College of Public Health

Master of Public Health

Service Learning/Capstone Experience Handbook

2014-2015
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.

Director, Masters Programs
Kendra K. Schmid, PhD
(402) 559-8117
MCPH 3056
kkschmid@unmc.edu

Director, Service Learning Academy
Ruth Margalit, MD
rmargalit@unmc.edu

Coordinator, Service Learning Academy
Laura Vinson, MPH
(402) 559-4191
MCPH 2037
laura.vinson@unmc.edu
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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 community-based experience is designed to provide students with firsthand, scholarly, supervised experience in a practice setting. This experience augments the academic course work, meets 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 benefits to the student and the community. The project is derived from needs identified by the service learning 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 approved by the University of Nebraska Medical Center.

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 MPH Program Director, SLA Coordinator, 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. 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 community identified needs.
   c. Clearly outlines both the Service Learning and Capstone elements of the project
2. Perform activities that demonstrate the development/enhancement/application of core public health competencies and describe activities performed to achieve/address these competencies.
3. Demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address these competencies.
4. 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 community service with preparation 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.

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 time and/or personnel 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.

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

References:
II: COURSE REGISTRATION

CPH 528 Service Learning for MPH and CPH 529 Capstone Experience for MPH 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. Consult with the Director of Masters Programs 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:
- Meet the course prerequisites (shown below).
- Meet and consult with their academic advisor to ascertain readiness for service learning.
- Contact the Director of Masters Programs and discuss project outline and readiness to begin.
- Submit the ‘Application to Register for SL/CE’ (Form A) to the Director of Masters Programs to receive permission numbers to register.

CPH 528: Service Learning prerequisites
Students who have completed 27 credit hours toward MPH program requirements may register if:
- In good academic standing
- Have approval of academic advisor and capstone committee chair

--OR--
Students who have completed 18 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 Academy
- Have a draft proposal
- Submit above documentation to MPH Program Director 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. Consult with the MPH Program Director for any questions.

After registration, students will be enrolled in the SL/CE Blackboard course where all documents will be submitted.
III: COMMITTEE DEVELOPMENT

Students should consult with their academic advisor and the Director of Masters Programs 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. A faculty member of the student’s concentration area (Committee Chair). It is not required that this be 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 final grade.
2. A COPH faculty member of a different concentration area (Committee Faculty). This faculty member should be chosen to add complementary expertise to the project.
3. A community organization representative (Committee Preceptor). The Preceptor must hold an MPH or equivalent degree.
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 COPH. Adjunct and courtesy faculty are not eligible to serve as a Committee Chair, but may serve as additional members (#4 above) of the committee.

IV: PLACEMENT SITE SELECTION AND APPROVAL

Placement Site Selection and Approval

Placement Sites

1. Students should consult with their academic advisor early in their program regarding ideas for SL/CE placements. The Service Learning Academy can assist students in identifying potential placement sites if needed. Visit the Service Learning Academy website for potential SL/CE placement sites and project ideas: http://www.unmc.edu/publichealth/programs/servicelearning/slacapstone/sl-ce-sites.html
2. ‘Organization and Committee Profile’ (Form B) – The student must complete prior to the start of the project.
3. ‘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 student is responsible for verifying with the SLA that an AA exists and is current for the organization for which they wish to work. The preceptor must review and obtain a signature from the director of the organization for the AA document if one does not exist; see Form C as a sample. The AA must be in place prior to beginning of any on-site activities or providing services on behalf of the organization. These agreements must be processed in collaboration with the SLA, not by students or faculty directly.
Requirements for Sites

- Organization provides public health related planning and/or service.
- Organization has staff person on-site with Master’s degree or equivalent education willing to serve as a designated Committee Preceptor.
- Preceptor must provide a minimum of one hour per week direct supervision of student.
- 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 public health competencies in the areas of collecting and analyzing data and community practice/collaboration as well as a minimum of 4 additional MPH Program competency domains.
- Organization must provide space and resources required for the student to complete duties/responsibilities as agreed upon in the proposal.
- Organization must complete and sign an affiliation agreement (Form C) with UNMC.
  - Additional background checks or drug testing, as specified by the organization, may be required before on-site placement can begin. If these are required, they are completed at the expense of the student according to the guidelines of the organization.
V: PROPOSAL, PROPOSAL MEETING AND IRB APPROVAL

IMPORTANT:
1. **Before the proposal meeting** of the student and the SL/CE committee, the student must meet with the Committee Chair at least once to prepare for the meeting. It is likely that multiple meetings between the SL/CE Committee Chair and the student will be necessary to shape the SL/CE and the subsequent proposal.
2. The student must submit the proposal to the committee **at least 3 weeks prior to the proposal meeting**.
3. Once the proposal is approved by the Committee, the student is registered for CPH 528 and/or CPH 529, and an Affiliation Agreement is in place, the student can begin counting hours.
   - **An IRB approval must be obtained before** the student begins research activities). If the student is registered AND the proposal approved by the committee, preparation of IRB application can be counted toward the hours.
   - **Obtain IRB approvals from all organizations** that will be involved with the capstone project. **NO RESEARCH ACTIVITIES OR DATA COLLECTION CAN BEGIN WITHOUT ALL APPROPRIATE IRB APPROVALS.** Even proposals thought to be exempt or not human subjects’ research must have appropriate documentation from IRB.
   - **For guidance on what type of application to prepare, or questions on if your project needs to submit an application, contact the IRB office (see page 12).**

