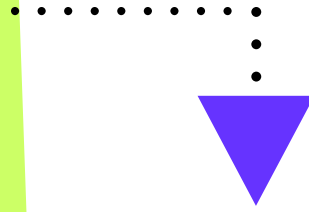


MPH Program



MPH Program

Div. of Public Health-Dept. of Epidemiology & Biostatistics

Case Western Reserve University-School of Medicine

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Capstone Overview

The Capstone Experience is the centerpiece of the CWRU MPH Program. A public health project required of all MPH students, this 9-credit course places students in health-related settings to work on projects of mutual interest to the agency or organization and the student. The experience affords students the opportunity to apply the knowledge and skills 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. During the capstone, the student will complete a service-oriented project mutually beneficial to the student's academic progress and the needs of the field placement site.

The nature of the project will be determined jointly by the student and the capstone advisory committee, which ideally will include an on-site director, faculty members and experts in the subject area, and will be outlined in a capstone project proposal. The proposal needs to be approved by all members of the advisory committee and submitted to the MPH Program Office for a course permit to be issued for registration for capstone credits (MPHP 652).

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 student will be supported by his/her capstone advisory committee consisting of at least 3 members who will collaborate with each other in guiding and supporting the student. The committee chair will have the academic responsibility for grading the student on a pass/fail basis for the capstone experience. 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. Students should have completed all core required coursework in epidemiology, biostatistics, behavioral medicine, environmental health and health policy prior to their Capstone Experience.

The capstone experience can be completed as a semester long (14 week) course with 10 "contact hours" per week expected between the student and the "site." Additional effort is expected outside of these hours as necessary for fulfillment of the capstone project as proposed. If the capstone project is more appropriately completed as a longitudinal project over several semesters, students may elect to seek approval to complete their project in a 3 credit/6 credit or a 3 credit/3 credit/3 credit pattern. Splitting capstone credits will be approved when the proposal describes and justifies how the student's learning experience and the capstone outcome will be enhanced as a result. A project timeline should be included in every proposal. *Capstone credit is not intended for project planning.* Projects must be planned and approved before students may register for capstone credit.

Projects will be broadly oriented toward a problem involving the health of the community, but may differ substantially in format. Projects should be relevant to the student's chosen concentration track. The student is expected to complete a master's essay describing and evaluating the project and then presents the project to his/her peers and advisors, often in the capstone seminar setting. Samples of capstone essays are available in the MPH Office. Examples of available placement sites and types of projects are listed below and on the next page and students are encouraged to pursue other sites of their own choosing as well. The capstone experience is supplemented by the Public Health Capstone Seminar Series. (See following page.)

Types of Approaches to the Capstone Project

(some ideas... feel free to add your own):

Program Design:

Student designs a health related program that could be implemented at the capstone site, including instructions, procedures, manuals and materials. Or student participates in design of a new program initiated by the capstone site.

Program Implementation:

Student participates in a substantive way towards the implementation of a program already planned at the capstone site.

Data Analysis:

Student completes a substantial analysis of data collected by the capstone site on a health related topic and reports on the results.

Community Intervention:

Student designs and implements a community intervention supported by the capstone site.

Program Evaluation:

Student undertakes evaluation of an existing program to evaluate effectiveness and outcomes of this program.

Health Policy Statement/Advocacy:

Student develops a health policy position paper related to the mission of the capstone site, and advocates for its approval.

Epidemiological Research:

Student endeavors to research the origin of a health problem identified by the capstone site.

Community Assessment:

Student undertakes in-depth analysis of the health characteristics of a defined population or community of interest to the capstone site.

