Master of Public Health
Student Manual
for the
Capstone Project
2020

Table of Contents

Statement of Goals

The Integrative Experience must be completed in the last semester of the MPH program, as it is a comprehensive documentation of the student's command of the MPH Core Competencies (see Appendix 1). The Integrative experience is more commonly called the **Capstone Project** because it is the Graduate School's Non-thesis equivalent of the mastery of a student's academic discipline. The academic course in which the student must be enrolled is titled PBHL 7800 and the student cannot enroll for more than ONE semester or more than 3 academic credits.

The Capstone Project should be consistent with a student's academic interests and professional aspirations. Selection of a defined problem to address, research question in which to address the problem, and identification of specific MPH core competencies in which to focus, should all be determined by the key areas of interest in public health, topics that the student can document confidently and in detail, as well as areas of career interest. The final document for the Capstone Project is expected be exemplify the rigor and quality of a publishable manuscript or technical paper for professional publication.

Meeting all deadlines is crucial to the successful completion of the Capstone Project. The deadlines include successful submission of a proposal the semester prior to enrolling in the capstone course, successful submission of all drafts of the document and poster during the capstone semester, and perhaps most importantly, the submission of the final document and poster to the Primary Reader, department, and MPH Graduate Coordinator, as well as attendance to the MPH e-Poster session at the completion of the semester. The final written product must be acceptably formatted, professional, comprehensive, and must be an exhibition of the student's comprehension of the MPH Core Competencies. The entire process must also be completed alongside a capstone advisor (called a primary reader).

All Capstone proposal deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7800 course. If a student is not on the listserv or does not read email regularly, important deadlines and information could be missed. It is essential that the MPH Program Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Academic Affairs office. The student must also be aware of any departmental requirements or deadlines and must speak with an advisor regarding policies for the Capstone Project. Any Capstone Manuals published by individual departments will be distributed to students by their departments. In the case that a student's department does not publish a unique manual, adherence to the requirements documented in this manual is required.

Academic Integrity and Honesty

Students cannot work in pairs or groups for any portion of their Integrative experience, nor are students to borrow any content provided to them as examples of exemplary work by past students. Students must be careful in citing all non-original work appropriately and should read UGA's Academic Honesty Policy prior to beginning their Integrative experience.

Project Options

To complete the written document, students can choose one of two options: A) capstone paper or B) publishable article. Any other formats must be detailed and approved by the student's Primary Reader. Samples of prior submissions by concentration can be found on the CPH website (Click Here).

Option A – Capstone Paper
Students can choose to write a professional report that integrates different aspects of the MPH core and area of specialization courses with the evaluation of a public health problem or issue. The report must be a minimum of 15 pages, although the approved number can vary by department or topic, and can take on any acceptable form that is approved by the Primary Reader, including the following:

Original Project
Students may use a major project completed during field placement to serve as the foundation for the capstone paper. In this instance when the field placement experience is closely linked with the Integrative experience, it is essential that these assignments be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge that does not overlap in scope, but is cumulative. To assure that the Capstone Project is unique and requirements will be met, the student MUST be sure to discuss this synthesis during the proposal phase. Additionally, the content in the deliverables and evaluation of the field placement experience are to be entirely separate from that of the Capstone Project.

Literature Review
The Capstone Project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe the problem, assess the problem and its magnitude, evaluate its causes and determinants, interpret the data presented, and discuss prevention and intervention strategies.

Program Evaluation
The Capstone Project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment,

and/or cost analysis. A program evaluation must incorporate primary or secondary data that is appropriately analyzed and interpreted.

Policy Analysis
The Capstone Project would involve analysis of the public health implications of a current or proposed policy. The project must include background analysis, including the epidemiologic evidence that outlines the scope of the problem. The body could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

Research Report
The Capstone Project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

In general, most capstone papers will follow the outline described in Appendix 3. However, the final outline will be determined by the Primary Reader and the student, per departmental guidelines. **It is crucial that the MPH Core Competencies that the student will be addressing are clearly outlined. The College requires students to address a minimum of THREE MPH Core Competencies.**

Option B – Publishable Article
If the student is permitted to be first author, and it has been or is ready to be submitted to a scholarly journal, s/he may elect to submit a journal article as the Capstone Project. The Journal must be identified with all formatting specifications intended to meet their requirements. Additionally, the content of the article, whether it is research or practice, must be related to the work completed during the student's research with faculty (at least one co-author must be the student's Primary Reader). Because of the lengthy period typically required to prepare a journal article, the student must have discussed with the primary reader well in advance of the semester of the proposal's due date and it is highly recommended that the student have had at least one additional semester of directed study course work related to the project.