Purpose and Procedure for Proposal Development and Proposal Meeting

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

Proposal
Writing a proposal is not only a requirement, but will help the student identify a project that is personally meaningful, feasible to accomplish, and the proposal will serve as a guide during the SL/CE process. The proposal will help the student outline the service learning activities, determine the research question (s), measurable objectives, specific activities and the timeline to accomplish such objectives. The proposal should serve as a draft of some sections of the final paper.

After approval by the Committee Chair, and at least **three weeks prior to the proposal meeting**, the student will submit the proposal to all members of the committee.
All students must complete a SL/CE proposal. This document is designed to help the student focus on the purpose of the SL/CE and to help define/clarify their goals, objectives, activities, timeline and methods for evaluating the experience. The proposal gives the student an opportunity to declare what they intend to learn, how they will pursue the learning process and how they will know what they have accomplished. Goals, objectives, activities, timelines and evaluation methods should be appropriate, realistic, meaningful and measurable.

Proposal Outline:

**Student and Committee Information**
Name, Concentration  
Chair, Credentials  
Faculty, Credentials  
Preceptor, Credentials

**Service Learning Organization Site**
Name of the Organization  
Briefly describe the aim (mission) of the organization  
Describe the service learning activities to be performed: what, where, when, how long, etc.

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

**Project Title**
Title should be descriptive, concise and meaningful

**Introduction**

**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

**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.
**Goals and Objectives**
Define the goals, objectives, 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**
Outline how problem will be addressed including at minimum:
- 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

**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**
Identify, specifically, the core and concentration competencies that you will apply to address the needs of the Service Learning Organization and the proposed activities that will allow you to apply them. MPH Core and Concentration competencies can be found here: [http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html](http://www.unmc.edu/publichealth/programs/masterofpublichealth/mphcompetencies.html)

The competency identification should be completed using the template (see Evaluation section), in consultation with the SL/CE Chair and Committee, and provided to the committee with the proposal. These selected competencies will be evaluated as part of the final paper. See the appendix for instructions and template.
Meeting to Review SL/CE Proposal

The student will be responsible for setting up the proposal meeting. There are two 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, and 2) review the responsibility and roles of the student, committee members, and site preceptor. At the end of the meeting, all committee members will sign the ‘Proposal Meeting Summary’ (Form D).

Based on the committee’s recommendations, the student revises and submits the proposal to the committee. 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).

IRB Approval and CITI Training

What is the IRB?

An institutional review board (IRB) is a group that reviews studies proposed by investigators. Each institution that conducts research has an IRB made up of researchers and members of the public. An IRB plays an important role in assuring the protection of all human subjects in research projects conducted. Academic institutions, state and local public health agencies and some community agencies have their own IRBs.

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. Also, all key personnel involved with the conduct of human subjects’ research at UNMC must complete the required training in protection of human research subjects (see information below regarding CITI training).

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

IRB Contact Person for MPH Students – Kevin Epperson

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. Discuss with your Capstone 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. They can also assist in determining which application should be completed if the project does require IRB approval.

What is 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 engaged in human subjects’ research to receive the CITI training before the study activities begin.

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

**What IRB Track must I complete?**
Students of the University of Nebraska Medical Center MUST complete the Biomedical (BIOMED) training track. Complete BIOMED modules 1-16.
VI: PLACEMENT ACTIVITIES AND MID-TERM PROGRESS REPORT

IMPORTANT:

1. The student must upload the ‘Monthly Time Log’ (Form F) signed by the preceptor to the SL/CE blackboard site on or before the first of each month. If the time log is not submitted by the scheduled date, the SL/CE Committee Chair will be notified. Upload time logs for any month in which hours were completed, continue until the project is completed.

2. The student and the preceptor will complete the ‘Midterm Progress Report’ (Form G) and distribute to the SL/CE Committee and upload the completed form to the SL/CE blackboard site after the student has completed 150 hours.

Placement Activities

Through placement activities, students will have an opportunity to observe and experience public health practices in a real world setting. Activities can vary according to the student’s area of concentration, goals of the project and the type of organization serving as the placement site. It is the responsibility of both the student and the preceptor to establish the clear objectives of the placement activities. The preceptor is expected to provide direct supervision to the student and maintain regular communication with the student’s committee members, primarily through the SL/CE Committee Chair. The following points summarize the responsibilities of the student and the preceptor during the service learning phase.

