

**UNMC/UNO**  
**Master of Public Health Program in the**  
**College of Public Health**

**Service Learning/  
Capstone Experience**  
**Handbook**

**October 2006**

**\*\*For HDSL C distribution only\*\***

## **About This Handbook**

The Service Learning/Capstone Experience (SL/CE) Handbook contains guidelines on expectations for completing a successful service learning/capstone experience. It also contains required forms to be completed by the student, faculty, and Preceptor. Because several revisions have been made in recent years, contact the MPH SL/CE Coordinator to inquire which version of the handbook you should be using.

If you have any questions about the handbook or the SL/CE, please contact the MPH SL/CE Coordinator:

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## SECTION I: GENERAL INFORMATION

### Concept of Service Learning

The concept of service learning is based on the principles of responsibility to our fellow man/woman and learning through applied theory. Service learning is about meeting human needs while learning; about integrating community service with study and reflection. The National Community Service Trust Act of 1993 defines service learning as “a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that are integrated into the student’s academic curriculum and provide structured time for reflection, and that enhance what is taught in school by extending student learning beyond the classroom and into the community.” In service learning, there is an equal focus on service and on learning. According to Kendall (1990), service learning:

- Engages people in responsible and challenging actions for the common good
- Is committed to program participation by and with diverse populations
- Clarifies the responsibilities of each person and organization involved
- Articulates clear service and learning goals
- Includes training, supervision, monitoring, support, recognition and evaluation of students to meet service and learning goals
- Provides structured opportunities for people to reflect critically on their service experience

### UNMC/UNO Master of Public Health Program in the CoPH Service Learning/Capstone Experience

The Service Learning/Capstone Experience (SL/CE) is an essential part of the UNMC/UNO MPH Program in the CoPH and is required of all students in the MPH degree program. It is designed to provide students with first-hand, scholarly, supervised experience in a practice setting. In the course of this community-based experience, students provide service that contributes to the health of the population while learning and further developing public health competencies under the guidance of established professionals. This experience augments the academic course work, providing students with an opportunity to integrate and apply/test the knowledge, principles and skills acquired through his/her classroom instruction.

In service learning, there is an equal focus on service and on learning. Activities, outcomes, and scheduled hours are negotiated between the placement site, the student and the service learning capstone course faculty member. Service learning is considered a threshold or capstone experience which not only allows students to demonstrate basic public health competencies and further develop essential skills, (e.g. collaborative team work, health education intervention skills, and management skills) but also to integrate academic course work with actual public health practice under the supervision of established public health practitioners. The SL/CE develops an environment of academic participation, collaboration, and engagement among students, faculty, and the community. Students complete individual or group projects at sites approved by the MPH Graduate Program Committee.

#### References

Kendall, Jane C. (1990.) "Combining Service and Learning: An Introduction." Combining Service and Learning: A Resource Book for Community and Public Service, Volume 1 Raleigh, NC: National Society for Experiential Education.

## Objectives of Service Learning

Through participation in the Service Learning/Capstone Experience students will:

1. Develop a capstone project proposal that clearly demonstrates integrated and applied knowledge, principles and skills acquired through classroom instruction.
2. Perform activities that demonstrate the development/enhancement/application of core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional MPH Program identified competency domains and describe activities performed to achieve/address these competencies.
3. Demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address these competencies.
4. Produce a capstone paper, including a 250-500 word abstract, of the experience which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.
5. Make an oral presentation of the results of the project at the end of the experience. The presentation should address all the objectives listed above.
6. Produce a beneficial product for the placement site as appropriate.

Students will negotiate the specifics of the Service Learning/Capstone experience project with the course faculty member and the community placement Preceptor. Approaches and methodologies for the experience will vary, including group and individual projects, but each experience will, at minimum, give students exposure to one or more of the core functions and essential services of public health, and a majority of the public health competencies.

## Benefits of Service Learning

### Student Benefits

- Opportunity to integrate theory with practice.
- Opportunity to provide community service.
- Gain experience with organizational management styles.
- Develop interpersonal skills.
- Gain access to data/projects for theses, dissertations and/or publications.
- Gain exposure to contacts for future employment.
- Gain work experience/define career objectives.
- Placement site may provide a stipend/wage for service provided.

### Service Learning Site Benefits

- Opportunity to formalize a partnership with the University; links site to University-based research and data expertise/resources.
- Assists with identifying/recruiting future public health personnel.
- Provides additional human resources to accomplish work in core public health functions and essential services.

### Faculty/University Benefits

- Opportunity for research.
- Source of current information about public health practice.
- Opportunity to assess currency/sufficiency of curriculum.
- Opportunity to provide community service.

## SECTION II: COURSE REGISTRATION, COMMITTEE AND PLACEMENT SITE

### Course Registration and Description

#### IMPORTANT:

1. Before registering for the capstone course, students must contact the SL/CE Coordinator.
2. Before registering for the course, the student must meet and consult with their MPH program academic advisor to ascertain readiness for service learning.
3. The Student must submit the Service Learning/Capstone Experience Application form (pp. 18 -19) to the SL/CE Coordinator in order to register for the course.
4. The Preceptor must submit the Agency/Organization Profile form (pp.20-21) and obtain an approval for the placement site before the Student begins service activities.
5. The Preceptor must review and sign the Affiliation Document (pp. 22-25)

#### Course Numbers

##### Public Health Administration

- PA8990-002 (3 credit hours) Public Administration Capstone Project
- PA8030-002 (3 credit hours) Internship Course

##### Community Health Education

- HED8980-001 (3 credit hours) Community Health Education Practicum
- HED8980-002 (3 credit hours) Community Health Education Practicum

#### Course Prerequisites

- Complete all core courses.
- Complete all concentration courses.
- Be within 12 hours of graduation including the 6 hours of Service Learning/Capstone Experience Courses.
- Students who entered the MPH program in the Fall of 2006 or after must have successfully completed a graduate level (3 credit hours) research methods course before they may enroll in the Service Learning course.
- Be in good academic standing.
- IRB approvals from all organizations that will be involved with the capstone project.
- CITI Certification if the project involves working with human subjects, data collection, and/or working with confidential data.

Any exceptions to the prerequisites must be approved by the Graduate Program Committee.

#### Course Description

A community-based experience is designed to provide students with firsthand, scholarly, supervised experience in a practice setting. This experience augments the academic course work, meets actual community needs, and provides students with an opportunity to integrate and apply/test knowledge, principles and skills acquired through classroom instruction. Students will demonstrate mastery of public health principles, values and practice.

#### Course Format

This is an independent study supervised by the capstone committee. Students are required to meet with MPH Program Service Learning/Capstone Experience Coordinator and capstone committee prior to starting placement hours. Other meetings may be scheduled as necessary by any of the parties. Students will complete a minimum of 300 service hours. The SL/CE may be completed as part of a larger project, a stand alone project, or as a group project with other

MPH students. The SL/CE evaluation must be signed by committee members before grades can be submitted.

### **Course Objectives**

Through participation in the Service Learning/Capstone Experience students will:

1. Develop a capstone project proposal that clearly demonstrates integrated and applied knowledge, principles and skills acquired through classroom instruction.
2. Perform activities that demonstrate the development/enhancement/application of core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional MPH Program identified competency domains and describe activities performed to achieve/address these competencies.
3. Demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address these competencies.
4. Produce a capstone paper, including a 250-500 word abstract, of the experience which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.
5. Make an oral presentation of the results of the project at the end of the experience. The presentation should address all the objectives listed above.
6. Produce a beneficial product for the placement site as appropriate.