The final document must comply with the following guidelines:
- The manuscript must be prepared in the style of the scientific journal, including section headings, page number limits, and citation style.
- The student must be the first author of the article. The names of all authors, in the order submitted to the journal, and the name of the journal (with volume, page numbers, and date if known) must be given as a footnote to the title on the first page of the manuscript.
- Evidence of permission to use articles (e.g., graphs, figures) that have been published or accepted for publication must be included. The student is responsible for securing copyright releases prior to submitting the article for publication.

- The final report should be the length of the recommended format defined by the journal of interest. Very short journal articles however, (e.g., teaching techniques of the *Journal of School Health*) should be accompanied by an additional review of the literature.
- The manuscript, whether submitted or not, must be approved as publishable quality manuscript by two faculty members (a primary and a secondary reviewer).

Note: Some faculty members recommend that students who write an article using data from a faculty member's research sign a contract stating the length of time expected for submission of the article for publication as first author. The contract is established for the benefit of maintaining a professional relationship between student and primary reader and details of expectations of student responsibilities including edits, resubmissions, and timelines should be clearly outlined.

Process for Successful Completion

All students must complete the Capstone Project in one semester (PBHL 7800 for 3 credit hours) and must obtain a final grade no lower than a B- from the assigned capstone reader. The process includes successful completion of a capstone proposal, submission of rough and final drafts, and an e-Poster presentation (to be more thoroughly discussed in the proceeding section):

Capstone Project Proposal
*An approved **Capstone Project Proposal Form** to be signed and kept in the student's files. A complete proposal is to include a project title, problem statement, detail of project and how the student will address the MPH Core Competencies, and description of deliverable(s). See Appendix 1 for sample proposal.*

The semester BEFORE the student is to register for the Capstone Project (PBHL 7800), he or she must first prepare a project proposal that is to be reviewed and approved by the student's Primary Reader. Depending on the department, the Primary Reader is either assigned by the faculty, OR the student must approach a faculty member within his or her department, based on interest and topic. If a student wishes to have a faculty member outside of his/her department be a reviewer, then a secondary reviewer within the student's department must also be selected and must participate in all reviews, approvals, and signatures throughout the Integrative experience.

The first draft of the Capstone Project Proposal is due to the Primary Reader no later than four weeks prior to the end of each semester (click for UGA Academic Calendar) and the final draft is due the week before classes end. Again, the fillable **Capstone Project Proposal Form** can be found on the CPH website.

All readers and Graduate Coordinators must approve the Capstone Proposal by signing the Capstone Project Proposal Form. In the case that a student feels that modification of the

proposal is necessary, the student must communicate first with the Primary Reader, obtain approval to modify, and then submit a signed revised Capstone Proposal Form to the MPH Program Coordinator as well as the Department's Graduate Coordinator. The Primary Reader must carefully consider the timeline for completion from the time of proposed revision before approving any changes to the proposal.

The student is responsible for completing the Capstone Project via the instructions included in this document, and must follow the approved proposal closely and thoroughly.

Exhibited Understanding of Competencies
A comprehensive paper documenting the student's capstone experience and his/her understanding of the core areas of public health.

An Integrative experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. It is essential that the Capstone Project be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge.

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

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. 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
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

    12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

    13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

    14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

    15. Evaluate policies for their impact on public health and health equity

Leadership

    16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

    17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

    18. Select communication strategies for different audiences and sectors

    19. Communicate audience-appropriate public health content, both in writing and through oral presentation

    20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

    21. Perform effectively on interprofessional teams

Systems Thinking

    22. Apply systems thinking tools to a public health issue

To exhibit comprehension and mastery of the core areas of public health, the student and Primary Reader will base the rubric around the MPH core competencies. The team will identify learning objectives to analyze the problem, the solution, and the relevance of the problem to the public health agenda of improving population level health.

Document Submission Procedures

Communication regarding deadlines and policies are sent to students via the MPH student listserv and email ONLY. See Appendices 3 and 4 for samples of rubric and signature page.

The student will submit a preliminary version of the paper no later than 3 weeks prior to the university's published last day of class for that particular semester (click here for UGA's academic calendar). From that point, the student is responsible for making any suggested changes to the document, based on advisor's recommendations, and submitting the FINAL

document for approval several days prior to the scheduled e-Poster session (typically held on reading day each semester or the final day of classes in Summer terms). The full recommended timeline is available on the first page of the capstone proposal. The recommended dates are also sent via email at the beginning of the semester.