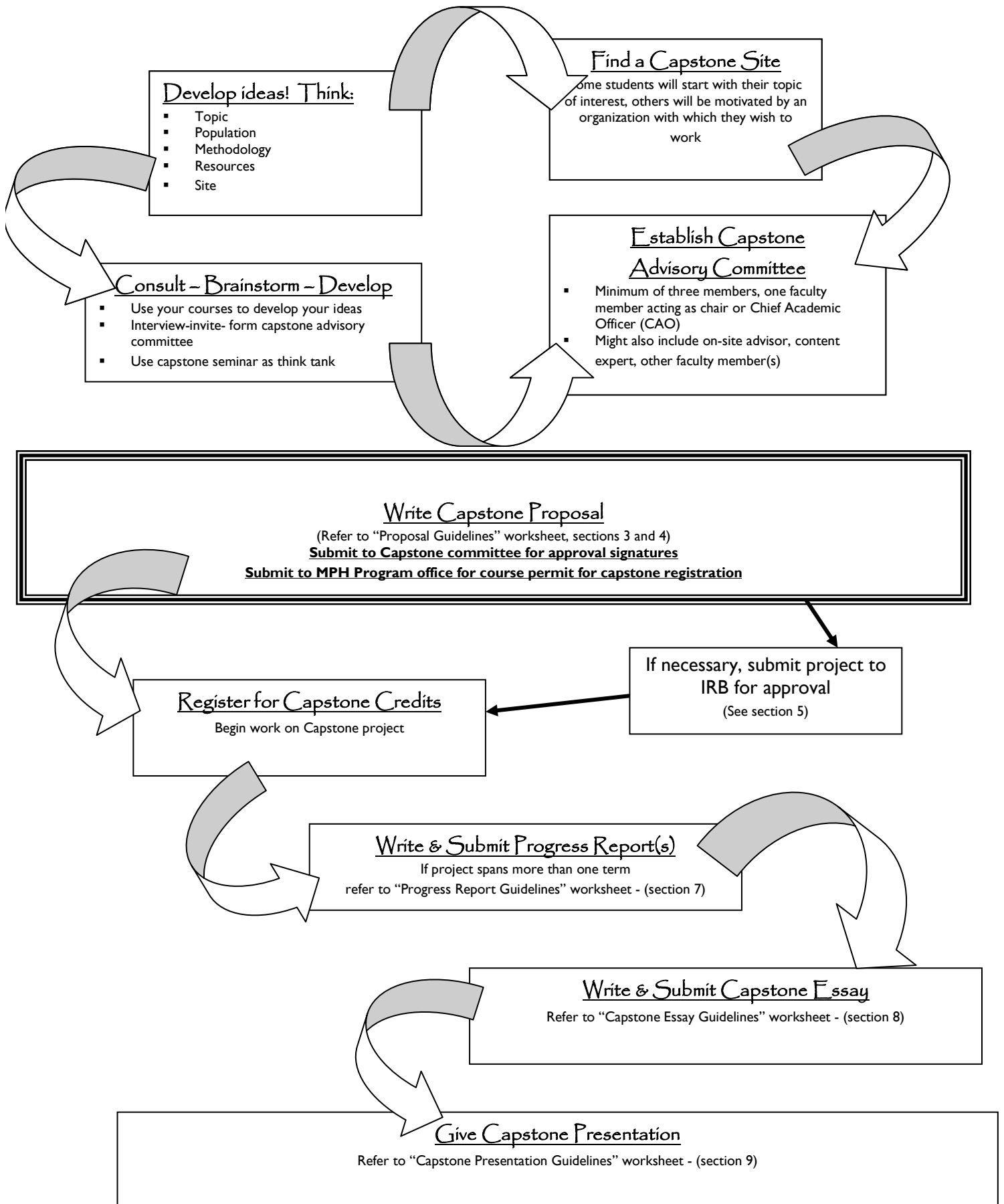
Health Services Research:

Student researches the nature or quality of health services offered by the capstone site.

Survey Research:

Student surveys an identified population on a topic of mutual interest with the capstone site.

Capstone Process Flow Chart



Student Checklist for the MPH Capstone Experience

Build a Project: Student-initiated and student-driven

- Network: brainstorm ideas; discover community needs/interest with seminar speakers, MPH staff, faculty members, other students. MPH Capstone Seminar sessions are scheduled to help connect you to 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.
- Develop Ideas: Think about your experience, goals, area of concentration, population focus, preferred methodological approach, target population(s). Keep in mind that anything you want to be able to do with skill after graduation should be imbedded into your Capstone Experience.
- Find a Site: Where will you do the project? What community might it benefit? What organization and on-site preceptor? 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 identify a site and a topic.

Build a Capstone Advisory Committee

- Identify and invite a minimum of three people who can guide, support and advise you. At least one member should act as the chair of the committee who will hold a faculty appointment and will have the academic authority to assign the final grade in collaboration with the other members.
- In addition to the Chair, students might want to also have a committee member acting as a site preceptor: a member of organization; responsible for day-to-day supervision, nuts & bolts; serves as a troubleshooter for issues related to the site and the population participating in the project. You'll want committee members who can address specific learning pieces, methodology, and content; who can serve as troubleshooters for program related issues. Committee members should usually have some relevant content expertise to provide expertise and guidance on topic 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 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) just prior to the final presentation.

Develop and write project proposal and get approval!

Every proposal should include a cover sheet – there is a sample included in this kit, along with a proposal checklist..

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

- 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 logistics—describe the procedure you will use to meet your goals

- Project outcome—tangible products of the project

Submit final approved proposal **with signed cover sheet** to MPH Office for a course permit to be issued to register for Capstone credits.

Begin Registration for Capstone credits as arranged during project planning phase

Students must have an approved proposal on file prior to registering for MPHP 652 “Public Health Capstone.”

Carry out the plan

Do the project as outlined in the proposal – consult with Advisory Committee members if changes need to be made to the project as described in the approved proposal

Meet regularly (as determined in advance) with Advisory Committee members to keep them informed of progress

Make adjustments as needed

Confirm and /or determine outcomes

Write essay (refer to Essay Guidelines)

Submit final essay to all committee members (copy to MPH Office) with accompanying essay evaluation forms at least 2 weeks prior to presentation date. The reason the essay must be turned in before the end of the semester is to allow your 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 with a completed Capstone Essay on file.