### **Evaluation**

Students will be evaluated on meeting the course objectives outlined above by the capstone committee members who make recommendations to the capstone faculty responsible for assigning the course grade. See Section V for more detailed information about the evaluation.

### **Stipends**

The MPH Program does not pay stipends for the SL/CE; however some projects may offer stipends. Such arrangements are made between the student and the placement site.

## **Committee and Placement Site**

### **Committee**

Students consult with an academic advisor and the SL/CE Coordinator to identify capstone committee members at least one semester prior to the start of the experience. The capstone Committee is comprised of (at minimum) the supervising capstone faculty (Supervising Faculty), who will assign the grade, a faculty member from the visiting campus (Committee Faculty), both of whom have some knowledge and/or interest in the capstone project, and the community Preceptor (Preceptor). If the Supervising Faculty is from UNMC, the visiting campus member must be UNO faculty. Similarly, if the Supervising Faculty is from UNO, the visiting campus member must be UNMC faculty. Committee members provide feedback to the Supervising Faculty regarding student performance.

### **Placement Site Selection and Approval**

Students will identify a potential placement site for the SL/CE activities to take place. They may contact appropriate personnel to discuss the possibility of doing their SL/CE activities at their site. The SL/CE Coordinator can also assist students in identifying potential placement sites. If the site has not been approved as a SL/CE site, an approval process must be completed before the SL/CE activities can take place.

### **Service Learning Site Benefits**

- Opportunity for the program to formalize a partnership with the University
- Assists with identifying/recruiting future public health personnel
- Links site to University-based research and data expertise/resources
- Provides additional human resources to accomplish work in core public health functions and essential services

### **Site Selection Criteria**

- Organization provides public health related planning and/or service.
- Organization has staff person on site with MPH credentials or equivalent professional experience and education willing to serve as a designated Preceptor.
- Preceptor must provide a minimum of one hour per week direct supervision for student.
- Student must have an opportunity to be involved in a minimum of 300 hours in the essential public health functions of assessment, policy development, or assurance. Specific activities might include:
  - Monitoring health status to identify community health problems
  - Diagnosing/investigating community health problems/hazards
  - Informing/educating/empowering people about health issues
  - Mobilizing community partnerships to identify/solve health problems
  - Developing policies/plans that support health efforts
  - Enforcing laws/regulations that protect/ensure health/safety
  - Linking people to health services and ensuring care when otherwise unavailable
  - Assuring a competent public and personal health care workforce
  - Evaluating effectiveness, accessibility, quality of public and personal health care services
  - Conducting research for solutions to health problems
- Students must have an opportunity to develop/enhance/apply core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as a minimum of 4 additional MPH Program competency domains.
- Organization must provide space and resources required for the student to complete duties/responsibilities.

### **Procedures to Receive Approval as Service Learning Site**

1. An organization interested in being approved as a service learning placement site for MPH students must submit:
  - A completed agency/organization profile document to the Service Learning Coordinator. The agency profile at minimum should state the agency's mission, goals and objectives, key agency personnel, type of agency, agency focus and possible service learning projects to which MPH students could be assigned.
  - A letter through the SL/CE Coordinator to the Graduate Program Committee, indicating an interest in becoming a service learning placement site and a commitment to work with faculty to provide a quality learning experience for one or more students assigned to the organization annually.
2. After receipt of the information outlined above, the Service Learning Coordinator will present the organizational information to the MPH Graduate Program Committee for review/approval.
3. The Preceptor will serve on the capstone committee.
4. The Preceptor will review and sign on Affiliation Document (pp. 21-25)

## Course Activities

### **Preparation**

#### Ascertain readiness

- Complete all core and concentration courses, be within 12 hours of graduation including the 6 hours of SL/CE courses and be in good academic standing by the start of the service learning experience. This policy is effective as of January 2006. Any exceptions must be approved by the Graduate Program Committee.
- Meet and consult with the MPH academic advisor to ascertain readiness for service learning.
- Contact the Service Learning Coordinator to apply/declare intent to participate in service learning and to discuss placement options at least one semester prior to starting the SL/CE.

#### Site approval and committee

- Work with the SL/CE Coordinator to secure approval of placement site as necessary.
- Meet with the service learning Preceptor and secure a tentative placement 30 days before the placement starts and negotiate schedules with the approved placement site.
- Work with MPH Program staff to identify appropriate members for the capstone committee at the start of the SL/CE.
- Be enrolled for 3 or 6 credit hours in one of the SL/CE courses at the start of the service learning experience.

### **Initial Meeting, Proposal Approval, and IRB Approval**

The student will work with the SL/CE Coordinator to convene an initial meeting with the capstone committee members and the SL/CE Coordinator. The meeting will provide an opportunity to discuss the responsibilities of the student, Supervising Faculty, Committee Faculty, Preceptor and other Committee members. Also, at the meeting, the student and the Committee will discuss the project proposal. It is recommended that the student provide a draft proposal to the Committee and SL/CE Coordinator at least 3 weeks before the initial meeting. The student must meet with the Supervising Faculty before the initial meeting.

Before beginning the activities at the placement site, students must obtain approval of the proposal from the Committee. The proposal is designed to help the student focus on the purpose of the SL/CE and to help define/clarify goals, objectives, activities, timeline and methods for evaluating the experience. Also, an IRB approval must be obtained for the project before the student begins the capstone activities. See pp. 10 for more information on the purpose of the IRB and the IRB application process.

### **Activities at Placement Site**

The service learning activities in a student's place of work must be activities beyond regular employment and fulfill the essential public health functions. Students must complete a minimum of 300 service hours (over 1 or 2 academic sessions). Hours cannot be counted for service learning/capstone projects that are abandoned or uncompleted. The student will communicate with the service learning Faculty, Preceptor and SL/CE Coordinator throughout the service learning experience to ensure a valuable learning experience. See Section IV for expectations and guidelines for placement activities.

### **Midterm Progress Report**

After completing 150 service hours, the student will fill in the Midterm Progress Report form (pp. 26) and send it to the Capstone Committee and SL/CE Coordinator.

**Capstone Paper and Presentation**

The student will produce a comprehensive, analytical paper demonstrating the integration of theoretical knowledge with practical work experience and summarizing the experience. The student will make a one-hour oral presentation summarizing/highlighting the service learning experience.

The student will complete a short written summary (250-500 words) upon completion of the service learning experience to be compiled into a booklet that will be available to future students. The final version of the paper must be approved by all members of the capstone committee and a paper copy of the final paper must be forwarded to the SL/CE Coordinator. The course grade will not be issued until the final approved capstone paper has been submitted to the SL/CE Coordinator. . Section V provides guidelines and detailed information about the paper and presentation.

**Evaluations**

At the conclusion of the experience, the student, the Supervising Faculty, the Committee Faculty, and the Preceptor will complete and submit evaluation forms to the SL/CE Coordinator. The Supervising Faculty will assign a course grade based on inputs from the evaluations from the Committee. See Chapter VI for more information about the evaluation.

## SECTION III: INITIAL MEETING, PROPOSAL AND IRB APPROVAL

### IMPORTANT:

1. The student will work with the SL/CE Coordinator to identify Capstone Committee members.
2. Before the initial meeting, the student must meet with the Supervising Faculty at least once to prepare for the initial meeting.
3. The student must submit the proposal at least 3 weeks prior to the initial meeting.
4. The proposal must be approved by the Committee and an IRB approval must be obtained before the student begins service activities.