Students must be sure to include the typed signature page in the final submission of the capstone document to the Primary Reader for grade and final signatures. This signature page MUST be delivered (email is acceptable) PRIOR to the scheduled e-Poster session.

Along with submitting copies of the final report and e-poster to the Primary Reader, students must also submit an electronic copy to the MPH Program Coordinator via google drive, which will be available for student access 2 weeks prior to the e-Poster session.

All files must be saved as a PDF and PPT, and titled as follows:

> LAST NAME-Year-CONCENTRATION AREA-TitleWords.pdf
> Example: SMITH-2000-HPB-SmokingCessation.pdf

PBHL 7800 Grading

The student must earn a grade of B- or above in the capstone course. If the student fails to successfully complete any portion of the Capstone Project requirements (i.e. proposal, document submission, final draft, or poster presentation), the student will receive a grade of incomplete.

To approve the final project, readers must grade all components using the rubric that was established at the proposal stage. The final grade will be based on UGA's plus/minus A-F scale. Because of the scaled grading, students and readers are encouraged to establish clear and concise grading parameters at the beginning of the semester to ensure the student is familiar and comfortable with all expectations.

It is important that students adhere to draft submission deadlines to give the reader sufficient time to review and provide adequate feedback. The student should expect no less than TEN business days' turnaround from the Primary Reader, at which point the student has a final period of no less than FIVE business days' to return the final version with all editing recommendations addressed to the reader's satisfaction. Students may be required to resubmit additional drafts before submitting the final document and should discuss these deadlines with the Primary Reader. It is not, however, recommended that students submit final drafts any less than THREE business days before the poster session.

It is not acceptable for either student or reader(s) to submit documents and not permit sufficient period for feedback/grading/final submission. Thus, all parties are encouraged to adhere to dates that are communicated by the MPH program coordinator, at the beginning of the semester.

When the final draft is submitted to the reader(s), the student will also send a signature page to and solicit the signatures from the reader(s). The student will then submit the final electronic reports, with signature page, to the assigned Google Drive no later than THREE days prior to the published e-Poster session date.

In the event that a student receives a grade below B- on PBHL 7800, the student must enroll for a GRSC course in the subsequent semester and fulfill all required elements of the Capstone Project. The student is not permitted to resubmit the same documents used during the previous semester, and must complete a REVISED or entirely different Capstone Project.

Incomplete (I) Grade

If a student does not graduate because s/he received an incomplete (I) grade, s/he will be required to enroll for a minimum of three hours during the semester in which these requirements are completed. The student cannot register for PBHL 7800 again, and the "I" grade is not included in the grade point average computation. The student must instead register for GRSC 9270, the Graduate School's requirement completion course. The student must notify the MPH program coordinator, who then contacts the Graduate School in writing or by e-mail of the student's name, MyID number, and the requirement that is to be completed. Graduate School staff will place the student on an access list for the course and will assign a grade of "S" or "U" depending on whether the student completes the requirements sufficient to remove the incomplete and have an official passing grade assigned by the Primary Reader. The student will then be cleared to graduate on the semester that the incomplete is removed and a final grade change of B- or above is submitted by the primary reader.

If the student does not complete the final requirement, s/he will be required to register for GRSC 9270 each semester that an attempt is made (for a maximum of three semesters) until degree requirements are completed. If an "I" is not satisfactorily removed after **3** semesters, the "I" grade will be changed to an "F" by the Registrar. To submit the final grade, the instructor follows the electronic change of grade process via the registrar's office ([click here](#)).

e-Poster Requirements

During the semester in which the student is registered for PBHL7800, it is **mandatory** that the student present an electronic poster (e-Poster) of the Capstone Project during the designated presentation day towards the end of the semester. Generally, this presentation day occurs during the university's published reading day (last day of class in summer terms). The student is encouraged to invite his/her advisor and all readers to the presentation. It is up to the student to create, print, and present the e-poster on this day, and the quality of the e-poster is included as a portion of the Capstone Project.

Any absences or incomplete submissions are considered an incomplete for the PBHL7800 course and the student will be required to fulfill the requirements in a subsequent semester.

An e-Poster utilizes a monitor and computer to display multimedia versions of a poster. It takes less space in the presentation space, and offers an opportunity to more effectively convey information that would not necessarily be possible with a traditional printed poster. Dynamic visual elements such as videos, slide shows, animated charts or graphs, scrolling text, or 3D rotation of a model can be used to enhance visualization to attract interest of attendees.

