



College of Public Health

Master of Public Health

Service Learning/Capstone Experience Handbook

2016-2017

About This Handbook

The Service Learning/Capstone Experience (SL/CE) Handbook contains guidelines on expectations for completing a successful SL/CE. It also contains required forms to be completed by the student, faculty, and preceptor. Because several revisions have been made in recent years, please use the most recent version found on the Office of Educational Services website or SL/CE Blackboard site.

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I: COURSE DESCRIPTION AND SERVICE LEARNING/CAPSTONE EXPERIENCE (SL/CE) OVERVIEW

Overview

As a University of Nebraska Medical Center, College of Public Health (COPH), Master of Public Health (MPH) program requirement, this public health experience is designed to provide students with firsthand, scholarly, supervised experience in a practice setting. This experience augments the academic course work, meets community needs, and provides students with an opportunity to integrate and apply knowledge, principles and skills acquired through classroom instruction. Students are expected to demonstrate mastery of public health principles, values and practice.

The Service Learning/Capstone Experience (SL/CE) is required of all students in the MPH program. This practicum experience is intended to contribute to the health of the population and provide students with learning and further development of public health competencies under the guidance and supervision of professionals. Service Learning (SL) is centered on the principle of mutual benefit to the student and the community. The project is derived from needs identified by the SL/CE placement site to benefit the community they serve.

The SL/CE encourages an environment of community-academia partnership, with active participation, close collaboration, and civic engagement among students, faculty, and the community members and organizations. Students complete their SL/CE at placement sites that have agreed to meet the requirements and expectations designated by the University of Nebraska Medical Center, COPH, MPH program.

Course Format

This is a student-directed study supervised by a SL/CE committee comprised of at least two COPH faculty and the on-site preceptor. Students should meet with the Director of Masters Programs, Service Learning Program Manager, and SL/CE committee as needed prior to starting placement hours. Students are required to complete a minimum of 300 practical hours (divided approximately as 150 hours service learning and 150 hours capstone experience). Approval of the final SL/CE paper by all committee members and completion of all required documentation is required prior to submission of grades. All documentation must be submitted to the SL/CE course on Blackboard, in which students will be enrolled after registration. Students must also submit their Final MPH Portfolio prior to graduation.

Course Objectives

Through participation in the SL/CE students will:

1. Develop a SL/CE project proposal that
 - a. Clearly demonstrates integrated and applied knowledge, principles and skills acquired through classroom instruction.
 - b. Meets the organization's identified needs.
 - c. Clearly outlines both the Service Learning and Capstone Experience elements of the project
2. Perform activities that demonstrate the development, enhancement, and application of **core public health competencies** and describe activities performed to achieve/address these competencies.

3. Demonstrate the development, enhancement, and application of **concentration specific competencies** and describe activities performed to achieve/address these competencies.
4. Develop a final paper which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.
5. Design and deliver an oral presentation of the paper, including the process, background, and results of the project.
6. Develop a beneficial product for the placement site as appropriate.
7. Share project/product(s) with the organization/community as appropriate.

Evaluation

Students will be evaluated on meeting the course objectives outlined above by the SL/CE committee members who make recommendations to the committee chair responsible for assigning the course grade.

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.

Concept of Service Learning

Service Learning (SL) (sometimes known as reciprocal learning) is a structured learning experience that combines service with intentional learning objectives and reflection. SL differs from volunteerism, community service, or internships as it benefits both the provider and the recipient of the service while being rigorously integrated into a curriculum.

Service Learning is both a philosophy and a teaching methodology rooted in the educational theories of John Dewey and Paulo Freire. Its primary tenet is that social responsibility and the experience of education are inextricably linked. This pedagogy assumes that learning and development with **critical reflection** will allow students to make connections between what they are learning and what they experience through service. Critical Reflection is the process of analyzing, reconsidering, and questioning experiences within a broad context of issues (e.g. issues related to social justice, curriculum development, learning theories, politics, culture, or use of technology). Reflection is the intentional consideration of an experience in light of particular learning objectives.

Benefits of Service Learning

Students will negotiate the specifics of the SL/CE project with his/her committee (faculty members and placement site preceptor). Approaches and methodologies for the experience will vary, but each experience will, at minimum, give students exposure to one or more of the core functions and essential services of public health, and public health competencies.

Students benefit by being able to:

1. Integrate theory with practice and apply knowledge in real-world settings
2. Engage in activity that directly serves community identified needs
3. Gain a practical experience with a community organization
4. Develop interpersonal, communication, and leadership skills

5. Gain access to data/projects for theses, dissertations and/or publications
6. Gain exposure to contacts for future employment
7. Gain work experience/define career objectives
8. Augment resumes with experience

The organization/community benefits by being able to:

1. Develop/complete projects that enrich the organization which may not otherwise be feasible due to lack of resources
2. Develop opportunities to work with public health professional students and faculty
3. Build partnerships with an academic health center
4. Mentor students who are on track to becoming public health professionals
5. Model professional practices/responsibilities
6. Rejuvenate interest in and commitment to community health work

Faculty benefit by being able to:

1. Develop research opportunities in community-based areas
2. Develop community engaged scholarship
3. Facilitate collaboration with community on education, teaching, and research, and increase involvement with students.
4. Provide meaningful opportunities for critical thought and upper level learning.

The academic institution benefits by being able to:

1. Develop networking, education, research, and service opportunities
2. Establish a source of current information on public health practice
3. Assess currency and sufficiency of curriculum
4. Participate in meaningful community engagement
5. Enhance community relations, increase public name recognition

Service Learning References:

- Dewey, J. (1966). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.
- Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition*. New York: Continuum International Publishing Group Inc.
- Bringle, R. & Hatcher, J. (1999). Reflection in Service Learning: Making Meaning of Experience." *Educational Horizons*. Summer 1999. 179-185.
- Furco, Andrew. (1996). "Service-Learning: A Balanced Approach to Experiential Education." *Expanding Boundaries: Service and Learning*. Washington DC: Corporation for National Service, 1996. 2-6.

II: COURSE REGISTRATION

For MPH students, CPH 528 Service Learning and CPH 529 Capstone Experience are requirements for completion of the MPH degree. Students may register for both in the same semester, or one at a time. Students who do not complete their projects while registered for these courses may be granted a grade of “In Progress” for these courses and continue their project for one semester by registering for CPH 699N SL/CE Continuation. In extreme circumstances, students may be allowed to register for CPH 699N more than one semester; however, due to new federal financial aid laws, students may be ineligible for financial aid. **Consult with the Director of Masters Programs or the Service Learning Program Manager for any questions regarding registration.**

IMPORTANT:

Before registering for CPH 528 Service Learning for MPH Students and/or CPH 529 Capstone Experience for MPH students, students must:

1. Meet the course prerequisites (shown below).
2. Meet and consult with their academic advisor to ascertain readiness for service learning.
3. Contact the Service Learning Program Manager and discuss project outline and readiness to begin.
4. Submit the **‘Application to Register for SL/CE’ (Form A)** to the Service Learning Program Manager to receive permission numbers to register.

CPH 528: Service Learning prerequisites

Students who have **completed 27 credit hours or more** toward MPH program requirements may register if:

- In good academic standing
- Have approval of academic advisor and SL/CE committee chair

--OR--

Students who have **completed 18-26 credit hours** toward MPH program requirements may register if:

- In good academic standing
- Have approval of academic advisor and SL/CE committee chair
- Have committee formed
- Have Affiliation Agreement fully executed and on file with the Service Learning Program Manager
- Have a draft proposal
- Submit above documentation to Service Learning Program Manager at least 3 weeks prior to registration deadline

CPH 529: Capstone Experience prerequisites

- Students register for CPH 529 after all other coursework is completed, or in the semester they intend to graduate, whichever occurs first. This registration may be simultaneous with other coursework and/or CPH 528.

After registration, students will be enrolled in the SL/CE course on Blackboard, where all documentation will be submitted throughout completion of the project.

III: PLACEMENT SITE

Students should consult with their academic advisor, the Director of Masters Programs, or the Service Learning Program Manager to identify potential committee members with knowledge and/or interest in the Service Learning/Capstone Experience project topic, at least one semester prior to the start of the SL/CE. The Committee Chair should be identified by their expertise related to the SL/CE project.

A placement site for the Service Learning/Capstone Experience may be identified in multiple ways. Early in the MPH program, students are encouraged to volunteer with organizations to gain experience and consider those organizations as potential placement sites. Students should consider their interests and career goals to refine potential topic areas and organizations in that field, which may be a good fit for the SL/CE. Discussing potential ideas with the student's academic advisor, other faculty members, and fellow students may also be helpful to brainstorm potential partners as the placement site.