Encourage Advisory Committee to evaluate project promptly & provide feedback to MPH Office

Present project to Capstone seminar group (refer to Presentation Guidelines)

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

Schedule presentation according to proposal, ideally during MPHP 504 Capstone Seminar. Schedule through MPH Office.

File copy of presentation with MPH Office

Encourage Advisory Committee to evaluate project promptly & provide feedback to MPH Office

Celebrate ! Celebrate ! Celebrate !

MPH Program Capstone Cover Page for Proposal and Essay
Case Western Reserve University
Cleveland, Ohio

Student Name:

Project Title:

Capstone Organization:

Advisory Committee Members:

(Please include full names, titles, and organizational affiliations)

1) Chairperson: _____

2) Advisor #2: _____

3) Advisor #3: _____

4) other(s): _____

Date Submitted:

Capstone Proposal Guidelines

It is expected that the Capstone Proposal will include:

- **Title Page** including name, title of the project, name of sponsoring organization, capstone advisory committee members, and project's time frame
- **Brief Project Description**
- **Background**
 - A. Literature Review
 - B. Rationale
 - 1. concise statement of the research questions you are trying to address
 - 2. how you will attempt to address the research questions
- **Project Design will include:**
 - A. A narrative of the project procedure in the sequence in which the project segments will be performed
 - B. A description of each method or approach to be utilized
 - C. A depiction the population participating in the project
 - D. A description of the project site
 - E. An inventory of relevant institutional resources available to help complete your project
 - F. A time line
- **Materials and Methods**
 - A. 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. Samples of survey(s) should be presented to available and approved by advisors prior to being placed in the field.
 - B. Draft informed consent form
- **Data Analysis or Evaluation, and Interpretation**
 - A. Intended analytic technique, or
 - B. Evaluation plan
- **Anticipated outcomes**
 - A. What knowledge or product can be expected as a result of your project
 - B. What is the potential significance of the results, including public health relevance
- **References**

IRB Information

This IRB reviews all human subject research protocols that originate from:

- 1) University Hospitals of Cleveland and Research Institute staff members,
- 2) the departments housed in the CWRU School of Medicine,
- 3) the School of Nursing, Dentistry or any other department that involves patients or personnel of the hospital, as well as,
- 4) all projects involving the hospital's patients or personnel, regardless of sponsor, and
- 5) selected proposals requested by the CWRU IRB

There is one main link for all Case IRB's (Case and UH). It is:

<http://ora.ra.cwru.edu/research/orc/>

This is the **Office of Research Compliance at CWRU**. All specific IRB's can be found on the left navigation bar of the page. Everything students need to know about IRB's is linked off this page. You can go to this page, and figure out what you need to do, when you need to do it, who to contact, etc. All the forms are download-able as well.

APPROVAL FORM FOR MPH CAPSTONE PROPOSAL

STUDENT'S NAME _____ AREA OF CONCENTRATION _____

SOCIAL SECURITY # OR CASE ID _____ EMAIL ADDRESS _____ PHONE _____

CAPSTONE PROJECT TITLE: _____

HOST ORGANIZATION/CAPSTONE SITE _____ PHONE _____

PROJECT DATES – Beginning: _____ End: _____ Semester(s) _____

ADVISORY COMMITTEE:

ADVISOR #1, COMMITTEE CHAIR _____ x _____ POSITION _____

Print name Signature Title

ADVISOR #2 _____ x _____ POSITION _____

Print name Signature Title

ADVISOR #3 _____ x _____ POSITION _____

Print name Signature Title

RECEIVED BY MPH OFFICE BY _____ x _____ PERMIT ISSUED _____

Print name Signature Date

Student is responsible for collecting all approving signatures, submitting this form with proposal to MPH Office prior to beginning project, and distributing copies to committee members.

A permit will be issued for MPHP 652 registration once this form is submitted with a proposal to the MPH Office

The attached capstone proposal includes:

- Title page** with student's name & contact info, Project Title, Advisory Committee, date, etc.
- Brief project description (“abstract” or “executive summary”)**
- Background**
 - A. Preliminary Literature Review
 - B. Rationale
 - 1. A concise statement of the problem/health need/research questions to be addressed
 - 2. How the problem/health need/research questions will be addressed
 - 3. How/why your project is expected to adequately address the need/problem
 - 4. Your major learning goals related to completion of the Capstone Experience
- Project design**
 - A. A narrative of the project procedure and the sequence in which the project segments will be performed
 - B. A description (and samples¹, when indicated) of each method or approach to be utilized
 - C. A depiction the population participating in the project
 - D. A description of the project site
 - E. An inventory of relevant institutional resources available to help complete your project
 - F. A flow chart with time line
- Materials and methods¹**
 - A. An explanation and samples of the instruments and materials you intend to utilize
 - B. Draft informed consent form
- Data analysis or evaluation, and interpretation**
 - A. Intended analytic technique, or
 - B. Evaluation plan
- Anticipated outcomes**
 - A. What knowledge or product can be expected as a result of your project
 - B. What is the potential significance of the results, including public health relevance
- References**

cc: advisory committee members, student, MPH Office

¹ Students who are going to be gathering data need to have two or more of their advisors sign to indicate approval of methodology and instruments to be used before being placed in the field

