

Population Health Research

Research the determinants or distribution of a health problem identified by the community organization.

Community Assessment

Undertake in-depth analysis of the health characteristics of a defined population or community of interest to the community organization.

Public Health Services & Systems Research

Research the nature of access to health care, quality and cost of services, or evaluation of the provision and design of health services offered by the community organization.

Survey Research

Survey an identified population on a topic of mutual interest with the community organization.
Competency Based Approach to the Culminating Experience

The Master of Public Health Program has adopted a competency-based approach to assess students. All students are expected to be able to demonstrate the following competencies upon graduation:

- Understand basic concepts of biostatistics in public health, including an ability to select statistical methods for data analysis, apply descriptive techniques, and interpret and communicate results of statistical analyses.

- Understand environmental factors that impact the health of a community, including an ability to describe the impact of policy on environmental health issues, methods for environmental risk assessment, and approaches to risk management.

- Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.

- Understand the policy process for improving the health status of populations, including an ability to identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US, describe legal and ethical bases for public health and health services, and communicate health policy and management issues using appropriate channels and technologies.

- Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.

- Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

- Engage in dialogue and learning from others to advance public health goals.

- Explain the role of biology in the ecological model of population-based health.

- Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.

- In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.

- Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.

The MPH curriculum has been designed to ensure every student has exposure to these competencies. Electives and the Culminating Experience should be used to develop, refine, and enhance a student’s knowledge and abilities related to the competencies. As a result, the MPH Program has also identified competency requirements for the Culminating Experience.
Practicum Competencies

Required Competencies
All students are expected to demonstrate the following competencies at an **ADVANCED** level in their Practicum experience:

- Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- Engage in dialogue and learning from others to advance public health goals.
- In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and/or international levels.

Additional Competencies
Due to the breadth of the MPH program, further competencies utilized in the Practicum will vary from student-to-student. In consultation with the site preceptor and their faculty advisor, the student will choose at least four additional competencies from the program’s general competencies and their chosen major's specific competencies. A complete list of competencies is available in the MPH Student Handbook (available on the MPH website: [www.casemph.org](http://www.casemph.org)).

In addition to their chosen competencies, **all** students completing their Practicum Experience are expected to exhibit skills related to the following important cross-cutting domains of public health:

- **Diversity and Culture**: The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.
- **Leadership**: The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.
- **Professionalism**: The ability to demonstrate ethical choices, values and professional practices, implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.
- **Program Planning**: The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
- **Systems Thinking**: The ability to recognize system level properties that result from dynamic interactions, among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.
Capstone Competencies

**Required Competencies**

All students, regardless of their major(s), are expected to demonstrate the following competencies at the specified level in their Capstone Projects:

- Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports. (Level: Sufficient to advanced)

- Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions. (Level: Sufficient to Advanced)

- Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Level: Advanced)

- Engage in dialogue and learning from others to advance public health goals. (Level: Advanced)

- In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs. (Level: Sufficient to Advanced)

- Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels. (Level: Sufficient to Advanced)

**Additional Competencies & Major-Specific Competencies**

Due to the breadth of the MPH program, further competencies utilized in the Capstone Project will vary from student-to-student. In consultation with their Capstone Committee, the student will choose additional competencies from the program’s general competencies and their chosen major’s specific competencies. A complete list of competencies is available in the MPH Student Handbook (available on the MPH website: www.casemph.org).

In addition to their chosen competencies, all students completing their Capstone Project are expected to exhibit skills related to the following important cross-cutting domains of public health:

- **Diversity and Culture:** The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

- **Leadership:** The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

- **Professionalism:** The ability to demonstrate ethical choices, values and professional practices, implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

- **Program Planning:** The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

- **Systems Thinking:** The ability to recognize system level properties that result from dynamic interactions, among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.
Capstone Competencies (Continued)

Students must address at least some of the competencies related to their major(s) at a Sufficient to Advanced level:

**Population Health Research**
- Interpret results of statistical analyses found in public health studies.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Develop cohesive, focused research aims with specific, testable hypotheses to address specific public health questions affecting populations and communities.
- Design, analyze and present data in the way(s) best suited for an appropriately identified target audience.
- Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

**Global Health**
- Identify methods for strengthening and focusing existing capacities and resources for health program sustainability.
- Ensure collaborations represent the social, economic, and cultural diversity of the community.
- Apply the fundamental principles of international standards for the protection of human research subjects in diverse cultural settings.
- Employ social justice frameworks to highlight the root causes of health inequities.
- Develop methods for disseminating messages about a project’s progress and impact.
- Integrate multi-dimensional factors into the planning, implementation, and evaluation of health interventions. (Multi-dimensional factors include: social, demographic, cultural, and political.)
- Present evaluation findings and lessons learned to program beneficiaries and stakeholders.

**Health Care Policy & Administration**
- Describe the legal and ethical bases for public health and health services.
- Discuss the policy process for improving the health status of populations.
- Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- Describe the attributes of leadership in public health.
- Demonstrate team building, negotiation, and conflict management skills.
- Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
- Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

**Health Promotion & Disease Prevention**
- Identify and engage critical stakeholders for the development, implementation, and evaluation of public health strategies (i.e. programs, policies, and interventions) that address multiple targets and multiple levels of intervention.
- Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.
- Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems and solutions.
Student Checklist for the Culminating Experience

☐ Build a Project: **Student-Initiated and Student-Driven.**

  Suggested Timeline: At least a semester before proposed start date.

☐ Network: Brainstorm ideas; discover community needs/interest with guest speakers, MPH staff, faculty members, other students. The inclusion of guest speakers in the classroom is designed to help connect you to members of the Public Health Practice community. These are the people on the front lines with the experience, knowledge, and resources you need to get the most out of your project and future career.

☐ Develop Ideas: Think about your experience, goals, area of concentration, population focus, preferred methodological approach, and target population(s). Keep in mind that anything you want to be able to do with skill after graduation should be integrated into your Culminating Experience.

☐ Find a Site: Where will you complete your Practicum? Where will you do your Capstone Project? What population or community might they benefit? What organization and on-site preceptor will you work with?

  For some students, the organization or site will be the first thing they are sure of. Other students will have an idea in mind and seek a site at which the idea can be actualized. Still others will know the population they wish to work with first and then identify a site and topic.

☐ Prepare for your Practicum Experience

☐ Finalize Organization and Practicum Preceptor: Which organization will you work with for your practicum hours? Who will be your primary contact at the organization?

☐ Attend Practicum Orientation: You must attend the orientation before you are permitted to register for your practicum experience. Orientation will be held once per semester. Check your CWRU email address for notices about the date of the practicum orientation.

☐ Complete & Submit Practicum Learning Agreement: A mutual agreement between the student, preceptor, and MPH program, this document will outline your role, responsibilities, and expected outcomes that result from the practicum experience. The learning agreement must be signed by the student and preceptor, and approved by the Practicum/ Course Director.

☐ Register for Practicum (MPHP 650) Credit: You must register for a total of three (3) semester hours of MPHP 650 to satisfy the practicum requirement.

  Suggested Timeline: By the end of the Add/Drop period during the semester in which you plan to register.

  The Practicum Learning Agreement must be approved by the MPH office prior to receiving a permit to register for MPHP 650 “Public Health Practicum.”
Student Checklist for the Culminating Experience (Continued)

☐ Prepare for your Capstone Project

**Suggested Timeline:** Identify Capstone Advisory Committee Chair during semester before proposed start date. Identify all other Capstone Advisory Committee Members six weeks before submitted Capstone Proposal. Submit draft of your proposal to your Capstone Advisory Committee at least one month prior to the semester you intend to begin your Capstone Experience. Make revisions if requested. Submit the final version of your proposal at least two weeks prior to the start of the semester in which you intend to start your Capstone Experience.

If you are completing a project which requires IRB approval, we recommend starting even earlier. For domestic projects, we recommend allotting two months for IRB approval. For international projects, we recommend giving yourself at least one semester to complete the IRB process. **Consult your Capstone Advisory Committee for guidance with the IRB process.** Additional details on the IRB process are also available in this handbook.

☐ Identify and invite a minimum of three people who can guide, support and advise you. One member should act as the Chair of the Capstone Advisory Committee. The Chair should hold a faculty appointment in the Department of Epidemiology & Biostatistics and will have the academic authority to assign the final grade in collaboration with the other Capstone Advisory Committee Members.

In addition to the Chair, we recommend including a Site Preceptor as a member of your Capstone Advisory Committee. The Capstone Site Preceptor is a member of the organization in which you will be completing your Capstone Experience and is responsible for day-to-day supervision. The Capstone Site Preceptor serves as a troubleshooter for issues related to the site and the population participating in the project. You'll also want Capstone Advisory Committee Members who can address specific learning pieces, methodology, and content, in addition to serving as troubleshooters for program related issues. Capstone Advisory Committee Members should have some relevant content expertise to provide guidance on content and project methodology. Committee members can be on the faculty or from the Public Health Practice Community, as long as they possess knowledge of and sincere interest in your topic – and can be resources for procedural, logistical, or scholarly issues with you.

**You will be responsible for how your committee works.** Students are expected to maintain regular contact with the committee through whatever means serve the committee best. Students are also required to provide written progress reports to all committee members (copy to the MPH Office) if the project spans more than one term. Students also provide committee members with essay evaluation forms accompanying the final essay submission and presentation evaluation forms (also included in this kit and available for download online) just prior to the final presentation.

☐ **Write Proposal** (refer to proposal cover sheet/checklist), including:

  Every proposal must include a cover sheet (see the required Cover Sheet form, on page 45);

  Purpose of Project—what you intend to achieve;

  Project Goals – what YOU want to get out of the project and what you hope to contribute as a result of the project;

  Project Timeline – how you intend to spend your time (including how many semesters you intend to spend on your Capstone Project);

  Project Logistics—describe the procedure you will use to meet your goals; and

  Project Outcome—tangible products of the project.

☐ **Submit final approved proposal to MPH Administrative Director** for a course permit to be issued to register for Capstone credits.
Register for Capstone (MPHP 652) Credits: You must register for a total of six (6) semester hours of MPHP 652 to satisfy the Capstone requirement.

Suggested Timeline: By the end of the Add/Drop period during the semester in which you plan to register.

The Capstone Project Proposal must be approved by the MPH office prior to receiving a permit to register for MPHP 652 “Public Health Capstone.”

Carry out the plan identified in Practicum Learning Agreement and/or Capstone Proposal.

Suggested Timeline: As determined in your Practicum Learning Agreement and/or Capstone Proposal.

Carry out the project as outlined in the learning agreement or capstone proposal. Consult with Practicum Director and Preceptor if changes need to be made to the practicum as described in the approved learning agreement. Consult with Capstone Advisory Committee members if changes need to be made to the project as described in the approved capstone proposal.

Check-in regularly (as determined in advance) with Practicum Director, Preceptor, and Advisory Committee members to keep them informed of progress.

Attend mandatory Community Health Research & Practice meetings (CHRP). All required check-in meetings will occur during CHRP. The CHRP schedule will be announced at the beginning of each semester.

Make adjustments as needed. Include these changes in Capstone Progress Reports.

Confirm and/or determine outcomes.

Prepare Deliverables (Practicum Poster and Capstone Essay – refer to guidelines)

Suggested Timeline: Prepare poster at least 2 weeks prior to presentation so that it can be printed. Submit final essay to all Capstone Advisory Committee Members (copy to MPH Administrative Director) with accompanying essay evaluation forms at least 2 weeks prior to presentation at Innovations in Population Health Conference. The reason the essay must be turned in before the end of the semester is to allow your Capstone Advisory Committee to make suggestions and comments in plenty of time to allow changes before your presentation and the final essay is turned in. Committee members should provide feedback to MPH Office on essay evaluation forms for grading purposes. Also, students who are planning to graduate must be certified to graduate 5 weeks before commencement. MPH students cannot be certified to graduate without a completed Practicum Poster and Capstone Essay on file.

Encourage preceptor and advisory committee members to evaluate poster and/or project promptly and provide feedback to MPH Office. It is your responsibility to ensure that the MPH Office receives their feedback on your essay.

Present poster and/or project at Innovations in Population Health Conference (refer to Poster & Presentation Guidelines).

Invite Capstone Advisory Committee Members, preceptor, site colleagues, and faculty members – Committee members should attend and provide feedback to MPH Office on presentation evaluation forms for grading purposes.