The Service Learning Program Manager can also assist students in identifying potential placement sites based on their interests and their concentration. A specific resource available to students is a list of potential SL/CE placement sites and the organization's identified needs. These organizations have expressed interest in partnering with a MPH student and have identified some relevant needs of their organization, which may be possible SL/CE projects. These needs are posted on the following website:

<http://www.unmc.edu/publichealth/programs/servicelearning/slapstone/sl-ce-sites.html>

The Service Learning Program Manager may also be aware of other organizations that have not yet submitted a list of identified needs.

Additional SL/CE Site Considerations

Some students select other opportunities for their SL/CE project. Example of these opportunities are Cancer Epidemiology Education in Special Populations (CEESP) Program, Munroe-Meyer Institute Leadership, Education, Neurodevelopmental and related Disabilities (LEND) program, paid or unpaid internships, student's place of employment, or other international sites, **providing all requirements of the Service Learning/Capstone Experience are able to be met (see Requirements for Placement Sites below)**. Students considering one of these opportunities for the SL/CE should assess if the site will provide a meaningful and productive growth opportunity for his/her public health career, and if the MPH SL/CE requirements can be met in conjunction with the project and timeline.

For student's use of his/her place of employment as the SL/CE placement site, additional requirements apply. In order to be considered, the place of employment must provide some public health service, the SL/CE activities extend beyond or are different from his/her regular employment duties, and the student's supervisor may not serve as the committee preceptor.

For international SL/CE projects, additional requirements apply, per UNMC's international travel policies. Students must notify the Director of Masters Programs and the UNMC International Health and Medical Education Office (<http://www.unmc.edu/ihme/>) to complete requirements at

least six months before the intended international travel. Students may contact Sara Pirtle, the Outreach Program Specialist, at sepirtle@unmc.edu for information on international travel policies. Students are also encouraged to consult with their SL/CE Committee Chair about travel safety guidelines for the country visited.

Requirements for Placement Sites

If the placement site/organization meets the criteria outlined below (Requirements for Placement Sites), it is eligible to host a student for the Service Learning/Capstone Experience.

- Organization provides public health related planning and/or service.
- Organization has staff person on-site with Master's degree or higher willing to serve as a designated Committee Preceptor.
- Preceptor must provide a minimum of one hour per week direct supervision of student.
- Organization must complete and sign an Affiliation Agreement (Form C) with UNMC.
- Student must have an opportunity to be involved for a minimum of 150 hours in the essential public health functions of the organization. Specific activities may include, but are not limited to, assisting with:
 - Monitoring health status to identify community health problems
 - Diagnosing/investigating community health problems/hazards
 - Informing/educating 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
 - 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, and apply core and concentration public health competencies as appropriate to the project in the areas of community practice/collaboration and collecting and analyzing data.
- Organization must provide space and resources required for the student to complete duties/responsibilities as agreed upon in the SL/CE proposal.

After a SL/CE Placement Site is Identified

Once the SL/CE placement site has been identified, the student must complete the appropriate documentation to proceed with the SL/CE.

1. **'Organization and Committee Profile' (Form B)**: The student must complete and upload this form to the SL/CE course on Blackboard prior to the start of the project.
 - a. Appendix D and E will be shared with the preceptor following submission of Form B.
2. **'Affiliation Agreement' (AA) (Form C)**: The Affiliation Agreement is a legal document between UNMC and the organization for which the SL/CE project will be completed. The agreement must be reviewed by the organization and signed by the appropriate signatory, often times the director. The agreement is then signed by appropriate UNMC signatories. The length of time to complete an AA varies by the site. Thus, students are strongly

encouraged to contact the Service Learning Program Manager as soon as they have identified the site.

- a. **Each student is responsible for contacting the Service Learning Program Manager to verify if an AA is already completed or to facilitate the completion of an AA with the organization.** In the SL/CE Handbook, Form C is only a sample of the AA and should not be used as the official document. Students must contact the Service Learning Program Manager to obtain the official document.
- b. The AA must be fully executed prior to beginning any on-site activities or providing services to the organization. **The AA must be processed in collaboration with the Service Learning Program Manager, not by students or faculty directly.**
- c. The organization may have additional requirements (background checks, drug testing, immunizations, etc.) before on-site placement can begin. If these are required and the organization does not cover the expense, the student will be responsible for the expense.

Please see *Appendix G-Example Timeline for SL/CE projects* for more information after a site is identified.

IV: COMMITTEE DEVELOPMENT

Students should consult with their academic advisor, the Director of Masters Programs, or the Service Learning Program Manager to identify potential committee members with knowledge and/or interest in the SL/CE project topic, **at least one semester prior to the start of the SL/CE.**

The SL/CE Committee is comprised of (at minimum):

1. Committee Chair: A faculty member from the student's concentration area. It is not required that this is the student's academic advisor. The Committee Chair is responsible for overseeing the project, managing the review process with other committee members, and assigning the grade.
2. Committee Faculty: A CPH faculty member of a different concentration area than the student. This faculty member should be chosen to add complementary expertise to the project.
3. Committee Preceptor: An organization representative who holds at least a bachelor's degree with five years of experience in public health or a related field.
4. Additional member(s) may serve on the committee (optional) as needed for success in the project.

Committee Chairs and Faculty must hold full or part time appointments in the CPH. Adjunct and courtesy faculty are not eligible to serve as a Committee Chair, but may serve as additional members (#4 above) of the committee.

V: PROPOSAL, PROPOSAL MEETING AND IRB APPROVAL

Purpose and Development of Proposal

The SL/CE proposal is a requirement of all students and should serve as a framework for all aspects of the proposed project.

Prior to writing the proposal, the student should discuss with the committee to identify realistic goals, beneficial service learning activities, appropriate methodology, etc. It is likely that multiple meetings between the SL/CE Committee Chair and the student will be necessary to shape the SL/CE project idea and subsequent proposal. The use of an outline, which can grow into a draft of the proposal, may be helpful as the project is evolving. The student should seek advice from the committee and invest adequate time to prepare the proposal, especially because the proposal will serve as a draft to some sections of the final paper.

The proposal should serve as a guide to the student as s/he implements the proposed service learning or research activities throughout the project. The expected length of the proposal is at least 10-15 double-spaced pages. **Students should refer to *Appendix A-Required Proposal Framework* and *Appendix C-Additional Resources for Students* for more information.**

Proposal Meeting

After permission by the Committee Chair, the student should submit the proposal draft to all committee members for their review. It is the student's responsibility to schedule the meeting and send the **proposal to the committee at least 3 weeks prior to the Proposal Meeting date**. The meeting should be held either in-person or synchronous (i.e. via Skype or teleconference) to allow for committee and student discussion.

There are three objectives of the meeting; 1) discuss the SL/CE proposal so the student and the committee can agree on the project objectives, activities, and the timeline, 2) review the responsibility and roles of the student, committee faculty, and committee preceptor, and 3) review the evaluation procedures and criteria to identify how the SL/CE project and student will be evaluated. At the end of the meeting, all committee members will sign the **'Proposal Meeting Summary'** (Form D).

Based on the committee's recommendations at the Proposal Meeting, the student may need to revise and submit the proposal to the committee again. Several iterations may be needed to reach committee approval and begin placement activities. Upon approval, all committee members sign the **'Approved Proposal Cover Sheet'** (Form E). If the proposal is not approved at the Proposal Meeting, the Approved Proposal Cover Sheet should not be signed.

IRB Approval and CITI Training

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.

All research projects, which include all SL/CE 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 UNMC Institutional Review Board (IRB). In addition, some organizations have their own IRB requirements, therefore, the student should consult with the preceptor to identify any organization-specific IRBs necessary and be responsible for obtaining appropriate IRB approval from all the organizations identified once the student's proposal is approved.

Link to UNMC IRB website: <http://www.unmc.edu/irb/>

Why IRB MUST be contacted?

IRB can assist in determining which application (i.e. Social & Behavioral Health vs. Biomedical) should be completed if the project is subject to federal regulations.

Some SL/CE projects may not require IRB review, however, the IRB office MUST be consulted to determine and document if a project does not need IRB approval. If the IRB determines the project doesn't constitute human subject research and is not subject to federal regulations, the student will need to obtain written documentation from IRB of the decision and submit the documentation in the Service Learning/Capstone Experience course on Blackboard. Similarly, if IRB does require an application to be completed, the IRB approval letter, should be submitted through the SL/CE course on Blackboard.

Discuss with the SL/CE Committee Chair the procedure for contacting IRB. Some Chairs may want to initiate contact with the IRB; others may want the student to take the lead in contacting IRB. Either approach is acceptable, but the IRB must be consulted to document if a project does NOT need IRB review.

Contact Information for IRB Office: Email: irbora@unmc.edu or Phone: 402-559-6463

CITI Training

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

Students can take the CITI training on-line. Links are available from the UNMC IRB website http://www.unmc.edu/irb/citi_training.htm. Contact the IRB office if you have difficulty accessing the website or have a question. For CITI, University of Nebraska Medical Center students MUST complete the Biomedical (BIOMED) training track; complete BIOMED modules 1-16.