A student is expected to:

- Conform to all rules/regulations/procedures at the service learning site, including dressing appropriately for role/responsibilities during the service learning experience.
- Maintain professionalism, confidentiality and ethical standards of conduct.
- Participate in professional/training activities at the service learning site as needed and as appropriate.
- Maintain and submit a monthly time log of all placement related activities.
- Notify the MPH Program Director in the event 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 and sign a monthly time log for the student to confirm time spent on the project.
- Communicate regularly with the student’s other committee members.
- 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 MPH Program Director in the event of any problems or concerns with the experience.
VII: THE PAPER AND PRESENTATION

Each student must produce a final paper, including a 250-500 word abstract of the experience which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values, practice and competencies. Each student must also make a 30 minute presentation (plus 20 minutes for discussion and questions) to the committee, Director of Masters Programs, students, faculty, community members, and other guests invited by the student. The following are guidelines/timelines for the written paper and oral presentation.

The student is expected to:

- Prepare a draft paper, minimum of 20 pages, excluding appendices, references, competency and SL reflections, and formatted according to APA style (or other style appropriate to the discipline). Twenty pages is the absolute minimum, papers are commonly 40-60 pages long.
- Contact the Director of Masters Programs to schedule the oral presentation time at least two months before the expected completion of the capstone project.
- 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 must be approved by the SL/CE Committee.
- Incorporate any pertinent comments/feedback from the committee members into the subsequent drafts.
- Submit the final draft of the paper to the committee members for additional comments at least 2 weeks prior to the oral presentation.
- Give an oral presentation of approximately 30 minutes with 20 minutes for questions. Provide copies for audience (expect 20-25 people).
- Communicate requirements for audiovisual equipment and assistance needed to the Director of Distance Learning at least two weeks prior to the presentation date.
- Submit a copy of the final paper with committee’s comments/revisions addressed to all committee members.
- Submit a spiral bound paper copy to the Director of Masters Programs and an electronic copy of the paper and presentation to the SL/CE Blackboard site. The final paper must include the ‘Approved Final Paper Cover Sheet’ (Form H) signed by all members of the committee and the competency evaluation completed by the Committee.
- Submit the Final MPH Portfolio to the SL/CE Blackboard site.
- The course grade will not be issued until the final approved paper and all other documents have been submitted.

Binding can be done at the UNMC Print Shop, or most any office supply store.

Invite community preceptor and other community members involved in the project.

Committee responsibilities:

- Review the draft paper and provide feedback to student and all committee members in a timely manner.
- The SL/CE Committee Chair will work closely with the student to provide guidance and advice when the student is preparing the paper and the oral presentation.
• Following the oral presentation, the SL/CE Committee will meet separately to determine if the student has successfully completed the SL/CE. The student may be invited to join the committee to provide further feedback about the presentation/project.
  • **IMPORTANT:** 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. The Committee Chair is responsible for submitting the grade to the MPH Program Director.

**General Guidelines for Final Paper**

These are general guidelines for the SL/CE paper that allows for some flexibility given the variability of the service learning/capstone project.

**Outline of Paper**

- **Title Page**
  State SL/CE project title.
  State author’s name and previously earned degrees.

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

- **Introduction**
  Identify the issue being addressed.
  Describe the importance of the project.
  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

- **Data Analysis**
  Include quantitative and/or qualitative analysis.

- **Results**
  Describe the results.

- **Discussion/Recommendations**
  Describe the contributions to public health policy, public health practice, etc.
Provide suggestions for future projects.

- **Conclusions**
- **References**

Use APA style.

References should appear at the end of the written paper and must be complete and accurate. Personal communications should be cited in the text only.

- **Service Learning Reflection (some items to consider)**
  - Briefly describe the placement site. What did you learn about the organization? What was different than what you knew going into the project?
  - Describe how the SL/CE activities were performed: what, where, when, with whom, how long, etc.
  - How have your views of public health practice been impacted by your service learning experience? Describe 1-2 aha moments or wake-up calls
  - Related to your service experience, 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 are the most important insights that you take away from both your service learning experience and your capstone experience?
  - How did your public health education prepare you to address any ethical or other issues you encountered during your service learning experience?

- **Application of Public Health Competencies (Complete template from proposal)**
  - Identify, specifically, the core and concentration competencies that you applied to address the needs of the Service Learning Organization and the activities to which you applied them.
  - Identify, specifically, the core and concentration competencies you strengthened upon completion of your Service Learning/Capstone Experience.

- **Acknowledgements**

Provide acknowledgements on a separate page.

- **Appendices**

Refer to appendices in the main text.

Brochures, questionnaires, or other documents created as part of the project should be included as appendices.

**Additional Notes**

a. Spell out acronyms when first mentioned, but use sparingly. If the paper necessarily contains a significant number of acronyms, provide a glossary.

b. Format
   - Double-spaced
   - Subheadings for clarity
   - One-inch margins
   - 11 or 12 point font with table font no smaller than 10 point

c. Tables and figures must follow APA style. Titles should explain the content. Figures must include a key. All tables and figures must be referred to in the text of the paper.

d. Each paper will be evaluated on:
   - Clarity of the public health issue being addressed
   - Usage of appropriate methods to address the issue
VIII: EVALUATIONS

It is recommended that the evaluation procedures and guidelines be reviewed by the student and committee at the initial meeting to clarify the criteria used to evaluate the SL/CE project.