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. 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 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 Office so that a grade may be applied to the grade sheet. If the information does not get communicated to the MPH Office, the student will be issued an Incomplete for the semester, or possibly a "Z" grade.

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 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

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:

Following completion of the Capstone Project, 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 Advisory Committee and the MPH Program Office at least 2 weeks prior to the presentation. 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) prior to or 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 (see next page)

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.

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 and submit them to the MPH Office so that a grade may be cast. Until all forms are signed off by each advisor, the student will not receive a passing grade.

Capstone Essay Evaluation Form

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.

STUDENT'S NAME _____ Date _____

EVALUATOR'S NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED ESSAY REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Capstone Essay Evaluation Form

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.

STUDENT'S NAME _____ Date _____

EVALUATOR'S NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

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

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Comments (Use reverse side or additional pages if you need more room):

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

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Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED ESSAY REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Capstone Essay Evaluation Form

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.

STUDENT'S NAME _____ Date _____

EVALUATOR'S NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

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Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

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.

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED ESSAY REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Capstone Presentation Guidelines

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 MPH Capstone Seminar Series (on Monday afternoons) after determining the availability of the advisory committee as they must be present for the presentation. *Each student will be given 20 minutes to present and 10 minutes for questions.* In some cases it may be necessary for students to schedule their presentations for times other than the Monday afternoon seminar. In this case, students should work with MPH Program staff to arrange a location and promote the presentation to faculty peers. (If a student needs more than 20 minutes for their capstone presentation they must schedule a time to present outside of seminar.)

(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.)

The capstone presentation is an oral presentation of the content of the capstone essay. Students may choose to support the presentation with transparencies (overheads) and/or PowerPoint or 35mm slides. The MPH Office asks that electronic and printed copies of PowerPoint capstone presentations be submitted to the MPH Office for the archives, along with the final capstone essay.

Students are encouraged to open their presentations with a bit of an introduction that would include something about,

Why are you pursuing the MPH?

What is your background (physician? statistician?)

Track concentration

Why this specific project?

What other projects were considered?

What skills were you hoping to learn/hone?

How will capstone apply to career in PH?

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 committee members to complete and sign these forms and submit them to the MPH Office so that a grade may be cast. Until the forms are signed off by each advisor, the student will not receive a passing grade.

Students are also encouraged to consider videotaping the presentation, especially in the event of an absent committee member. The Freedman Center at KSL has digital video cameras & tripod that can be borrowed by the departments. They will also help with downloading the video onto CD's afterwards. Contact info: Freedman Center - Phone: 216.368.0932 - Email: freedmancenter@case.edu

¹Students using PowerPoint Software to support their presentations are asked 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 or facilities are needed.

Capstone Presentation Evaluation Form

Evaluation process:

- Student is responsible for distributing evaluation sheet along with any handouts to advisory committee members prior to presentation.
- Advisory committee members are responsible for collaborating with each other about the quality of the student's presentation, 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.

STUDENT'S

NAME _____ Date _____

EVALUATOR'S

NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

Delivery: Was presenter audible and comprehensible?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Content: Were goals, objectives and methods of the project stated clearly? Could audience grasp the full scope of the project? Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Knowledge of material: Is presenter fluent with material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Visual Support: Did visual aids, if employed, appropriately support the oral presentation, (not duplicate it)?

N.A. Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Results: 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?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Responsiveness: Did presenter respond effectively to questions posed (if any), indicating a firm grasp of the material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED PRESENTATION REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Capstone Presentation Evaluation Form

Evaluation process:

- Student is responsible for distributing evaluation sheet along with any handouts to advisory committee members prior to presentation.
- Advisory committee members are responsible for collaborating with each other about the quality of the student's presentation, 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.

STUDENT'S

NAME _____ Date _____

EVALUATOR'S

NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

Delivery: Was presenter audible and comprehensible?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Content: Were goals, objectives and methods of the project stated clearly? Could audience grasp the full scope of the project? Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Knowledge of material: Is presenter fluent with material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Visual Support: Did visual aids, if employed, appropriately support the oral presentation, (not duplicate it)?