IMPORTANT REMINDERS:

1. The student must submit the proposal to the committee **at least 3 weeks prior to the proposal meeting.**

2. Obtain IRB approvals from all organizations that will be involved with the SL/CE project. **NO RESEARCH ACTIVITIES OR DATA COLLECTION CAN BEGIN WITHOUT ALL APPROPRIATE IRB APPROVALS.** Even proposals thought to be exempt or not human subject research must have appropriate written documentation from the IRB Office and submitted to the SL/CE course on Blackboard.
 - **IRB approval(s) must be obtained before the student begins research activities (Capstone Experience activities).**

VI: PROJECT IMPLEMENTATION

Placement Site Activities and Collecting Hours

During placement site activities, students will have an opportunity to observe and experience public health practice in a real world setting. Activities can vary according to the student's area of concentration, goals of the project and the type of organization serving as the placement site.

Students are required to complete a minimum of 300 practical hours (divided approximately as 150 service learning and 150 capstone experience hours). **The student may begin counting hours after completion of three requirements:**

1. The student is registered for CPH 528 or both CPH 528 & 529
2. The Affiliation Agreement with the placement site is fully executed
3. The Full SL/CE proposal is approved by the SL/CE Committee

If the student has completed the three requirements to begin counting project hours (registered, executed affiliation agreement, and full approved proposal), the preparation of IRB application may be counted toward the hours. **Once all appropriate IRB documentation has been obtained, the student may begin research activities, part of the Capstone Experience.**

Expectations During Placement Site

The following points summarize the responsibilities of the student and the preceptor during the project.

A student is expected to:

- Conform to all rules and regulations at the placement site, including dressing appropriately for responsibilities during the experience.
- Maintain professionalism, confidentiality and ethical standards of conduct.
- Participate in professional/training activities at the site as needed and as appropriate.
- Maintain and submit in Blackboard a 'Project Reflection' (Form F) at specified increments.
- Notify the Director of Masters Programs of any problems or concerns with the experience.

A preceptor is expected to:

- Assist the student in outlining SL/CE goals and learning objectives.
- Supervise student activities at the placement site, with a minimum of one hour per week direct supervision.

- Review the student's 'Project Reflection' document at specified increments and complete the 'Midterm Progress Report', as well as appropriate evaluations at the end of the project.
- Communicate regularly with the student's committee members, primarily through the Chair
- Serve as a role model for professional work habits, attitudes and ethics.
- Involve the student in professional and other activities at the site as appropriate.
- Assist the student as needed to enhance the educational value of the SL/CE.
- Notify the Director of Masters Programs of any problems or concerns with the experience.

Please see [Appendix E-Preceptor Guide](#) for more information.

Documentation for Project Implementation

During three reporting periods of the SL/CE project; 75 hours, 150 hours, and 225 hours, the student must complete the '**Project Reflection**' (Form F). After each reporting period, a completed copy should be submitted to the SL/CE Committee Preceptor and uploaded to the SL/CE course on Blackboard with the completed Project Time Log. **Please see [Appendix D-Critical Reflection Examples](#) for more information.**

The '**Midterm Progress Report**' (Form G), should be completed by the preceptor and discussed with the student after the student submits the 'Project Reflection' at 150 hours. Once the Midterm Progress Report is completed, it should be shared with the SL/CE Committee members and uploaded to the SL/CE course on Blackboard. Also, it is strongly encouraged that a midterm committee meeting with all members is convened to discuss the project and evaluate the student's timeline.

VII: THE FINAL PAPER & ORAL PRESENTATION

The following are requirements for the final paper and oral presentation.

Final Paper:

Each student must produce a final paper, which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values, practice and competencies.

Content: **Please see [Appendix B-Required Final Paper Framework](#) for more information.**

Length: Minimum of 20 pages, excluding appendices, references, competencies, and SL/CE project reflection, although papers are commonly 40-60 pages long.

Format: Formatted according to APA style (or other style appropriate to the discipline).

Please see [Appendix C-Additional Resources for Students](#) for more information.

Deadlines and Reminders:

- Submit a draft of the paper approved by the Committee Chair to all SL/CE Committee members **at least 4 weeks prior to the oral presentation**. Any exception of this timeline must be approved by the SL/CE Committee.
- Incorporate any pertinent comments/feedback from the committee members into the subsequent drafts.

- Submit the final revised draft of the paper to the committee members for additional comments **at least 2 weeks prior to the oral presentation.**
 - The student should complete the reflection portion of the competency tables and submit it to the committee for their evaluation, when the Final Paper draft is shared.
- Submit an electronic copy of the final paper to the SL/CE course on Blackboard.
 - The competency evaluation, completed by the chair, should accompany the Final Paper.

Oral Presentation:

Each student will have a total of 25 minutes to present their project. This will include a 15 minute oral presentation (plus 5-10 minutes for discussion and questions) to the committee, Director of Masters Programs, students, faculty, community members, and other guests invited by the student. Following the oral presentation, the SL/CE Committee will meet separately to determine if the student has successfully completed the SL/CE. The student will then be asked to join the committee for further feedback about the presentation and project.

Content: Placement Site Description, Service Learning Activities, Introduction, Methods, Results (main points), Discussion, Conclusions and recommendations, Reflection of overall learning experience, and References.

Length: **Approximately 15 minutes with 5-10 minutes for questions after the presentation.**

Format: Oral presentation, most students use PowerPoint; maximum of about 20 slides

Deadlines and Reminders:

- **Respond promptly to email communication about scheduling the SL/CE presentations**, about 2 months before the end of the term.
 - Refer to the COPH Academic Calendar for scheduled dates each semester.
- Communicate requirements for audiovisual equipment and assistance needed to the Director of Distance Learning **at least two weeks prior to the presentation date.**
- Presentation Preparation:
 - Students and preceptors are encouraged to invite members of the placement site.
 - Students should practice the presentation with the SL/CE Committee Chair.
 - Optional: Provide copies of the presentation to the audience (expect 20-25 people).
- Submit an electronic copy of the presentation to the SL/CE course on Blackboard.

VIII: FINAL REQUIREMENTS & EVALUATIONS

Two weeks before the student's oral presentation, the student should provide the SL/CE Committee members all appropriate evaluation forms (Form I, Parts 1 & 2 and Form J).

The '**Committee Evaluation**' (Form I-Part 1) is used to evaluate the project, the paper, and the presentation and should be completed by SL/CE committee members and discussed with the student. This evaluation should be completed electronically by the Committee Chair and returned to the student following the student's oral presentation. The '**Committee Evaluation**' (Form I-Part 2) should include the completed reflection section in the competency tables and be submitted

to the SL/CE Committee for the committee assessment. **For detailed instructions, see *Form I-Part 2 in the Appendix.***

The preceptor will also complete the **‘Preceptor Evaluation’ (Form J)**. The student should share this evaluation with the preceptor two weeks prior to the oral presentation, as it should be returned by the date of the student’s oral presentation. The student will complete the **‘Student Evaluation’ (Form K)**. Only the student evaluation (Form K) is uploaded to the SL/CE course on Blackboard by the student. The Committee Evaluations and Preceptor Evaluation can be submitted (either electronically or hard copy) directly from the committee members to the Service Learning Program Manager on the date of the oral presentation.

After the oral presentation, the Committee will convene a private meeting to evaluate the student’s performance on the SL/CE project. The Committee may find the criteria used in the evaluation forms useful when discussing the performance of the student. Based on the input from the Preceptor and the Committee Faculty, the SL/CE Committee Chair will assign the course grade, submitted through Form H. **It is the responsibility of the SL/CE Committee Chair to ensure all appropriate revisions requested by committee are made prior to signing Form H.**

IMPORTANT: The course grade will not be issued until the final approved paper and all other SL/CE documents, including the final MPH Portfolio, have been submitted to the SL/CE course in Blackboard.

- In order to graduate, the student must have received a grade of “Passing” (equivalent to a B- or better) for both CPH 528 and CPH 529.

REQUIRED FORMS AND APPENDICES



Form A

**Application to Register for SL/CE
UNMC MPH Program, Service Learning/Capstone Experience**

The 'Application to Register for SL/CE' form should be completed by the student and an electronic copy submitted to the Service Learning Program Manager prior to receiving permission numbers to register for CPH 528 or CPH 528/CPH 529.