### Purpose and Procedure for Initial Meeting and Proposal

The development of the proposal and the initial meeting play a crucial role in the capstone project. The student should work closely with the Committee and the SL/CE Coordinator to identify a meaningful project that can be completed within a reasonable amount of time. It is the role and responsibility of the committee to help the student set a realistic goal for the capstone project. The capstone proposal is a blueprint to guide the student as s/he implements the proposed activities and develops the final paper and presentation. The student should seek advice from the Committee and invest adequate time to prepare the proposal which can be used as a guiding tool throughout the project.

#### Initial Meeting

The student will work with the SL/CE Coordinator to identify the Capstone Committee and set up the initial meeting. The student is recommended to have at least one in-person meeting with the Advising Faculty to discuss the topic of the capstone project and proposal before the initial meeting.

There are two objectives of the initial meeting. One is to discuss the capstone proposal so the student and the committee can agree on the project objectives, activities, and the timeline. The other objective is to review the responsibility and roles of the student and the Committee members. At the initial meeting, the evaluation method forms should be reviewed (pp. 28-34).

#### Proposal

Writing a proposal will help the student identify a project that is personally meaningful and can have a positive impact in public health. Also, the proposal will help the student determine the measurable objectives, specific activities and the timeline to accomplish such objectives.

At least two weeks prior to the initial meeting, the student should submit the proposal to the Committee and SL/CE Coordinator. At the initial meeting, the Committee will provide feedback on the proposal. Based on the recommendations from the Committee, the student will revise the proposal and submit the revised proposal. The student may not begin the placement activities until the proposal is approved.

Main components of proposal:

1. Introduction/Background (problem statement and importance of project; needs of preceptor organization and how the student's interest fits in)
2. Purpose and Measurable Objectives (what will be accomplished/produced)
3. Methods (activities and timeline; how outcomes will be evaluated)

#### IRB Approval and CITI Training

All research projects conducted by anyone on the premises of UNMC and research conducted elsewhere by faculty, students, staff or other representatives of UNMC must be approved by the Institutional Review Board (IRB). The student should consult with the Supervising Faculty and Preceptor to obtain appropriate IRB approval from all the organizations involved with the capstone project. Also, all key personnel involved with the conduct of human subjects research at UNMC/UNO need to complete the required training in protection of human research subjects (see information below regarding CITI training). In addition to the UNMC IRB approval and the CITI training, the Preceptor agency may require the student to obtain a separate IRB approval or training. The student should consult with the Preceptor to obtain required approval before beginning the project activities.

What is the IRB?

An institutional review board (IRB) is a group that reviews studies proposed by investigators. Each institution that conducts research has an IRB made up of researchers and members of the public. An IRB plays an important role in assuring the protection of all human subjects in research projects conducted. Academic institutions, state and local public health agencies and some community agencies have their own IRBs. In some cases, the student has to obtain IRB approval from multiple organizations. Each organization has its own rules – the student should consult with the Committee to obtain appropriate IRB approval from all the organizations before s/he starts the capstone activities.

Link to UNMC IRB website:

<http://www.unmc.edu/irb/>

What is CITI training?

Collaborative IRB Training (CITI) is a required training in the protection of human subjects. UNMC and many other institutions require all investigators, study personnel, and protocol coordinators engaged in human subjects research to receive the CITI training before the study activities begin.

Link to UNMC CITI training website

<http://www.unmc.edu/irb/citi.html>

How do I take the CITI training?

Students can take the CITI training on-line. Links are available from the UNMC IRB website ([www.unmc.edu/irb](http://www.unmc.edu/irb)). Contact the IRB office if you have difficulty accessing the website or have a question.

## SECTION IV: PLACEMENT ACTIVITIES AND MID-TERM PROGRESS REPORT

### IMPORTANT:

1. The student must submit a monthly time log (pp. 27) to SL/CE Coordinator on or before the first of month (the time log must be signed by the preceptor before submitting to SL/CE Coordinator). If the timesheet is not submitted by the scheduled date, the Capstone Committee will be notified.
2. The student and the preceptor will complete the midterm progress report (pp. 26) and distribute to the Capstone Committee and SL/CE Coordinator after the student has completed 150 hours of placement activities.

### Placement Activities

Through placement activities, students will have an opportunity to observe and experience public health practices in a real world setting. Activities can vary according to the goals of the capstone project and the type of public health organization the student chooses to work with. It is the responsibility of both the student and the Preceptor to establish the clear objectives of the placement activities. The Preceptor is expected to provide direct supervision to the student and maintain regular communication with the SL/CE Coordinator and the Supervising Faculty. The following bullet points summarize the responsibilities of the student and the Preceptor during the time the student is placed at the Preceptor's organization for the capstone activities.

#### A student is expected to:

- Conform to all rules/regulations/procedures at the service learning site, including dressing appropriately for role/responsibilities during the service learning experience.
- Submit a monthly time log, signed by the preceptor, to SL/CE Coordinator on or before the first of month.
- Maintain professionalism, confidentiality and ethical standards of conduct.
- Participate in professional and training activities at the service learning site.
- Maintain/submit a monthly time log of all placement related activities to the Service Learning Coordinator.

#### A preceptor is expected to:

- Assist the student in outlining service learning/capstone experience goals and learning objectives.
- Supervise student activities at the placement site, with a minimum of one hour per week supervision.
- Review and sign a monthly time log for the student
- Communicate regularly with Service Learning Coordinator and/or faculty, including confirming time student spends at the site by signing student time log monthly.
- Serve as a role model for professional work habits, attitudes and ethics.
- Involve the student in professional activities at the site.
- Notify faculty and/or Service Learning Coordinator in the event of any problems or concerns with the experience.
- Assist the student as needed to enhance the educational value of the SL/CE.

## Mid-Term Progress Report

After completing 150 service hours, the student and the preceptor will fill in a progress report (pp.26) and send it to the Capstone Committee and SL/CE Coordinator.

## SECTION V: PAPER AND PRESENTATION

### IMPORTANT:

1. In order to graduate, the student must have received a passing grade for the capstone course. The student should discuss the deadline for submitting the grade with the SL/CE Coordinator and Supervising Faculty.
2. At least two months before the expected completion of the capstone project, the student should contact the SL/CE Coordinator to set up a time for the oral presentation.
3. At least 4 weeks before the oral presentation, the student must submit the capstone paper to the committee.
4. The final copy of the final paper must be forwarded to the SL/CE Coordinator and must include a cover sheet signed by all members of the capstone committee. **The course grade will not be issued until the final approved capstone paper has been submitted to the SL/CE Coordinator.**

### Guidelines for Written Paper

Each student must produce a capstone paper, including a 250-500 word abstract, of the experience which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values, practice and competencies and make a one-hour oral presentation. The following are guidelines/timelines for the written paper and oral presentation.

#### The student is expected to:

- Prepare a draft paper, minimum of 20 pages long excluding appendices and references, should be written in APA format. The paper should reflect and demonstrate the integration of public health knowledge, principles, values, skills and competencies.
- Submit an initial draft of the capstone paper to all capstone committee members a minimum of four weeks prior to the oral presentation. Any exception must be approved by the Supervising Faculty.
- Incorporate any pertinent comments/feedback from the capstone committee members after they have reviewed the initial draft.
- Submit the final draft of the capstone paper to capstone committee members at least 2 weeks prior to the oral presentation for additional comments from the committee.
- Once the comments of the committee have been addressed, submit a copy of the final paper to all committee members.
- Forward a paper copy of the final paper to the MPH Program office. The final paper must include a cover sheet signed by all members of the capstone committee and obtain final approval from each committee member. **The course grade will not be issued until the final approved capstone paper has been submitted to the SL/CE Coordinator.**

#### Committee responsibilities:

- The capstone committee members will review the paper and provide feedback in a timely manner.
- The Supervising Faculty will work closely with the student to provide guidance and advice when the student is preparing the paper and the oral presentation.