Beginning in 2017 the MPH Program launched its first successful e-Poster presentation with a group of nine summer graduates. Moving forward, all Capstone Poster Presentations will exclusively display e-Posters. The designated space will be equipped with tables and outlets for each student to have a personalized space to display the work and yield questions or discussions. Students will be required to electronically submit their e-Poster to the MPH Program Director 3 business days prior to the designated poster session. Students must also bring printed copies of their slides for patrons to collect. Slides can be printed 2-3 per page for handouts.

e-Poster Presentations

E-Poster Session:
The in-person presentations will take place in a designated space on HSC campus and each student will have a table equipped with a display monitor and access to their e-poster file available for display. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation ready for visitors interested in hearing more about the presented work. Paper copies will be handed out to each guest by staff, but students should have a few copies available at their tables as well.

Students are expected to be present by your monitor and interact with attendees during the scheduled timeslot for presentations.

E-Posters will additionally be shown throughout the day in a continuous loop, on the day of presentations in all of the College's e-Bulletin Boards. e-Posters will also be posted on the college's web site. These e-Posters will be posted for future presenters to view as well.

Virtual e-Poster Showcase:
In the event of cancellation of the poster session due to unforeseeable circumstances or inclement weather, a Virtual e-Poster Showcase will be launched online and audiences will be able to visit the site to view and comment on student presentations. In lieu of the in-person event, the student will be required to submit the following:

1. An abstract that is no more than 250 words in length and contains the following:
    a. Purpose-a few sentences explaining why you studied this topic and its relevance to public health.

b. Methods-a few sentences outlining the methods you used to conduct your research. May include research design, data collection methods, process or analysis.
c. Results- the findings of your study.
d. Interpretation-a discussion of your results. What your results mean.
e. Conclusion-a final sentence that explains the significance of your findings.

2. A pre-recorded video file of your e-Poster Presentation
    a. Create your e-Poster by following the instructions below.
    b. Create a short video to accompany your poster. The video should highlight the Significant parts of the e-Poster that you also detail in your abstract.
    c. You may film just the poster with your audio or include yourself in the video. If you include yourself, please make sure that your e-Poster is legible and is the primary focus on your screen. While recording, do not try to adjust the images or change the primary focus. Keep the visual image the same throughout your recording.
    d. Make sure that the content is clear and concise, that your audio can be heard, and that th e-Poster is completely legible. If you use multiple slides, time the change to slide to be in sync with your audio.
    e. When your recording is complete, upload the video file to the google drive or eLC Assignment Dropbox. You will receive instructions on the upload format and platforms via email, 2 weeks prior to the submission date.

Failure to submit these products (including abstract and video file in the event of a Virtual e-Poster Showcase) will result in an 'I' Grade for PBHL 7800.

e-Poster Session Equipment Specifications
- The College will provide a Laptop with Digital Display Monitor
- Software and saved presentation will be preloaded on the designated laptop
- Presentation file must be in PowerPoint or Prezi
- Video Player: VLC Media Player preferred. Media that does not display properly on the College's larger monitors will be deleted prior to presentation start date. Please be sure that any media on slides is not essential to the presentation, but is supplemental in nature.

e-Poster General Guidelines
- Recommended font size for all slides: 28pt or larger.
- Slide/Poster size: 40.97×23.04, which is a 16:9 ratio.
- Not to exceed three slides.
- If multiple pages are used, slides/pages need to either be timed or the "mouse click" option should be chosen for each slide/page to advance. Timed slides/pages can be set at 30 second intervals.
- Videos, animations, graphs and images can be embedded into your e-poster slides. Check that all embedded material works properly on the device you will be using on the day of presentation. For your sanity it is recommended that embedded material NOT be

essential to your presentation. If embedded materials fail to load, lag in time, or do not work with the monitors in the lobby, they will be discarded. Do not spend valuable time attempting to upload embedded material during your time with visitors.

- Due to the close proximity of your peers, there is **no audio allowed in the e-Poster file**
- Embedded video may be displayed in the following formats:
  - .mov, .mp4, .m4v, mpeg
- Layout needs to be in the landscape orientation
- Presentations with embedded videos should be saved as a PPTX file and the video files should be submitted along with the presentation
- Avoid use of red or green fonts as they are difficult to read
- Your e-Poster should be self-explanatory
- Your e-Poster should be in English
- The slide text should include your hypothesis, methods, results and conclusions.
- You may include a separate references file printed for visitors, but do not need to include it as a part of your e-Poster.
- In the event that a Virtual e-Poster Showcase takes place, an abstract and video file must accompany submission of the e-Poster file.