Student's Name _____ Student's Concentration _____ Expected Grad. Term/Year _____

Core Courses

<u>Course #</u>	<u>Course Title</u>	<u>Semester Completed/Planned</u>	<u>Grade</u>	<u>Transfer/Substitution</u>
CPH 500	Foundations of Public Health			
CPH 501	Health Behavior			
CPH 502	Health Services Administration			
CPH 503	Public Health Environment & Society			
CPH 504	Epidemiology in Public Health			
CPH 505/517	Applied Research in Public Health			
CPH 506	Biostatistics I			
CPH 528	Service Learning for MPH			
CPH 529	Capstone Experience for MPH			

Concentration Courses

<u>Course #</u>	<u>Course Title</u>	<u>Semester Completed/Planned</u>	<u>Grade</u>	<u>Transfer/Substitution</u>

Elective Courses

<u>Course #</u>	<u>Course Title</u>	<u>Semester Completed/Planned</u>	<u>Grade</u>	<u>Transfer/Substitution</u>

Has a placement site been identified? Yes ___ No ___

If Yes, Name of Placement Site _____

Reminders:

- *Contact the Service Learning Program Manager immediately to discuss the required Affiliation Agreement (Form C) or to receive help with identifying a placement site.
- *Students with 18-26 completed credit hours must also provide completed Form C and a draft proposal with the Application to Register for SL/CE (Form A).
- *Following registration, students will be added to the SL/CE course in Blackboard to submit all related documentation.

Academic Advisor's Signature _____ Date _____

SL/CE Committee Chair's Signature _____ Date _____



I. MUTUAL AGREEMENT OF PARTIES

- A. Both parties agree that students will not be deemed employees of the AFFILIATED INSTITUTION for any purpose but shall remain UNMC students who are present at AFFILIATED INSTITUTION solely as a part of their course of study at UNMC. The AFFILIATED INSTITUTION solely assumes no obligation for wages, worker's compensation, professional liability insurances, health insurance, transportation, meals, room or uniforms for UNMC students. This Agreement does not contemplate the payment of any fee or remuneration by either party to the other but is intended to jointly benefit both parties by supporting education and patient care.
- B. Neither UNMC nor the AFFILIATED INSTITUTION shall discriminate against any employee, applicant or student for employment or registration in its course of study because of race, age, color, disability, religion, sex, national or ethnic origin, marital status, genetic information, sexual orientation, political affiliation, Vietnam-era veteran status, or special disabled Veteran status. Sexual harassment in any form, including hostile environment and quid pro quo, is prohibited. Both parties agree to comply with Family Educational Rights and Privacy Act of 1974 governing the privacy of student records.
- C. Excluded Provider Representation and Warranty. Both parties represent and warrant that they have not, nor any, employee, agent, or representative participating under the terms of this Agreement are (i) currently excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 USC § 1320a-7b(f) (the "Federal healthcare programs"); (ii) convicted of a criminal offense related to the provision of healthcare items or services, but have not yet been excluded, debarred, or otherwise declared ineligible to participate in the Federal healthcare programs, and (iii) under investigation or otherwise aware of any circumstances which may result in being excluded from participation in the Federal healthcare programs. This shall be an ongoing representation and warranty during the terms of this Agreement and each party shall immediately notify the other party of any change in the status of the representation and warranty set forth in this section. If either party becomes excluded from federal program participation, this Agreement may be terminated immediately, for cause, by the other party. If any employee, agent or representative of either party becomes excluded from federal program participation, such individual shall be removed from participating in this Agreement immediately. Failure by either party to remove such excluded individual immediately shall provide the other party the right to terminate this Agreement immediately for cause.
- D. Both parties shall maintain and safeguard the privacy, security, and confidentiality of all individually identifiable health information transmitted or received in connection with this Agreement, in accordance with the applicable provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and in accordance with all applicable federal, state and local statutes, regulations and policies regarding the confidentiality of patient health information. Both parties agree that students, residents, and trainees and all faculty supervising such individuals shall be governed as members of AFFILIATED INSTITUTION's workforce for HIPAA purposes. Students, residents, trainees and supervising faculty shall access, use and disclose protected health information of AFFILIATED INSTITUTION only as permitted under AFFILIATED INSTITUTION's HIPAA Compliance Plan and shall be subject to sanction, including exclusion from AFFILIATED INSTITUTION's facilities upon violation.

II. RIGHTS AND RESPONSIBILITIES OF UNMC

- A. During the term of this Agreement, UNMC shall maintain as its own expense the following professional liability insurance:
1. Professional liability insurance or self insurance coverage in the amount of \$500,000 per occurrence and \$1,000,000 in the annual aggregate and umbrella coverage extending such professional liability to an annual aggregate of not less than \$1,750,000 per occurrence and no limit on annual aggregate coverage through a combination of insurance and qualification under and participation in the Nebraska Hospital-Medical Liability Act covering employees and students (including house officers) of UNMC for claims



under the Nebraska Hospital-Medical Liability Act for bodily injury or death on account of alleged malpractice, professional negligence, failure to provide care, breach of contract or other claim based upon failure to obtain informed consent for an operation of treatment; and

2. Professional liability insurance or self insurance coverage in the amount of \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate covering employees and students (including house officers) of UNMC for claims not falling under the Nebraska Hospital-Medical Liability Act for bodily injury or death on account of alleged errors or omissions or negligent acts in the performance of professional services rendered or that should have been rendered.

- B. It is understood that the education program at the AFFILIATED INSTITUTION will not interfere with the primary mission of the care and treatment of patients, which shall remain the responsibility of the AFFILIATED INSTITUTION. UNMC shall require its students and faculty to adhere to the AFFILIATED INSTITUTION's rules, regulations, policies and procedures while on the premises.
- C. UNMC shall provide reasonable assurances to the AFFILIATED INSTITUTION that students participating in the Program meet the AFFILIATED INSTITUTION's standards regarding health and immunization status. UNMC shall provide the AFFILIATED INSTITUTION with relevant health and immunization status, including Hepatitis B vaccination status and evidence of immunization for mumps, measles, rubella, tetanus, TB screening and Varicella immune status. UNMC shall provide the AFFILIATED INSTITUTION with relevant health information concerning its students, provided the student gives written authorization of release of the information. UNMC 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 clinical education experiences. UNMC shall provide the AFFILIATED INSTITUTION with written documentation of the student's immunization or waiver of the option to receive the vaccine.
- D. Students will be instructed in Universal Precautions as defined by the Centers for Disease Control and Prevention (CDC) and have OSHA inservice documentation. These records will be provided to the AFFILIATED INSTITUTION upon request.
- E. Students will be instructed in Health Insurance Portability and Accountability Act (HIPAA) compliance. These records will be provided to the AFFILIATED INSTITUTION upon request.
- F. UNMC students undergo a standard background check at their own expense. AFFILIATED INSTITUTION shall notify UNMC of background check requirements in writing prior to the effective date of Agreement. UNMC background check information may be found at Exhibit 1.
- G. Students shall undergo drug screening at their own expense if required by AFFILIATED INSTITUTION.
- H. All students will be required to be enrolled in University of Nebraska Student Health Services for the outpatient, ambulatory care and inpatient insurance or demonstrate the approval equivalent insurance from another source.
- I. UNMC does not waive its governmental immunity by entering into this Agreement and fully retains all immunities and defenses provided by law with regard to any action based on this Agreement.

III. RIGHTS AND RESPONSIBILITIES OF THE AFFILIATED INSTITUTION

- A. The AFFILIATED INSTITUTION shall retain the primary responsibility for patient care and treatment and for ensuring that the services rendered by students under this Agreement are performed in a competent, efficient and satisfactory manner. At all times when the student is involved in direct patient care and treatment, AFFILIATED INSTITUTION shall provide appropriate supervision.
- B. The AFFILIATED INSTITUTION retains the right to terminate the use of its facilities, equipment or supplies by any student or faculty member when violations of the AFFILIATED INSTITUTION'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 UNMC. The AFFILIATED INSTITUTION reserves the right to take immediate action when necessary to maintain operation of its facilities free from interruption.

- C. In the event of an onset of illness or injury of a student during clinical assignment, appropriate emergency care, as provided to employees, will be provided to the student by the AFFILIATED INSTITUTION. The student will be liable for the cost of such care.
- D. The parties mutually concur with the Centers for Disease Control and Prevention Statement that there is a risk for accidental exposure to blood or bodily fluids for students in health profession education programs; and mechanisms for risk assessment and initiation of prompt treatment situations of high risk exposures are necessary. Therefore, the AFFILIATED INSTITUTION shall have in place an Accidental Exposure to Patient Blood or Bodily Fluids policy. If an accidental exposure to blood or bodily fluids occurs to a faculty member or a student, they will be treated as AFFILIATED INSTITUTION employees are treated for accidental exposures.

The AFFILIATED INSTITUTION is responsible for: assessing potential risk; if necessary securing permission and a blood sample from the patient (faculty member or student) for testing; cost of blood testing; and securing medication required for emergency treatment of high risk exposures. The faculty member or student is responsible for obtaining follow-up care and is liable for the expense. A report of any occurrence of an accidental exposure involving faculty or students shall be forwarded to the appropriate academic unit at UNMC.

SAMPLE



Background Check Information

UNMC, College of Public Health students undergo a standard background check at their own expense through One Source (www.onesourcebackground.com). One Source provides the following background verification and investigation services which include:

- Criminal records search (county, state, federal, and international)
- Social Security Number verification
- Sanction search of excluded individuals
- Maiden Name/AKA search

An Affiliation Agreement (AA) is required for all students; however, there may be an AA currently on file. Students will be advised on a case by case basis verbally or via email. **Students must contact the Service Learning Program Manager to verify if there is an AA already on file or to receive further instructions about initiating a new AA.**

The AA is to be reviewed and signed by the organization's director and returned to the Service Learning Program Manager before the student begins any on-site activities or provides any services to the organization.