#### General guidelines

These are general guidelines for the capstone papers that allows for some flexibility given the variability of capstone projects.

## Outline of Paper

- **Title Page**  
State SL/CE project title.  
State author's name and previously earned degrees.
- **Abstract**  
Limit to 250-500 words.  
Briefly state the goals, objectives, methods, outcomes and conclusion.  
Briefly describe the placement site.
- **Introduction/Background Information**  
Identify the focus of the experience.  
Discuss relevant literature related to the public health issue.
- **Objectives**  
State the purpose of the service learning activities.  
Describe the public health relevance of the SL/CE.  
Identify the public health competencies developed during the placement.  
Describe how the SL/CE will benefit the placement site.
- **Method**  
Describe how the SL/CE activities were performed: what, where, when, how long, etc.  
Describe the theoretical framework and techniques that were utilized.  
Describe data collection activities/methods if applicable.
- **Results**  
Describe the results of the service learning activities.  
Describe the contributions to public health policy, public health practice, etc.
- **Analysis** (quantitative and/or qualitative analysis)
- **Conclusions/ Reflections/Recommendations**  
The paper should reflect the synthesis/integration of the public health experience.  
Indicate the most useful coursework/ materials and how these were incorporated.  
Identify shortcomings (e.g. problems encountered during the experience, how they were or were not addressed).  
Provide suggestions for future projects.
- **References**  
Use APA style.  
References should appear at the end of the written paper and must be complete and accurate.  
Personal communications should be cited in the text only.
- **Acknowledgements**  
Provide acknowledgements on a separate page.
- **Appendices**  
Refer to appendices in the main text.  
Brochures, questionnaires, or other documents created as part of the project should be included as appendices.

## Additional Notes

- a. Spell out acronyms when first mentioned, but use sparingly.
- b. Text should be double-spaced. Use subheadings for a clearer presentation of your paper.  
Use 1-inch margins.
- c. Each table and figure should have a title that is easily understood without reading the text.  
Figures must include a key. All tables and figures must be referred to in the text of the paper.
- d. Each paper will be evaluated on:

- Clarity of the public health issue being addressed
  - The selection of appropriate methods to address the issue
  - Demonstration of required core and concentration public health competencies
  - The quality of product produced for the agency/organization
  - Correct grammar, punctuation and spelling in all written work
- e. The abstract (250-500 words) will form part of a booklet of service learning experiences that will be made available to students, service learning advisors and service learning placement sites.
- f. Two or three written products are expected:
- i) Abstract
  - ii) Final capstone paper for committee members and MPH program
  - iii) Product for placement site (if applicable).

### Guidelines for Oral Presentation

At the end of the capstone project, the student will give a presentation to give an overview of the capstone project including the findings or results of the project to the committee and the audience from the MPH program including MPH students and faculty. The student is strongly encouraged to practice the presentation with the Supervising Faculty and/or Committee Faculty. The performance of the oral presentation including the presentation delivery (e.g., effective communication to clearly and concisely summarize the capstone experience, staying within specified time frame, the content and the organization of the presentation, and responses to questions) will be evaluated by each Committee member (see Section VI).

#### Time Frame

- The student's oral presentation should last approximately one hour.
- Thirty minutes will be allowed for questions from members of the capstone committee and the general audience.
- Following the oral presentation, the Committee will meet with to provide feedback about the presentation.

#### Power Point

- Summarize the SL/CE and capstone paper and explain integration of coursework.
- Provide copies for audience (expect 20-25 people).
- If assistance is needed with audiovisual equipment, communicate requirements to the Service Learning/Capstone Experience Coordinator at least two weeks prior to the presentation date.

#### Audience

- The Capstone committee (Supervising Faculty, Committee Faculty, and Preceptor).
- The MPH Program Director, other MPH faculty, MPH students and the general public will be invited.
- Public Announcements will be placed in the UNMC Today and UNO Notes.

#### Location

- The presentation takes place on a University campus or at the service learning site.
- The room should accommodate 20-25 people.
- The location should be agreed upon at least three weeks prior to the presentation date.



## SECTION VI: EVALUATIONS

### IMPORTANT:

1. Each member of the Committee (Supervising Faculty, Committee Faculty, and Preceptor) must complete and return the Committee Evaluation form (pp. 28-34) to SL/CE Coordinator.
2. The preceptor must complete the Evaluation of Service Learning/Capstone Experience Form (pp. 35)
3. The student must complete and return the Student Evaluation of Service Learning/Capstone Experience Form (p. 36) to SL/CE Coordinator.
4. It is the responsibility of the Supervising Faculty to assign a course grade based on input from the evaluations from the Preceptor and the Committee Faculty.
5. In order for the student to graduate, the course grade must be submitted to the Graduate College before the specified deadline.

### Procedures and Guideline

It is recommended that the evaluation procedures and guidelines be reviewed by the student and Committee at the initial meeting to clarify the criteria used to evaluate the capstone project.

After the student submits the paper and gives the presentation, each of the committee members (Supervising Faculty, Visiting Campus Faculty, and Preceptor) will complete the Committee Evaluation Form (pp. 28-34). The Preceptor will also complete the Preceptor Evaluation of Service Learning/Capstone Experience Form (pp. 35). The student will fill out the Student Evaluation of Service Learning/Capstone Experience Form (pp. 36). All forms should be submitted to the Service Learning Coordinator.

After the presentation, the Committee will convene a meeting to evaluate the student's performance on the capstone project. The Committee may find the criteria used in the evaluation forms useful when discussing the performance of the student. Based on these inputs from the Preceptor and the Committee Faculty, the Supervising Faculty will assign the course grade. It is the responsibility of the Advising Faculty to notify the Graduate College of the student's grade.

**APPENDICES  
REQUIRED DOCUMENTS**

**UNMC/UNO Master of Public Health Program in the CoPH  
Application for Service Learning/Capstone Experience**

**Student Name** \_\_\_\_\_ **Student ID#** \_\_\_\_\_

**Concentration Area:** \_\_\_ PHA \_\_\_ CHE

**Expected Graduation Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Date application submitted** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Semester to start service learning** \_\_\_\_\_

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**CORE COURSES**

**List Core Courses and Semester Enrolled/Completed**

<b><u>Courses</u></b>	<b><u>Semester Enrolled/Completed/Grade</u></b>
-----------------------	---

Foundations in Public Health PSM830	_____
-------------------------------------	-------

Biostatistics I PSM806	_____
------------------------	-------

Epidemiology Theory and Applications PSM820	_____
---	-------

Public Health, Environment and Society PSM892	_____
---	-------

US Health Care System: An Overview PSM810/PA 8760	_____
---	-------

Health Behavior HED8600	_____
-------------------------	-------

**GPA for completed coursework:** \_\_\_\_\_

Core courses completed Yes \_\_\_ No \_\_\_ Total credit hours completed \_\_\_\_

---

**CONCENTRATION AREA COURSES**

**List Concentration Courses and Semester Enrolled/Completed**

<b><u>Courses</u></b>	<b><u>Semester Enrolled/Completed/Grade</u></b>
-----------------------	---

_____	_____
-------	-------

_____	_____
-------	-------

_____	_____
-------	-------

_____	_____
-------	-------

_____	_____
-------	-------

**ELECTIVE COURSES**  
**List Courses and Semester Enrolled/Completed**

<u>Courses</u>	<u>Semester Enrolled/Completed/Grade</u>
Research Methods (if applicable)	_____
_____	_____
_____	_____
_____	_____

**Area(s) of Interest for Service Learning Experience:**

\_\_\_\_\_

---

\_\_\_\_\_

**Preferred Type of Placement Site (Check up to 3)**

- |  |  |
|--|--|
| <input type="checkbox"/> Community-Based Health/Human Service Organization | <input type="checkbox"/> Hospital/Clinic                 |
| <input type="checkbox"/> Public Health Department                          | <input type="checkbox"/> Health Maintenance Organization |
| <input type="checkbox"/> Nursing Home, Retirement Community                | <input type="checkbox"/> School Health Clinic            |
| <input type="checkbox"/> Government Agency                                 | <input type="checkbox"/> Community Action Agency         |
| Other _____  | <input type="checkbox"/> Faith-Based Organization        |

Preferred Times:  Mornings  Afternoons  Evenings  Weekends  No Preference

Preferred Location: County: \_\_\_\_\_

City: \_\_\_\_\_

Service Learning/Capstone Experience is a total of 6 credit hours

*To be completed by the student and returned to the Service Learning Coordinator when registering for the capstone course.*



Other Agency Information

What days/hours would be appropriate for student placement?