A note to Apple Macintosh users: Please do not use "drag-and-drop" to insert pictures into Microsoft PowerPoint files, as graphs and images would not be displayed properly. Using the INSERT command from the menu will virtually eliminate these issues. **If you create your presentation on a MAC, it is imperative that you ensure your presentation is compatible with a PC. For the e-Poster Session, please bring your e-Poster presentations on a flash drive as a backup.**

Copyright
Please ensure you have permission to use all graphics that appear in your e-Poster. Do not assume an image taken off of the internet is free to use.

Resources
- To learn more about how to prepare an e-Poster:
  https://www.researchgate.net/publication/273521377_How_to_Make_an_Effective_e-Poster
- Templates and samples can be found on our website at:
  https://publichealth.uga.edu/current-students/poster-templates/ and

  https://publichealth.uga.edu/mph-capstone/

- For logos, we recommend TIFF files.
- For images, we recommend JPEG files.
  Please note that you may ONLY use approved UGA logos. No logo images can be altered for content, color, or style. Approved UGA logos can be downloaded at, http://brand.uga.edu/downloads. CPH logos can be downloaded at https://www.publichealth.uga.edu/cphlogos/download.

Section XII: Human Subjects in Student Class Projects
([click here](#) for policy on IRB website)

Definitions

Class Projects or Activities. Course assignments/projects conducted by students for training and education in the use of particular methods (e.g., qualitative research methods), devices or equipment with no intent to contribute to generalizable knowledge.

Generalizable. Activities designed to develop or contribute to generalizable knowledge are those designed to draw general conclusions (i.e., knowledge gained from a study may be applied to populations outside of the specific study population), inform policy, or generalize findings.

Human Subject or Participant. A living individual about whom an investigator (whether professional or student) conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information.

Human Subjects Research. A systematic investigation designed to develop or contribute to generalizable knowledge that involves gathering/obtaining data about living individuals through intervention or interaction with the individual or by obtaining identifiable private information about the living individual.

Interaction. Includes communication or interpersonal contact between investigator and subject.

Intervention. Includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes.

Research. A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Systematic Investigation. For the purposes of this policy, a *systematic investigation* is an activity that involves a prospective study plan which incorporates data collection, both quantitative and qualitative, and data analysis to answer a study question or prove/disprove a hypothesis.

Policy

The IRB will **NOT** review classroom projects or activities as defined above. Class projects are generally conducted for education or training solely to fulfill a course requirement; as such, an element of the definition of research—the intent to develop or contribute to generalizable knowledge—is lacking so these activities do not meet the regulatory definition of *research*.

Therefore, as a rule, student class assignments do not fall under the jurisdiction of the IRB and will not require an IRB application, approval, or oversight.

For a class project or activity to be research that will require IRB review, it must be designed with the intent to develop or contribute to generalizable knowledge. Most classroom activities are designed to teach or educate and have no such intent. However, when class projects or activities are intended to collect information systematically with the intent to develop or contribute to generalizable knowledge, the project or activity meets the definition of *research* and will fall under the jurisdiction of the IRB. The intent to publish or otherwise disseminate the results of the activity is one clear indication that the activity is regulated as research.

Accordingly, masters or doctoral theses publishable work involving human participants are considered human subjects research and must be submitted for IRB review.

Faculty and Student Responsibilities
It is the responsibility of the course instructor to determine whether an assigned project involving human participants can be classified as a course-related student project. Faculty should contact the Human Subjects Office if assistance in making this determination is needed. Faculty who require students to do course-related projects assume responsibility for the conduct of those projects and for ensuring that the rights and welfare of participants are protected. This includes discussing the general principles of ethical research with human subjects with the class prior to the initiation of the project. It also includes reviewing student research plans and monitoring research activities to ensure that human participants are protected. At a minimum, best practices include informing participants of the voluntary nature of participation and employing measures to protect privacy and confidentiality, if applicable. The completion of the CITI on-line IRB training by the students who will conduct the projects is also highly recommended.

Finally, instructors/advisors must convey to students that the data may not be used or shared beyond the circumstances described below:
1. In the classroom;
2. If the project involves gathering data from or about a company, agency, or organization, the data/results are shared only with that company, agency, or organization; and/or

3. Project results are presented at departmental, interdepartmental, or college seminars designed to exhibit coursework or to continue the learning process related to presentations.