Form D
Proposal Meeting Summary
UNMC MPH Program, Service Learning/Capstone Experience

The 'Proposal Meeting Summary' form must be uploaded to the SL/CE course on Blackboard.

Meeting Date: _____ Meeting Time: _____

Meeting Location: _____

Meeting Attendees:

Student's Name: _____ *Initial Here* _____

SL/CE Committee Chair's Name: _____ *Initial Here* _____

SL/CE Committee Faculty's Name: _____ *Initial Here* _____

SL/CE Committee Preceptor's Name: _____ *Initial Here* _____

Organization's Name: _____

Additional Attendees (please list all other individuals present): _____

Title of Proposal: _____

Proposal Review:

Approved with NO CHANGES

Not Approved

COMMITTEE WILL ELECTRONICALLY REVIEW PROPOSAL REVISIONS

COMMITTEE WILL RECONVENE TO REVIEW PROPOSAL REVISIONS

Meeting Notes (Suggested revisions, timeline for revisions, etc.):

Reminders:

*Proposal must be approved before SL/CE hours can begin.

*IRB Approval for all participating organizations must be obtained prior to beginning any research activities.



Form E

Approved Proposal Cover Sheet
UNMC MPH Program, Service Learning/Capstone Experience

The *‘Approved Proposal Cover Sheet’* (with appropriate signatures) and the approved proposal should be uploaded to the SL/CE course on Blackboard.

Project Title: _____

Approval Date: _____

Approved by SL/CE Committee Members:

Printed Student’s Name

Student’s Signature:

Printed Committee Chair’s Name

Committee Chair’s Signature

Printed Committee Preceptor’s Name

Committee Preceptor’s Signature

Printed Committee Member’s Name

Committee Member’s Signature

Printed Committee Member’s Name

Committee Member’s Signature

Checklist to begin counting Service Learning/Capstone Experience hours:

___ Registered for CPH 528 and/or CPH 529

___ Affiliation Agreement fully executed

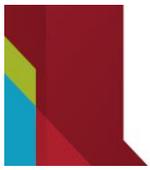
___ Full Approval of Proposal by SL/CE Committee

Reminders:

*Upload all completed documents and approved proposal to the SL/CE course on Blackboard.

*Maintain CITI certification (complete or renew as needed).

*Obtain IRB approval, prior to any research activities or obtain documentation from IRB stating an IRB is not necessary for your project.



Form F
Project Reflection
UNMC MPH Program, Service Learning/Capstone Experience

The *‘Project Reflection’* form should be completed at three reporting periods during the SL/CE project; 75 hours, 150 hours, and 225 hours. After completion, a copy should be submitted to the SL/CE Committee Preceptor and uploaded to the SL/CE Blackboard course with the time log.

*For the 300 hour reporting period, only the time log should be completed and uploaded.

The expected length of the Project Reflection should be about 3 typed pages.

Student’s Name: _____ **Student’s Concentration:** _____

Organization’s Name: _____ **Preceptor’s Name:** _____

Cumulative Hours in Reporting Period (Please Highlight): 75 150 225 *300

Start and End Date of Reporting Period: _____

Please respond to each of the following questions.

Description of Activities Performed:

Summarize activities performed for the SL/CE project during this reporting period. Include a description of significant learning experiences, how these experiences will influence the next phase of your project, and a self-assessment of your own development as a public health professional.

1. Has anything happened during this reporting period that you did not expect? If so, how did you or committee members respond? If something like this happens again, how might you respond?

2. What have you learned about how the organization operates? Why does it operate this way?

3. What are important leadership and management skills you have observed? How has this affected the way you think about your own leadership style?

4. What have you learned about your own skills and abilities?

5. Provide three examples of core or concentration competencies and how you have applied or strengthened them in this reporting period (may be different from the competencies identified in your proposal). Link to competencies:
<http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html>



Form G
Midterm Progress Report
UNMC MPH Program, Service Learning/Capstone Experience

The *'Midterm Progress Report'* should be completed by the preceptor and discussed with the student after the student submits the *'Project Reflection'* at 150 hours. Once complete, this form should be distributed to the SL/CE Committee and uploaded to the SL/CE course on Blackboard.

Preceptor's Signature	Organization's Name
-----------------------	---------------------

Student's Name	Student's Concentration	Today's Date
----------------	-------------------------	--------------

1. How professional (on time, professional dress, professional and timely communication, etc.) was the student during the SL/CE.

Very Unprofessional Unprofessional Professional Very Professional Unsure

2. How prepared (intellectually prepared, acquired skills to complete tasks, etc.) was the student during the first 150 hours.

Very Unprepared Unprepared Prepared Very Prepared Unsure

3. The student's working knowledge of organization practices and policies pertaining to the Service Learning experience are satisfactory.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

4. The student is meeting your overall expectations (communicated in a timely manner, progressed through the project in a timely manner, provided benefit to the organization, etc.).

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Please comment on the student's 'Project Reflection':

Please comment on the student's area(s) of strength(s):

Please comment on the student's area(s) of growth and development:



Form H

**Approved Final Paper Cover Sheet
UNMC MPH Program, Service Learning/Capstone Experience**

The *‘Approved Final Paper Cover Sheet’* (with appropriate signatures) and the approved final paper should be uploaded to the SL/CE course on Blackboard.

Checklist to assess readiness for Graduation:

- ___ Completed campus and CoPH applications for graduation by the semester deadline.
- ___ Registered for and/or completed all MPH Program requirements (double check plan of study).
- ___ Uploaded all completed documentation to the SL/CE course on Blackboard.
- ___ Made sufficient progress of the project and met the recommended timeline (e.g., paper can be submitted to committee 4 weeks prior to presentation date).

Reminders after Oral Presentation:

*Submit all SL/CE documentation at least 3 days before the final day of the term.

- Submit electronic copies to the SL/CE course on Blackboard:
 - Upload Student Evaluation Form K
 - Upload Presentation
 - Upload Final Paper with Cover Sheet
 - Upload Final MPH Portfolio

By signing below, each member of the Service Learning/Capstone Experience committee approves the student’s final paper and recommends the grade of ‘PASS’ for the student.

Final Paper Approved By:

Printed Committee Chair’s Name

Committee Chair’s Signature

Printed Committee Preceptor’s Name

Committee Preceptor’s Signature

Printed Committee Member’s Name

Committee Member’s Signature

Printed Committee Member’s Name

Committee Member’s Signature



Form I-Committee Evaluation
Part 1: Committee Project Reflection
UNMC MPH Program, Service Learning/Capstone Experience

The ‘*Committee Project Reflection*’ (Form I-Part 1) should be completed by the committee and the student together. The SL/CE Committee Chair is responsible for capturing the discussion and returning the completed evaluation electronically to the student following the student’s oral presentation. The student will upload the completed Form I in Blackboard.

Student’s Name

Committee Chair’s Name

Today’s Date

SL/CE Project Title

1. Discuss how the project evolved and the lessons learned.
 - a. What contributed to the success of this SL/CE project?

 - b. What hindered success of this SL/CE project?

 - c. How did the student and committee work together and/or respond to needs of the project?

 - d. If the project was completed again, what would be done differently?

 - e. What learning occurred for each committee member and the student during this experience?



Committee members: Please collectively rate the student’s performance in the following areas on a scale from (1) lowest to (5) highest. If the criteria was not observed, please indicate NA.

	Lowest			Highest		
	1	2	3	4	5	NA
The presentation was well organized & clearly and concisely summarized the SL/CE.	<input type="checkbox"/>					
The student responded to questions appropriately, during the presentation .	<input type="checkbox"/>					
The paper clearly described key project goals, objectives and activities, as well as presented feasible recommendations and conclusions.	<input type="checkbox"/>					
The project demonstrated sound evaluation/ applied research methodology.	<input type="checkbox"/>					
Through the project , the student provided a beneficial service that addressed the organization’s needs.	<input type="checkbox"/>					
The project reflected the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.	<input type="checkbox"/>					
The project clearly addressed a relevant public health issue.	<input type="checkbox"/>					

Other Comments:

Overall, the committee would rate this SL/CE project:

___Unacceptable ___Below Average ___Acceptable ___Above Average ___ Superior



Form I-Committee Evaluation
Part 2: Evaluation of Competencies
UNMC MPH Program, Service Learning/Capstone Experience

During the Service Learning/Capstone Experience, students are expected to strengthen competencies gained through their coursework. There are several required steps, outlined below, that must be completed at different stages of the SL/CE project. **Please refer to the completed competency example in the SL/CE Handbook.**

Detailed Instructions:

For the SL/CE Proposal:

1. The student should develop two tables; one for core/cross-cutting and one for concentration competencies (see templates).
2. The student should work with their Committee members to identify;
 - 1) the specific core and concentration **competencies** that will be strengthened through the project, and
 - 2) the specific **activity(ies)/application** related to the specific competency that will be strengthened.
 - In total, the student should identify 7-10 competencies, with only 2-3 core/cross-cutting competencies and 5-7 concentration competencies.
 - Students should copy/insert additional rows in each of the tables to include the appropriate number of competencies.
 - The list of Core and Concentration Competencies may be found here:
<http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html>
3. The student should submit the completed competency tables, as a separate document, with the proposal to the committee.