N.A. Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Results: 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?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Responsiveness: Did presenter respond effectively to questions posed (if any), indicating a firm grasp of the material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED PRESENTATION REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Capstone Presentation Evaluation Form

Evaluation process:

- Student is responsible for distributing evaluation sheet along with any handouts to advisory committee members prior to presentation.
- Advisory committee members are responsible for collaborating with each other about the quality of the student's presentation, 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.

STUDENT'S

NAME _____ Date _____

EVALUATOR'S

NAME _____

EVALUATORS ROLE: Advisory Committee Chair Faculty Advisor Other

Delivery: Was presenter audible and comprehensible?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Content: Were goals, objectives and methods of the project stated clearly? Could audience grasp the full scope of the project? Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Knowledge of material: Is presenter fluent with material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Visual Support: Did visual aids, if employed, appropriately support the oral presentation, (not duplicate it)?

N.A. Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Results: 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?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

Responsiveness: Did presenter respond effectively to questions posed (if any), indicating a firm grasp of the material?

Inadequate Adequate Well Done Outstanding

Comments (Use reverse side or additional pages if you need more room):

STUDENT HAS SUCCESSFULLY COMPLETED PRESENTATION REQUIREMENTS: YES NO

If "NO", please elaborate on the reverse side.

Possible Capstone Placement Sites:

(selected organizations: students can also develop and propose a site not listed to best suit their needs.)

- ☐ AIDS Task Force of Greater Cleveland
- ☐ Care Alliance
- ☐ Center for Community Solutions
- ☐ Center for Families & Children
- ☐ Center for Innovative Practices
- ☐ Center on Urban Poverty & Social Change
- ☐ Community Health Access Project, Inc.
- ☐ Cleveland Department of Public Health
- ☐ Cuyahoga County Board Health
- ☐ CWRU Department of Family Medicine
- ☐ CWRU Faculty Projects
- ☐ Free Clinic of Greater Cleveland
- ☐ Geauga County Teen Pregnancy Prevention
- ☐ Goodrich-Gannett Neighborhood Center
- ☐ Healthy CMHA (Cuyahoga Metropolitan Housing Authority)
- ☐ Hispanic Urban Minority Alcoholism & Drug Outreach Program
- ☐ Inlet Dance Theater
- ☐ Lakewood Dept. of Human Services – Div. of Health
- ☐ Lesbian & Gay Community Service Center
- ☐ MetroHealth Medical Center
- ☐ Near West Theatre
- ☐ Ohio Department of Health
- ☐ Shaker Heights Department of Health
- ☐ Student-initiated site
- ☐ Substance Abuse Initiative of Greater Cleveland
- ☐ United States Agency for International Development
- ☐ Vietnam Veterans of American Foundation
- ☐ Wellcorp

APPENDIX: MPH STUDENT CAPSTONE PROJECTS

Current 11/01/06

Department of Epidemiology and Biostatistics

Student	Project Title
Najeh M. Ahmad, MD, MPH 8/04	Arab-American Culture and Health Care: A Project to Improve Health Care Delivery to Arab America Minority at MetroHealth Medical Center
Khaldoun Almhanna, MD, MPH 5/02	Tobacco Counter-Marketing: Website Targeting Adolescents
Maria Applewhite, RN, MPH 5/06	Correctional health care: Time for MPH programs to get on track
Andrea Arendt, MPH 1/04	The Natural History of West Nile Virus: A Descriptive Study
Suparna Argekar, DDS, MPH 5/04	Adolescent Oral Health & Tobacco Use
Anita Arora, MPH, 8/06	The Evaluation of the "Clear the Air" Smoking Cessation Project
Morounsayo Awosika-Olumo, MD, MPH 1/03	Quality Assessment of the Community Health Access Project
Lisa Basalla	Sexuality Education Programs: Do They Work?
David Bell, MPH 5/06	Creation & Maintenance of Emergency Preparedness for Small Municipalities in Cuyahoga County: the "5 x 3" Preparedness Template
Lee Bennett, MD, MPH 5/03	A Survey of Policies and Practices Pertaining to the Prescription of Long-Term Oxygen Therapy (LTOT) for Patients Who Smoke
Mark Best, MD, MPH, 8/00	Healthcare Quality Management at the Cleveland Veterans Affairs Medical Center: an Evaluation Study
David Bivins, DO, MPH 5/03	The Development of a Multidisciplinary Team for the Treatment of Diabetes in an Urban, Academic Family Medicine practice
Ebony Boyd, MPH, 5/05	The Power of Positive Peer Pressure: An Evaluation of a Middle School Bully Proofing Program
Anne Breen, MD, MPH 5/02	Improving the Process of Care Delivery in the Acute Treatment Room at the Louis Stokes Cleveland VA Medical Center: A Continuous Quality Improvement Project
Lisa Bunosky, MPH 5/04	Designing a Resource Handbook: A Case Women's Guide to Health & Wellness
Richard M. Carpiano, MA, MPH 5/01	Tools, Teamwork, and Tenacity: An Examination of Family Practice Office System Influences on Preventive Service Delivery
Jennifer Chandler, MPH 5/03	Nova Project: A Culture-Based Pathway to Healing and Self Awareness for Troubled Teens
John Kevin Coker, JD/MPH 5/02	Assessment of Access to Retroviral Drugs in Uganda: Identification of Legal, Social And Economic Barriers to Treatment
Thomas Conlon, MPH 1/06	Public Health Entrepreneurship & Innovation
Thomas B. Cook, MPH 5/01	Geauga County Teen Pregnancy Prevention
Maggie Cox	The Relative Association of Cigars & Cigarettes to Adolescent Risk Behaviors
Sabrina Eagan, MSN/MPH 5/03	Making Preventative Medicine and Primary Care Relevant to the Community: Assessment of a Health Care Center's Needs and Resources