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When may students start their service learning?

   Fall Semester (August/December)    Spring Semester (January/May)    Summer Sessions (Mid-May/Mid-August)

Are there specific days the student would be expected to work?

Preceptor will work closely with faculty to ensure a quality student placement. Students in Service/Learning placement must have an opportunity to perform activities that demonstrate the development/application of core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional MPH Program identified competency domains and describe activities performed to achieve/address the competencies.

Students must also demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address the competencies.

The competency domains are:

- Basic Public Health Science
- Analysis/Assessment/Informatics
- Communication
- Evaluation/Applied Research
- Planning
- Community Dimensions of Practice
- Cultural competence
- Leadership/Professionalism/Advancing
- Management/Administration
- Ethics
- Policy development/Advocacy/Public Health Law

More information on the public health competences can be found at

<http://www.trainingfinder.org/competencies/list.htm>

**For office use only**

Approval date \_\_\_\_\_

***To be completed by the preceptor and returned to the Service Learning Coordinator before the student begins the service learning activities.***

## UNMC/UNO Master of Public Health Program in the CoPH

### AFFILIATION AGREEMENT FOR SERVICE LEARNING/CAPSTONE EXPERIENCE

This Agreement is between the Board of Regents of the University of Nebraska governing body for the University of Nebraska Medical Center and University of Nebraska at Omaha ("UNIVERSITY") and \_\_\_\_\_("AFFILIATED AGENCY").

The University desires to enhance its mission of teaching, research and both the UNIVERSITY and AFFILIATED AGENCY enter into this Agreement to promote the educational experience for students in the UNIVERSITY Masters of Public Health Program at the AFFILIATED AGENCY.

#### I. GENERAL AGREEMENT:

- A. The term of this Agreement shall be for one year and shall be automatically renewed for Successive terms of one year unless otherwise terminated. This Agreement may be terminated by either party upon sixty days prior written notice accomplished either by personal service or by certified or registered mail upon the \_\_\_\_\_ for the UNIVERSITY and upon \_\_\_\_\_ for the AFFILIATED AGENCY.
- B. This Agreement shall be subject to review from time-to-time as the need may arise, in order to consider any amendment, alteration or change as may be mutually agreed upon in writing by the parties.
- C. Both parties agree that students will not be deemed employees of the AFFILIATED AGENCY for any purpose but shall remain UNIVERSITY students who are present at the AFFILIATED AGENCY solely as a part of their course of study at the UNIVERSITY. The AFFILIATED AGENCY assumes no obligation for wages workers' compensation, professional liability insurance, health insurance, transportation, meals, room or uniforms for UNIVERSITY students.
- D. Any change in the terms of this Agreement must be in writing executed by both parties.

#### II. MUTUAL AGREEMENT OF PARTIES:

- A. The parties mutually agree to cooperate to assist the students in completing their learning experience consistent with AFFILIATED AGENCY'S policies and procedures.
- B. The parties agree that each party shall be responsible for its own costs incurred except as may be agreed upon in writing by the parties.
- C. Neither the UNIVERSITY nor the AFFILIATED AGENCY shall discriminate against any employee, applicant or student for employment or registration in its course of study because of race, color, religion, sex, national origin, handicap, special disabled veteran status, or Vietnam era veteran status. Both parties

agree to comply with the Educational Rights and Privacy Act of 1974, as amended, governing the privacy of student records.

- D. The parties mutually concur with the Center for Disease Control Statement that there is a risk for accidental exposure to blood or bodily fluids for students in health profession education programs. The AFFILIATED AGENCY shall have in place an Accidental Exposure to Blood or Bodily Fluids policy. The policy shall include the following terms mutually agreed upon by both parties: responsibility for securing permission and blood sample from client for testing; responsibility for cost of blood testing; policy for student or faculty emergency care related to accidental exposure; and responsibility for emergency care, medications, and follow-up care. A report of any occurrence of an accidental exposure involving students or faculty shall be forwarded to the appropriate academic unit at the UNIVERSITY.

### **III. RIGHTS AND RESPONSIBILITIES OF UNIVERSITY:**

- A. During the term of this Agreement the UNIVERSITY shall maintain at its own expense the following insurance:

UNIVERSITY shall maintain general liability insurance coverage, or self insurance coverage as authorized by Neb. Rev. Stat. § 85-1, 126, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate covering employees and students of the UNIVERSITY for claims for bodily injury or death, or for property damage, on account of alleged errors or omissions or negligent acts relating to the performance of professional services to be provided under this Agreement.

- B. To the extent permitted by law, UNIVERSITY agrees to indemnify and hold harmless the AFFILIATED AGENCY from any and all costs, expenses, claims, demands, causes of action, liabilities and responsibilities arising out of or in any way connected with any act or omission of the UNIVERSITY faculty, employees, or students.
- C. A mutually agreed upon number of students shall participate in learning/capstone Experiences at AFFILIATED AGENCY. The UNIVERSITY shall select and provide the AFFILIATED AGENCY with the names of participating students and certify that each student has satisfied all academic prerequisites and is in good standing at the UNIVERSITY. The UNIVERSITY shall be responsible for providing instruction, supervision, and evaluation of students.
- D. The UNIVERSITY shall provide reasonable assurances to the AFFILIATED AGENCY that students participating in the Program meet the AFFILIATED AGENCY'S standards regarding health and immunization status. The UNIVERSITY shall provide the AFFILIATED AGENCY with relevant health information concerning its students, provided the student gives written authorization for release of the information.

- E. The UNIVERSITY shall further offer to each student information regarding the Hepatitis B Vaccine and the opportunity to voluntarily obtain the Hepatitis B Vaccine prior to commencing Service Learning experiences.
- F. Students will be instructed in Universal Precautions as defined by the Center for Disease Control (CDC) and have OSHA in- documentation. These records will be provided to the AFFILIATED AGENCY upon request.
- G. All students are required to be enrolled in a health insurance program.