For the SL/CE Final Paper:

Building from the previously developed competency tables during the proposal stage, the following steps are required.

1. The student should complete the column labeled, '**Reflection of Competency Strength/Professional Growth**' for each competency identified in both core and concentration tables near the end of the SL/CE project.
2. The student should submit the completed tables, as a separate electronic document, with the final paper draft to the committee at least two weeks before the oral presentation.
3. The Chair, with input from committee members, will complete the column labeled, '**Committee Assessment**' electronically.
4. The Chair will return an electronic copy to the student, no later than the date of the student's SL/CE oral presentation.
5. The student will then upload the '*Evaluation of Competencies*' (Form I-Part 2) in Blackboard.



Template for Core/Cross-Cutting Competencies:

Core/Cross-Cutting Domains		
Competency, Activity/Application^{1,2}	Reflection of Competency Strength/ Professional Growth³	Committee Assessment⁴
Competency X.X: Activity/Application:	Reflection:	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input type="checkbox"/> Competent <input type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Competency X.X: Activity/Application:	Reflection:	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input type="checkbox"/> Competent <input type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Overall Assessment of Core/Cross-Cutting Domains (completed by Committee Chair with input from Committee Members)⁴		
Comments regarding student's progress and professional growth in the above core competency areas, including current strengths/weaknesses:		

¹Insert additional rows as needed for the number of competencies addressed, as described above.

²Complete this column with the proposal, update as needed for final paper

³Complete this column when writing the final paper and submit completed competencies with the final paper

⁴Committee Chair, with input from Committee members will complete the evaluation at the completion of the project



Template for Concentration Competencies:

Concentration Domains		
Competency, Activity/Application^{1, 2}	Reflection of Competency Strength/ Professional Growth³	Committee Assessment⁴
Competency X.X: Activity/Application:	Reflection:	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input type="checkbox"/> Competent <input type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Competency X.X: Activity/Application:	Reflection:	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input type="checkbox"/> Competent <input type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Assessment of Concentration Competencies (completed by Committee Chair with input from Committee Members)⁴		
Comments regarding student's progress and professional growth in the above concentration competency areas, including current strengths/weaknesses:		

¹Insert additional rows as needed for the number of competencies addressed, as described above.

²Compete this column with the proposal, update as needed for final paper

³Complete this column when writing the final paper and submit completed competencies with the final paper

⁴Committee Chair, with input from Committee members will complete the evaluation at the completion of the project



Completed Example:

In the below example, the student was responsible for blue-colored text for the proposal, the student was responsible for the purple-colored text for the final paper, and the committee chair was responsible for green-colored text for the final paper.

Core/Cross-Cutting Domains		
Competency and Activity/Application ^{1, 2}	Reflection of Competency Strength/ Professional Growth ³	Committee Assessment ⁴
Competency 1.B: Apply descriptive and inferential methodologies according to the type of study design. Activity/Application: Conduct data analysis, used t-tests to determine if differences in XX existed between group 1 and group 2.	This project helped me to refresh basic biostatistical skills. This area is still one I am not completely confident in, but this project helped me to learn that I am competent in basic areas and how to look for assistance for analyses that are beyond my current skill level.	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input checked="" type="checkbox"/> Competent <input type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Competency 6.C: Communicate accurate public health information with professional and lay audiences. Activity/Application: Present literature review and study results to community organization and general public.	Although I had given class presentations before, I had never given a professional presentation to a lay audience including community organization representatives and community members. Preparing for this presentation helped me to enhance my communication skills and made me really think about the health literacy of the audience and how I could adapt my presentation so they would understand the topic.	<input type="checkbox"/> Not Competent <input type="checkbox"/> Somewhat Competent <input type="checkbox"/> Competent <input checked="" type="checkbox"/> Highly Competent <input type="checkbox"/> Uncertain
Overall Assessment of Core/Cross-Cutting Domains (to be completed by Committee Chair with input from Committee Members)		
Comments regarding student's progress and professional growth in the above core competency areas, including current strengths/weaknesses: The student showed significant improvement in communication skills with lay audiences especially. The material presented at the organization's workshops was appropriate for the targeted audience.		

¹Insert additional rows as needed for the number of competencies addressed, as described above.

²Complete this column with the proposal, update as needed for final paper

³Complete this column when writing the final paper and submit completed competencies with the final paper

⁴Committee Chair, with input from Committee members will complete the evaluation at the completion of the project



Form J
Preceptor Evaluation
UNMC MPH Program, Service Learning/Capstone Experience

The preceptor should complete the ‘*Preceptor Evaluation*’ and return it to the Service Learning Program Manager at laura.vinson@unmc.edu by the date of the student’s SL/CE presentation. Responses will not be shared with the student or the SL/CE committee faculty without the preceptor’s permission.

Preceptor’s Name Organization’s Name

Student’s Name Student’s Concentration Today’s Date

1. How professional was the student (on time, professional dress, professional and timely communication, etc.) during the SL/CE?

Very Unprofessional Unprofessional Professional Very Professional Unsure

2. How prepared (intellectually prepared, acquired skills to complete tasks, etc.) was the student during the SL/CE?

Very Unprepared Unprepared Prepared Very Prepared Unsure

3. How prepared is the student to be successful in the public health workforce, compared to others at the same point in their career?

Very Unprepared Unprepared Prepared Very Prepared Unsure

Please elaborate:

4. The student met your overall expectations (communicated in a timely manner, progressed through the project in a timely manner, provided benefit to the organization, etc.).

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Please elaborate:



5. The student met the organization's needs?

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Please elaborate on any specific contributions:

6. The SL/CE Committee Chair met your overall expectations (communicated and gave feedback in a timely manner, provided adequate guidance to the student, etc.).

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Please elaborate:

7. What suggestions do you have for future SL/CE projects with your organization? Who are other potential preceptors you would recommend within your organization?

8. What suggestions do you have that would improve the SL/CE process for other students and preceptors?

9. Please share anything else you would like to add to this evaluation.

Please mark the statement(s) you agree with.

I give my permission to share this evaluation with the student, upon their request.

I give my permission to share this evaluation with the committee faculty, upon their request.

I prefer this evaluation remains confidential and is NOT shared with the student or committee faculty.



6. The SL/CE Committee Preceptor met your overall expectations (communicated and gave feedback in a timely manner, offered needed resources from the organization, etc.).

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Please elaborate:

7. Please comment how other committee member(s) (not previously discussed) did or did not meet your overall expectations.

8. What suggestions do you have for future SL/CE projects with this organization?

8. What suggestions do you have that would improve the SL/CE process for other students?

Please mark the statement(s) you agree with.

I give my permission to share this evaluation with the preceptor, upon their request.

I give my permission to share this evaluation with the committee faculty, upon their request.

I prefer this evaluation remains confidential and is NOT shared with the preceptor or committee faculty.

Appendix A: Required Proposal Framework

Project Title

Title should be descriptive, concise and meaningful

Student and Committee Information

Name, Concentration

Chair, Credentials

Faculty, Credentials

Preceptor, Credentials

Placement Site

Name of the Organization

Briefly describe the aim (mission) of the organization

Describe service learning activities to be performed: what, where, when, how long, etc.

Abstract

Briefly state the goals, objectives, methods, and impact of the project.

Introduction (may vary within section)

Problem Statement

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

Importance of Proposed Project

Include historical significance and relevance of the project to public health, including the background information, gaps in knowledge.

Literature Review

In-depth examination of the literature available relating to your topic

Goals and Objectives

Define the goals, objectives, service learning and research activities, and timeline necessary to accomplish the proposed Service Learning/Capstone Experience.

Example Goal/Objective Format:

1. Goal
 - a. Objective #1
 - i. Activity #1
 - ii. Activity #2
 - b. Objective #2
 - i. Activity #3
 - ii. Activity #4

Research Methods (may vary within section)

Outline how problem will be addressed which may include:

- A defined research question
- Application of theories/theoretical models
- Study Design
- Study Population/study sample
- Sample size, power to answer the research question, if appropriate
- Data source(s)
- Data collection methods
- Statistical and/or analytical methods
- Limitations
- Policy analysis, interventions and program development recommendations as appropriate

Administrative Resources

Identify any expected resources necessary to accomplish the proposed Service Learning/Capstone Experience. This should include: equipment (computer, copier, etc), physical facilities (office, library, laboratory, etc.), supplies (software, paper, poster board, etc), travel, copying, and dissemination.