After the student submits the paper and gives the presentation, each of the SL/CE Committee members will complete the Committee Evaluation Form (Form I) to evaluate the paper and presentation, and the committee will provide input to the SL/CE Chair for the competency evaluation. The preceptor will also complete the Preceptor Evaluation of Service Learning/Capstone Experience Form (Form J). The student will fill out the Student Evaluation of Service Learning/Capstone Experience Form (Form K). Only the student evaluation (Form K) is uploaded to the SL/CE Blackboard course by the student. The Committee Evaluations and Preceptor Evaluation can be submitted directly from the committee members to the Service Learning Academy Coordinator.

After the presentation, the Committee will convene a private meeting to evaluate the student’s performance on the capstone project. The Committee may find the criteria used in the evaluation forms useful when discussing the performance of the student. Based on these inputs from the Preceptor and the Committee Faculty, the SL/CE Committee Chair will assign the course grade. It is the responsibility of the SL/CE Committee Chair to notify the Director of Masters Programs and the Office of Educational Services of the student’s grade.
REQUIRED FORMS AND APPENDICES
Form A
Application to Register for SL/CE
UNMC MPH Program, Service Learning/Capstone Experience

Name ____________________________  Capstone Chair ____________________________

MPH Concentration_________________  Expected Grad Term/Year ___________________

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Completed/Planned</th>
<th>Grade</th>
<th>Transfer/Substitution</th>
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<td>CPH 500</td>
<td>Foundations of Public Health</td>
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<td>CPH 501</td>
<td>Health Behavior</td>
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<td>CPH 502</td>
<td>Health Services Administration</td>
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<td>CPH 503</td>
<td>Public Health Environment &amp; Society</td>
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<td></td>
<td>CPH 504/621</td>
<td>Epidemiology in Public Health</td>
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<td></td>
<td>CPH 505/517</td>
<td>Applied Research in Public Health</td>
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<td></td>
<td>CPH 506</td>
<td>Biostatistics I</td>
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<td></td>
<td>CPH 528</td>
<td>Service Learning for MPH</td>
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<td></td>
<td>CPH 529</td>
<td>Capstone Experience for MPH</td>
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</table>

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<tr>
<th>Concentration Courses</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Completed/Planned</th>
<th>Grade</th>
<th>Transfer/Substitution</th>
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</thead>
</table>

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<thead>
<tr>
<th>Electives</th>
<th>Course #</th>
<th>Course Title</th>
<th>Semester Completed/Planned</th>
<th>Grade</th>
<th>Transfer/Substitution</th>
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Has a placement site been identified? Yes____ No____ If Yes, Name of Site _______________________________

**Confirm with SLA that an Affiliation Agreement (Form C) is on file and current or contact SLA for help with identifying a site if needed.

*Students with 18-26 completed hours must also provide completed Forms B and C and draft proposal with this application.

Signature, Academic Advisor ____________________________  Date ____________________________

Signature, Capstone Chair ____________________________  Date ____________________________

To be completed by the student and a copy submitted to the Director of the Masters Programs prior to receiving permission numbers to register for CPH 528 and/or CPH 529.
Form B
Organization and Committee Profile
UNMC MPH Program, Service Learning/Capstone Experience

Name of Student: ____________________________________________________________

Preceptor: __________________________________________________________________

<table>
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<tr>
<th>Name, Credentials</th>
<th>Title</th>
<th>Phone</th>
<th>email</th>
</tr>
</thead>
</table>

If preceptor does not have Master’s degree or higher, list organization member with Master’s degree or higher who will assist in supervision of project.

<table>
<thead>
<tr>
<th>Name, Credentials</th>
<th>Title</th>
<th>Phone</th>
<th>email</th>
</tr>
</thead>
</table>

Name of Organization: ________________________________________________________

Address: ________________________________________________________________

City State Zip

Organization website address: ______________________________________________

**Brief Organization Description:**

**Mission and Purpose:**

Committee Chair: ________________________

Committee Faculty: ________________________

Other Members (optional): ________________________

*The “Organization and Committee Profile” form shall be uploaded to the SL/CE course on Blackboard, under the “SL/CE Forms” folder.*
UNIVERSITY OF NEBRASKA MEDICAL CENTER
College of Public Health
OMAHA, NEBRASKA
AFFILIATION AGREEMENT FOR PUBLIC HEALTH EDUCATION
AT AFFILIATED INSTITUTION

Board of Regents, of the University of Nebraska
a corporate public body, by and on behalf of the
University of Nebraska Medical Center
982178 Nebraska Medical Center
Omaha, NE 68198-2178
Hereinafter called (“UNMC”)

Affiliated Institution Name
Affiliated Institution Address
Insert School or unit
Hereinafter called
(“AFFILIATED INSTITUTION ”)

UNMC desires to enhance its mission of teaching, research and service and both UNMC and AFFILIATED
INSTITUTION enter into this Agreement to promote a planned, supervised service learning capstone experience for
students in the Graduate Program of Public Health at the AFFILIATED INSTITUTION. The parties agree that the
AFFILIATED INSTITUTION will permit a mutually agreed upon number of UNMC students
to participate in a
service learning experience at the AFFILIATED INSTITUTION under the supervision of designated faculty.

