

Capstone Kit

2018-2019



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Master of Public Health Program

Capstone Project Overview

Objectives

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

- Develop a broad understanding of content related to the chosen MPH concentration
- 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 Capstone Project requires the completion of the following:

- Complete Capstone project proposal and accompanying forms (these **must** be completed, submitted, and approved by Capstone Committee and MPH Office prior to student receiving permission to register for Capstone credits)
 - A completed Capstone project proposal includes:
 - Cover sheet signed by all Capstone Committee members
 - Proposal essay, detailing background literature, methodology, and public health significance of Capstone project
 - Capstone Foundational Competencies Form
 - Concentration-Specific Competencies Form
- Capstone progress report(s)
- Foundational Competency Assessment Form (to be completed all members of the Capstone Committee)
- Concentration-Specific Competency Assessment Form (to be completed by all Capstone Committee members)
- Capstone essay of professional quality
- Capstone essay evaluation forms (to be completed by all Capstone Committee members)
- Oral presentation detailing the project and its findings given at the *Public Health Innovations Conference*
- Presentation evaluation forms (to be completed by all Capstone Committee members)

Capstone Proposal Guidelines & Checklist

It is expected that the Capstone Proposal will include:

- Cover Sheet including name, title of the project, name of host organization, and Capstone Committee members (see next page for cover sheet)
- Competency forms (see foundational and concentration-specific competency forms below)
- Brief Project Description
- Background
 1. Literature Review
 2. Rationale
 - a. Concise statement of the research question(s) you are trying to address
 - b. How you will attempt to address the research questions
- Project Design, which should include:
 1. A narrative of the project procedure in the sequence in which the project segments will be performed
 2. A depiction the population participating in the project
 3. A description of the project site
 4. An inventory of relevant institutional resources available to help complete your project
 5. A timeline
- Materials and Methods
 1. An explanation of the instruments, materials, and methods you intend to utilize. We encourage research oriented capstone projects, but before data collection can occur the methodology should be approved by your Committee. Research projects will likely require IRB clearance. Please consult with your Committee and/or the MPH office 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, if applicable
 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?
- If your capstone also encompasses your practicum:
 1. List the competencies your project will address. You must meet at least 5 competencies, of which 3 must be Foundational. The other 2 may consist of concentration-specific or custom competencies relevant to your educational and/or career goals
 2. List at least two concrete deliverables that will result from your practicum
- List your Capstone Advisory Committee members. Briefly list or describe their professional contributions to your project
- References

Capstone Project Proposal Cover Sheet & Approval Form

Student Information:

Student Name: _____ Student Identification #: _____

Student Email Address: _____ Student Phone Number: _____

Student Concentration(s): Population Health Research Health Policy & Administration
 Global Health Health Promotion & Disease Prevention
 Health Informatics

Registration Plans: One Semester: 6 Capstone credits
 Two Semesters: 3 Capstone credits in first semester; 3 Capstone credits 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
If yes, have you received CREC certification? Yes (Completion Date: _____) No
Have you submitted proposal to IRB? Not required
(Please attach all IRB documentation) Will submit proposal before beginning research
 Yes; IRB Protocol # _____

Does this practicum experience involve travel outside the United States? Yes No

If yes, please complete the following:

Destination: _____ Date of departure: _____ Date of return: _____

Has the student registered their travel with the Office of Education Abroad? Yes No

(See MPH travel abroad policy on page 42 of the Culminating Experience Guide)

Capstone Site Information:

Organization: _____

Preceptor Name: _____ Preceptor Title: _____

Preceptor Phone Number: _____ Preceptor Email: _____

Preceptor Signature _____ Date: _____

Capstone Advisory Committee Information & Signatures:

Chair Name: _____ Chair Title: _____

Chair Department/Organization: _____

Chair Phone Number: _____ Chair Email: _____

Chair Signature: _____ Date: _____

Advisor Name: _____ Advisor Title: _____

Advisor Department/Organization: _____

Advisor Phone Number: _____ Advisor Email: _____

Advisor Signature: _____ Date: _____

Advisor Name: _____ Advisor Title: _____

Advisor Department/Organization: _____

Advisor Phone Number: _____ Advisor Email: _____

Advisor Signature: _____ Date: _____

To Be Completed by MPH Program:

Date approved: _____ Received by: _____

Capstone Foundational Competencies Form

Student Name: _____ Date: _____

Capstone Title: _____

I am completing this form as part of my:

- Capstone Proposal (To be submitted with Capstone Proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

Directions: All Capstones Projects must demonstrate mastery of both foundational and concentration-specific competencies. You may choose to include additional custom competencies if you choose. There is no prescribed set or minimum number of competencies to be met by the MPH Capstone. It is expected that Capstone projects will be substantial enough to demonstrate mastery of multiple foundational and concentration-specific competencies. Please complete both the Capstone foundational competencies form **and** the appropriate concentration-specific competencies form and submit according to the guidelines above. You can update which competencies you are meeting with each submission, if applicable.

Capstone Foundational Competencies

My Capstone Project will address the following foundational competencies:

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

To Be Completed by MPH Program:
Date approved: _____ Received by: _____

Concentration-Specific Competencies Form: GLOBAL HEALTH

To be completed by the **student**

Student Name: _____ Date: _____

Please complete this form if you are enrolled in the Population Health Research concentration. **Global Health Capstone Projects should address at least some of these competencies.** Attach and submit with the Capstone Foundational Competency Form.

I am completing this form as part of my:

- Capstone Proposal (To be submitted with proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

My Capstone Project will address the following competencies:

- Evaluate the relationships and agencies focused on colonial health, tropical medicine, international health and global health in a historical context
- Prioritize of diseases of global health importance and their epidemiological context
- Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement
- Contrast application of policy or technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems
- Apply the fundamental international principles and standards for the protection of human research subjects in diverse cultural settings

(Optional) Use the space below (or attach a separate page) for any identified custom competencies.

To Be Completed by MPH Program:
Date approved: _____ Received by: _____

Concentration-Specific Competencies Form: HEALTH INFORMATICS

To be completed by the student

Student Name: _____ Date: _____

Please complete this form if you are enrolled in the Population Health Research concentration. **Global Health Capstone Projects should address at least some of these competencies.** Attach and submit with the Capstone Foundational Competency Form.

I am completing this form as part of my:

- Capstone Proposal (To be submitted with proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

My Capstone Project will address the following competencies:

- Understand the fundamentals of using biomedical ontologies for integration of biomedical and health data
- Differentiate between standard health data exchange formats and vocabularies
- Explain how clinical data originating from different systems are collected and coded and how they are normalized, aggregated, and analyzed
- Describe how biomedical terminological systems are used in natural language processing workflow for unstructured biomedical text
- Describe the ethical, regulatory, managerial, financial, and practical aspects of data security

(Optional) Use the space below (or attach a separate page) for any identified custom competencies.

To Be Completed by MPH Program:

Date approved: _____ Received by: _____

Concentration-Specific Competencies Form: HEALTH POLICY & MANAGEMENT

To be completed by the **student**

Student Name: _____ Date: _____

Please complete this form if you are enrolled in the Population Health Research concentration. **Global Health Capstone Projects should address at least some of these competencies.** Attach and submit with the Capstone Foundational Competency Form.

I am completing this form as part of my:

- Capstone Proposal (To be submitted with proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

My Capstone Project will address the following competencies:

- Apply the principles of program development, planning, budgeting, resource management, and policy evaluation in organizational or community initiatives
- Describe how policy impacts healthcare delivery and outcomes
- Apply a continuous quality and performance improvement framework to address organizational coordination and performance
- Identify methods for decision making using evidence-based, systems thinking, and data-driven approaches to health policy and management
- Identify how access, quality, and cost are influenced by organizational and financial structures

(Optional) Use the space below (or attach a separate page) for any identified custom competencies.