Ethics

Identify any ethics issues that may be raised by the proposed Service Learning/Capstone Experience, addressing issues such as privacy, reliability, safety, conflict of interest and confidentiality. Discuss the implications of the identified ethics issues for Institutional Review Board (IRB) approval.

Application of Public Health Competencies *Submit as a separate document from proposal

Identify the core and concentration competencies that you will apply to address the needs of the organization and the proposed activities that will allow you to apply them.

The competency identification should be completed in consultation with the SL/CE Chair and Committee, using the template (see Form I-Committee Evaluation). The competencies should be submitted with the proposal for review. These selected competencies will be evaluated in conjunction with the final paper.

See *'Form I-Committee Evaluation-Part 2'* in the appendix for instructions and template.

MPH Core and Concentration competencies can be found here:

<http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html>

Formatting Requirements:

- Double-spaced, one-inch margins, 11 or 12 point font, use subheadings
- APA style is recommended, but a style typical for the discipline is acceptable.
- Figures must include a key and all tables/figures must be discussed in the paper text.
- Spell out acronyms when first mentioned, but use sparingly. If the paper necessarily contains a significant number of acronyms, provide a glossary.
- Be sure to use correct grammar, punctuation and spelling in all written work.

Appendix B: Required Final Paper Framework (additional headings may be used)

Below are the required sections for the Final Paper with examples of what to include in each section. Flexibility is permitted, as long as each section is adequately addressed, considering the variability of the SL/CE project.

Title Page

State SL/CE project title.

State author's name, previously earned degrees, date.

Abstract

250-500 word abstract to briefly state the goals, objectives, methods, and impact of the project.

Introduction

Briefly describe the placement site.

Identify the issue being addressed.

Describe the importance of the project to the organization and to the scientific community.

Include historical significance, relevance of the project to public health, gaps in knowledge.

Objectives:

State the purpose of the research.

Describe how this project will add to or address a gap in public health knowledge.

Background Information/Literature Review:

Discuss relevant literature related to the topic of the project.

Methods

Describe how the research (or program development, evaluation, etc.) was addressed including at minimum:

Defined research question

Application of theories/theoretical models

Study Design

Study Population/study sample

Sample size, power to answer the research question, if appropriate

Data source(s)

Data collection methods

Statistical and/or analytical methods

Expected policy analysis, interventions and program development recommendations as appropriate

Results

Describe the results; maximum of 3-5 tables or figures in text and any additional in appendix.

Discussion/Recommendations

Describe the contributions to public health policy, public health practice, etc.

Provide suggestions for future projects.

Conclusions

References

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.

Service Learning/Capstone Experience Reflection (Suggested discussion points)

Describe the experience with the placement site.

-What did you learn about the organization?

-What was different than what you expected when you started the project?

Describe how SL/CE activities were performed: what, where, when, with whom, how long, etc.

-What resources, relationships, and skills permitted these activities to occur?

Related to your Service Learning activities, what do you think were your greatest contributions/accomplishments? What strengths did you bring into the project?

What were the greatest challenges of your Service Learning experience?

-How did you address and overcome those challenges?

What were the most important insights that you have from both your Service Learning and your Capstone Experience?

How have your views of public health practice been impacted by your SL/CE?

How did your public health education prepare you to address any ethical or other issues you encountered during your SL/CE?

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.

Application of Public Health Competencies *Submit as a separate document from final paper

Complete the reflection for each of the core and concentration competencies with the defined activities that were outlined previously in the proposal. Submit the updated competency tables as a separate document to the SL/CE Committee for review with the Final Paper. Once the committee has evaluated the competencies, submit the completed tables with the Final Paper.

Formatting Requirements:

- Double-spaced, one-inch margins, 11 or 12 point font, use subheadings
- APA style is recommended, but a style typical for the discipline is acceptable.
- Figures must include a key and all tables/figures must be discussed in the paper text.
- Spell out acronyms when first mentioned, but use sparingly. If the paper necessarily contains a significant number of acronyms, provide a glossary.
- Be sure to use correct grammar, punctuation and spelling in all written work.

Appendix C: Additional Resources for Students

There are additional resources to assist students during different phases of the SL/CE project.

SL/CE Resource Sessions:

SL/CE Resource Sessions will be held in the College of Public Health with the purpose to provide more opportunities for students to receive information and ask questions about the SL/CE process. During a short presentation and designated question and answer opportunities, the content shared at these meetings will reinforce information from the handbook.

Attendance to the SL/CE Resource Sessions is optional; however, students are strongly encouraged to attend. Students will receive more information about these meetings via email during the semester.

McGoogan Library of Medicine:

The UNMC McGoogan Library of Medicine offers support to students to conduct literature searches for their SL/CE proposal and final paper. To receive this support, you can contact the library at askus@unmc.edu, or contact the designated public health liaison librarian, Teri Hartman, at thartman@unmc.edu.

The public health liaison librarian also holds office hours in the College of Public Health to assist students. The office hours may be found on the COPH research guide: <http://unmc.libguides.com/publichealth?hs=a>. Upon request, meeting times are available outside of the designated time.

Writing Center:

The Writing Center @ UNMC, a satellite location of the UNO Writing Center, offers instruction in a variety of areas, including organization, clarity, grammar, writing style, formatting, documentation and overcoming writer's block. The center will offer help with writing projects free of charge at designated times. Walk-ins are welcome, subject to consultant availability. To make an appointment during the scheduled time, please visit <http://www.unomaha.edu/college-of-arts-and-sciences/writing-center/index.php>.

Appendix D: Critical Reflection Examples

Critical reflection is the process of analyzing, reconsidering, and questioning experiences within a broad context of issues (e.g. issues related to social justice, curriculum development, learning theories, politics, culture, or use of technology). Often times, it is also described as the intentional consideration of an experience in light of particular learning objectives.

Critical reflection is an important skill to develop that helps reinforce the experience and examine the ‘big picture’. **During reflection, students should describe what happened (What?), explain what was learned and one’s thoughts (So What?), and consider future actions (Now What?).** This [What/So What/Now What model](#) is commonly used in critical reflection.

Below are a few examples of effective critical reflection.

- “... I feel I have grown a lot as [a] public health professional by getting to work one-on-one with participants within the program. Not only has my research regarding breastfeeding been helpful, just being able to talk with the participants during my service learning activities has helped shape my project by providing me with a greater understanding of the various socioeconomic factors that play a role in transportation to appointments and classes as well as breastfeeding and access to healthy food for themselves and their children. I feel proud of the progress I have made, the things that I have learned, and how I have grown in knowledge and also confidence in my ability to succeed in the public health field.”
* [This reflection was strongest in the What and So What areas.](#)
- “I have also learned about the function of a small-medium nonprofit. I now include working for a nonprofit as a potential career avenue. Seeing the mixture of direct service provision and administrative responsibility has made this very appealing to me, and I am considering applying for a job doing medical practice and policy...”
* [This reflection was strongest in the So What and Now What areas.](#)
- “Another challenge I faced during the project was moving from the predictable environment of academia to the ‘real world,’ in which elements of my project were beyond my control and various factors affected the timeline of my project. At times, it was challenging to be flexible, but over the past year, I learned to adapt to address unforeseen obstacles. I am now familiar with many elements associated with a community-based participatory study model.”
* [This reflection was strongest in the So What area.](#)
- “My most significant learning experience ... was woven into the entire experience. Being at the [XX] clinic taught me how to communicate and collaborate with those outside of the public health field, especially those involved almost exclusively in clinical practice. ... I got to learn how to interact with other professions, explain my role as a young public health professional, provide a population-based view of certain issues beyond the individual patient, and learned how to tactfully but firmly request those involved follow through on their commitments. This will be extremely useful in the next stage of my public health career, since I’m starting ... at [XX] and will have to correspond and coordinate with many individuals outside of public health to execute public health-related trainings.”
* [This reflection was strongest in the So What, and Now What areas.](#)

Appendix E: Preceptor Guide

Service Learning/Capstone Experience Overview:

- Required of all students in the MPH program
- Designed to provide students with first-hand, scholarly, supervised experience in a practice setting
- Developed based on the organization’s identified needs

6 credit hour (300 practical) experience with two parts.

SL: Three credit hours (150 practical) of service learning in an approved organization under the direction of a preceptor and a faculty committee.

CE: Three credit hours (150 practical) will be devoted to research or program evaluation which includes a final paper and presentation.

Two parts, but only ONE project:

The two parts must be linked. Some may be more strongly linked than others.

Service Learning (SL) is a structured learning experience that combines service with intentional learning objectives and reflection. SL differs from volunteerism, community service, or internships as it benefits both the provider and the recipient of the service while being rigorously integrated into a curriculum.