The parties mutually agree that this written document (pages 1-4) represents the complete Agreement of both parties
concerning the subject matter hereof and that any change in terms must be contained in writing executed by both
parties.

The term of this Agreement shall be for three (3) years, effective (insert effective date), and shall be renewed for
successive terms of a one (1) year period upon the written approval of both parties. This Agreement may be
terminated by either party upon sixty (60) days written notice accomplished either by personal service or by certified
or registered mail upon the UNMC Office of Academic Affairs and the Affiliated Institution President. Any
students enrolled in the ongoing program at the time of such termination notice shall be given the opportunity by the
AFFILIATED INSTITUTION to complete the requirements of the program as offered at the time of their entry and
in compliance with the conditions contained in this Agreement.

UNMC contact: Laura Vinson, MPH Telephone number: 402-559-4191

AFFILIATED INSTITUTION contact: Telephone number: ______________

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

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

By: H. Dele Davies, MD, MSc, MHCM
    Vice Chancellor for Academic Affairs

Date: __________________________

By: ___________________________
    Alice Schumaker, PhD, MPA, MS
    Associate Dean for Academic Affairs

Date: __________________________

AFFILIATED INSTITUTION:

By: ___________________________

Print Name: _______________________

Title: ___________________________

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 health care 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.
Exhibit I

Background Check Information

All UNMC 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)
- Credentialing of licenses, certifications and permits (Nursing only)
- Social Security Number verification
- Adverse action notification
- Civil records search (county, state, and federal)
- HIPDB (Healthcare Integrity and Protection Data Bank)
- Sanction search of excluded individuals
- Maiden Name/AKA search
- NE Adult and Child Abuse and Neglect Registry
- Sex Offender
- Global Watch terrorist watch list

To be completed by the organization’s director and returned to the Service Learning Academy before the student begins the service learning activities.*

Once the director of the organization has signed the Affiliation Agreement (AA), the student shall provide a completed and signed copy to the Coordinator of the Service Learning Academy in order to obtain additional required signatures. After all signatures have been obtained, the “Affiliation Agreement” form will be returned to the student and shall be uploaded to the SL/CE Blackboard site.

*An Affiliation Agreement 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 SLA to confirm AA on file or to initiate obtaining new AA.
Form D
Proposal Meeting Summary
UNMC MPH Program, Service Learning/Capstone Experience

Meeting Date: _______________________________   Meeting Time: _______ AM__ PM__

Meeting Location:_____________________________________________________________

Attendees:
Student Name:________________________________________________ Initial Here______
SL/CE Committee Chair Name: __________________________________ Initial Here______
Committee Faculty Name:______________________________________ Initial Here______
Organization
Preceptor Name & Title: ________________________________ Initial Here______
Organization
Represented:______________________________________________________________

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

Title of Proposal:
Proposal:______________________________________________________________

Proposal Review:
__Approved with NO CHANGES
__Approved with REVISIONS
   ___COMMITTEE WILL ELECTRONICALLY REVIEW PROPOSAL REVISIONS
   ___COMMITTEE WILL RECONVENE TO REVIEW PROPOSAL REVISIONS
__Not Approved
   ___COMMITTEE WILL ELECTRONICALLY REVIEW PROPOSAL REVISIONS
   ___COMMITTEE WILL RECONVENE TO REVIEW PROPOSAL REVISIONS

Meeting Notes:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

*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.

The “Proposal Meeting Summary” form must be submitted to the SL/CE Blackboard site within 5 business day of the meeting date.
Form E
Approved Proposal Cover Sheet
UNMC MPH Program, Service Learning/Capstone Experience

Project Title

Approval Date

Approved by:

Printed Student Name
Student Signature:

Printed SL/CE Committee Chair Name
SL/CE Committee Chair Signature

Printed Preceptor Name
Preceptor Signature

Printed Committee Member Name
Committee Member Signature

Printed Committee Member Name
Committee Member Signature

Checklist to begin counting Service Learning/Capstone Experience hours

___ Registered for CPH 528 and/or CPH 529

___Full Proposal approved by Committee

___Affiliation Agreement fully executed

Reminders of important next steps

___Uploaded all completed documents and approved proposal

___Maintain CITI certification (complete or renew as needed)

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

The “Approved Proposal Cover Sheet” form (with appropriate signatures) and the approved proposal shall be uploaded to the SL/CE Blackboard site. Keep a copy for your records.
Form F
Monthly Time Log
UNMC MPH Program, Service Learning/Capstone Experience

Agency/Organization: ____________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Task/Activities</th>
<th>Total Hours</th>
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<tbody>
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Comments/Evaluations

Monthly Total Hours
Cumulative Total Hours

Printed Student Name

Printed Student Name

Preceptor Name

Preceptor Name

The “Monthly Time Log” form shall be uploaded to the SL/CE Blackboard site, on the first day of each month while the student is engaging in service learning/capstone activities.
Form G
Midterm Progress Report
UNMC MPH Program, Service Learning/Capstone Experience

Semester: ____________

Agency/Organization: _________________________________________________________

The midterm progress report provides an opportunity to formally evaluate student’s progress. Please print the most appropriate response in space provided.