To Be Completed by MPH Program:	
Date approved: _____	Received by: _____

Concentration-Specific Competencies Form: HEALTH PROMOTION & DISEASE PREVENTION

To be completed by the *student*

Student Name: _____ Date: _____

Please complete this form if you are enrolled in the Population Health Research concentration. **Global Health Capstone Projects should address at least some of these competencies.** Attach and submit with the Capstone Foundational Competency Form.

I am completing this form as part of my:

- Capstone Proposal (To be submitted with proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

My Capstone Project will address the following competencies:

- Assess needs for health interventions for the general public as well as at-risk populations
- Systematically evaluate health promotion strategies across typologies of evidence
- Apply system complexity concepts in the context of nested individuals, social networks, organizations, and communities (i.e., systems nested within systems) in the analysis of public health problems and solutions
- Develop health education/health promotion strategies that create an understanding of and respect for the importance of culture in practice and policy.
- Apply social and behavioral theory and planning models and evidence-based health promotion strategies for a variety of populations in the development of a health education/health promotion plan

(Optional) Use the space below (or attach a separate page) for any identified custom competencies.

To Be Completed by MPH Program:

Date approved: _____ Received by: _____

Concentration-Specific Competencies Form: POPULATION HEALTH RESEARCH

To be completed by the **student**

Student Name: _____ Date: _____

Please complete this form if you are enrolled in the Population Health Research concentration. **Global Health Capstone Projects should address at least some of these competencies.** Attach and submit with the Capstone Foundational Competency Form.

I am completing this form as part of my:

- Capstone Proposal (To be submitted with proposal to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Capstone Progress Report (To be submitted with Progress Report to all members of Capstone Advisory Committee and MPH Director of Community Based Education)
- Final Capstone Requirements (To be submitted with Capstone Essay to MPH Director of Community Based Education)

My Capstone Project will address the following competencies:

- Select an appropriate existing data set, such as electronic health records, Medicare/Medicaid, Medical Expenditure Panel Survey, Health Care Utilization Project, and Health and Retirement Study, to address a population health research question
- Design and perform a study consisting of a retrospective analysis of an existing data set to address a population health research question of interest
- Design efficient computer programs for data management and manipulation, statistical analysis, and presentation using R (or another statistical programming language such as SAS)
- Apply advanced statistical methods for analyzing count data, categorical data and time to event data: specifically, Poisson regression models, multinomial and ordinal logistic regression models, and Cox proportional hazard models
- Perform predictive modeling employing different strategies for model selection (best subsets and shrinkage approaches), imputation of missing values, and splitting data into training and test data sets

(Optional) Use the space below (or attach a separate page) for any identified custom competencies.

To Be Completed by MPH Program:	
Date approved: _____	Received by: _____

Foundational Competency Assessment Form

To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. (*Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.*) This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance. **This form consists of three (3) pages. Please be sure to also complete the appropriate Concentration-Specific Competency Assessment Form provided to you by the student.**

Evidence-Based Approaches to Public Health	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Apply epidemiological methods to the breadth of settings and situations in public health practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select quantitative and qualitative data collection methods appropriate for a given public health context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret results of data analysis for public health research, policy or practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Health & Health Care Systems				
Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Planning & Management to Promote Health	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Assess population needs, assets and capacities that affect communities' health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design a population-based policy, program, project or intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain basic principles and tools of budget and resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select methods to evaluate public health programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy in Public Health				
Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocate for political, social or economic policies and programs that will improve health in diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate policies for their impact on public health and health equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership				
Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply negotiation and mediation skills to address organizational or community challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Select communication strategies for different audiences and sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate audience-appropriate public health content, both in writing and through oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the importance of cultural competence in communicating public health content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interprofessional Practice				
Perform effectively on interprofessional teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Thinking				
Apply systems thinking tools to a public health issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use the space below for comments, if applicable:

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program: Date received: _____ Received by: _____

Concentration-Specific Competency Assessment Form: GLOBAL HEALTH

*To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. *(Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.)* This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance. **Please be sure to also complete the Foundational Competency Assessment Form, provided to you by the student.**

Competency	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Evaluate the relationships and agencies focused on colonial health, tropical medicine, international health and global health in a historical context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritize of diseases of global health importance and their epidemiological context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contrast application of policy or technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply the fundamental international principles and standards for the protection of human research subjects in diverse cultural settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Use the reverse side (or attach a separate page) for any identified custom competencies.

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program: Date approved: _____ Received by: _____

Concentration-Specific Competency Assessment Form: HEALTH INFORMATICS

*To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. *(Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.)* This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance. **Please be sure to also complete the Foundational Competency Assessment Form, provided to you by the student.**

Competency	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Understand the fundamentals of using biomedical ontologies for integration of biomedical and health data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate between standard health data exchange formats and vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how clinical data originating from different systems are collected and coded and how they are normalized, aggregated, and analyzed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe how biomedical terminological systems are used in natural language processing workflow for unstructured biomedical text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the ethical, regulatory, managerial, financial, and practical aspects of data security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Use the reverse side (or attach a separate page) for any identified custom competencies.

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program: Date approved: _____	Received by: _____
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Concentration-Specific Competency Assessment Form: HEALTH POLICY & MANAGEMENT

*To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. *(Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.)* This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance. **Please be sure to also complete the Foundational Competency Assessment Form, provided to you by the student.**

Competency	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Apply the principles of program development, planning, budgeting, resource management, and policy evaluation in organizational or community initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe how policy impacts healthcare delivery and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply a continuous quality and performance improvement framework to address organizational coordination and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify methods for decision making using evidence-based, systems thinking, and data-driven approaches to health policy and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify how access, quality, and cost are influenced by organizational and financial structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Use the reverse side (or attach a separate page) for any identified custom competencies.

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program:	
Date approved: _____	Received by: _____

Concentration-Specific Competency Assessment Form: HEALTH PROMOTION & DISEASE PREVENTION

*To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. *(Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.)* This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance. **Please be sure to also complete the Foundational Competency Assessment Form, provided to you by the student.**

Competency	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Assess needs for health interventions for the general public as well as at-risk populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematically evaluate health promotion strategies across typologies of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply system complexity concepts in the context of nested individuals, social networks, organizations, and communities (i.e., systems nested within systems) in the analysis of public health problems and solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop health education/health promotion strategies that create an understanding of and respect for the importance of culture in practice and policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply social and behavioral theory and planning models and evidence-based health promotion strategies for a variety of populations in the development of a health education/health promotion plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Use the reverse side (or attach a separate page) for any identified custom competencies.

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program: Date approved: _____ Received by: _____

Concentration-Specific Competency Assessment Form: POPULATION HEALTH RESEARCH

*To be completed by **Capstone Advisory Committee Members** with Final Capstone Essay*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

DIRECTIONS: Using your professional judgement, please evaluate the student on the following competencies. (*Note: not all competencies will necessarily be met by the Capstone, and there is no prescribed list or minimum. We do expect all Capstone Projects to be substantial enough that they meet multiple competencies, both foundational and concentration-specific.*) This form must be received before any grade can be issued. Feel free to contact the MPH Office if you need additional guidance.

Please be sure to also complete the Foundational Competency Assessment Form, provided to you by the student.