Disclosure to Participants

All students conducting projects under this policy *must* disclose important information to the participants. If an Informed Consent Document or Consent Cover Letter is used, the following will be included:

1. The student identifies him/herself as a UGA student who is performing the activity to fulfill a course requirement, and the course is specifically identified.
2. The name and contact information for the course instructor or supervising faculty member to contact for questions is provided.
3. The persons who have access to the individual data and/or summarized results are specified (e.g., instructor only, company/agency/organization).
4. Participants are informed that their participation is completely voluntary, that they do not have to participate in the study if they don't want to, and that they can stop participating at any time.
5. The disclosure should *not* state that the project has been approved by the UGA IRB.

Future Use of Data

It is very important that careful consideration be given to the possibility of any publication, presentation, or use of any collected data for future research studies. Retroactive approval cannot be granted for studies conducted without IRB approval. For example, if a class project was conducted without IRB approval and resulted in unexpected but important findings or data, those findings or data may not be presented at a national meeting or used in a future project or research study.

Reference(s)

Protection of Human Subjects, Title 45 Code of Federal Regulations, Part 46.
Questions: *Please contact the Human Subjects Office (706-542-3199 or irb@uga.edu) for any questions or guidance related to this policy.*

Appendix 1 – MPH Core Competencies

Upon completion of the five core MPH courses, students should be able to:

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

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. 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
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

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

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

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

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue

CAPSTONE REGISTRATION FORM
(Requisite for PBHL 7800 enrollment)

First, Middle, and Last Name:

Email: CAN (810):

Semester of Project Completion: Concentration:

Dual Degree if applicable: Final Document Submission Date:

Name of Instructor-Primary Reviewer:

CPH Recommended dates for Capstone Submission:
- 3 weeks before classes end, student submits first draft to reviewer
- 1 week before classes end, reviewer returns to student for final revisions
- Last week of classes, student submits final version and Capstone signature page to reviewer for grading
- POSTER DAY (always on reading day) student must have poster, final e-copy of capstone and signed rubric and signature page ready to submit to the MPH Program Coordinator (Mumbi Anderson). The rubric and signature pages indicate to the College that all requirements have been met and the student is cleared for graduation.
- Please note: a final electronic version must also be submitted to the reviewer upon completion of all revisions.

Each department may have deadlines that they set and communicate to students. These dates may precede those outlined above, but should not be later. It is the student's responsibility to ensure that no additional deadlines apply. If no additional requirements are communicated to the student by the reviewer, the student should comply with those outlined above.

If a student fails to meet Capstone requirements, including the mandatory poster session, enrollment and tuition payment for a minimum of three credit hours the following semester is required, in order to complete the process at the conclusion of that semester. Additional graduation requirements and dates can be found at www.uga.edu/gradschool/academics/deadlines.html.

Title of Capstone:

Overview of topic:

List THREE or more MPH Competencies and how each will be addressed throughout your paper:

Describe the deliverables of your project (what do you expect to produce?):

CAPSTONE RUBRIC

Student: _____   **Email:** _____   **MyID:** _____

Primary Reader: _____   **Secondary Reader:** _____

Draft Submission Date: _____   **Final Submission Date:** _____   **Final Grade:** _____

INSTRUCTIONS FOR STUDENTS:

Format: The capstone paper should be typed using double spacing (except references) and left margin justification. Page numbers must be added in bottom right. The final report should be a minimum 15 pages (excluding cover page, index page, graphs, figures, tables, and references), but the exact number is to be approved by the primary reader.

References. References should follow the APA style. Reference list should be typed using single spacing and in alphabetical order. Include only the references cited in your paper. Include at least 10 references, but the exact number is to be approved by the primary reader.

STANDARD	EVALUATION*	REVIEWER'S COMMENTS
Introduction/Literature Review (25) • Background/rationale is clear and coherent • Subject matter is well researched and documented • Theoretical concepts are well defined and integrated • Learning Objectives are well supported by current literature	☐ Exceeds all criteria (25 pt max) ☐ Meets all criteria (22 pt max) ☐ Meets w/ minor exceptions (20 pt max) ☐ Meets w/ major exceptions (18 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	