Submit final poster and/or file copy of Capstone presentation with MPH Administrative Director and with all Capstone Advisory Committee members at least 24 hours prior to presentation.

Encourage Capstone Advisory Committee to evaluate project promptly and provide feedback to the MPH Office. It is your responsibility to ensure that the MPH Administrative Director receives their feedback on your presentation.

Celebrate! Celebrate! Celebrate!
Get Started!

Identify Site & Project

Form Capstone Advisory Committee

Present Proposed Project at CHRP

Submit Capstone Proposal and Practicum Learning Agreement.
Attend Practicum Orientation.

Register for Culminating Experience Credit (MPHP 650 & MPHP 652)

Complete On-site Hours.
The number of on-site hours will be identified in the Practicum Learning Agreement & Capstone Proposal.

CHECK-IN OFTEN! Attend CHRP Regularly.
Contact Practicum Director, Preceptor, and Capstone Committee!

Write & Submit Progress Reports.
(Refer to "Progress Report Guidelines".)

Write & Submit Capstone Essay.
Prepare Practicum Poster.

Give Capstone Presentation.
Present Practicum Poster.

CELEBRATE!
Get Started!

Complete On-site Hours.
The number of on-site hours will be identified in the Practicum Learning Agreement.

CHECK-IN OFTEN! Attend CHRP Regularly.
Contact Practicum Director & Preceptor!

Prepare Practicum Poster.

Identify Site

Complete & Submit Practicum Learning Agreement.

Attend Practicum Orientation.

Register for Practicum Credit (MPHP 650)

Complete On-site Hours. The number of on-site hours will be identified in the Practicum Learning Agreement.

Prepare & Submit Practicum Poster.

Identify Project & Site

Form Capstone Advisory Committee

Present Proposed Project at CHRP

Register for Capstone Credit (MPHP 652)

Get Started!

Complete On-site Hours & Capstone Project.
The number of on-site hours and nature of project will be identified in the Capstone Proposal.

CHECK-IN OFTEN! Attend CHRP Regularly.
Contact Capstone Committee!

Write & Submit Progress Reports.

Prepare Capstone Essay.

Present Capstone Project.

Flow-Chart for the Culminating Experience: Non-Integrated Option

BRAINSTORM!

Topic
Population
Resources
Competencies
Site

BRAINSTORM!

CLASSES
CHRP
SEMINAR
VOLUNTEER

CELEBRATE!
Grading for the Culminating Experience

The MPH Culminating Experience is graded on a Pass/Fail basis. To fulfill the Culminating Experience, students must earn a “Pass” in both MPHP 650 ‘Public Health Practicum’ and MPHP 652 ‘Public Health Capstone Project’. In order to successfully earn a grade of “Pass”, students must complete all required components of MPHP 650 and/or MPHP 652 by the stated deadlines. The required components are detailed in this document and in the syllabi for MPHP 650 and MPHP 652.

“Incomplete” Grades & the Culminating Experience

There are instances in which a student has registered for all 9 of the required Culminating Experience (MPHP 650 and MPHP 652) credits but does not complete the project prior to the end of the semester. In these instances, a student is given an “Incomplete” in his/her credits. If the student is able to complete the project and practicum requirements, present the project and practicum poster to committee members, and turn in the final copy of the Capstone essay and all required paperwork associated with the completion of the Capstone project and Practicum requirement by the end of the drop/add period of the following semester, the student can apply for a waiver of registration. This waiver exempts the student from the School of Graduate Studies’ policy that states that a student must be registered for credit during the semester in which he/she intends on graduating. For example, a student may register for their final MPHP 652 credits in fall semester but not finish as intended. They have the option of completing their project prior to the end of the drop/add period in spring semester, apply for the waiver of registration, not take any credits in spring semester, and graduate in May. Please also note that a student presenting his/her Capstone Project to committee members only (prior to the end of the drop/add period in order to qualify for a waiver of registration) will also be expected to present their Practicum poster and Capstone Project during that semester’s Innovations in Population Health Conference as well. If the student cannot complete the project as described above by the end of the drop/add period, the student will need to register for credit during that semester (in order to remain in good standing and to apply for graduation). In these instances, a student can elect to take an additional course, or, register for one credit of MPHP 652. In either scenario described above, the “Incomplete” in the MPHP 650 and/or MPHP 652 credits would be changed to a “Pass” upon completion of the requirements. These types of situations can be complicated – a student with questions about any of the above should contact the MPH Administrative Director.
Recognizing Student & Alumni Achievements

The Culminating Experience can lay the foundation for a very successful career. Earning the Master of Public Health degree will likely be just one in a string of accomplishments in your career. The Master of Public Health Program tracks student and alumni achievements for a number of reasons, including providing references, program quality assurance/improvement, and re-accreditation purposes. More importantly, we are incredibly proud of our students and alumni – and we want to know how their academic and professional careers are progressing. Please keep us informed about your achievements (e.g., awards, conference presentations, publications, academic degrees, promotions, etc.). Achievement updates should be sent to info@casemph.org. Please be as specific as possible when emailing your achievement details (e.g., who, what, when, where, etc.).

MPH Archive & Retention of Student Work

The Master of Public Health Program retains electronic copies of all Practicum Posters, Capstone Essays, and Capstone Presentations as part of the program’s archives. These electronic copies are retained for a number of reasons, including providing references, program quality assurance/improvement, and re-accreditation purposes. Students may petition to have their work excluded from the electronic archive by contacting the MPH Administrative Director. Petitions will only be accepted after completion of the Culminating Experience process (including all presentations and submission of all required forms and documents). You will also have the opportunity to indicate your preference on the retention and sharing of your work on the required forms that follow (see pages 37 and 52).
Public Health Practicum Overview

Objectives
The objectives of the Practicum are to:

- Provide students with practical field experience with an organization, agency, or community that provides planning or services relevant to public health.
- Serve as a bridge between the classroom and the public health profession, linking academic training to the core functions of public health practice.
- Cultivate mentored relationships with public health professionals through meaningful, hands-on work that builds upon public health competencies.
- Expand the student’s professional network and understanding of challenges faced by organizations addressing public health issues.

Requirements
The successful completion of the Public Health Practicum (MPHP 650) requires:

- Exhibiting professionalism in all work situations (e.g., behavior, dress, oral and written communication and ethics);
- A structured, individually arranged Practicum learning agreement with a community partner that describes the nature of the Practicum experience, including public health competencies addressed;
- Attendance at Community Health Research & Practice (CHRP) meetings;
- Completion and documentation of 120 hours dedicated to the Practicum;
- Evaluation of the practicum site and preceptor, completed by the student;
- Evaluation of the student, completed by the preceptor;
- A Practicum narrative that describes the full Practicum experience, including competencies addressed and perceived impact of the experience on future career; and
- Preparation and presentation of a professional poster describing the practicum experience, to be presented at the Innovations in Population Health conference.

Registering for Practicum Credit
To fulfill the Culminating Experience requirements, students register for three (3) credits of MPHP 650 ‘Public Health Practicum’ and six (6) credits of MPHP 652 ‘Public Health Capstone Project’. Students are strongly encouraged to complete their Public Health Practicum and Capstone Project as a unified Culminating Experience, with a single proposal that describes both the Practicum and Capstone projects. Students completing unrelated Practicum and Capstone projects are required to submit separate proposals for each experience.

Students must submit a completed learning agreement to the MPH Office (and receive approval) before they are allowed to register for Practicum (MPHP 650) credits. Most students will complete their practicum experience during a single semester; however, students may elect to spread their practicum experience across two semesters if agreed to in advance by the preceptor and the MPH office. Ideally, students should attend the Community Health Research and Practice meetings (CHRP) and register for 3 credits of Public Health Practicum (MPHP 650) during their initial semester dedicated to the experience.
Roles and Responsibilities for the Public Health Practicum

A successful Practicum experience requires the commitment of several individuals. The Practicum is a mutually beneficial partnership between the student, the MPH program, and a sponsoring agency/organization, represented by a preceptor. The agency preceptor is the professional who is responsible for daily, on-site supervision of the student. Preferably, this individual will be a public health practitioner. The responsibilities of the preceptor, the MPH program and the student are detailed below.

The agency, organization, program, project, or individual that ultimately agrees to accept a student for a practicum experience assumes an educational role. One person, the Public Health Practicum Preceptor, must agree to help arrange the student's experience and define activities that will help meet the objectives of both the student and of the organization/project. The practicum, however, is not meant to burden the preceptor with extensive supervisory demands. The roles and responsibilities for students, preceptors, and the MPH Practicum Director/course faculty are outlined below:

The MPH Student

The role of the MPH student includes the following responsibilities:

- Seek out specific background reading or other information prior to initial meeting with Preceptor;
- Discuss the scope of the practicum with Preceptor and MPH Practicum Director;
- Complete a Practicum Learning Agreement describing the anticipated practicum experience;
- Clarify with preceptor whether work will be independent or in collaboration with others;
- Clarify to whom to report if preceptor is not available;
- Complete a minimum of 120 hours during the practicum;
- Discuss with Preceptor how time should be allocated;
- Comply with time commitments whether or not Preceptor is on site;
- Discuss work schedule with Preceptor on a regular basis;
- Record involvement in project(s) (i.e., project activities, data collection, meeting minutes) in a data/record notebook;
- Complete any special training or certifications as required;
- Meet with Preceptor regularly – at least 1 meeting for each 40 hours of practicum completed;
- Debrief the practicum experience with the MPH Practicum Director/Faculty after completing 40, 80, and 120 hours of the Practicum;
- Submit an outline for the required written narrative relating to the practicum experience no later than 80 hours into the practicum experience;
- If applicable, discuss the relationship of the practicum to the student Capstone project on an ongoing basis with the Preceptor and MPH Practicum Director;
- Report any problems regarding the practicum experience to the MPH Practicum Director/Faculty as they occur (rather than waiting until formal debriefing or completion of the experience);
- Act in a professional manner, respecting agency and individual confidentiality;
- Complete and submit an evaluation of the practicum site at the end of the experience;
- Prepare and present a professional poster relating to the practicum experience; and
- Complete and submit a written narrative report relating to the practicum experience.
Roles and Responsibilities for the Public Health Practicum (Continued)

The Practicum Preceptor

The role of the Public Health Practicum Preceptor includes the following responsibilities:

- Define the scope of the 120-hour practicum with student;
- Determine the need for special training or certifications (e.g., HIPAA, IRB, etc.);
- Discuss and develop a schedule with the student;
- Schedule regular meetings (recommended weekly or at least 1 meeting for each 40 hours of practicum completion) with the student to discuss performance, development, and progress;
- Discuss maintenance of data/record notebook, if applicable;
- Review and approve the student’s Practicum Learning Agreement which contains the above information, in concert with MPH Practicum Director/Faculty;
- Include student in meetings or seminars related to the practicum area;
- Clarify to whom student should report if preceptor is not available;
- Communicate regularly with the MPH Practicum Director/Faculty;
- Review the final practicum narrative and poster (along with MPH Practicum Director/Faculty); and
- Complete an evaluation form for each student at the end of the practicum experience.

At a minimum, Public Health Practicum Preceptors should possess the following traits and/or abilities:

- Possess an MPH degree or substantial public health knowledge and experience;
- Ability to work collaboratively with the student in developing a suitable educational experience;
- Willingness to provide project/field instruction and supervision;
- Ability to assist student in identifying relevant issues and possible approaches to a problem;
- Ability to assist student in applying newly learned knowledge in the community; and
- Ability to assess student’s performance, including ongoing feedback and final critique of project.

The Practicum Director

The role of the Public Health Practicum Director includes the following responsibilities:

- Support student in identifying a practicum placement and supervisor;
- Discuss the scope, scale and structure of the practicum experience;
- Support the student and the practicum preceptor in development of the Practicum Prospectus;
- Maintain office hours that allow students to meet to discuss problem solving related to the practicum experience;
- Meet in a group debriefing session with all active practicum students around 40, 80, and 120 hours of completion of practicum requirement;
- Help student determine the relationship of their practicum to their Capstone Project (if any);
- Communicate regularly with the Practicum Preceptor;
- Review the final practicum narrative and poster (along with Practicum Preceptor);
- Review evaluations of the student, the practicum site, the practicum preceptor, and the practicum course;
- Offer faculty development opportunities to Practicum Preceptors; and
- Utilize continuous quality improvement principles to enhance the course and practicum sites.
Practicum Learning Agreement

The Practicum Learning Agreement consists of four (4) pages. The student and the preceptor must initial every page where indicated. It is the student’s responsibility to submit this form to the MPH Office before a permit will be entered allowing the student to register for MPHP 650 ‘Public Health Practicum’.