**IV. RIGHTS AND RESPONSIBILITIES OF THE AFFILIATED AGENCY:**

- A. During the term of this Agreement the AFFILIATED AGENCY shall maintain the following insurance:  
\_\_\_\_\_.
- B. The AFFILIATED AGENCY agrees to indemnify and hold harmless the UNIVERSITY from any and all costs, expenses, claims, demands, causes of action, liabilities and responsibilities arising out of or in any way connected with any act or omission of AFFILIATED AGENCY and its officers, employees, and agents.
- C. The AFFILIATED AGENCY shall provide reasonable use of such of its facilities as are necessary for the learning experience.
- D. In cooperation with the UNIVERSITY, the AFFILIATED AGENCY shall have the responsibility for planning and preparing the schedule of the time periods for the educational experiences of the students and shall designate a preceptor for the students while at the AFFILIATED AGENCY.
- E. The AFFILIATED AGENCY shall retain the right to terminate the use of its facilities, equipment or supplies by any student or faculty member when violations of the AFFILIATED AGENCY'S rules, regulations, policies or procedures occur. Such action normally shall not be taken until the grievance against any student or faculty member has been discussed with the appropriate representative of the UNIVERSITY. The AFFILIATED AGENCY reserves the right to take immediate action when necessary to maintain operation of its facilities free from interruption.
- F. The AFFILIATED AGENCY will provide students with an orientation to the AFFILIATED AGENCY.
- G. The UNIVERSITY faculty members in consultation with AFFILIATED AGENCY'S professional staff will evaluate each student's performance in mutual consultation and according to guidelines in the approved curriculum.
- H. In the event of an onset of illness or injury of a student during the learning experience. The AFFILIATED AGENCY will obtain appropriate emergency care. The student will be liable for the cost of such care.

**IN WITNESS WHEREOF**, the parties have executed this Agreement on the date shown below.

**UNIVERSITY:**

BY \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

**AFFILIATED AGENCY**

BY \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

***To be completed by the preceptor and returned to the Service Learning Coordinator before the student begins the service learning activities if applicable.***

**UNMC/UNO Master of Public Health Program in the CoPH**

**MIDTERM PROGRESS REPORT**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Preceptor's Name:** \_\_\_\_\_

**Agency/Organization:** \_\_\_\_\_

The midterm progress report provides an opportunity to formally evaluate student's progress.

Please print the most appropriate response in space provided.

---

1	2	3	4	5
Strongly disagree	Disagree	Neither agree/nor disagree	Agree	Strongly agree

- \_\_\_ Student has a clear understanding of the service learning requirements.
- \_\_\_ Student has a working knowledge of agency/organization practices and policies pertaining to the service learning experience
- \_\_\_ Student makes appropriate use of supervision and consultation
- \_\_\_ Student demonstrates appropriate graduate level competences
- \_\_\_ Student conduct was professional at all times

Was there any special training given to the student to develop competencies/skills needed for the assignment? (Please circle one)

Yes    No

Guidance/training provided to the student during the assigned period. Please mark all that apply.

- \_\_\_ Seminars
- \_\_\_ Workshops
- \_\_\_ Discussion groups
- \_\_\_ Audio-visual sessions
- \_\_\_ Individual meetings
- \_\_\_ Other \_\_\_\_\_

Please comment

Student's area(s) of strength(s)

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Student's growth and development area(s)

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor Signature

\_\_\_\_\_  
Date

***To be completed by the student and the preceptor and distributed to the Capstone Committee and the Service Learning Coordinator after student completes 150 hours of service learning.***



**UNMC/UNO Master of Public Health Program in the CoPH  
Service Learning/Capstone Experience  
Committee Evaluation Form**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Committee Member Name \_\_\_\_\_

Project Title \_\_\_\_\_

**Please keep in mind the following purpose/objectives for all Service Learning/Capstone Experience projects when completing your evaluation. Complete the checklists on the following pages. Thank you.**

**Service Learning/Capstone Experience (SL/CE) Goal:**

To demonstrate public health competencies and further develop essential skills while integrating and applying course work to actual public health practice with an equal focus on service and on learning.

**Objectives of Service Learning:**

Through participation in the SL/CE, the student will:

1. Develop a capstone project proposal that clearly demonstrates integrated and applied knowledge, principles and skills acquired through classroom instruction
  - Proposal will include relevant literature review
  - Proposal will identify relevant theories and models
2. Perform activities that demonstrate the development/enhancement/application of core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional MPH Program identified competency domains and describe activities performed to achieve/address these competencies.
3. Demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address these competencies.
4. Produce a written paper, including a 250-500 word abstract, of the experience which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.
5. Make an oral presentation of the results of the project at the end of the experience. The presentation should address all the objectives listed above.
6. Produce a beneficial product for the placement site as appropriate

**Please Note:** The MPH Program Evaluation Committee established during the accreditation self-study process was reconvened post-accreditation with input from faculty, students, and community partners to examine the Service Learning/Capstone Experience (SL/CE) component of the program. This evaluation process form was developed in response to suggestions for quality improvement. The committee recognizes that this is a lengthy document but notes that evaluation and quality improvement is an important value of the MPH Program. The competencies reflected herein are based on those agreed upon by the Instructional Program Committee.

This document will be made available to capstone committee members at the beginning of the SL/CE. Members are encouraged to complete Sections 1-3 prior to the student's presentation, to finalize ratings/comments during/after the presentation, and to submit this evaluation to the capstone supervising faculty member for his/her consideration in awarding the final grade for student performance.

**Please rate student performance in the following areas on a scale from (1) lowest to (5) highest. Place a checkmark in the appropriate box. If you had no opportunity to observe the criteria, please indicate NA.**

	<b>Lowest</b>				<b>Highest</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b><u>Section I: Project</u></b>						
The student integrated academic coursework with public health practice during the course of the placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The capstone proposal provided accurate and adequate guidelines for the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was able to adapt to changing situations/conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student applied theoretical concepts appropriately during the capstone project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student completed the capstone project during the time allocated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrated acceptable graduate level competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Section II: Paper**

	<b>Lowest</b>				<b>Highest</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
The paper included evaluation of relevant literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper identified relevant theories and/or models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper clearly described the public health relevance of the project, including core/concentration competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper clearly described key project goals, objectives and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper reflected the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper clearly presented feasible recommendations and conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The paper clearly described benefits to the placement site (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The paper demonstrated sound evaluation/applied research methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The abstract provided clear and concise information about the Service Learning/Capstone Experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

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**Section III: Competencies: Students are expected to demonstrate competencies in the following UNMC/UNO Public Health Competency Domains. Please rate student performance in the following areas on a scale from (1) lowest to (5) highest or (NA) if there was no opportunity to observe the competency. Circle the appropriate rating.**

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
|  | 1      | 2 | 3 | 4 | 5       | NA |
- 1. Basic Public Health Sciences Skills**
- Understands the global nature and ecological model of public health and the concepts of population as the unit of measurement of public health and prevention of chronic and infectious diseases and injuries.
  - Identifies the individual's and organization's responsibilities within the context of the three core functions and ten essential services of public health.
  - Understands/articulates the purpose, values, philosophy and historical development, structure and interaction of public health and health care systems.
  - Defines, assesses and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention and factors influencing the use of health services.
  - Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental/occupational health and health services administration.
  - Identifies, critically appraises public health research and understands the limitations of research and the importance of observations and interrelationships.
  - Understands systems thinking (i.e. the ability to recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities) for resolving organizational problems and community public health issues.

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
|  | 1      | 2 | 3 | 4 | 5       | NA |
- 2. Analytic/Assessment/Informatics Skills:**
- Defines a problem in multidimensional terms.
  - Determines appropriate uses and limitations of both quantitative and qualitative data.
  - Selects and defines variables relevant to defined public health problems.
  - Identifies/determines relevant and appropriate data and computerized information sources.
  - Makes relevant inferences from quantitative and qualitative data.
  - Obtains and interprets information regarding risks and benefits to the community.
  - Describes important features of and management of information systems for data collection, retrieval and use of data for decision-making.