Competency	Approaching Sufficiency	Sufficient	Advanced	Not Applicable to this Capstone
Select an appropriate existing data set, such as electronic health records, Medicare/Medicaid, Medical Expenditure Panel Survey, Health Care Utilization Project, and Health and Retirement Study, to address a population health research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and perform a study consisting of a retrospective analysis of an existing data set to address a population health research question of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design efficient computer programs for data management and manipulation, statistical analysis, and presentation using R (or another statistical programming language such as SAS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply advanced statistical methods for analyzing count data, categorical data and time to event data: specifically, Poisson regression models, multinomial and ordinal logistic regression models, and Cox proportional hazard models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform predictive modeling employing different strategies for model selection (best subsets and shrinkage approaches), imputation of missing values, and splitting data into training and test data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Use the reverse side (or attach a separate page) for any identified custom competencies.

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program: Date approved: _____ Received by: _____

Capstone Committee Essay Evaluation Form

To be completed by **Capstone Advisory Committee Members** with *competency assessment forms*

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Other

Evaluation process:

- Student is responsible for distributing this evaluation sheet along with essay and competency assessment forms to Capstone Committee members two weeks prior to presentation date
- 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, and completing all evaluation forms in a timely manner
- Committee Chair is responsible for communicating a final grade to MPH Director of Community Based Education
- MPH Office is responsible for submitting final grade to University Registrar

Please evaluate the Capstone Essay on the following:	Inadequate	Adequate	Well Done	Outstanding
Summary Statement: A brief overview of the purpose of the project and what the project addresses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives: A list or discussion of the objectives and /or research questions addressed by the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background: A detailed literature review describing previous work on the topic. Effort should be made to place the project in theoretical model. Related controversies should be addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods: Design, setting, participants, intervention (if appropriate), and main outcome measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results: The product of the effort put forth in the Capstone project should be articulated in detail in this section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Detailed discussion of the results. Student should place the results in the context of the existing base of knowledge on the topic. Limitations and strengths of the project should be discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion: Conclusions <i>supported by evidence</i> should be communicated. Further study or effort implied by the conclusions should be expressed. Equal attention should be given to positive and negative conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESSAY IS OF PROFESSIONAL QUALITY:	<input type="checkbox"/> Yes		<input type="checkbox"/> No	
STUDENT HAS SUCCESSFULLY COMPLETED REQUIREMENTS:	<input type="checkbox"/> Yes		<input type="checkbox"/> No	

If "No" or "Inadequate" is selected above, please elaborate on the reverse side (or on additional pages, as needed)

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program:	
Date received: _____	Received by: _____

Capstone Presentation Evaluation Form

Student Name: _____ Date: _____

Evaluator's Name: _____

Evaluator's Role: Capstone Committee Chair Capstone Committee Member Faculty Student
 Staff Other

Evaluation process:

- Student is responsible for distributing a copy of the Capstone Essay to Capstone Committee Members **two weeks prior to presentation** so that they may adequately assess the presentation.
- Student is responsible for distributing evaluation sheets to Committee Members prior to presentation
- Committee members are responsible for collaborating with each other about the quality of the student's presentation and completing presentation evaluation forms in a timely manner
- Committee Chair is responsible for communicating student's final grade to MPH Office.
- MPH Office is responsible for submitting final grade to University Registrar

Please evaluate the Capstone Presentation on the following:	Inadequate	Adequate	Well Done	Outstanding
Introduction: Were goals, objectives, and methods of project stated clearly? Could audience grasp the scope of the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Material: Is student fluent with material/topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Support: Did visual aids appropriately support the oral presentation (not duplicate it)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 strengths and limitations of the project discussed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery: Was presenter audible and comprehensible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsiveness: Did presenter respond effectively to questions posed (if any), indicating a firm grasp of the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT HAS SUCCESSFULLY COMPLETED REQUIREMENTS:	<input type="checkbox"/> Yes		<input type="checkbox"/> No	

If "No" or "Inadequate" is selected above, please elaborate on the reverse side (or on additional pages, as needed)

Evaluator's Signature: _____ Date: _____

To Be Completed by MPH Program:	
Date received: _____	Received by: _____