

# PHC 6940: MASTER OF PUBLIC HEALTH CAPSTONE

## CAPSTONE PROJECT PROPOSAL BRIEF & CONTRACT

**Background:** Students will work with their faculty advisor to conceptualize an appropriate capstone project. Throughout the semester, students will provide regular updates to their faculty advisor; and submit drafts of their paper (and presentation) to receive feedback from their faculty advisor.

Once the project has been identified, the student will use this document to write a brief written proposal that solidifies their project idea, identifies which competencies will guide their work, and outlines a communication/meeting plan for the student and faculty advisor. Through writing the proposal, students also begin researching the associated public health need and priority population.

**Instructions:** Students complete this form, with input from their faculty advisors. In signing this form, faculty advisors are approving the project, the proposed process, and the communication and meeting schedule.

**Submission & Grading:** Students should submit the completed Proposal & Contract to Canvas. The submitted assignment will be graded by the Capstone Project Course Coordinator.

Student Information	
Student Name:	
Student's Concentration:	
Faculty Advisor Name:	
Project Information	
Draft Project Title	
Type of Project	[e.g., Literature Review, Program Grant, etc.]
Written Paper Format:	[Review the "Project Types & Outlines" document]
Paper Writing Style:	[e.g., APA, AMA, etc. If blank, APA is assumed]
1. Project Description & Purpose	
<b>Directions:</b> In two to three sentences, briefly describe the project type and purpose.	

## 2. Background & Significance

**Directions:** Describe why your Capstone Project is significant to public health, including background information on the public health issue as well as the priority population affected. If relevant, denote any partners in completing this project (e.g., organizations or agencies who have requested the work or for whom the project will benefit).

### 3. Project Aims, Objectives, or Research Questions

**Directions:** Expand on your purpose by identifying your specific aims, objectives, or research/evaluation questions.

### 4. Proposed Methods

**Directions:** Indicate what methods will you employ so to meet your aims and/or answer your research questions. Students are encouraged to specifically outline as much as possible for methods; this is an opportunity to discuss your process with your faculty advisor. (Note: you may not have quite as much detail in your proposal as you will in your paper.)

## 5. Competencies to be met

**Directions:** Identify at least 2 foundational competencies and at least 2 concentration competencies the student will demonstrate through completion of the Capstone Project. Denote the competency number and full text of the competency.

## 6. Schedule & Communication

**Directions:**

- Discuss the project timeline, considering the program provided deadlines.
- Schedule all planned meetings for the semester.
  - We recommend scheduling bi-weekly meetings in between paper draft deadlines (e.g., meeting midway between the Draft Section 1 and Draft Section 2 deadline; Section 2 and Section 3 deadline; etc.)
  - Students are required to complete a recorded practice presentation with their Faculty Advisor prior to Public Health Day.
- Outline a plan for communicating feedback (i.e., how the faculty advisor will return feedback to the student; the timeline for that feedback, etc.)
- Denote expectations for re-submission when a student needs to revise and resubmit a draft (e.g., revision should be made in what amount of time and resubmitted via Canvas or email?)

**Once both the student and faculty advisor agree to what is outlined in this document, please sign below indicating this agreement.**

X

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Faculty Advisor

X

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MPH Capstone Student

## **Foundational/Core MPH Program Competencies (All students select at least 2)**

### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to 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 systemic 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, implementation, or critique 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 the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify relevant communities and individuals 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 leadership and/or management principles to address a relevant health issue.
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 to non-academic, non-peer audience with attention to factors such as literacy and health literacy.
20. Describe the importance of cultural humility in communicating public health content.

### **Interprofessional Practice**

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

### **Systems Thinking**

22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative.

## **Concentration-Specific Competencies (Select at least 2 from your Concentration)**

### *Biostatistics*

1. Apply standard probability distributions to public health outcomes.

2. Apply and interpret common statistical descriptive and inferential methods, including confidence intervals and hypothesis tests in one-sample, two-sample, and multivariable regression settings.
3. Build and interpret appropriate multivariate regression models to analyze public health data.
4. Develop practical skills in using statistical software packages for data management and analysis of public health data.
5. Develop written reports based on statistical analyses.

### *Environmental Health*

1. Examine the direct and indirect human and ecological health effects of major environmental agents.
2. Develop a quantitative risk assessment framework for environmental hazards.
3. Apply knowledge of environmental legislation to case studies to determine jurisdiction approach.
4. Apply approaches for assessing environmental exposures, including exposure assessment design and methods.
5. Demonstrate cultural sensitivity and appropriate communication when engaged in public health practice and research.

### *Epidemiology*

1. Assess potential confounders in epidemiology studies.
2. Evaluate interaction, effect modification and mediation in epidemiology studies.
3. Evaluate the multifactorial etiology and pathophysiology of health outcomes.
4. Apply criteria for identification, prevention and control of infectious agents.
5. Manage, analyze and interpret large-scale epidemiologic data.

### *Population Health Management*

1. Integrate systems thinking theory to incorporate multiple stakeholders at state and local levels to address a public health issue.
2. Create an evaluation plan for a public health initiative.
3. Apply principles and theory of budget preparation, managerial accounting and financial management to organizations in the health sector.
4. Develop a survey instrument that validly examines public health research questions and produces data that addresses health implications and their relationship to policy and contexts.
5. Conduct an economic analysis of a major health policy issue.

### *Social & Behavioral Sciences*

1. Evaluate public health social and behavioral science research so that research decisions, strengths and limitations are addressed.
2. Integrate social and behavioral science theories and concepts in the development of interventions/solutions to public health problems.
3. Design and conduct a community needs assessment.
4. Design, implement and evaluate a public health intervention.
5. Design and develop effective communication products that convey health information to diverse audiences that increase recipients' knowledge and positively impact attitudes, beliefs and behaviors.

### *Public Health Practice*

- Public Health Practice concentration students should select at least 1 competency from at least 2 concentrations (based on concentration coursework taken).