MPH STUDENT CAPSTONE PROJECTS (CONT.)
Department of Epidemiology and Biostatistics

Jennifer Edman, MD	Impact of Print Media Images on Adolescent Ideal Body Image – A Planned Cross Over Pilot Randomized Controlled Trial
Chinelo Enwonwu	Health and Ageing in Nigeria
Cristina Ferrazzano, MPH 1/04	Building a Community Health Resource: Genealogy and DNA
Joe Galanek	Qualitative Outcome Measures for a Population of Mentally Ill Offenders in Cuyahoga County
Maureen Gallagher, MPH 5/04	HIV Infection and Parasitic Coinfection
Andrew Garlisi, MD, MPH 5/05	Handoffs at Change of Shift in the Emergency Department
Melissa Hanahan	Factors Contributing to the Successful Management of Diabetes
Eva Hirwe, MD MPH 5/01	Factors Influencing Patient Discomfort During Pelvic Exam
Leon Hudson, MPH 8/04	Healthy CMHA: Healthquest Incentives Program
Samira Hussney, MPH 1/05	Spirituality, Religiosity and Coronary Artery Disease Outcome
Sanjiv Josh, MBBS (MD), MPH 5/01	Who Comes here, Why Do They Come, And How Long Do They Stay? Taking a Look at Patients Admitted by Family Physicians at University Hospitals of Cleveland.
Audrey Kinsella MPH 1/04	Mapping “Hot Houses” for Childhood Lead Poisoning Prevention In Cleveland Neighborhoods
Sonal Kishore, MPH 5/05	Understanding the rise in adolescent cigar use: Implications for preventive programming
Kristina Knight, MPH 5/03	Teen Health Advocacy: Empowering Teens to Make Informed Decisions
Tzuyung Doug Kou, MA, MPH 5/05	Epidemiologic Study of Patients with Inflammatory Bowel Disease within the VA Hospital System
Peter Lawson	Patient Enablement: A preliminary examination of the delivery and effects of health behavior advice during family medicine outpatient visits.
Laura Leone, JD/MPH 5/05	SB 218: Ohio’s Youth Tobacco Possession Law – Assessing the Impact and Application Four Years Later
Mary Beth Lipka, MPH 5/03	Complementary Therapies Program for the Geriatric Education Center (GEC)
Cecilia Loh, MD/MPH 5/05	Depression, Drinking and Acculturation in a Chinese American Clinic Population
Shaveta Manchanda, MBBS (MD), MPH 5/04	Prevalence of Intracranial Posterior Cerebral Artery Atherosclerosis and Associated Risk of Recurrent Stroke and Death in Hospital Based Population
Fauzia Manzoor, MD, MPH 5/06	Use of the Exhaled Carbon Monoxide (CO) Meter as a “Vital Sign” in Prenatal Care Settings to Encourage Smoking Cessation and Avoidance of Secondhand Smoke
Sophia Masters , MPH 5/04	Creation of an On-Line Curriculum, Type B Preventive Medicine Elective for the Case Western Reserve University School of Medicine
Vandana Mathur, MPH 1/03	Steady Storms: Teen Dating Violence Program Design
Jaykumar Menon, MBBS< MPH 5/01	Approaches to Tuberculosis Treatment Control in a Developing Country Setting (Central Zone, Uganda) and a Developed Country Setting (Cuyahoga County, Ohio, USA), Within the Administrative Structure

MPH STUDENT CAPSTONE PROJECTS (CONT.)