Student Information

Name: _____________________________________  CWRU Email Address: _____________________________________________

Major(s):  □ Population Health Research  □ Global Health
           □ Health Care Policy & Administration  □ Health Promotion & Disease Prevention

Dual Degree Student?  □ Yes  □ No
          If yes, please list dual degree: _____________________________________________

Number of Semester Hours Completed in the MPH Program: ______________

Emergency Contact

Name: _____________________________________   Relationship to Student:  _____________________________________

Phone: _____________________________________              Alternate Phone:  _____________________________________

Registration Information

Semester of Practicum (Check All that Apply):  □ Fall Year ___  □ Spring Year ___  □ Summer Year ___

When will student be registering for MPHP 652 (Capstone)?  □ Fall Year ___  □ Spring Year ___  □ Summer Year ___

Practicum Site Information

Organization Name: ___________________________________________________________________________________________

Department (If no department, leave blank): ______________________________________________________________________

Mailing Address:   _____________________________________________________________________________________________

Preceptor Information

Name:  __________________________________________   Email Address: ______________________________________

Phone:  ___________________________________________  Title: _____________________________________________

Fax: ___________________________________________ 

Schedule of Practicum Experience

Practicum Start Date: _________________________________  Practicum End Date: _________________________________

Approximate Number of Hours per Week: ________________

Expected Schedule: ____________________________________________________________________________________________

Please list any special schedule considerations (e.g., on-call, days off, etc.): __________________________________________________

Student’s Initials: ________   Preceptor’s Initials: _________ Course Director’s Initials: _________  Page 1 of 4

FOR MPH PROGRAM USE ONLY:

Date Received: ___________________________ Status: □ Approved  □ Request Revisions  □ Denied

By: ___________________________  □ Recommend Review by Management Team

Course Director: ___________________________
Practicum Details:

Practicum Title: ________________________________________________________________

Method of Student Assessment:  

  ☐ Direct Observation  ☐ Report/Documentation Review

  ☐ Other: ________________________________________________________________

Additional Individuals Providing Supervision (Please list): ______________________________________________________________

____________________________________________________________________________________________________________

Learning Objectives of Practicum (At least 3, Attach Additional Objectives if Necessary):

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

Expected Activities & Learning Experiences: ________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Expected End-of-Practicum Deliverables (e.g., report, presentation, etc.): _________________________ _________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Describe the physical working space and facilities for the student (e.g., desk, telephone, etc.):  _________________ __________________

____________________________________________________________________________________________________________

Professional Responsibility

Will student need to complete a background check to complete practicum at agency/organization?  

☐ Yes  ☐ No

  -If yes, will student need to pay a fee for the background check? (AMOUNT: _________)  

☐ Yes  ☐ No

Does the project entail research involving human subjects and/or use of identifiable data?  

☐ Yes  ☐ No

  -If yes, has the project been reviewed and approved by the appropriate Institutional Review Board?  

☐ Yes  ☐ No

Will student generate data for the host agency/organization?  

☐ Yes  ☐ No

Will student use data supplied by the host agency/organization?  

☐ Yes  ☐ No

Does the Preceptor have authority to grant student use of data?  

☐ Yes  ☐ No

May the student take the data offsite from the agency/organization?  

☐ Yes  ☐ No

Will the student be allowed to report the data/results as part of their final practicum presentation?  

☐ Yes  ☐ No

Please specify any additional confidentiality issues of which the student should be aware:

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Please list any specific training the student must complete at the agency/organization:

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________
MPH student responsibilities:

- Seek out specific background reading or other information prior to initial meeting with Preceptor;
- Discuss the scope of the practicum with Preceptor and MPH Practicum Director;
- Complete a Practicum Learning Agreement describing the anticipated practicum experience;
- Clarify with Preceptor whether work will be independent or in collaboration with others;
- Clarify to whom to report if Preceptor is not available;
- Complete a minimum of 120 hours during the practicum;
- Discuss with Preceptor how time should be allocated;
- Comply with time commitments whether or not Preceptor is on site;
- Discuss work schedule with Preceptor on a regular basis;
- Record involvement in project(s) (i.e., project activities, data collection, meeting minutes) in a data/record notebook;
- Complete any special training or certifications as required;
- Meet with Preceptor regularly – at least 1 meeting for each 40 hours of practicum completed;
- Debrief the practicum experience with the MPH Practicum Director/Faculty after completing 40, 80, and 120 hours of the Practicum;
- Submit an outline for the required written narrative relating to the practicum experience no later than 80 hours into the practicum experience;
- If applicable, discuss the relationship of the practicum to the student Capstone project on an ongoing basis with the Preceptor and MPH Practicum Director;
- Report any problems regarding the practicum experience to the MPH Practicum Director/Faculty as they occur (rather than waiting until formal debriefing or completion of the experience);
- Act in a professional manner, respecting agency and individual confidentiality;
- Complete and submit an evaluation of the practicum site at the end of the experience;
- Prepare and present a professional poster relating to the practicum experience; and
- Complete and submit a written narrative report relating to the practicum experience.

I accept these responsibilities (Student’s Initials): _____________

Preceptor responsibilities:

- Define the scope of the 120-hour practicum with student;
- Determine the need for special training or certifications (e.g., HIPAA, IRB, etc.);
- Discuss and develop a schedule with the student;
- Schedule regular meetings (recommended weekly or at least 1 meeting for each 40 hours of practicum completion) with the student to discuss performance, development, and progress;
- Discuss maintenance of data/record notebook, if applicable;
- Review and approve the student’s Practicum Learning Agreement which contains the above information, in concert with MPH Practicum Director/Faculty;
- Include student in meetings or seminars related to the practicum area;
- Clarify to whom student should report if Preceptor is not available;
- Communicate regularly with the MPH Practicum Director/Faculty;
- Review the final practicum narrative and poster (along with MPH Practicum Director/Faculty);
- Complete an evaluation form for each student at the end of the practicum experience.

I accept these responsibilities (Preceptor’s Initials): _____________

I accept these responsibilities (Student’s Initials): _____________

Preceptor’s Initials: _____________

Course Director’s Initials: _____________

Page 3 of 4
**Practicum Learning Agreement: Page 4 of 4**

**Competencies to be addressed** (Note: Competencies 1 through 4 are REQUIRED!)

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
   
   **Target Level for Practicum:** ☑ Advanced  **REQUIRED**

2. Engage in dialogue and learning from others to advance public health goals.
   
   **Target Level for Practicum:** ☑ Advanced  **REQUIRED**

3. In collaboration with others, prioritize individual, organizational, and community concerns/resources for public health programs.

   **Target Level for Practicum:** ☑ Advanced  **REQUIRED**

4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national and/or international levels.

   **Target Level for Practicum:** ☑ Advanced  **REQUIRED**

5. Understand basic concepts of biostatistics in public health, including an ability to select statistical methods for data analysis, apply descriptive techniques, and interpret and communicate results of statistical analyses.

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

6. Understand environmental factors that impact the health of a community, including an ability to describe the impact of policy on environmental health issues, methods for environmental risk assessment, and approaches to risk management.

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

7. Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

8. Understand the policy process for improving the health status of populations, including an ability to identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US, describe legal and ethical bases for public health and health services, and communicate health policy and management issues using appropriate channels and technologies.

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

9. Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

    **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

11. Explain the role of biology in the ecological model of population-based health.

    **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

12. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.

    **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

**Major Specific Competencies** (Attach to this learning agreement)

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

**Custom (Personal) Competencies** (Attach to this learning agreement)

   **Target Level for Practicum:** ☐ Sufficient  ☑ Advanced  ☐ Not Applicable

---

By signing below, the student and Preceptor accept the above responsibilities and the agreed upon activities in this document. Please initial all pages at the bottom where indicated. Once signed, please return to the MPH Office.

Student: ____________________________________________ Date: ___________________________

Preceptor: __________________________________________ Date: ___________________________

Student’s Initials: __________________ Preceptor’s Initials: __________________

Course Director’s Initials: __________________ Page 4 of 4
Practicum Hours Log

General Directions:
- All students are required to maintain a log of their hours dedicated to the Practicum Experience.
- The Preceptor (or designated Supervisor) must sign each log for the hours to be validated. The Preceptor and Student should discuss the hours during their regularly scheduled meetings. Do not wait until the end of the experience to verify hours.
- Students may not count travel time to/from the Practicum Site.
- All other hours will be negotiated between the student and the Preceptor (as outlined in the Learning Agreement).
- It is the student’s responsibility to turn the hours log into the MPH program.

Student’s Name: _______________________________________________________________________________________
Agency/Site: _______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Hours</th>
<th>Project</th>
<th>Location</th>
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TOTAL HOURS

Student’s Signature: ______________________________________________ Date: _______________

Preceptor’s Signature: _____________________________________________ Date: _______________

TIME SHEET #_____ OF ______ (Attach additional sheets if needed.)

FOR MPH PROGRAM USE ONLY:

Date Received: __________________________ Status: ☐ Approved ☐ Request Revisions ☐ Denied
By: ________________________________ ☐ Recommend Review by Management Team
Course Director: _____________________ Total Validated Hours: ______________________________

30
Practicum Poster Requirement

All students are required to design and present a professional poster at the conclusion of the Practicum experience. A poster presentation is a visual representation of information that is shared at a conference or scientific meeting. A poster should get your main points across effectively, and attract people so that you can engage them in discussion.

Poster Session Logistics:
1. Provide a draft of your poster to your preceptor two weeks before the poster session, for review.
2. Set up your poster on the morning of the Innovations Conference; four foot by six foot standing boards and push pins will be provided.
3. Plan to stand by your poster and answer questions for one hour. Please dress professionally.
4. Note: As a presenter, you may eat before or after – but not during – the poster session.
5. Plan to introduce yourself and provide a ‘tour’ of your poster to your audience.
6. You must remove your poster after the afternoon break.
7. If you want to distribute handouts, please bring 40 copies.
8. Prizes will be awarded to the top poster(s).

Poster Design Guidelines:
• Your highest priority is a clear message with visual impact.
• Limit your text. Use short, direct sentences, with no more than 5 sentences per text box.
• Photographs or graphics are important – if they include people, you’ll need a release form. You must credit your sources for all photos or graphics.
• The top row should include a title, your name, your preceptor and their credentials, and School of Medicine logo. The logo can be downloaded from: http://www.case.edu/umc/downloads/index.html.
• If your practicum project was funded in any way, acknowledge the funding source at the bottom of the poster.
• The poster should contain the following:
  o Title;
  o Student’s name and preceptor name and job title;
  o Name, address, and brief description of the organization or location;
  o Description of population served;
  o Learning objectives;
  o Activities and deliverables;
  o Lessons learned;
  o Methods and results (if applicable); and
  o Public health implications of the experience.
• Headers should be legible from a distance of 6 feet. Fonts should be simple and no smaller than 20 point; Times New Roman is preferred. Use bold lettering on a white or light colored background.
• Using a PowerPoint poster template is recommended. We recommend using the template that can be found online at http://www.showcase.case.edu.
• Dimensions of the finished product should be at least 36” x 48” with landscape orientation (long side horizontal).
• Organize the layout to guide the viewer through your poster. Leave open space.
• It is the student’s responsibility to have the poster printed. Places to have your poster printed include: The Freedman Center at Kelvin Smith Library (likely the cheapest option), Case Printing, FedEx Office (Kinko’s), Office Max, etc. Costs vary but expect approximately $5 per square foot. Allow at least 48 hours printing/turnaround time.
Practicum Poster Evaluation Form

Student’s Name: ____________________________________  Judge’s Name:_______________________________________

Poster Title: ________________________________________________________________________________________

Please evaluate the student’s poster on the following criteria:

**Visual Appeal:** Is poster of high quality, professional, and visually appealing (e.g., appropriate use of fonts, graphics, and/or photos, headers are visible at least six feet away, on a white or light colored background, etc.)?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Organization:** Is the poster well organized?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Clarity:** Are the headings and information contained in the poster clear and easily understood?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Learning Objectives:** Are learning objectives for the Practicum Experience clearly identified?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Activities:** Are the Practicum activities and/or deliverables clearly identified?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Lessons:** Did the student clearly identify lessons learned as a result of the Practicum?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Public Health Implications:** Are the public health implications of the practicum appropriate and clearly stated?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Oral Presentation of Project:** Did student present or respond appropriately to questions about the project/poster?