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<tr>
<td>Agree</td>
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<td>Neither agree/nor disagree</td>
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<tr>
<td>Disagree</td>
<td></td>
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<tr>
<td>Strongly disagree</td>
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</table>

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

Was there any special training given to the student to develop competencies/skills needed for the assignment? (Please circle one) If yes, please specify.

Yes  No

Please comment
Student’s area(s) of strength(s)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s growth and development area(s)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Printed Student Name ___________________________  Student Signature: ___________________________

Preceptor Name ___________________________  Preceptor Signature ___________________________

*The “Midterm Progress Report” form shall be completed by the student and preceptor after the student completes 150 hours. This form shall be distributed to the SL/CE Committee and uploaded to the SL/CE Blackboard site.*
Form H
Approved Final Paper Cover Sheet
UNMC MPH Program, Service Learning/Capstone Experience

Before applying for graduation and scheduling the presentation, use this checklist to gauge readiness:

___ Registered for and/or completed all MPH Program requirements (double check plan of study)
___ Upload all completed SL/CE documents to blackboard
___ Project is making sufficient progress to be completed according to recommended timeline (e.g., paper can be submitted to committee 4 weeks prior to presentation date)
___ Campus and COPH applications for graduation can be completed by the semester deadline

Reminders for after the presentation

___ Submitted the final written paper and an abstract within one week of the oral presentation.
   • Submission includes one spiral bound paper copy (to Director of Masters Programs) and an electronic copy of the paper and power point presentation (to Blackboard) with this Form as the cover sheet.
___ Upload the completed Student Evaluation of SL/CE form to the SL/CE Blackboard course
___ All other documents completed and uploaded to Blackboard

Final Paper Approved By:

Printed Student Name ___________________________ Student Signature: ___________________________

Printed SL/CE Committee Chair Name ___________________________ SL/CE Committee Chair Signature ___________________________

Printed Preceptor Name ___________________________ Preceptor Signature ___________________________

Printed Committee Member Name ___________________________ Committee Member Signature ___________________________

Printed Committee Member Name ___________________________ Committee Member Signature ___________________________

The “Approved Final Paper Cover Sheet” form (with appropriate signatures) and the approved final paper shall be uploaded to the SL/CE Blackboard site and a spiral bound paper copy shall be submitted to the Director of Masters Programs.

Keep a copy for your records.
Form I
Committee Evaluation
UNMC MPH Program, Service Learning/Capstone Experience

Student Name: ___________________________________________ Date_____________

SL/CE Committee Chair Name: ________________________________

Project Title: _______________________________________________

Please keep in mind the following purpose for all Service Learning/Capstone Experience projects when completing your evaluation.

Service Learning/Capstone Experience (SL/CE) Goal:
To demonstrate public health competencies and further develop essential skills while integrating and applying course work to actual public health practice with an equal focus on service and on learning.

Evaluation forms will be provided to the committee members prior to the presentation. Committee members will complete individual evaluations of the paper and presentation, and will work in collaboration with the Committee Chair to evaluate the program competencies (section IV). These documents will assist the Committee Chair in assigning a grade.
Please rate student performance in the following areas on a scale from (1) lowest to (5) highest. Place a checkmark in the appropriate box. If you had no opportunity to observe the criteria, please indicate NA.

<table>
<thead>
<tr>
<th>Section I: Project</th>
<th>Lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>The student integrated academic coursework with public health practice during the course of the placement.</td>
<td>☐</td>
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<td>The SL/CE proposal provided accurate and adequate guidelines for the project.</td>
<td>☐</td>
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<td>The student was able to adapt to changing situations/conditions.</td>
<td>☐</td>
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<td>The student applied theoretical concepts appropriately during the SL/CE project.</td>
<td>☐</td>
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<td>The student completed the SL/CE project during the time allocated.</td>
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<td>The student demonstrated acceptable graduate level competencies.</td>
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Comments:
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_____________________________________________________________________________________
_____________________________________________________________________________________
### Section II: Paper

The paper included evaluation of relevant literature.

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The paper identified relevant theories and/or models.

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The paper clearly described the public health relevance of the project, including core/concentration competencies.

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The paper clearly described key project goals, objectives and activities.

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The paper reflected the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.

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<th>NA</th>
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</thead>
</table>

The paper clearly presented feasible recommendations and conclusions.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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</thead>
</table>

The paper clearly described benefits to the placement site.