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
| <b>3. Communication Skills:</b>  | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Communicates effectively with individuals and groups using a variety of communication methods and techniques.</li> <li>▪ Solicits input from individuals and organizations.</li> <li>▪ Uses the media, advanced technologies and community networks to communicate information.</li> <li>▪ Effectively presents accurate demographic, statistical, programmatic and scientific information for professional and lay audiences.</li> </ul> |        |   |   |   |         |    |

- |   | Lowest |   |   |   | Highest |    |
|---|--------|---|---|---|---------|----|
| <b>4. Evaluation/Applied Research Skills:</b>   | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Participates/designs, initiates and undertakes evaluation of community-based public health programs.</li> <li>▪ Implements appropriate qualitative and quantitative evaluation techniques.</li> <li>▪ Identifies and applies fundamental research skills in public health.</li> <li>▪ Monitors program performance using tools such as cost-effectiveness, cost-benefit and cost utility analyses, to monitor effectiveness and satisfaction.</li> <li>▪ Uses quality improvement concepts to address organizational performance.</li> </ul> |        |   |   |   |         |    |

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
| <b>5. Planning Skills:</b>   | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Reviews and selects appropriate theory-based strategies in public health program planning.</li> <li>▪ Prepares and implements program plans.</li> <li>▪ Demonstrates understanding of community assets and resources.</li> <li>▪ Understands and is able to apply the rational planning cycle which includes assessment, setting objectives, selection of intervention/programming, monitoring and evaluation.</li> </ul> |        |   |   |   |         |    |

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
| <b>6. Community Dimension of Practice Skills:</b>  | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Identifies, establishes and maintains linkages with key stakeholders including professionals, frontline staff and lay individuals.</li> <li>▪ Identifies/understands different levels of community engagement and participation, i.e. networking, partnerships, cooperation and collaboration.</li> <li>▪ Utilizes leadership, teambuilding, negotiation, and conflict resolution skills to build community engagement and partnerships.</li> <li>▪ Develops, implements and evaluates a community public health assessment.</li> </ul> |        |   |   |   |         |    |

- |   | Lowest |   |   |   | Highest |    |
|---|--------|---|---|---|---------|----|
| <b>7. Cultural Competency Skills:</b>   | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Utilizes appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic, and professional backgrounds and persons of all ages and lifestyles.</li> <li>▪ Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services.</li> <li>▪ Develops and adapts approaches to problems that take into account cultural differences.</li> <li>▪ Actively listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives.</li> </ul> |        |   |   |   |         |    |

- |   | Lowest |   |   |   | Highest |    |
|---|--------|---|---|---|---------|----|
| <b>8. Leadership/Professionalism/Advancing Skills:</b>  | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Creates a culture of ethical standards within organizations and communities.</li> <li>▪ Helps create key values and shared visions and models these principles to guide action.</li> <li>▪ Identifies internal and external issues that may impact public health.</li> <li>▪ Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.</li> <li>▪ Promotes team and organizational learning.</li> <li>▪ Contributes to the development, implementation, and monitoring of organizational performance standards.</li> <li>▪ Uses the legal and political systems to effect change.</li> <li>▪ Uses a variety of methods of self assessment for professional growth.</li> </ul> |        |   |   |   |         |    |

- |   | Lowest |   |   |   | Highest |    |
|---|--------|---|---|---|---------|----|
| <b>9. Management/Administration Skills:</b>   | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Applies financial and management processes including proposing budget priorities, developing and implementing budget proposals within the constraints of available resources.</li> <li>▪ Prepares proposals for funding from external sources.</li> <li>▪ Understands negotiating and developing contracts and other documents for the provision of population-based services.</li> <li>▪ Applies basic human relation skills to the management of organizations, motivation of personnel and resolution of conflicts.</li> <li>▪ Applies strategic planning processes to the organization.</li> <li>▪ Applies theory of organizational structures and behavior to professional practice.</li> <li>▪ Applies principles of social marketing to public health.</li> </ul> |        |   |   |   |         |    |

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
| <b>10. Ethics Skills:</b>  | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Identifies, collects, summarizes and interprets information relevant to ethical issues pertaining to public health.</li> <li>▪ Demonstrates ethical decision-making.</li> <li>▪ Demonstrates knowledge and implements principles from the public health code of ethics.</li> <li>▪ Describes the legal and ethical bases for public health and public health services.</li> </ul> |        |   |   |   |         |    |

- |  | Lowest |   |   |   | Highest |    |
|--|--------|---|---|---|---------|----|
| <b>11. Policy Development/Advocacy/Public Health Law Skills:</b>   | 1      | 2 | 3 | 4 | 5       | NA |
| <ul style="list-style-type: none"> <li>▪ Recognizes, interprets and implements public health laws, regulations and policies related to specific programs.</li> <li>▪ Identifies components of the external environment that affect health policy development.</li> <li>▪ Advocates that basic resources and conditions necessary for health are accessible to all.</li> <li>▪ Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.</li> <li>▪ Uses evaluation findings in policy analysis and development.</li> <li>▪ Describes the role of government in public health services.</li> <li>▪ Identifies policy to ensure community health, safety and preparedness.</li> <li>▪ Understands the policy process to achieve improvements of health status of populations.</li> </ul> |        |   |   |   |         |    |

**Comments:**

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**Please rate student performance in the following areas on a scale from (1) lowest to (5) highest. Place a checkmark in the appropriate box.**

	Lowest				Highest
	1	2	3	4	5
<b>Section IV: Presentation</b>					
The presentation clearly and concisely summarized the capstone experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation was well organized and stayed within the specified time frame.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student used appropriate and effective visual aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student responded to questions appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation reflected the following capstone objectives:					
1. Demonstrated integration and application of knowledge, principles and skills acquired through classroom instruction <ul style="list-style-type: none"> <li>▪ Summarized relevant literature review</li> <li>▪ Identified relevant theories and models</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Summarized activities that demonstrated the development/enhancement/application of <u>core public health competencies</u> in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional competency domains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Summarized activities that demonstrated the development/enhancement/application of <u>concentration specific competencies</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Produced a beneficial product for placement site as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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Was there an opportunity/is there potential for change within the organization, community, or population as a result of the project?    Yes      No

**Comments:**

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**Overall, I would rate this capstone:**      \_\_\_ Unacceptable      \_\_\_ Acceptable      \_\_\_ Superior

*To be completed by each Capstone committee member - Supervising Faculty, Committee Faculty, and Preceptor – and returned to the Service Learning Coordinator at the completion of the capstone course.*



**UNMC/UNO Master of Public Health Program in the CoPH  
Student Evaluation of Service Learning/Capstone Experience**

During the final week of your service learning experience, please complete the following evaluation and send it to your SL/CE Supervising Faculty. Please send a copy to the SL/CE Coordinator. Attach additional pages if necessary.

1. Describe your overall involvement and commitment to your service learning experience.
2. Have you accomplished your objectives? Please explain.
3. Identify your most significant learning experience.
4. In what area do you feel that the service learning experience was most helpful to you?
5. In what areas would more experience be helpful and what should the experience(s) be?
6. Please describe the least valuable aspect of the service learning experience. Please state any suggestions for improvement.
7. Did the service learning/capstone faculty meet your needs and expectations? Please explain.
8. Did the SL/CE Coordinator meet your needs and expectations? Please explain.
9. Did the Preceptor meet your needs and expectations? Please explain.
10. What suggestions do you have for the program that would improve the service learning experience for other students?

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Student Name

Signature

Date

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Preceptor Name

Agency/Organization

*To be completed by the student and returned to the Service Learning Coordinator at the completion of the capstone course.*

**APPENDICES  
ADDITIONAL INFORMATION**

## Useful Links on Tips on Writing a Proposal and Research Papers

The student may use the proposal template and tracking form (pp. 22-24) when developing the proposal. Also, the links below provide information regarding writing objectives and research design.