- Inadequate
- Adequate
- Well Done
- Outstanding

**Identifying Information:** Is the student’s name, preceptor’s name and job title, and community organization name and location clearly stated at the top of the poster?

- Yes
- No

- Yes
- No

**Population:** Is the population served clearly identified?

- Inadequate
- Adequate
- Well Done
- Outstanding

Comments:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

To Be Completed by MPH Program:

Date Presented: _____________________________________  Action: □ Approved

Score: _____________________________________________

□ Recommend Review by Management Team/Director

□ Remediation Plan Recommended
As part of the Public Health Practicum (MPHP 650) course requirements, all students must complete a practicum narrative that:

1. Discusses background of the organization and topic of interest, integrating relevant literature;
2. Describes the practicum experience, including activities, deliverables, timelines;
3. Reflects on the public health competencies addressed; and
4. Explores the perceived impact of the experience on your future career.

The narrative should be a minimum of 5 pages, double-spaced. Plan to submit a draft to your preceptor for review before the final draft is submitted to the Practicum Director. Submit your narrative with this cover sheet to the Practicum Director.

FOR MPH PROGRAM USE ONLY:

Date Received: __________________________ Status: ☐ Approved ☐ Request Revisions ☐ Denied
By: ____________________________________ ☐ Recommend Review by Management Team
Course Director: _________________________

COMMENTS:
**Evaluation of the Practicum Experience**

The student will be evaluated by their Preceptor at the conclusion of the Practicum Experience. Students will be evaluated on the cross-cutting domains (refer to page 10 “Additional Competencies”) and any competencies identified in the Practicum Learning Agreement. In addition, the preceptor will be asked to identify any issues that they have observed in the student’s professional, behavior, and conduct. Full descriptions of the professionalism expectations are included below. Students should clarify with the Practicum Preceptor when creating their practicum learning agreement for any site-specific requirements and expectations.

The student will also be asked to complete an evaluation of the Preceptor and Practicum Site as well.

It is not necessary to report issues at the end of the experience. Students and Preceptors are encouraged to be proactive and contact the MPH Program if an issue cannot be resolved. For both the student and the preceptor, the first step should be to discuss the issue together once it is identified. If it is not resolved after this mutual conversation, the student and preceptor are encouraged to contact the MPH Program for assistance and advice to resolve the situation in a mutually satisfactory manner.

**Statement on Professional Conduct**

The Case Western Reserve University Master of Public Health is a graduate-level professional degree, focused on preparing students to become experts and leaders in the health of populations. The MPH program aims to provide students with an environment that is supportive and conducive to learning the essential competencies of public health. We hold our faculty and instructors to high standards to ensure that this learning environment is maintained. Students, too, have a responsibility to ensure that a supportive learning environment is maintained. In addition to the skills and competencies that you will gain in the process of earning your MPH degree, two important competencies apply to the learning environment (including the Practicum site):

- Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.
- Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations).

The MPH program has granted the authority to faculty and instructors to issue grades that are reflective of these professionalism competencies. Reflective of the high standards of personal integrity, students are expected to behave in a respectful manner that values collaboration and interactive learning. Acting in a way that does not reflect personal integrity, compassion, honesty, and respect for all people can have a negative impact on your learning process and, ultimately, your grades at the discretion of the instructor, Practicum Director, and/or Capstone Committee.

**Professionalism Expectations (Behavior & Conduct)**

**Appearance:** The student has exhibited personal cleanliness, grooming, and dress appropriate to the organization and position.

**Attendance:** The student has regularly and consistently reported to the Culminating Experience site (i.e., arrives on scheduled days).

**Promptness:** The student has exhibited promptness in reporting to the Culminating Experience site (i.e., arrives at scheduled time).

**Accuracy:** The student displays accuracy in his or her work (thorough and efficient).

**Responsibility:** The student follows directions and keeps on job without close supervision.

**Initiative:** The student displays initiative in his or her work (starts work without being told).

**Relationships:** The student exhibits respect and appropriate relationships with other employees, clients, and students (tact, courtesy, cooperation).

**Conduct:** The student displays honesty, integrity, and respectfulness; uses good judgment.
Practicum Preceptor Evaluation of Student

TO BE COMPLETED BY PRECEPTOR AT HOST ORGANIZATION.
It is the student’s responsibility to ensure that the completed form is delivered to the MPH Practicum Director.

Student Name: _____________________________________________________________________________________

Partner Site: _______________________________________________________________________________________

Preceptor’s Name: __________________________________________________________ Date:___________________

DIRECTIONS: Please evaluate the student on the following characteristics and the success that the student has achieved in addressing the competencies indicated below. Please attach any necessary explanation. Major-specific and any custom competencies are chosen by the individual student. Complete this form and return to the student. This form must be received before any grade can be issued. Please feel free to contact the MPH Office at 216-368-3725 if you need additional guidance. This form consists of two (2) pages.

Professionalism Expectations: Refer to page 34 of the Culminating Experience Guide for a full description of these items. Please explain any issues in the comments section below or attach any explanation on an additional sheet.

Did the student exhibit appropriate ____________ in their Practicum Experience? (check all that apply)

☐ Appearance ☐ Attendance ☐ Promptness
☐ Accuracy ☐ Responsibility ☐ Initiative
☐ Relationships ☐ Conduct ☐ Other (specify): ________________________

Cross-Cutting Domains

Diversity and Culture: The student demonstrated the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Leadership: The student demonstrated the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Professionalism: The student demonstrated the ability to demonstrate ethical choices, values and professional practices, implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Program Planning: The student demonstrated the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Systems Thinking: The student demonstrated the ability to recognize system level properties that result from dynamic interactions, among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Reflection on Experience: Based on my experience with this student, I would welcome another Master of Public Health student to complete their Culminating Experience with my organization.
Preceptor Evaluation of Student: Page 2 of 2

Required Competencies
Students are expected to demonstrate the following four (4) required competencies at an Advanced level. Additional competencies may be identified by the preceptor and the student as part of the Practicum Learning Agreement. For the identified additional (optional) competencies, the student is expected to demonstrate mastery at the Sufficient to Advanced level. **If you are unable to rate the student as having achieved the required mastery of any of these competencies, please provide detailed feedback below, on an additional sheet, or submit comments directly to the MPH Office.**

**Required Competencies**

- Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. 
- Engage in dialogue and learning from others to advance public health goals.
- In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and/or international levels.

**Major Specific Competencies** (As specified by student as part of Learning Agreement)

**Custom (Optional) Competencies** (As specified by student as part of Learning Agreement)

**Comments & Explanations**

What is your overall impression of this student?

---

Beyond the competencies outlined above, what strengths did this student bring or develop during practicum under your supervision?

---

In your opinion, are there some areas in which the student needs more experience?

---

As you see it, what are some areas that continue to be challenges for this student?

---

Additional Comments/Explanations (Please attach additional pages if necessary)

---

Preceptor’s Signature: _________________________________________________________________________________________

To Be Completed by MPH Program:

- [ ] Approved
- [ ] Recommend Review by Management Team/Director
- [ ] Remediation Plan Recommended
Student Evaluation of Practicum Preceptor & Site Evaluation

DIRECTIONS: This form is intended for students to evaluate their experience in the partner site (host organization) during their Practicum Experience. Please reflect on your experience on rate the environment based on the following criteria. **Please attach any explanation that you feel necessary.** It is the student’s responsibility to complete this form and return it to the MPH Program Practicum Director with progress reports and final requirements. No grade can be issued for the Practicum Experience until this form has been received.

Number of Semesters Dedicated to the Practicum Experience: ______________

**Evaluation Criteria**

<table>
<thead>
<tr>
<th>I was oriented to the site environment.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>The site created an atmosphere of acceptance, friendliness, and belonging.</td>
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<td>The Preceptor clarified my responsibilities.</td>
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<td>The Preceptor assisted in establishing goals and objectives for my Practicum.</td>
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<td>The Preceptor demonstrated effective administrative methods &amp; techniques.</td>
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<td>The Preceptor encouraged me to participate in departmental and/or program meetings.</td>
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<td>The Preceptor allowed me to take initiative and be creative.</td>
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<td>The Preceptor met with me on a regular basis to discuss progress and/or problems.</td>
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<td>The Preceptor provided constructive criticism and guidance.</td>
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<td>The Preceptor served as an effective professional role model for me.</td>
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<td>I would recommend this site to other students to complete their Practicum.</td>
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For the following questions, please rate your experience on a scale of 1 (lowest) to 5 (highest)

```
Lowest 1 2 3 4 Highest 5
```

Overall, how would you rate the learning experience you received?  

Overall, how would you rate your Practicum Preceptor?  

May the MPH Program retain and/or share your Practicum Poster and other Practicum materials for the purposes of program accreditation and quality improvement and showcasing outstanding student work?  

Yes  No

Student’s Signature: ___________________________________________________________________________________________

To Be Completed by MPH Program:

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<th>Date Received:</th>
<th>Action:</th>
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<td>□ Approved □ Recommend Review by Management Team/Director</td>
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Received By: ___________________________________________________________________________________________
Capstone Requirements & Forms
Capstone Project Overview

Objectives
The objectives of the multi-semester Capstone Project are to:

- Develop a broad understanding of the topic content in manner related to their chosen MPH major.
- Develop the ability to communicate effectively with target groups and professionals.
- Develop skills necessary for scholarship and scientific investigation.
- Order priorities for major projects according to definable criteria.
- Use information technology for applications relevant to public health.
- Identify ethical, social and cultural issues relating to policies, risks, research and interventions in a public health context.
- Identify decision-making processes within the field site organization.
- Identify and coordinate the use of resources at the site.

Requirements
The successful completion of the multi-semester Public Health Capstone Project (MPHP 652) requires the completion of:

- Capstone project proposal forms and essay (these must be completed, submitted, and approved by Capstone Committee and MPH Office prior to student receiving permit to register for MPHP 652 credits).
  
  A completed Capstone project proposal includes:
  
  o Cover sheet signed by all Capstone Members
  o Proposal essay, detailing background literature, methodology, and public health significance of Capstone project.
  o General competencies form.
  o Major-specific competencies form.
- Capstone progress report(s).
- Capstone competency evaluation forms (to be completed by the student and all members of the Capstone Committee).
- Capstone essay of publishable quality.
- Capstone essay evaluation forms (to be completed by all Capstone Committee members)
- Oral presentation detailing the project and its findings given at Innovations in Population Health conference.
- Presentation evaluation forms (to be completed by all Capstone Committee members).

Registering for Capstone Credit
To fulfill the Culminating Experience requirements, students register for three (3) credits of MPHP 650 ‘Public Health Practicum’ and six (6) credits of MPHP 652 ‘Public Health Capstone Project’. Students are strongly encouraged to complete their Public Health Practicum and Capstone Project as a unified Culminating Experience, with a single proposal that describes both the Practicum and Capstone projects. Students completing unrelated Practicum and Capstone projects are required to submit separate proposals for each experience.

Students must submit a completed Capstone proposal (with accompanying forms) to the MPH Office before they are allowed to register for Capstone (MPHP 652) credits. Most students will complete their Capstone Project experience during their last academic year in the program (2 semesters; 3 credits per semester); however, students may elect to condense their Capstone Project into a single semester (1 semester; 6 credit hours). It is almost always better to dedicate two semesters to the project. In any case, the student must detail their timeframe in their Capstone project proposal and will be expected to submit regular progress reports.
Roles and Responsibilities for the Capstone Project

The MPH Student

The role of the MPH student includes the following responsibilities:

- **The MPH student is responsible for all aspects of their Capstone project**, including ensuring the timely submission of all required forms.