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<th>2</th>
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<th>NA</th>
</tr>
</thead>
</table>

The paper demonstrated sound evaluation/applied research methodology.

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<th>NA</th>
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</thead>
</table>

The abstract provided clear and concise information about the Service Learning/Capstone Experience.

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<th>NA</th>
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</table>

**Comments:**

____________________________________________________________________________________________

____________________________________________________________________________________________

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

**Section III: Presentation**

The presentation clearly and concisely summarized the Service Learning/Capstone Experience.

The presentation was well organized and stayed within the specified time frame.

The student used appropriate and effective visual aids.

The student responded to questions appropriately.

The presentation reflected the following objectives:

1. Demonstrated integration and application of knowledge, principles and skills acquired through classroom instruction
   - Summarized relevant literature review
   - Identified relevant theories and models
   - Summarized SL site and activities
2. Summarized activities that demonstrated the development/enhancement/application of core public health competencies in the areas of collecting and analyzing data, cultural competence and community practice/collaboration as well as appropriate additional competency domains
3. Summarized activities that demonstrated the development/enhancement/application of concentration specific competencies
4. Produced a beneficial product for placement site

Comments:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

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

Comments:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Overall, I would rate this capstone:

____ Unacceptable  ____ Below Average  ____ Acceptable  ____ Above Average  ____ Superior

*To be completed by each SL/CE committee member – Committee Chair, Committee Faculty, and Committee Preceptor. The SL/CE Committee Chair will collect the completed evaluations following the student’s presentation and submit them to the Coordinator of the SLA.
Section IV: Evaluation of Competencies

Instructions:
During the Service Learning/Capstone Experience, students are expected to strengthen competencies gained through their coursework. In the proposal, students should work with their Committee members to identify the specific core and concentration competencies that will be strengthened through the project, the activity(ies) through which the competency was strengthened, and in the final paper, students describe the application of the competencies and include reflection on the learning experience and growth in the competency area.

Students must include at least 7 competencies and no more than 10. It is recommended that at least half should be concentration competencies, with at least 2-3 core or cross-cutting competencies. Copy and insert additional rows in the sections as required.

This table must be provided to Committee members with the draft paper, at least two weeks prior to the presentation. The Chair will complete the evaluation, with input from Committee members. The evaluation of competencies will be submitted with the final paper.
### Core/Cross-Cutting Domains

<table>
<thead>
<tr>
<th>Competency, Activity/Application</th>
<th>Reflection of Competency Strength/ Professional Growth</th>
<th>Committee Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency X.X:</td>
<td>Reflection:</td>
<td>Not Competent</td>
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<tr>
<td>Activity/Application:</td>
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<td>Somewhat Competent</td>
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<td>Highly Competent</td>
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<tr>
<td>Competency X.X:</td>
<td>Reflection:</td>
<td>Not Competent</td>
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<tr>
<td>Activity/Application:</td>
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<td>Highly Competent</td>
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<td></td>
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<td>Uncertain</td>
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</tbody>
</table>

**Overall Assessment of Core/Cross-Cutting Domains (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:
<table>
<thead>
<tr>
<th>Competency, Activity/Application(^1,2)</th>
<th>Reflection of Competency Strength/ Professional Growth(^3)</th>
<th>Committee Assessment(^4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency X.X:</td>
<td>Reflection:</td>
<td>Not Competent</td>
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<td>Somewhat Competent</td>
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<td>Highly Competent</td>
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<td>Activity/Application:</td>
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<tr>
<td>Competency X.X:</td>
<td>Reflection:</td>
<td>Not Competent</td>
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<td>Highly Competent</td>
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<td>Uncertain</td>
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<tr>
<td>Activity/Application:</td>
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</table>

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:

---

\(^1\) Insert additional rows as needed for the number of competencies addressed, as described above.
\(^2\) Compete this column with the proposal, update as needed for final paper.
\(^3\) Complete this column when writing the final paper, and include full table at the end of the paper.
\(^4\) Committee Chair, with input from Committee members will complete the evaluation at the completion of the project.
### Core/Cross-Cutting Domains

<table>
<thead>
<tr>
<th>Competency and Activity/Application</th>
<th>Reflection of Competency Strength/ Professional Growth</th>
<th>Committee Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1.B: Apply descriptive and inferential methodologies according to the type of study design.</td>
<td>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.</td>
<td>Not Competent</td>
</tr>
<tr>
<td>Activity/Application: Conduct data analysis, used t-tests to determine if differences in XX existed between group 1 and group 2.</td>
<td></td>
<td>Somewhat Competent</td>
</tr>
<tr>
<td>6.C: Communicate accurate public health information with professional and lay audiences.</td>
<td>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.</td>
<td>Not Competent</td>
</tr>
<tr>
<td>Activity/Application: Present literature review and study results to community organization and general public.</td>
<td></td>
<td>Somewhat Competent</td>
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<td></td>
<td></td>
<td>Competent</td>
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<tr>
<td></td>
<td></td>
<td>Highly Competent</td>
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<tr>
<td></td>
<td></td>
<td>Uncertain</td>
</tr>
</tbody>
</table>