Depth of Problem Analysis/Research Method (25)		
Depth of Problem Analysis/Research Method (25) • Presented clear, good analysis of the problem • Methods are clearly described • Analysis/Methods are aligned with learning Objectives • Variables, targets, measures are thoroughly discussed and align with expected outcomes • Implementation/Exploration is clearly discussed, along with expected outcomes • Explained concepts in own words • Interpretations were clearly based on the review of literature	☐ Exceeds all criteria (25 pt max) ☐ Meets all criteria (22 pt max) ☐ Meets w/ minor exceptions (20 pt max) ☐ Meets w/ major exceptions (18 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	
Discussion/Conclusion/Evaluation (25) • Findings are correctly documented and summarized • Interpretation of findings is clearly discussed • Findings are clearly connected back to learning objectives • Short and long term implications are discussed adequately • Limitations are identified, suggestions for future research are documented	☐ Exceeds all criteria (25 pt max) ☐ Meets all criteria (22 pt max) ☐ Meets w/ minor exceptions (20 pt max) ☐ Meets w/ major exceptions (18 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	
References (5) ▪ Included at least 10 references ▪ Included peer-reviewed, scientific references or referenced chapters from relevant books ▪ Used referencing style correctly	☐ Exceeds all criteria (5pts max) ☐ Meets all criteria (4 pts max) ☐ Meets w/ minor exceptions (3pts max) ☐ Meets w/ major exceptions (2pts max) ☐ Does Not Meet Expectations (1pt max) **Total Points earned _____**	

Content Structure (5) • The writing is focused and well-organized, with effective use of leading sentences, transitions between sentences, and word choices. • Errors in grammar, spelling, and punctuation are minimal, and they do not interfere with understanding. • Paper is clearly organized using titles and subtitles that match the index. • No errors or unsupported leaps in content	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	
Document Structure (all components are included) (5) • Cover page • Index • Introduction: Described the problem and 3-5 learning objectives of the project • Analysis of the problem • Analysis of the solutions • Summary of Findings • Discussion of implications • Conclusion: Describe how learning objectives were addressed in this project • References	☐ **Exceeds all criteria (5pt max)** ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	
Poster / e-Poster Quality (10) • Title and Sections of poster's content are listed • Appropriate information is included in each section • Information is consistent with capstone document • Graphs/tables/charts are labeled, and appropriately depict intended information • Overall quality of content is acceptable	☐ Exceeds all criteria (10 pt max) ☐ Meets all criteria (8 pt max) ☐ Meets w/ minor exceptions (7 pt max) ☐ Meets w/ major exceptions (6 pt max) ☐ Does Not Meet Expectations (4 pt max) **Total Points earned _____**	

* Each section's points are continuous. Accumulated points for all sections receive the following letter grade:
A 94-100 A-90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C 74-76 C- 70-73 D 65-69 F below 65

SIGNATURE PAGE (Type, DO NOT print)

Title of Project: _____

Name: _____

810 number: _____

Email Address: _____

Department: _____

Date (semester, year): _____

Final Grade: _____

I hereby certify that the student named above has successfully completed all capstone requirements.

_____   _____
Primary Reader Name   Primary Reader Signature

_____   _____
Secondary Reader Name (Optional)   Secondary Reader Signature

_____
MPH Program Coordinator

This form is to be submitted, along with an electronic copy of the final document, to the Graduate Program Coordinator, Mumbi Okundaye. Health Sciences Campus, Rhodes Hall Suite 105E, mumbi@uga.edu, 706-583-0059.

CPH Directory

The Capstone Project requires approvals and signatures of various administrators in the College of Public Health. Though the majority of communication will occur between the student's advisor and capstone reader, some approvals/signatures will be needed from additional faculty or staff. Please see below for detailed list of appropriate faculty/staff and their respective titles.

Full faculty directory can be found by clicking [HERE](#).

CPH Administration (final approvals, PBHL 7800 course clearance, signatures, and troubleshooting)		
CPH Graduate Coordinator	Erin Lipp	elipp@uga.edu
MPH Program Coordinator	Mumbi Anderson	mumbi@uga.edu
Departmental Graduate Coordinators (Departmental approval and signatures)		
Biostatistics	Stephen Rathbun	rathbun@uga.edu
Epidemiology	Andreas Handel	ahandel@uga.edu
Disaster Management	Curt Harris	cuharris@uga.edu
Environmental Health Science	Erin Lipp	elipp@uga.edu
Gerontology	Kerstin Gerst Emerson	emerson@uga.edu
Health Policy & Management	Stuart Feldman	sfeldman@uga.edu
Health Promotion & Behavior	Jessica Muilenburg	jlm@uga.edu
Department Heads (Departmental approval and signatures)		
Biostatistics/Epidemiology	José Cordero	jcordero@uga.edu
Disaster Management	Curt Harris	cuharris@uga.edu
Environmental Health Science	Jia-Sheng Wang	jswang@uga.edu
Health Policy & Management	Stuart Feldman	sfeldman@uga.edu
Health Promotion & Behavior	Nathan Hansen	nhansen@uga.edu
Departmental Administrators (Primary contacts for faculty advisors/readers and administrators)		
Biostatistics/Epidemiology	Sara Ervin	scervin@uga.edu
Disaster Management	Curtis Harris	cuharris@uga.edu
Environmental Health Science	Kainien Morel	kcmorel@uga.edu
Gerontology	Kerstin Gerst Emerson	emerson@uga.edu
Health Policy & Management	Mumbi Anderson	mumbi@uga.edu
Health Promotion & Behavior	Allison Mixon	apmixon@uga.edu