- Students must identify a Capstone Advisory Committee who will support their development throughout the process of their scholarly project. The student’s Capstone Advisory Committee consists of a faculty advisor, the field site preceptor, and a content expert relevant to the project topic. These roles may overlap or be shared by the same person; however, **there must be three (3) members of the Capstone Advisory Committee who will serve to evaluate student performance in the Capstone presentation and essay**. Students may choose to include more than three Capstone Advisory Committee members, but must identify three that are responsible for grading the final essay and presentation. Capstone Advisory Committee Members work collaboratively to support the student in creating a meaningful and productive Capstone experience. One individual, the Capstone Advisory Committee Chair, serves as the leader and primary contact for the Capstone Advisory Committee.

  - The Capstone Advisory Committee exists to guide and support the MPH Student throughout the Capstone Project process. The student should carefully choose members for the committee whose skills and areas of expertise reflect the competencies the student plans to utilize during the Capstone Project. For example, if the student plans to develop and implement a survey about health care experiences for the elderly, the committee should include members with experience in survey development/implementation, statistical analysis, and someone familiar with the needs of the population of interest (e.g., site preceptor). In addition, the resources of the MPH program (e.g., CHRP) can help bolster the strengths of the committee.

  - **At a minimum, Capstone Advisory Committee should possess the following traits and/or abilities:**
    - Possess a MPH degree or substantial public health knowledge and experience.
    - Ability to work collaboratively with the student in developing a suitable educational experience.
    - Willingness to provide project/field instruction and supervision.
    - Ability to assist student in identifying relevant issues and possible approaches to a problem.
    - Ability to assist student in applying newly learned knowledge in the community.
    - Ability to assess student’s performance, including ongoing feedback and final critique of project.

- Students are expected to meet with their Capstone Advisory Committee as determined in their proposal, and to submit written progress reports as required. For students completing their Capstone in one semester, it is expected that they communicate with their Capstone advisory committee on a regular basis to report on progress and solicit feedback. Students completing their project over two or more semesters complete a progress report for each semester, with their master’s essay serving as the final report.

**Due to the unique nature of the MPH Capstone Project, a member of the MPH Management/Administrative Team (MPH Director, Director of Research, Assistant Director, Practicum Director, or Administrative Director) or Track Coordinator must be on your Capstone Advisory Committee. This person must be one of the evaluating members of your Capstone Advisory Committee.**
Roles and Responsibilities for the Capstone Project (Continued)

The Capstone Advisory Committee

While the student should be thoughtful in constructing their Capstone Advisory Committee, each committee member should carefully consider their role as well. **There are specific responsibilities associated with being a member of the committee.** If a potential member believes they cannot fulfill the role (e.g., due to other time commitments), the MPH program can assist the student in identifying other potential committee members.

General responsibilities associated with being a Capstone Advisory Committee Member include:

- Provide guidance and feedback to the student as they prepare their Capstone Proposal.
- Review and approve the student’s final Capstone Proposal by signing the Cover Sheet and Approval Form.
- Meet with the student to assess progress and provide feedback throughout the project.
- Attend the student’s Capstone presentation.
- Review and evaluate the student’s Capstone essay and presentation using evaluation forms.

Chair of the Capstone Advisory Committee

In addition to the general responsibilities for Capstone Advisory Committee Members, the Chair of the Capstone Advisory Committee has the following additional responsibilities:

- If the student has chosen to divide up the total Capstone credits, review progress reports and convey a grade (Pass/No Pass) to the MPH Program at the end of each semester.
- Serve as a mentor throughout the Capstone process, generally meeting with the student more often than other committee members.
- Taking a leadership role on the Capstone committee, serves as the point person for the student if challenges arise.
- Serves as the Responsible Investigator for submission of the project to Institutional Review Board oversight (if applicable). Only Case Western Reserve University faculty members who meet the human subjects research education requirement may act as Responsible Investigators, unless certified as someone “with whom the university has or intends to have an ongoing contractual relationship.”

The Capstone Preceptor

In addition to the general responsibilities for Capstone Advisory Committee Members, the Capstone Preceptor has the following additional responsibilities:

- Define the scope of the organizational involvement for the project with student;
- Determine the need for special training or certifications (e.g., HIPAA, IRB, etc.) specific to the host organization;
- Discuss and develop a schedule with the student;
- Include student in meetings or seminars related to the Capstone project;
- Clarify to whom student should report if preceptor is not available;
Capstone Proposal Guidelines & Checklist

It is expected that the Capstone Proposal will include:

- Cover Sheet including name, title of the project, name of sponsoring organization, capstone advisory committee members, and project’s time frame (see next page for cover sheet).
- Competency forms (see general and major-specific competency forms in the pages that follow)
- Brief Project Description
- Background
  1. Literature Review
  2. Rationale
     - Concise statement of the research questions you are trying to address
     - How you will attempt to address the research questions

- Project Design, which must include:
  1. A narrative of the project procedure in the sequence in which the project segments will be performed
  2. A description of each method or approach to be utilized
  3. A depiction the population participating in the project
  4. A description of the project site
  5. An inventory of relevant institutional resources available to help complete your project
  6. A time line

- Materials and Methods
  1. An explanation of the instruments and materials you intend to utilize

     We encourage research oriented capstone projects, but before data collection can occur, the methodology must be approved by at least two advisors on the committee. Research projects will likely require IRB clearance. Please consult with your Capstone Advisory Committee for guidance on the IRB Process. Please attach a copy of any IRB application and/or IRB determination letter with your proposal.
  2. Draft informed consent form
  3. Draft questionnaire/survey (if applicable)

- Plan for data analysis, evaluation, and/or interpretation
  1. Intended analytic technique; or
  2. Evaluation plan

- Anticipated outcomes
  1. What knowledge or product can be expected as a result of your project?
  2. What is the potential significance of the results, including public health relevance?
- References
Capstone Project Proposal Cover Sheet & Approval Form

Student Information:

Student's Name: ________________________________________________________     Student Identification #: ____________________________
Student's Email Address: __________________________________________________   Student Phone Number: ___________________________

Student's Major(s):     ☐ Population Health Research     ☒ Health Care Policy & Administration     ☐ Health Informatics
                          ☐ Global Health     ☐ Health Promotion & Disease Prevention

Registration Plans:     ☐ One Semester: 6 Capstone credit hours
                          ☐ Two Semesters: 3 Capstone credit hours in first semester; 3 Capstone credit hours in second semester
                          ☐ Other (specify): _________________________________________________________________________________

Proposed Timeline:     Starting Semester/Year: _________________________     Ending Semester/Year: ______________________________

Capstone Information:

Capstone Title: ___________________________________________________________________________________________________

Does Capstone Have a Research Component? ☐ Yes     ☐ No

Have you received CREC certification? ☐ Yes     ☐ No
(Check Date: ____________________________)     ☐ Not required

Have you submitted proposal to IRB? ☐ Yes; IRB Protocol #_____________________________
(Will submit proposal before beginning research)

(Please attach all IRB documentation)

Capstone Site Information:

Organization: ____________________________________________________________________________________________________

Preceptor's Name: ______________________________________________________ Preceptor's Title: ____________________________

Preceptor's Phone Number: __________________________ Preceptor's Email:________________________________________________

Capstone Advisory Committee Information & Signatures:

Chair's Name: ____________________________________________ Chair's Title: ______________________________

Chair's Department/Organization: __________________________________________________________________________________

Chair's Phone Number: _____________________________ Chair's Email Address: _________________________________________
Chair's Signature: ________________________________________________________________________________________________

Advisor #2's Name: ____________________________________________ Advisor's Title: ____________________________

Advisor's Department/Organization: __________________________________________________________________________________

Advisor's Phone Number: _____________________________ Advisor's Email Address: _________________________________________
Advisor's Signature: ________________________________________________________________________________________________

Advisor #3's Name: ____________________________________________ Advisor’s Title: ____________________________

Advisor's Department/Organization: __________________________________________________________________________________

Advisor's Phone Number: _____________________________ Advisor's Email Address: _________________________________________
Advisor's Signature: ________________________________________________________________________________________________

Advisor #4's Name: ____________________________________________ Advisor’s Title: ____________________________

Advisor's Department/Organization: __________________________________________________________________________________

Advisor's Phone Number: _____________________________ Advisor's Email Address: _________________________________________
Advisor's Signature: ________________________________________________________________________________________________

To Be Completed by MPH Program:

Date Received: ____________________________     Action: ☐ Approved

Received By: ____________________________     ☐ Request Revisions
                          ☐ Rejected
There are federal regulations governing research involving human subjects. These regulations require Institutional Review Board (IRB) approval of a protocol. In determining whether your Capstone Project will require IRB clearance, we recommend a simple approach: **When in doubt, submit to the IRB.** Your Capstone Advisory Committee and the MPH Program can offer guidance on the IRB process. Students at Case Western Reserve University must have a “Responsible Investigator” (faculty or staff member with a contractual relationship to the University) be the primary sponsor for the IRB application. The Capstone Advisory Committee Chair should function as the Responsible Investigator. In addition, all IRB applications must obtain the signature of the Chair of your home department (usually Epidemiology & Biostatistics). For the MPH Program, Dr. Scott Frank must review the completed application before submitting for the Chair’s signature. When preparing the IRB application, work closely with your Responsible Investigator and be diligent in following the directions given by the IRB, as this will save a lot of time and headache. Remember, you are **not** alone in this process. Your Capstone Advisory Committee and the Responsible Investigator can guide you through the process.

Additional information and submission guidelines can be accessed on the website for the Office of Research Compliance: https://research.case.edu/. Electronic forms and templates are provided, along with a helpful list of FAQs.

In general, when preparing an IRB application, the following questions will be answered. These questions can also be helpful in preparing your Capstone Proposal:

**Purpose**
- What is the purpose of your research?

**Population**
- Describe the population you are working with.
- Why have you chosen this population?

**Participants**
- How will you identify, recruit, and engage participants for your research?
- What criteria will you use to identify appropriate participants?
- How will you exclude participants that do not meet your criteria?
- Will you provide any incentives or payments to participants?

**Consent**
- How will you obtain consent from your participants?
- Who will obtain the consent?

**Identifiable Information**
- Will you collect identifiable information from your participants?
- If yes, why do you need identifiable information?

**Confidentiality and Data Protections**
- How will you protect the privacy of your participants?
- What steps will you take to protect the identities of your participants?
- Will the data be coded to protect the identities of your participants?
- If the data is coded, who will have the code to identify participants?
- What will you do to keep your data safe?

**Risks and Benefits**
- Are there any direct benefits to the individual’s participating in your research?
- How will your research benefit the population you are working with?
- How will your research benefit the general population?
- What are the risks to this population?
- What will you do to mitigate and address these risks?

**Previous Research**
- What research has already been done on your topic?
- What question(s) does your research seek to answer that previous research has not answered?

**Methodology**
- Describe the methodology you intend to use.
- Why have you chosen this methodology?

**Dissemination Plan**
- How will you report the results of your findings to your participants?
- How do you plan to disseminate your results to the general public?

In addition to the general considerations above, please familiarize yourself with the relevant university policies (on the Office of Research Compliance’s website), particularly if you are completing a Capstone Projects which includes a research-component. **It is important that you also familiarize yourself with the policies of your Capstone Site (and host country for international projects).**
Capstone Project General Competencies Form

Student Name:_____________________________________________________________ Date: ___________________

Capstone Title:______________________________________________________________________________________

I am completing this form as part of my:  □ Capstone Proposal  
(To be submitted with proposal to MPH Administrative Director)  
□ Capstone Progress Report  
(To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)  
□ Final Capstone Requirements  
(To be submitted with Capstone Essay to MPH Administrative Director)

**Directions:** All Capstones Projects must demonstrate certain competencies (“General Capstone Competencies”). Except where indicated below, General Capstone Competencies must be addressed at either at the “Sufficient” or the “Advanced” level. In addition, Capstone Projects should address, at least in part, Major-Specific Competencies (included on a separate form). You may choose to include additional competencies, but you must address the General Capstone Competencies and Major-Specific Competencies. Please complete both the General Capstone Competency and the Major-Specific Competency Forms and submit according to the guidelines above. You can update which competencies you are addressing (and the level at which you are addressing them) with each submission. You and your Capstone Advisory Committee will also be asked to evaluate your success in addressing your chosen competencies with each progress report and at the completion of your Capstone Experience.