### Writing Objectives

[http://ctb.ku.edu/tools/en/sub\\_section\\_main\\_1087.htm](http://ctb.ku.edu/tools/en/sub_section_main_1087.htm)

<http://www.doe.state.in.us/sdfsc/pdf/writing-gos.pdf>

### Research Design

<http://www.managementhelp.org/research/planning.htm>

### Writing a Research Paper

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>

<http://www.aresearchguide.com/>

### APA Style

<http://www.apastyle.org/>

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

[http://www.dianahacker.com/resdoc/social\\_sciences/sample.html](http://www.dianahacker.com/resdoc/social_sciences/sample.html)

**UNMC/UNO MPH Program in the CoPH  
Service Learning/Capstone Experience Student Checklist**

**Student Name** \_\_\_\_\_

**Before Starting Service Learning**

1. Meet with the SL/CE Coordinator and Academic Advisor to ascertain readiness to begin the SL/CE.
2. Submit the application for the SL/CE at least 1 semester prior to start of SL/CE.
3. Form the SL/CE committee at least one semester prior to the start of the SL/CE.
4. Have at least 1 in-person meeting with the Supervising Faculty before you begin preparing the proposal.
5. Submit the proposal draft to the committee at least two weeks prior to the initial meeting.
6. Convene the initial SL/CE meeting.
7. Submit a copy of the signed/approved SL/CE proposal.
8. Secure approval of the organization as a Service Learning/Capstone Experience placement site.
9. Obtain an IRB approval and complete CITI training.

**During the placement**

1. Be enrolled for a minimum of 3 credit hours in one of the capstone courses.
2. Submit monthly time logs to the SL/CE Coordinator.
3. Maintain regular communication with the committee and the SL/CE Coordinator.
4. Convene a mid-term meeting after completing 100 to 150 hours of SL/CE.

**After the placement**

1. Schedule an oral presentation at least 4 weeks before the actual presentation.
2. Submit a draft of the written report a minimum of 8 weeks prior to the oral presentation.
3. Submit the revised draft two weeks prior to the oral presentation.
4. Discuss the oral presentation with the Supervising Faculty at least 1 week before the actual presentation.
5. Give an oral presentation.
6. Submit the final written report and an abstract 1 week within the oral presentation.
7. Submit the completed student evaluation form 1 week within the oral presentation.

**UNMC/UNO MPH Program in the CoPH  
Service Learning/Capstone Experience Faculty Checklist**

Student Name \_\_\_\_\_

Faculty Name \_\_\_\_\_

**Before Starting Service Learning**

1. Have at least one in-person meeting before the student starts preparing the proposal.
2. Consult with/assist the student with the proposal.
3. Convene the initial SL/CE meeting.
4. Approve/sign the proposal.

**During the placement**

1. Maintain regular communication with the student, other committee members, and the SL/CE Coordinator.
2. Monitor the student's progress in achieving proposed goals in a timely manner.
3. Work with the SL/CE Coordinator to facilitate the resolution of problems that arise during the placement activities.

**After the placement**

1. Review drafts of the written report and provide feedback.
2. Discuss the oral presentation with the student at least 1 week before the actual presentation.
3. Attend the oral presentation and convene the evaluation meeting to discuss the student's performance with other committee members.
4. Submit the completed evaluation form 1 week within the oral presentation.
5. Assign the grade.

**UNMC/UNO MPH Program in the CoPH  
Service Learning/Capstone Experience Preceptor Checklist**

Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

**Before Starting Service Learning**

1. Secure approval of the organization as a Service Learning/Capstone Experience placement site.
2. Assist student in outlining service learning experience goals and learning objectives.
3. Attend the initial SL/CE meeting.
4. Review the proposal and provide feedback.
5. Approve/sign the proposal.

**During the placement**

1. Provide student with orientation to structure and function of the Service Learning placement site.
2. Supervise student activities at the service learning site, providing a minimum of one hour per week direct supervision.
3. Involve the student in professional activities at the service learning site.
4. Maintain regular communication with the committee and the SL/CE Coordinator.
5. Attend the midterm SL/CE meeting.
6. Notify capstone faculty and/or SL/CE Coordinator in the event of any problems or concerns with the student or SL/CE activities.

**After the placement**

1. Review drafts of written report and provide feedback.
2. Attend the oral presentation and the evaluation meeting to provide input on the student's performance to the Supervising Faculty.
3. Submit the completed Preceptor evaluation form 1 week within the oral presentation.

**UNMC/UNO Master of Public Health Program in the CoPH  
Service Learning /Capstone Experience  
Worksheet for Developing Goals and Objectives**

This document is designed to help the student focus on the purpose of the service learning capstone experience and to help define/clarify the relationship among the goals, objectives, activities, timeline and methods for evaluating the experience.

Goal(s) (at least one)	Learning Objectives (at least two per goal)	Activities (at least two per objective)	Timeline (start/end)	Evaluation Method & Outcome

**Needs of the Service Learning Organization:**

**How Student's interest fits organization needs:**

## **UNMC/UNO Master of Public Health Program in the CoPH Service Learning/Capstone Experience Proposal Template**

All students must complete a service learning capstone proposal. This document is designed to help the student focus on the purpose of the service learning capstone experience and to help define/clarify their goals, objectives, activities, timeline and methods for evaluating the experience. The proposal gives the student an opportunity to declare what they intend to learn, how they will pursue the learning process and how they will know what they have accomplished. Goals, objectives, activities, timelines and evaluation methods should be appropriate, realistic, meaningful and measurable. The final proposal must be signed by the capstone committee and student.

PA8030 002 Semester enrolled \_\_\_\_\_  
PA8990 002 Semester enrolled \_\_\_\_\_  
HED8980 Semester enrolled \_\_\_\_\_

### **Student Information**

*Name, concentration*

### **Project Title**

*Title of capstone project*

### **Problem Statement**

*Describe the problem that will be addressed during the Service Learning/Capstone Experience.*

### **Importance of Proposed Project**

*Discuss historical significance, relevance of the project to public health, including the background information, gaps in knowledge and literature review.*

*Identify areas of potential personal growth and how this project will help achieve that growth.*

### **Research Components**

*Outline how the problem will be addressed including at minimum:*

- Application of theories/theoretical models*
- Study Population/study sample*
- Data source(s)*
- Data collection methods*
- Analytical methods*
- Policy analysis and program development recommendations as appropriate*

### **Learning Objectives, Activities, and Timeline**

*List objectives, activities, and a timeline. Choose 3 to 5 objectives. List no more than 5 activities per objectives.*

*Objective #1*

- 1. Activity #1.a (timeline)*
- 2. Activity #1.b (timeline)*

*Objective #2*

- 1. Activity #2.a (timeline)*
- 2. Activity #2.b (timeline)*

*Objective #3*

1. Activity #3.a (timeline)
2. Activity #3.b (timeline)...

**Outcomes and Evaluation Methods**

*Identify 1 to 2 expected outcomes for each activity and discuss how the outcomes will be evaluated.*

Activity #1.a

1. Outcome(s)
2. Evaluation method

Activity #1.b

1. Outcome(s)
2. Evaluation method...

**Needs of the Service Learning Organization**

*Discuss how your capstone addresses the needs of the service learning organization.*

**How Student's interest fits organization needs**

*Discuss how your interests fit the needs of the service learning organization.*

**Student** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Capstone Faculty**  
 \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Capstone Committee Member**  
 \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Capstone Committee Member**  
 \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Preceptor**  
 \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

The proposal must be approved before starting placement hours. If preliminary work is required in order to develop an acceptable proposal, the student must obtain prior approval from the capstone committee.