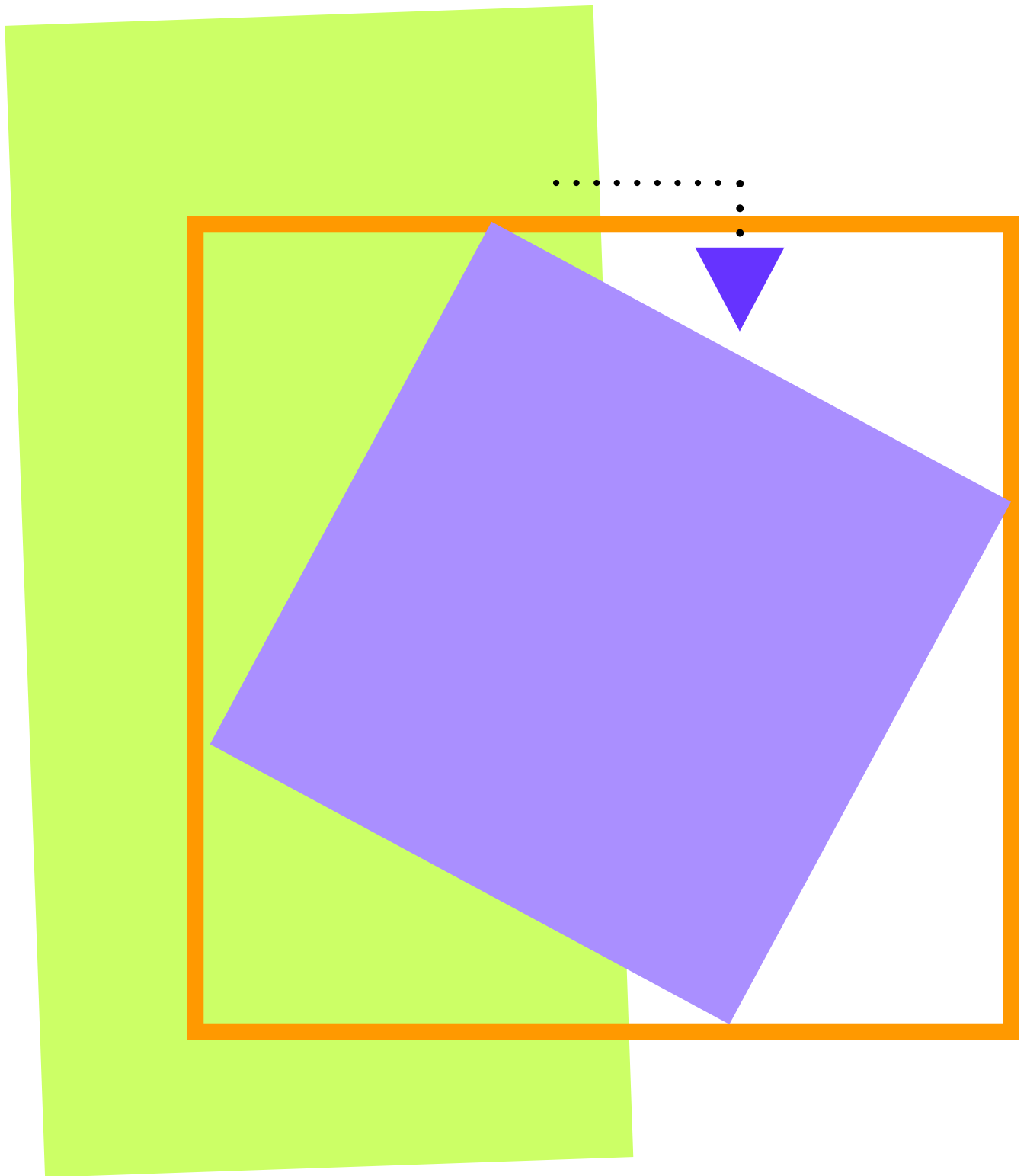
Department of Epidemiology and Biostatistics