**Purpose Statement for Capstone Project (one sentence):**

__________________________________________________________________________________________________

### General Capstone Competencies

**My Capstone will address the following required competencies at the specified levels:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Sufficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Level: Advanced)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Engage in dialogue and learning from others to advance public health goals. (Level: Advanced)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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**To Be Completed By MPH Program**

Received By: __________________________
Date Received: ________________________
**Major-Specific Competencies Form: POPULATION HEALTH RESEARCH**

Student Name:_____________________________________________________________  Date: ___________________

Please complete this form if you are enrolled in the Population Health Research major. Population Health Research Capstone Projects **should** address at least some of these competencies. Check any competency you will be addressing and indicate the level you seek to attain. Attach and submit with the General Capstone Competency Form.

I am completing this form as part of my: ☐ Capstone Proposal  
(To be submitted with proposal to MPH Administrative Director)  
☐ Capstone Progress Report  
(To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)  
☐ Final Capstone Requirements  
(To be submitted with Capstone Essay to MPH Administrative Director)

**My Capstone will address the following major-specific competencies at the specified levels:**

- [ ] Interpret results of statistical analyses found in public health studies.  
  - **Sufficient**  
  - **Advanced**

- [ ] Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.  
  - **Sufficient**  
  - **Advanced**

- [ ] Develop cohesive, focused research aims with specific, testable hypotheses to address specific public health questions affecting populations and communities.  
  - **Sufficient**  
  - **Advanced**

- [ ] Design, analyze and present data in the way(s) best suited for an appropriately identified target audience.  
  - **Sufficient**  
  - **Advanced**

- [ ] Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.  
  - **Sufficient**  
  - **Advanced**

Attach any custom (optional) additional competencies addressed by your Capstone Experience.

---

**To Be Completed By MPH Program**

Received By: __________________________

Date Received: ________________________
Major-Specific Competencies Form: GLOBAL HEALTH

Student Name: __________________________________________________________ Date: __________________

Please complete this form if you are enrolled in the Global Health major. **Global Health Capstone Projects should address at least some of these competencies.** Check any competency you will be addressing and indicate the level you seek to attain. Attach and submit with the General Capstone Competency Form.

I am completing this form as part of my:  
- ☐ Capstone Proposal  
  (To be submitted with proposal to MPH Administrative Director)
- ☐ Capstone Progress Report  
  (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)
- ☐ Final Capstone Requirements  
  (To be submitted with Capstone Essay to MPH Administrative Director)

**My Capstone will address the following major-specific competencies at the specified levels:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Sufficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify methods for strengthening and focusing existing capacities and resources for health program sustainability.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ensure collaborations represent the social, economic, and cultural diversity of the community.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Apply the fundamental principles of international standards for the protection of human research subjects in diverse cultural settings.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employ social justice frameworks to highlight the root causes of health inequities.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop methods for disseminating messages about a project’s progress and impact.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrate multi-dimensional factors into the planning, implementation, and evaluation of health interventions. (Multi-dimensional factors include: social, demographic, cultural, and political.)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Attach any custom (optional) additional competencies addressed by your Capstone Experience.

---

**To Be Completed By MPH Program**

Received By: ____________________________  
Date Received: ________________________
Please complete this form if you are enrolled in the Health Care Policy & Administration major. Health Care Policy & Administration Capstone Projects should address at least some of these competencies. Check any competency you will be addressing and indicate the level you seek to attain. Attach and submit with the General Capstone Competency Form.

I am completing this form as part of my:  
☐ Capstone Proposal  
   (To be submitted with proposal to MPH Administrative Director)  
☐ Capstone Progress Report  
   (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)  
☐ Final Capstone Requirements  
   (To be submitted with Capstone Essay to MPH Administrative Director)

My Capstone will address the following major-specific competencies at the specified levels:

☐ Describe the legal and ethical bases for public health and health services.  
   Sufficient ☐  Advanced ☐

☐ Discuss the policy process for improving the health status of populations.  
   Sufficient ☐  Advanced ☐

☐ Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.  
   Sufficient ☐  Advanced ☐

☐ Describe the attributes of leadership in public health.  
   Sufficient ☐  Advanced ☐

☐ Demonstrate team building, negotiation, and conflict management skills.  
   Sufficient ☐  Advanced ☐

☐ Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.  
   Sufficient ☐  Advanced ☐

☐ Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.  
   Sufficient ☐  Advanced ☐

Attach any custom (optional) additional competencies addressed by your Capstone Experience.

To Be Completed By MPH Program

Received By: __________________________
Date Received: ________________________
Major-Specific Competencies Form: HEALTH PROMOTION & DISEASE PREVENTION

Student Name:_____________________________________________________________  Date: ___________________

Please complete this form if you are enrolled in the Health Promotion & Disease Prevention major. Health Promotion & Disease Prevention Capstone Projects should address at least some of these competencies. Check any competency you will be addressing and indicate the level you seek to attain. Attach and submit with the General Capstone Competency Form.

I am completing this form as part of my:  
☐ Capstone Proposal  
 (To be submitted with proposal to MPH Administrative Director)
☐ Capstone Progress Report  
 (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)
☐ Final Capstone Requirements  
 (To be submitted with Capstone Essay to MPH Administrative Director)

My Capstone will address the following major-specific competencies at the specified levels:

☐ Identify and engage critical stakeholders for the development, implementation, and evaluation of public health strategies (i.e. programs, policies, and interventions) that address multiple targets and multiple levels of intervention.

☐ Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.

☐ Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems and solutions.

Attach any custom (optional) additional competencies addressed by your Capstone Experience.

To Be Completed By MPH Program

Received By: __________________________
Date Received: ________________________
Major-Specific Competencies Form: HEALTH INFORMATICS

Student Name:_____________________________________________________________  Date: ___________________

Please complete this form if you are enrolled in the Health Informatics major. Health Informatics Projects should address at least some of these competencies. Check any competency you will be addressing and indicate the level you seek to attain. Attach and submit with the General Capstone Competency Form.

I am completing this form as part of my:  □ Capstone Proposal
(To be submitted with proposal to MPH Administrative Director)

□ Capstone Progress Report
(To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)

□ Final Capstone Requirements
(To be submitted with Capstone Essay to MPH Administrative Director)

My Capstone will address the following major-specific competencies at the specified levels:

☐ Understand how clinical data are collected and coded

☐ Aggregate, normalize, and integrate clinical and/or claims data originating from disparate platforms

☐ Understand the ethical, regulatory, and practical aspects of data security

☐ Understand standard health data exchange formats and vocabularies, including Health Level 7 (HL7, designed to transfer clinical and administrative data across different applications), the Logical Observation Identifiers Names and Codes (LOINC, for encoding laboratory test and result information), the Systematized Nomenclature of Medicine (SNOMED, clinical terminology designated as a US standard for electronic health information exchange).

☐ Know how to retrieve and use data from social media/mobile health

Attach any custom (optional) additional competencies addressed by your Capstone Experience.

To Be Completed By MPH Program

Received By: __________________________
Date Received: ________________________
Capstone Competency Student Self-Assessment
(To be Completed and Submitted With Progress Report(s) and Final Capstone Essay)

Student Name:_____________________________________________________________ Date: ___________________

I am completing this form as part of my: □ Capstone Progress Report
(To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Administrative Director)
□ Final Capstone Requirements
(To be submitted with Capstone Essay to MPH Administrative Director)

Please assess your success in achieving the competencies that you planned to address as part of your Capstone Experience. Please feel free to update the competencies you will be addressing at any point in the project.

My progress has been (Indicate Level) on the following competencies (attach any necessary explanations):

Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.

Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.

Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

Engage in dialogue and learning from others to advance public health goals.

In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.

Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.

Major Specific Competencies (As indicated on Major-Specific Capstone Competency Form)

Custom (Optional) Competencies (As specified by student)

May the MPH Program retain and/or share your Capstone Essay and other Capstone materials for the purposes of program accreditation and quality improvement and showcasing outstanding student work? □ Yes □ No

Student Signature: ________________________________________________________________________________

To Be Completed By MPH Program

Received By: __________________________
Date Received: ________________________
Capstone Committee Competency Assessment Form
(To be completed by Capstone Advisory Committee Members with Final Capstone Essay. Please submit to MPH Administrative Director.)

Student Name:_____________________________  Date: ___________________
Evaluator’s Name: _________________________________________________________________________________
Evaluator’s Role: ☐Capstone Committee Chair  ☐Capstone Committee Member  ☐Faculty Advisor  ☐Other

Please indicate the success that the student has achieved in addressing the professionalism expectations, cross-cutting domains, and competencies indicated below. General Competencies are to be addressed by all Capstone Projects. Major-specific and any custom competencies are chosen by the individual student. Complete this form and return to the student. It is the student’s responsibility to turn this form in to the MPH Administrative Director. This form must be received before any grade can be issued. This form consists of 2 pages.

Professionalism Expectations: Refer to page 34 of the Culminating Experience Guide for a full description of these items. Please explain any issues in the comments section below or attach any explanation on an additional sheet.

Did the student exhibit appropriate _________ in the process of completing their Capstone Project and/or in their interactions with the Capstone Committee members? (check all that apply)

☐Appearance  ☐Attendance  ☐Promptness
☐Accuracy  ☐Responsibility  ☐Initiative
☐Relationships  ☐Conduct  ☐Other (specify): ________________________

Cross-Cutting Domains

Diversity and Culture: The student demonstrated the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Leadership: The student demonstrated the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Professionalism: The student demonstrated the ability to demonstrate ethical choices, values and professional practices, implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Program Planning: The student demonstrated the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Systems Thinking: The student demonstrated the ability to recognize system level properties that result from dynamic interactions, among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Reflection on Experience: Based on my experience with this student, I would welcome the opportunity to join another Master of Public Health student’s Capstone Committee.
**Student’s progress has been (Indicate Level) on the following competencies (attach any necessary explanations):**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Insufficient (Explain)</th>
<th>Approaching Sufficiency</th>
<th>Sufficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Specific Competencies</strong> (As indicated on Major-Specific Capstone Competency Form)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Custom (Optional) Competencies</strong> (As specified by student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT HAS ACCEPTABLE MASTERY OF PUBLIC HEALTH COMPETENCIES:</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

______________________________________________________________________________

______________________________________________________________________________

Evaluator’s Signature: ______________________________________________________________________________

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**To Be Completed By MPH Program**

Received By: __________________________

Date Received: ________________________
Capstone Progress Report Guidelines

Common sense prevails for this aspect of reporting on a Capstone Experience. The Progress Report is the method by which the student communicates the activities of the project and keeps his/her Capstone Advisory Committee up to speed with the project. It also provides an opportunity for the Committee Chair to give something other than a grade of incomplete for projects that span more than one grading period.

During any semester that students are registered for Capstone credits but not completing their Capstone project, students should provide a minimum of one report at midterm and at the end of the semester. If it is the final (or only) semester of Capstone registration, the student should plan at least three progress reports to the advisory committee. As a general guideline, we suggest that students submit the following number of updates, depending on the number of credit hours in which they are registered:

- 3 credit hours — 1 update at mid-semester and 1 update at the end of the semester.
- 6 credit hours — 1 update monthly.

Regardless of the number of credit hours, the final Capstone Essay should count as the final update for the project. Consult with your Capstone Advisory Committee for their preference on the frequency and timing of Capstone progress updates.

The first should come as the student prepares to implement the project; the second as the student completes the field portion of the project and initiates the process of writing up the results. The student’s essay and presentation will serve as the final semester progress report.

Progress report(s) should be submitted to each member of the student’s Capstone Advisory Committee, with a copy to the MPH Program Office. The committee, or the Chair representing the committee, can assess the quality of the work for the semester and determine a grade of “Pass" or "Fail” for the term. That grade should be communicated to the MPH Administrative Director before the final grading deadline so that a grade may be applied to the student’s record. If the information does not get communicated to the MPH Office, the student will be issued an Incomplete for the semester. Students receiving a pass for one semester will also be issued a permit to register for continued MPHP 652 credits in the subsequent term.

Components of the progress report (approximately one page) are listed below:

- Report of actions taken in fulfillment of Capstone proposal
- Review of accomplishments and achievements toward goals and timeline detailed in proposal and progress toward completion
- Summary of barriers encountered
- Revised timeline (if necessary)
- All written products of your efforts, even if in draft form
- Attendance at Community Health Research and Practice (CHRP) research group (or agreed upon alternative).
- Progress made in fulfilling the competencies included in your proposal (and any changes). Attach completed Competency Reporting Form with progress report.