Service Learning What is the <u>SL</u> in the <u>SL/CE</u>?	Capstone Experience What is the <u>CE</u> in the <u>SL/CE</u>?
Mutually beneficial partnership between student & organization Led by the organization’s identified needs Application of student’s skills to address identified needs Integration of critical reflection to reinforce learning	
Focus: Immersion into the organization to understand how it operates	Focus: Conduct research activities related to the project research goals
Possible Activities: <ul style="list-style-type: none"> • Service in one of the organization’s activities • Training/education to staff about a health topic • Creating educational materials • Data entry and organization (not related to CE) • Survey distribution or facilitation of focus groups (not related to CE) 	Possible Activities: <ul style="list-style-type: none"> • Survey distribution or facilitation of focus groups • Data entry and organization • Data analysis—existing database, surveys, focus groups, etc. • Writing final SL/CE paper • Preparation of SL/CE oral presentation

Who is on the SL/CE Committee?

1. Committee Chair—faculty member of the same concentration as the student
2. Committee Faculty—faculty member of a different concentration than the student
3. Committee Preceptor—organization representative who holds at least a bachelor’s degree with five years of experience in public health or a related field

When can students begin counting hours toward their SL/CE project?

1. Registered for CPH 528 or both CPH 528/529
2. Affiliation agreement is fully executed
3. Full proposal is approved by committee
4. IRB approval (prior to research activities)

A preceptor is expected to:

- Assist the student in outlining SL/CE goals and learning objectives.
- Supervise student activities at the placement site, with a minimum of one hour per week direct supervision.
- Review the student's 'Project Reflection' document at specified increments and complete the 'Midterm Progress Report', as well as appropriate evaluations at the end of the project.
- Communicate regularly with the student's committee members, primarily through the Chair
- Serve as a role model for professional work habits, attitudes and ethics.
- Involve the student in professional and other activities at the site as appropriate.
- Assist the student as needed to enhance the educational value of the SL/CE.
- Notify the Director of Masters Programs of any problems or concerns with the experience.

For Questions or Concerns:

If there are any questions or concerns during the SL/CE project, the preceptor should contact the SL/CE Committee Chair and/or the Director of Masters Programs (kkschmid@unmc.edu) and Service Learning Program Manager (laura.vinson@unmc.edu).

**Appendix F:
Frequently Asked Questions About the SL/CE**

- Q1. Are there specific courses the student must take to enroll in CPH 528 Service Learning after the 18 completed credit hours?
- A1. No. The 18 credit hours must be toward the MPH program requirement, but do not have to be taken in any specific order. Assistance from the student's academic advisor may help determine appropriate courses prior to beginning the SL/CE. See page 7 for further details.
- Q2. Does the student's academic advisor have to be their SL/CE Committee Chair?
- A2. No. The SL/CE Committee Chair should be a faculty member with expertise in the student's focused area for their SL/CE project. The academic advisor may fulfill the role as Committee Chair, but does not have to. See page 10 for further details.
- Q3. What qualifications are required for the SL/CE Committee Preceptor?
- A3. The minimum qualifications to serve as a committee preceptor is a bachelor's degree with five years of experience in public health or a related field. This individual is not required to hold a master's degree. See page 10 for further details.
- Q4. When do all of the SL/CE Committee members meet with the student?
- A4. All SL/CE Committee members meet with the student at the Proposal Meeting, Midterm Committee Meeting (strongly encouraged), and the Oral Presentation Meeting. However, these meetings should not be the only time communication occurs between the committee and the student. See pages 11, 14, and 15 for further details.
- Q5. Can a student use his/her place of employment as their SL/CE placement site?
- A5. Yes, as long as the SL/CE activities fall outside of the student's scope of work as an employee with the respective organization. See pages 8 for further details.
- Q6. How long does it take for an Affiliation Agreement to be fully executed?
- A6. The time it takes to fully execute the Affiliation Agreement varies from organization to organization. It could range anywhere from a few weeks to several months. Thus, students are strongly urged to contact the Service Learning Program Manager once they have identified a SL/CE site. See pages 9-10 for further details.
- Q7. If the student's SL/CE site is within UNMC or Nebraska Medicine, does the student still need to have an Affiliation Agreement?
- A7. Each student should contact the Service Learning Program Manager to determine if an Affiliation Agreement is required and what documentation may be needed before proceeding with the project. See pages 9-10 for further details.
- Q8. Is a background check required before students begin their SL/CE project with an organization?
- A8. Per the terms of the Affiliation Agreement between UNMC and the organization, there may be additional background checks or drug tests required. Students should consult

with the Service Learning Program Manager and their Committee Preceptor if the organization has any additional requirements. See pages 9-10 for further details.

Q9. How many pages should the SL/CE proposal be and what needs to be in it?

A9. The proposal must adequately outline the service learning activities, determine the research questions(s), identify measurable objectives, include a literature review, etc. The expected length is at least 10-15 pages. See page 11 for further details. Please refer to *Appendix A-Required Proposal Framework* for specific content to include in the proposal.

Q10. Where can the student find the MPH core and concentration competencies to identify and include in the proposal?

A10. The student may find the MPH competencies at the following website:

<http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html>. For instructions on completing the competency tables, see pages 33-36.

Q11: What resources can assist students with conducting a literature review or offer writing support?

A11: The UNMC, McGoogan Library can offer support for literature reviews by contacting askus@unmc.edu. Support services through the Writing Center are also available by scheduling an appointment through this website, <http://www.unomaha.edu/college-of-arts-and-sciences/writing-center/index.php>. See page 45 for further details.

Q12. Does the SL/CE Project need IRB approval?

A12. Only the IRB can answer this question for certain. The student should discuss with their Committee Chair about his or her preference for initiating contact with IRB. See pages 11-12 for further details.

Q13. When can the student begin counting hours toward Service Learning?

A13. The student may begin counting hours once they are 1) registered in CPH 528 or CPH 528 & CPH 529, 2) the affiliation agreement is fully executed, and 3) the SL/CE committee approved the full proposal. IRB approval from all organizations involved must be obtained before students may begin research activities. See page 13 for further details.

Q14. If one of the SL/CE committee members is not able to provide a physical signature on a form, what are the student's options?

A14. The student may obtain either an electronic signature or clearly documented email approval. If email approval is used, the email must be submitted with the SL/CE form.

Q 15. What are the dates for the SL/CE presentations each semester?

A15. The presentation dates are found on the COPH Academic Calendar.

**Appendix G:
Example Timeline for SL/CE Projects**

Developing a timeline for the Service Learning/Capstone Experience will be very important to ensure the project moves forward in a timely manner. Below are two examples of potential timelines for completion of both SL/CE components in one semester, with completion in May or December, respectively. One suggestion is to develop your timeline by working backwards from your anticipated graduation date. These are examples and all projects will vary. Specific dates can be found on the academic calendar.

Spring Graduation Timeline Example:

SL/CE Activity	September	October	November	December	January	February	March	April	May
Identify SL/CE Site(s)	x								
Process Affiliation Agreement*		x							
Prepare SL/CE Proposal		x	x						
Submit Draft of Proposal to Comm.			x						
Comm. Approves SL/CE Proposal				x					
Submit IRB App. & Receive Approval**				x					
Apply for Graduation					x Before Feb 1 deadline				
Submit Project Reflection					x	x	x		
Submit Midterm Progress Report						x			

Submit 1 st Draft of Final Paper to Chair						X			
Schedule Oral Presentation Date						X			
Submit Draft of Final Paper to Comm.							X Four weeks before presentation		
Submit Final Paper and Competency Reflection to Comm.								X	
Submit Oral Presentation Draft to Chair								X	
Oral Presentation								X See academic calendar	
Final Paper Due to SLPM [^] and Comm. All Documents uploaded, including portfolio									X Approx. 1-week after presentation

Special Notes:

* May take several months, all depending on the organization

** If applicable and including required CITI training; May need to adjust timeline depending on type of research involved

[^] SLPM= Service Learning Program Manager

Fall Graduation Timeline Example:

SL/CE Activity	May	June	July	August	September	October	November	December
Identify SL/CE Site(s)	X							
Process Affiliation Agreement*		X						
Prepare SL/CE Proposal		X						
Submit Draft of Proposal to Comm.			X					
Committee Approves SL/CE Proposal			X					
Submit IRB App. & Receive Approval**				X				
Apply for Graduation					X Before Oct 1 deadline			
Submit Project Reflection					X	X	X	
Submit Midterm Progress Report						X		
Submit 1 st Draft of Final Paper to Chair						X		
Schedule Oral Presentation Date						X		

Submit Draft of Final Paper to Comm.							X Four weeks before presentation	
Submit Final Paper and Competency Reflection to Comm.							X	
Submit Oral Presentation Draft to Chair								X
Oral Presentation								X See academic calendar
Final Paper Due to SLPM^ and Comm. All documents uploaded, including final portfolio								X Approx. 1-week after presentation

Special Notes:

* May take several months, all depending on the organization

** If applicable and including required CITI training; May need to adjust timeline depending on type of research involved

^ SLPM= Service Learning Program Manager