Beena Minai, MBBS (MD), MPH 5/03	Improvement in Metered Dose Inhaler (MDI) Technique, Pulmonary Function and Overall Severity in Children With Asthma: Results from an Inner City Pediatric Asthma Compliance and Technique (PACT) Clinic (2002)
Tara Moore, MPH 1/05	Adolescent Health Care in Cuyahoga County
Imelda Nambagembe	Factors associated with adverse outcomes of pregnancy at Mulago hospital in Kampala Uganda
Michelle Nebergall, MA/MPH 1/06	The Relationship of Emotional Health to Health Attitudes and Behaviors in Adolescents
Travis Neely, MD, MPH 5/02	Evaluation of Khon Kaen University Course on Management of Complex Humanitarian Emergencies: Focus on Women and Children
Eva Nieder	What can be done to Increase the rate of organ donation
Monica Nussbaum, JD/MPH 1/05	Cuyahoga County Juvenile Justice System: Adolescent Mental Health and Substance Abuse Treatment Programming
Andrew O'Connor, MD, MPH 5/03	Measures of Hemodialysis Adequacy
Danielle Olds, MSN/MPH 5/03	Infection Control in Resource-limited Settings
Michelle Osborn, MA/MPH 1/06	Policy to Practice: HIV Testing and Counseling
Sorrel Osborne	An Analysis of the Cleveland Police Department Domestic Violence Case Reports of 2003
Stacie Pallotta, MPH 5/00	Analysis of Obstetric Data
Jennifer Panzo, MPH 5/06	Recommendation for Ryan White CARE Act Reauthorization in 2006
Prabhakar Parimi, MBBS, MPH 5/03	Antibiotic Utilization Profile of Caregivers in Trinidad and Tobago
Amanda Perkett	"WHO Cares? How evolving policies from the World Health Organization leave developing countries behind"
Seena Perumal, MPH 1/03	Job Satisfaction and Patient Care Practices of Hemodialysis Nurses and Technicians
Rachel Pope	Social Reintegration After Obstetric Fistula Repair in Tanzania
Vallerie Propper, MPH, 5/05	Advocating for Policy Changes to Better Implement EBPs
Mahrin Rahman, MPH 1/07	Using the S-Cage to Tailor Smoking Cessation Efforts
Emily Read, MSN/MPH 5/06	Public Health Program Designed to Increase Disaster Preparedness
Kathryn Reese, MPH 5/06	Hepatitis C: Improving Effectiveness of Public Health Communication
Anna Rosenfeld, MD, MPH 2002	Prevalence & Patterns of Herbal Medications Use in a Pre-Surgical Population
Lloyd Runser, MD/MPH 5/05	The reliability and validity of the BASIC (Brief Assessment of Spiritual Insight and Commitment) questionnaire, a multidimensional measure of spirituality
Emile Sabbagh, MD, MPH 5/05	Documenting Anemia in the Elderly
Veronica Salvat	Hormone Replacement Therapy, Reproductive History and Colon Cancer Risk
Laura Santurri	The Development, Implementation & Evaluation of Two Services for IC/PBS Patients in Northeast Ohio
Ashley Schneider, MPH 1/04	Best Practices: International Partners in Mission and the Great Lakes Region of Africa
Frederick Schumacher, MPH 1/03	A Sibling Matched Case-Control Study: The Role of Diet in the Etiology of Prostate Cancer

MPH STUDENT CAPSTONE PROJECTS (CONT.)

Department of Epidemiology and Biostatistics

Sinziana Seicean, MD, MPH 5/05	Abnormalities in Glucose Metabolism in Sleep Disordered Breathing and Implications for Cardiovascular Risk
Diana Sepehri, MPH 1/07	Diabetes Shared Visits Initiative for the Hispanic and Latino Population
Hormazd Sethna, MA/MPH, 5/05	A Proposal to Implement a Community Planning Process to Address Hepatitis
Lee Slavin, MD, MPH 8/00	Continuous Quality Improvement at the Cleveland Veterans Affairs Medical Center: An Interventional Study
Nancy Slocum, RN, LMT, MPH 8/01	Infant Massage Training for Home Health Nurses
Alicia Sokol, MPH 1/05	Employee Influenza Vaccine Survey, Analysis and Intervention at the Cleveland Clinic
Beth Stuebing, MD/MPH 5/05	Child Immunization Program Evaluation
Jonah Stulberg, MPH 1/05	Quality Improvement: Developing a Diabetes Self-Management Education Program at the Cleveland Free Clinic
Peter Sumba, MPH 5/04	A Pilot Study of Malaria Early Treatment Seeking Behavior in the Highlands of Kenya
Aisha Syed, MPH 5/03	Curfew Enforcement in the Glenville Neighborhood
Taskeen Tajuddin, MPH 8/04	ALLHAT Study Evaluation
Swati Thakur, MBBS, MPH 1/03	Evaluation of the Effectiveness of "Public Education Campaign" in Improving the Knowledge, Practices and Attitudes About West Nile Virus in the Residents of Shaker Heights
Jeffrey Turell, MD, MPH 5/06	Dissemination of an Approach for Local Development and Implementation of the National Response Plan by Health Departments that Complies with the National Incident Management System
Aimee Vance	Impacting T2DM in an Urban Latino community through an Integrated Community Service Learning Model, Utilizing Junior Community Health Workers and Undergraduate Nursing Student Intervention Teams
John Vargo, MD, MPH 5/03	The Development and Application of a Culturally Competent Smoking Education Curriculum with Analyses of Values and Knowledge Accrual Via a Surveillance Tool: A Prospective, Controlled Study
John Waddell, DPM, MPH 5/05	Developing an Undergraduate Degree in Public Health Through a Community College Portal
Kristin Williams, DDS, MPH 5/05	Healthy Smiles Sealant Program
Tiffanee Wright, MA, MPH 5/04	Attitudes & Practices Towards Colon Cancer Screening Among Siblings of Colon Cancer Patients
Mike Yunes, MPH 5/05	Hospitalization Trends and Adherence to Care in the Cleveland Area HIV Infected Black Population of Men Who Have Sex with Men
Erin Zaletel, MPH 8/05	Assessment/Survey of Limited Local Employer Services for Dependent/Elder Care



MPH Program
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