For any student receiving Capstone credit, if barriers are encountered that will prevent completion of the project as proposed, the advisory committee should be informed as it happens, rather than waiting until progress report time. A grade cannot be entered unless the progress report format has been followed.
Capstone Essay Guidelines

Each student is required to develop a Master’s Essay of **publishable quality** based on his or her field experience. This Master’s Essay represents the culminating experience required for the MPH degree program. The student writes the essay based on the approved Capstone Proposal crafted in consultation with his or her Capstone Advisory Committee. The Capstone Advisory Committee is analogous to a Thesis Committee for a student in the M.S. or Ph.D. program. The student develops the proposal in collaboration with the Committee during the semester prior to initiating the project. Structure of the Capstone Essay should generally follow the format listed below. (An alternate option is to submit a manuscript prepared for submission for publication.)

Following completion of the Capstone Experience, on which the Master’s Essay is based, and the completion of the Master’s Essay, each student is required to formally present his or her experience and/or his or her research findings. (Refer to Capstone Presentation Guidelines worksheet.) The essay is due to all members of the Capstone Advisory Committee and the MPH Program Office at least 2 weeks prior to the presentation. *(Read all emails from the MPH Office while working on your Capstone Experience as these emails will contain specific deadlines for the Capstone Experience.)* Should the student’s Capstone Advisory Committee request any changes to the essay, the modifications need to be incorporated into a final document to be submitted (to all previously named parties) at the time of the final presentation. The student will receive support and encouragement to publish peer-reviewed, scholarly work based on the Master’s Essay.

Samples of other students’ Capstone Essays are on file with the MPH Office and available to reference upon request.

Suggested Capstone Essay Format:

- **Cover Page:** Name, project title, sponsoring organization, committee members, date of submission.
- **Abstract** (Refer to Abstract Requirement for further details)
- **Summary Statement:** A brief overview statement of the purpose of the project and what the project addresses.
- **Objectives:** A numbered list of the objectives and /or research questions addressed by the project.
- **Background:** A detailed literature review describing previous work done on your topic that led to the project undertaken. Effort should be made to place the project in theoretical model. The student should address related controversies.
- **Competencies:** A brief discussion of how the competencies were addressed. (Also attach completed Competency Reporting Form with final essay).
- **Methods:**
  - Design
  - Setting
  - Participants
  - Intervention (if appropriate)
  - Main outcome measures
- **Results:** The product of the effort put forth in the Capstone project should be articulated in detail in this section.
- **Comment:** Detailed discussion of the results. Student should place the results in the context of the existing base of knowledge on the topic. Limitations of the project should be discussed.
- **Conclusion:** Discrete conclusions supported by evidence should be communicated. Further study or effort implied by the conclusions should be expressed. Equal attention should be given to positive and negative conclusions.

Students are responsible for arranging for their Capstone Advisory Committee members to review and evaluate the essay (see Capstone Evaluation Form). Students are also responsible for distributing essay evaluation forms to members of the capstone advisory committee, along with the essay, for performance assessment. Students should instruct committee members to complete and sign these forms, no later than one week after presenting at the *Innovations in Population Health* Conference, and submit them to the MPH Office so that a grade may be given. *(Please read all emails from the MPH Office during the semester for which you will completing your Capstone Essay, as these emails will contain important deadlines.)*

Until all forms are signed off by each advisor, the student will not receive a passing grade.
Definition of Publishable Quality

All Capstone Essays must be of publishable quality. Publishable quality does not mean that your essay must be published in a peer-reviewed journal. Instead, publishable quality means that your essay is of sufficient quality that it could be published (e.g., for the lay public, in a public health newsletter, an academic journal, etc.) or is worthy of retaining for reference. In order to ensure that your paper is of publishable quality, please adhere to the following guidelines:

Mechanics

- Choose a citation format — and be consistent in its use. We recommend American Psychological Association (APA) format, though another format may be appropriate. Consult with your Capstone Advisory Committee for guidance on choosing a citation format.
- The student's ideas should be supported with authority and any material taken from an outside source must be cited in accordance with the chosen citation format.
- The student should provide relevant, useful, and meaningful material in the body of the essay or in footnotes.

Organization

- The student's ideas should be presented in a logical sequence and flow from paragraph to paragraph.
- The Capstone Essay should contain the components described on the previous page under Capstone Essay Guidelines.

Style

- The student should use (a) proper grammar, (b) punctuation, and (c) correct spelling.
- The student should use proper public health vocabulary where appropriate (e.g., incidence vs. prevalence).
- The student should write with clarity and avoid redundancy.

Analysis

- The Capstone Essay should contain an introduction that presents the reader with an accurate idea of the nature of the subject matter covered (e.g., literature review). The introduction/literature review should not be the primary focus of the Capstone Essay.
- The student should discuss and resolve the relevant issues.
- The student should place their Capstone Project in relation to past public health efforts, and future public health implications, and implications on their future career/scholarly plans.
- The Capstone should primarily focus on the student's own analysis and interpretation.
- The Capstone Essay should have an effective conclusion.
- The reader should be left with a relatively clear understanding of the Capstone Essay's topic.
Capstone Essay Evaluation Form

Student Name: __________________________________________________________ Date: ____________________

Evaluator’s Name: _________________________________________________________________________________

Evaluator’s Role: □ Capstone Committee Chair  □ Capstone Committee Member  □ Faculty Advisor  □ Other

Evaluation process:

- Student is responsible for distributing evaluation sheet along with essay to advisory committee members two weeks prior to presentation date.
- Advisory committee members are responsible for collaborating with each other about the quality of the student’s product, recommending revisions (if needed) to the student in a timely manner prior to the presentation date, completing and submitting essay evaluation forms to MPH Office.
- Committee Chair is responsible for communicating student’s final grade to MPH Office.
- MPH Office is responsible for submitting final grade to University Registrar and providing evaluation sheets to student.

Please evaluate the Capstone Essay on the following criteria:

<table>
<thead>
<tr>
<th>Inadequate (Explain)</th>
<th>Adequate</th>
<th>Well Done</th>
<th>Outstanding</th>
</tr>
</thead>
</table>

**Summary Statement:** A brief overview of the purpose of the project and what the project addresses.

**Objectives:** A numbered list of the objectives and/or research questions addressed by the project.

**Background:** A detailed literature review describing previous work done on the topic that led to the project undertaken. Effort should be made to place the project in theoretical model. The student should address related controversies.

**Competencies:** A brief discussion of competencies addressed. Student should also turn in Competency Reporting Form with essay.

**Methods:** Design, setting, participants, intervention (if appropriate), main outcome measures.

**Results:** The product of the effort put forth in the Capstone project should be articulated in detail in this section.

**Discussion:** Detailed discussion of the results. Student should place the results in the context of the existing base of knowledge on the topic. Limitations of the project should be discussed.

**Conclusion:** Discrete conclusions supported by evidence should be communicated. Further study or effort implied by the conclusions should be expressed. Equal attention should be given to positive and negative conclusions.

**ESSAY IS OF PUBLISHABLE QUALITY:** □ Yes  □ No

(Refer to “Definition of Publishable Quality”)

**STUDENT HAS SUCCESSFULLY COMPLETED ESSAY REQUIREMENTS:** □ Yes  □ No

If “NO”, please elaborate on the reverse side (or on additional pages, as necessary) and notify MPH staff.

Please provide any comments on the reverse side or attach additional pages to this document.

Evaluator’s Signature: ________________________________________________________________________________
Capstone Presentation Guidelines

The Capstone Presentation is an oral presentation of the content of the Capstone Essay. Students should use PowerPoint slides to support their presentation. Students using PowerPoint slides to support their presentations are reminded to avoid reading the slides out loud to the audience. The visuals provided by the software should support the oral presentation, not duplicate it. Students should work with MPH Program staff if special equipment is needed. The MPH Office asks that electronic of PowerPoint Capstone Presentations be submitted to the MPH Administrative Director for the archives, along with the final capstone essay.

Some general guidelines for presentations include:

• Briefly introduce yourself at the beginning of the presentation.
• Make sure you include the names/credentials of the people on your Capstone Committee on the first or second slide.
• Include a clear and concise statement of purpose related to your project
• Be sure to appropriately label and provide a title for all charts and graphs
• Include some comments about the Public Health Implications of your work. In other words, how does your project impact public health practice, policy, and/or research? Also, if applicable, consider separating clinical and public health implications.
• Provide balance between the limitations and strengths or your work. Present a balanced perspective. Do not solely focus on limitations.
• Include a future work slide. What are the next steps for this project and your future work?
• The more you help your listener to understand what you are presenting, the more interested they will be.

The Capstone Presentation is analogous to a defense of a master’s thesis for a student in an M.S. program or a defense of a doctoral dissertation for a student in a Ph.D. program. It will be given to an audience of the student’s peers and advisory committee members. It should be scheduled through the MPH Office for a time slot during the biennial Innovations in Population Health conference, after determining the availability of the advisory committee as they must be present for the presentation. Presentations are expected to last 20-25 minutes, with 5-10 additional minutes for questions and answers. (Note: the Capstone essay is due to all members of the Advisory Committee and the MPH Program Office at least 2 weeks prior to the final presentation. Should the MPH Program Directors or the student’s Capstone Advisory Committee request any changes to the essay, the modifications need to be incorporated into a final document to be submitted to all previously named parties prior to or at the time of the final presentation.) In rare cases, it may be necessary for students to schedule their presentations for times other than the Innovations in Population Health conference. In this case, students should work with MPH Program staff to arrange a location and promote the presentation to faculty and peers.

Students are responsible for arranging for their Capstone Advisory Committee Members to attend the presentation. Students are also responsible for distributing presentation evaluation forms (see next page) to members of the capstone advisory committee for performance assessment. Students should instruct Capstone Advisory Committee Members to complete and sign these forms during the presentation. The student should then collect these forms at the end of their presentation to submit them to the MPH Office. Until the forms are signed off by each advisor, the student will not receive a passing grade.

All students who graduate during the summer semester are responsible for arranging a time in which all committee members can be present to view the Capstone presentation. Once a student has arranged this time, they should contact the MPH Administrative Assistant for assistance in reserving a room in the School of Medicine for the presentation. The MPH Program will advertise the presentation to MPH faculty, staff, students, alumni, and the broader community and can also video-record the presentation, if requested. Please note that all August graduates will also be expected to present their Capstone during the fall Innovations Conference in addition to presenting over the summer.
# Capstone Presentation Evaluation Form

Student Name: ___________________________________________  Date: ___________________

Evaluator’s Name: _______________________________________________________________________________

Evaluator’s Role: [ ] Capstone Committee Chair  [ ] Capstone Committee Member  [ ] Faculty Advisor  [ ] Other

**Evaluation process:**
- Student is responsible for distributing a copy of the Capstone Essay to Capstone Advisory Committee Members **two weeks prior to presentation** so that they may adequately assess the presentation.
- Student is responsible for distributing evaluation sheet along with any handouts to Capstone Advisory Committee Members prior to presentation.
- Committee members are responsible for collaborating with each other about the quality of the student’s presentation, completing and submitting presentation evaluation forms to the student – who will then turn form into MPH Office.
- Committee Chair is responsible for communicating student’s final grade to MPH Office.
- MPH Office is responsible for submitting final grade to University Registrar and providing evaluation sheets to student.

---

**Please evaluate the Capstone Presentation on the following criteria:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Well Done</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Were goals, objectives, and methods of project stated clearly? Could audience grasp the full scope of the project?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Knowledge of Material:</strong> Is presenter fluent with material and topic-area?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Visual Support:</strong> Did visual aids (e.g., PowerPoint slides) appropriately support the oral presentation (not duplicate it)?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Results:</strong> Was the product of the effort put forth in the Capstone Project articulated, including a detailed discussion of the results in the context of the existing base of knowledge on the topic? Were limitations of the project discussed?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Delivery:</strong> Was presenter audible and comprehensible?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Responsiveness:</strong> Did presenter respond effectively to questions posed (if any), indicating a firm grasp of the material?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**STUDENT HAS SUCCESSFULLY COMPLETED THE PRESENTATION REQUIREMENTS:**

- [ ] Yes  [ ] No

If “NO”, please elaborate on the reverse side (or on additional pages, as necessary) and notify MPH staff.

Please provide any comments on the reverse side or attach additional pages to this document.