APPENDIX 6 - Capstone Titles from past submissions

[Vulnerability Index for Heat-Related Mortality in Georgia, U.S.](#)
Biostatistics

[Potential Contribution of Next Generation Sequencing (NGS) to Improving Food Safety and the Estimates of the Burden of Foodborne Diseases](#)
Environmental Health Sciences

[Health Status of Migrant Farm Workers in South Georgia](#)
Epidemiology

[Using System Dynamics to Model Regional Healthcare Evacuations During a Hurricane](#)
Disaster Management

[Analysis of Complicated Grief in Older Adults](#)
Gerontology

[The Use of Technology to Improve Quality and Reduce Costs for Hospitals in Georgia](#)
Health Policy and Management

[Hospice and Palliative Care: What are the Preferred Communication Channels for Older Adults Seeking Information about End-of-Life Decision Making in Atlanta, GA](#)
Health Promotion and Behavior

*These are samples of student projects and not meant to be replicated in any way by current students completing the Capstone Project. Samples of E-Posters can be found ***[HERE](#)***.

APPENDIX 7- Faculty Advisor and Reader Roles and Responsibilities

Faculty Advisor
- Begin advising student on the capstone process and deadlines during the student's second year, preferably in the beginning of their second to last semester. For example, if a student is scheduled to graduate in Spring 2021, capstone advising will need to begin early Fall 2020.

- Assist the student in selecting a Primary Reader. This is based on the student's interests and experience. Thus, a conversation about the student's topics of interest is a good place to start.

- Facilitate an introduction of the student to the potential reader. If your department has a committee for this process, it makes the selection process of student to reader much less tedious for all. Another recommendation would be to recommend students attend research work groups for faculty they are interested in working with.

- Once the Primary Reader has been selected, it is then the student's responsibility to ensure that the process meets his/her academic needs.

Primary Reader
Please note that the student's primary reader must be a faculty member in the student's concentration. In the event that a student wishes for an outside member, a secondary reader in the student's concentration must be assigned and participate in all aspects of the Capstone Project.

- Once a faculty member has agreed to be Primary Reader, (s)he must work with the student to complete a proposal for a project that meets the requirements outlined in the capstone manual. A sample of the capstone proposal can be found in Appendix 2.

- The Primary Reader must ensure that the student's proposal adheres to the expectation that the student shall exhibit proficiency in ALL MPH Core Competencies. A document that does not address the significance of the student's topic to the Public Health agenda does not meet the CEPH requirements for a comprehensive and robust Capstone Project. The MPH Core Competencies can be found in Appendix 1, and should be consulted during the proposal's development.

- In addition to the capstone proposal, the student and Primary Reader should discuss the expected outline and grading rubric for the document. A sample rubric can be found in Appendix 3.

- The capstone proposal must have the approved signature of the Primary Reader and the student's department head. It is then sent via scan/email or mail to the MPH program coordinator who is responsible for clearing the student for the PBHL 7800 course.

- Throughout the semester, the Primary Reader and the student are expected to adhere to the established deadlines for submission of all deliverables, including document drafts, draft feedback, poster, and the final document and signature page. It is recommended that the Primary Reader and student establish these deadlines during the drafting of the student's capstone proposal. CPH deadlines are sent to primary reader and students at the beginning of the semester in which the student is completing the capstone.

- The capstone proposal outlines recommended submission dates that all Primary Readers and students are encouraged to follow. If the student and reader make alternative submission dates, it is the responsibility of the student to ensure that all CPH deadlines are met regardless of other deadlines.

- It is imperative that the student receive adequate and timely feedback for all drafts of the capstone document BEFORE the final weeks of the semester. Therefore, continued communication with students is expected of all Primary Readers.

- If a situation arises where the student is not able to complete the capstone on time, the student may work with the Primary Reader to determine whether an Incomplete (I) grade is possible. The process for fulfilling requirements for removal of I grades can be found in the capstone manual.

- The **final** Capstone Paper (with all recommended edits discussed and approved) and Poster are due to the Primary Reader no later than FIVE business days prior to the date for that semester's MPH student poster session. This should give the student and Primary Reader time to have all documents signed and submitted to the faculty, department, and College by the College's final submission deadline.