Evaluator’s Signature: _______________________________________________________________________________
Abstract Requirement

All students are required to prepare and submit an abstract as part of the Capstone Experience. The final abstract should be submitted as part of the Capstone Essay (see Capstone Essay Guidelines on page 56).

In addition, students are encouraged to prepare an abstract with the intent of submitting it to APHA or another professional conference. Students who choose to do this will have an opportunity to have their abstract reviewed at a CHRP session, in order to receive feedback before actual submission. If your abstract is accepted for presentation, please notify the MPH Office, as there may be limited funding available to support conference attendance.

The abstract should be 250-500 words, structured, and include headings. While the structure/headings may vary depending on the conference and to which section the abstract is being submitted, a general template includes the following headings: Purpose, Background, Methods, Results, and Conclusion.

Links to example abstracts that were submitted and accepted at a prior APHA annual conference can be found below:

- [https://apha.confex.com/apha/143am/webprogram/Paper332787.html](https://apha.confex.com/apha/143am/webprogram/Paper332787.html) (APHA 2015)
- [https://apha.confex.com/apha/142am/webprogram/Paper309086.html](https://apha.confex.com/apha/142am/webprogram/Paper309086.html) (APHA 2014)
- [https://apha.confex.com/apha/141am/webprogram/Paper285877.html](https://apha.confex.com/apha/141am/webprogram/Paper285877.html) (APHA 2013)
Special Considerations for International Experiences

Please note: The CWRU Center for Global Health & Disease or the partner organization may have additional forms that must be completed for international experiences. It is the student’s responsibility to complete all forms, including those included in this document and those of the partner organization.

☐ Speak with Capstone Advisory Committee about safety and logistical considerations for the host country.

☐ Approved IRB Protocol (from Case Western Reserve University)

☐ Approved IRB Protocol (from Host Country)

☐ Human Subjects Regulations Certification (through CWRU/CITI program)

☐ Signed Statement of Responsibility (through CWRU)

Travel Documentation

☐ Valid Passport

   Make sure your passport does not expire less than 6 months before your return flight.

☐ Visa

   Check with Foreign Embassy to determine the specific type of visa that will be required for you to perform research. Many countries require special research visas which require more planning on your part due to lengthier application timeframes, additional expenses, and documentation (e.g., letters of support from the foreign research institution, chest x-rays, proof of vaccinations, police reports, etc. Note that performing research after entering the country as a tourist (i.e., without an approved research visa) may be illegal in some countries.

☐ Required Health Inoculations/Medications (Traveler’s Clinic)

   Visit a traveler’s clinic at least 3 months prior to your departure since some vaccinations require booster doses.

☐ Emergency Evacuation Insurance

   A variety of companies can insure travelers to provide emergency medical transportation from remote or underdeveloped areas to regions with improved health facilities and care. In some cases, this type of insurance may be available through CWRU during approved CWRU international activities, but supplemental insurance may still be advisable. In all cases, verify your eligibility and restrictions (e.g., for specific activities that you could foresee during your travels) and carry copies of the coverage.

☐ Registration with US Embassy

   In the unexpected event of political upheaval, natural disaster, or other emergency, the US embassy may be able to provide assistance to US citizens. Registration is easy and free through their website.

☐ Import Permit

   If bringing back biological samples, be sure you have a valid import permit issued by CDC. Note: You may not bring back biological samples in your baggage. Be aware that these items may be confiscated and not returned. Also, host country may require their approval to remove biological samples from the country.
Student Statement of Responsibility for International Experiences

RE: Statement of Responsibility
January 25, 2008

This document is a statement of responsibility that the Provost's office (Lynn Singer, Ph.D.) has prepared and wishes to be distributed for all student programs that operate abroad. Students engaged in all formal programs operated outside of the US must read and sign this document, and the program must retain copies of the signed documents. In addition, faculty going abroad should familiarize themselves with the contents and understand their rights and responsibilities when they travel abroad on Case student programs. Execution of this document is now a formal requirement for all international programs.

Pamela B. Davis, M.D., Ph.D.
Dean and Vice President for Medical Affairs
Arline H. and Curtis L. Garvin, M.D., Research Professor
Biomedical Research Building CWRU
School of Medicine
2109 Adelbert Road
Cleveland, OH 44106-4948
Phone: (216) 368-2825
FAX (216) 368-2820

STATEMENT OF RESPONSIBILITY

I, ________________________________________________________________, have been accepted to participate in _____________________________________________________________________________________________.

I accept my admission to the program and promise to abide by the following Statement of Responsibility:

1. University Policies and Responsible Behavior: I recognize that while abroad, I am expected to comply with Case Western Reserve's policies and procedures including but not limited to its academic integrity policies. I understand that any violation of Case Western Reserve's policies shall be subject to discipline through the appropriate internal University process and/or subject to Academic Integrity Board action. I understand that while abroad, I represent Case Western Reserve and am expected to conduct myself in a professional and responsible manner.

2. Host Country Laws: I have reviewed and understand, and agree to abide by the laws of my host country, community, institution, and program, including its academic integrity policies. I understand I need to be sensitive to the social mores of the host country. I also understand I am subject to the disciplinary laws, codes, and processes of that host country, community, institution, and program. I understand that any violation of those laws, codes and/or processes may lead to discipline by the host institution and/or judicial action by the host country. I also understand that those violations may lead to discipline by Case Western Reserve and/or Academic Integrity Board action. I recognize that those laws, codes, and processes may not provide for the same types of due process, protections and rights afforded in the United States. I also recognize that the public safety personnel in foreign countries may not provide a level of personal security comparable to that of the United States. I understand that Case Western Reserve is not responsible for representing me before any courts or tribunals in the host country but instead I will be responsible for my own legal representation to the extent such becomes necessary.
STATEMENT OF RESPONSIBILITY (Continued)

3. Complaint Procedure: I understand that I may utilize the applicable Complaint procedures set forth in the Handbook(s) for the School in which I am enrolled and/or the School sponsoring this program. I understand that I may make this Complaint with several different individuals/offices at Case Western Reserve depending upon whom is most readily available. In addition to any faculty members and/or staff involved with the study abroad program, this also includes individuals in the Office of Student Affairs, Office of Counsel, Dean’s Office of the School in which I am enrolled, and/or the Dean’s Office of the School sponsoring the program. I understand that while I may make such a complaint, Case Western Reserve does not assume responsibility for the actions of third-parties which occur in the host country and that Case Western Reserve may have no ability to control or prevent such actions.

4. Health: I understand I will be responsible for my own health maintenance. In the event of a serious illness, accident or emergency, I will inform an appropriate program official so that assistance may be secured and so that my designated emergency contact may be notified. My contact person is:

Name: __________________________________________________________________
Telephone #: __________________________________________________________
Cell #: __________________________________________________________________

I have the following allergies and/or special medical needs:
_____________________________________________________________________________________________

My primary care physician is:
Name:  __________________________________________________________
Telephone #:  _______________________________________________________
Address:   __________________________________________________________
________________________________________________________

I understand that students are required to have appropriate health insurance as a condition of participating in this program. I understand that if I am already on Case Western Reserve’s student medical plan, I will be covered under that plan while in the host country to the same extent that I am covered in the United States. I understand that this includes medical evacuation under certain limited circumstances and kidnap insurance under certain limited circumstances. I also understand that if I am not on Case Western Reserve’s student medical plan, Case Western Reserve is still providing medical insurance for me while abroad with limits that I have reviewed and understand. In certain instances, including non-emergency medical situations, I understand I may be required and be responsible for pre-paying for medical care and/or related costs and then seeking reimbursement afterwards. I understand my contact for more information on this matter is Wells Fargo, (304) 340-0253, the Third-Party Administrator for the student plan, from the hours of 7:00 a.m. to 7:00 p.m. EST, (if after hours there is a voice automated messaging system or try calling 800 624-8605). I understand I will have to present a certification that I am on the student plan to the program official.

I understand I will be responsible for all medical costs not reimbursed by insurance and that Case Western Reserve does not assume any responsibility with respect to any medical care and/or treatment I receive while in the host country. I also acknowledge that I am aware of special conditions that I may face in some foreign countries, and that the health care, medicines and related services may not be as readily available, or of a quality comparable to those in the United States.
5. Travel: Case Western Reserve may make changes to the program itinerary, including cancellation, at any time and for any reason. I will be responsible for any loss due to such cancellation or change. Case Western Reserve is not responsible for penalties assessed by air carriers or any other associated costs based on operational and/or itinerary changes. If I travel independently and arrive after the start of the program, I am responsible for all academic consequences such as lost class time and assignments. Case Western Reserve may substitute hotel accommodations or housing at any time. Specific room and housing assignments are within Case Western Reserve’s sole discretion. Case Western Reserve, however, does not assume responsibility for the condition of any housing accommodations, and is not liable for any injuries or damages arising therefrom.

I must confirm departure and arrival times and locations with my program official. I understand I am responsible for getting myself to the airport 2 hours before departure. I also understand that the transportation in a foreign country may not be as reliable or subject to the same safety standards applicable to public carriers in the United States. I am responsible for my own personal belongings and that my property is transported at my risk. Case Western Reserve is not responsible for travel delays or lost property.

6. Spouses/Partners and Children: Case Western Reserve is not responsible for providing support for accompanying non-participants, i.e., spouses/partners and children when such accompaniment is permitted. I am responsible for obtaining medical insurance for any accompanying non-participants. Such persons cannot attend classes or other activities formally associated with the program. If such a person disrupts the program, it may be grounds for my dismissal.

7. Waiver: In the case of an emergency in which I cannot be reached, I authorize U.S. Embassies and Consulates to release information concerning my welfare and whereabouts to Case Western. In authorizing this release of information, I hereby waive 5 United States Code Section 522 (b) (8).

8. Passport/ATM/Credit Card: I am responsible for contacting both my bank and credit card company so that they know I will be overseas (I understand banks may become suspicious of large sums of money being transferred overseas and may stop my ability to access money believing it to be in my best interest). I am responsible for confirming that my ATM card can be used internationally.

I am responsible for bringing my Passport, ATM and credit cards (as needed) and medical insurance information with me.

I am responsible for having a copy of my passport to leave in a secure location in the host country, such as a hotel safe.

9. Release: In consideration for the opportunity to participate in the program, I hereby release and forever discharge Case Western Reserve, and its trustees, officers, employees, and agents from all legal claims for injuries, damages, or losses of any kind, which may arise out of my participation in this program.

10. Governing Law: I understand that any dispute arising from this Statement will be determined according to Ohio Law.

_______________________________________________   _____________________________
Signature        Date
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Recent Culminating Experience Sites

AIDS Taskforce of Greater Cleveland (www.aidstaskforce.org)
Care Alliance Health System (www.carealliance.org)
Cleveland Department of Public Health (www.clevelandhealth.org)
Cleveland Clinic Foundation (my.clevelandclinic.org)
Cleveland Clinic—Department of Public Health & Research (my.clevelandclinic.org)
Cuyahoga County Board of Health (www.ccbh.net)
CWRU Department of Family Medicine (casemed.case.edu/fammed)
CWRU Center for Global Health & Disease (www.case.edu/orgs/cghd/)
Engineers Without Borders USA (www.ewb-usa.org)
Free Clinic of Greater Cleveland (www.thefreeclinic.org)
International Federation of Red Cross (www.ifrc.org)
International Medical Volunteers Association (www.imva.org)
Jewish Community Health Initiative (www.jewhealth.org)
Louis Stokes Cleveland Veteran Affairs Medical Center (www.cleveland.va.gov)
MedWish International (www.medwish.org)
The MetroHealth System (www.metrohealth.org)
Ohio Department of Health (www.odh.ohio.gov)
Ohio Department of Mental Health (www.mh.state.oh.us)
Ohio Research Association for Public Health Improvement (RAPHI) (www.ohioraphi.org)
Prevention Research Center for Healthy Neighborhoods (www.prchn.org)
Shaker Heights Department of Health (www.shakeronline.com/dept/health)
Shaker Prevention Coalition (www.shakerprevention.org)
St. Vincent Charity Medical Center (www.stvincentcharity.com)
Substance Abuse Initiative of Greater Cleveland (www.saigc.org)
United States Agency for International Development (www.usaid.gov)
University Hospitals Health System (www.uhhospitals.org)

Note: These are only sample organizations with which MPH students have worked with in the past. Organizations may not currently be accepting student placements.