### 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:
Example:

<table>
<thead>
<tr>
<th>Concentration Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency and Activity/Application</strong></td>
</tr>
<tr>
<td>Competency X.X:</td>
</tr>
<tr>
<td>Activity/Application:</td>
</tr>
</tbody>
</table>

**Assessment of Concentration Competencies (to be completed by Committee Chair with input from Committee Members)**

Comments regarding student’s progress and professional growth in the above concentration competency areas, including current strengths/weaknesses:
Form J
Preceptor Evaluation
UNMC MPH Program, Service Learning/Capstone Experience

During the week of the student’s SL/CE oral presentation, please complete the following evaluation and submit it to the Coordinator of the Service Learning Academy.
Attach additional pages if necessary.

1. Did the student meet your expectations? Please explain.

2. Please describe the most valuable aspect of the service learning experience. Please provide reasons why.

3. Please describe the least valuable aspect of the service learning experience.

4. Did the SL/CE Committee Chair meet your needs and expectations? Please explain.

5. What suggestions do you have for the program that would improve the service learning and capstone experience?

6. Please suggest activities for future student placements.

____________________________________________________________________________
Preceptor Name  Signature  Date
____________________________________________________________________________
Agency/Organization

Student’s Name

To be completed by the Committee Preceptor and returned to the Coordinator of the SLA (laura.vinson@unmc.edu) by the date of the student’s oral presentation.
Form K
Student Evaluation
UNMC MPH Program, Service Learning/Capstone Experience

Student’s Name: _____________________ Date Completed: _________________

SL/CE Site: ________________________ Preceptor’s Name: _________________

1. Describe your overall involvement and commitment to your service learning experience.

2. Have you accomplished your objectives? Please explain.

3. Describe your most significant learning experience.

4. In what area do you feel that the service learning experience was most helpful to you?

5. In what areas would more experience be helpful and what should the experience(s) be?

6. Please describe the least valuable aspect of the service learning experience. Please state any suggestions for improvement.

7. Did the SL/CE Committee Chair meet your needs and expectations? Please explain.

8. Did the Preceptor meet your needs and expectations? Please explain.

9. What suggestions do you have for the program that would improve the service learning experience for other students?

To be completed by the student and uploaded to the SL/CE Blackboard site.
Frequently Asked Questions About the SL/CE
UNMC MPH Program, Service Learning/Capstone Experience

Q1. Are there specific courses the student must take to enroll in 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 Service Learning. See page 6 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. The academic advisor may fulfill the role as Committee Chair, but does not have to. See page 7 for further details.

Q3. How long does it take for an Affiliation Agreement to be fully executed?
A3. The time it takes to fully execute the Affiliation Agreement varies from organization to organization. It could range anywhere from a few days to several months. Thus, students are strongly urged to contact the Service Learning Academy once they have identified a SL/CE site. See page 7 for further details.

Q4. Is a background check required before students begin their SL/CE project with an organization?
A4. 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 Academy and their Committee Preceptor if the organization has any additional requirements. See page 8 for further details.

Q5. How many pages should the SL/CE proposal be?
A5. There is not a set page limit for the proposal; however, the proposal must adequately outline the service learning activities, determine the research questions(s), identify measurable objectives, include a literature review, etc. Most proposals are at least 10-15 pages long. Please refer to the proposal outline for specific topics to include in the proposal. See pages 9-11 for further details.

Q6. When can the student begin counting hours?
A6. The student may begin counting hours once they are enrolled in CPH 528 and/or CPH 529, and affiliation agreement is fully executed, and the SL/CE Committee approved the proposal. Note—IRB approval from all organizations involved must be obtained before students may begin research activities. See page 9 for further details and consult with the Director of Masters Programs or the Service Learning Academy Coordinator.

Q7. Does my SL/CE Project need IRB approval?
A7. Only the IRB can answer this question for certain. Discuss with your Committee Chair his or her preference for initiating contact with IRB. See page 12 for further details.
Q8. On the Monthly Time Log, should students track service learning and capstone experience hours separately?
A8. No. The hours are to be approximately evenly divided between capstone and service learning, but students should not track the hours separately because the requirement is a total of 300 hours for one cohesive project. See page 14 for further details.

Q9. If the student reaches 300 hours for the SL/CE, should they continue to complete monthly time logs?
A9. Yes. If the student reaches 300 hours, but is still trying to complete the project, they should continue to submit monthly time logs so that their Committee Preceptor and other committee members are aware of their progress. See page 14 for further details.

Q10. Why does the Committee Preceptor sign the monthly time log for hours or time off-site?
A10. The SL/CE project is designed to fulfill a need of the organization. Hence, if the student is working on the SL/CE project, the preceptor should be aware of this and sign the monthly time log, even for off-site hours. See page 14 for further details.
Example Timeline for SL/CE Projects  
UNMC MPH Program, Service Learning/Capstone Experience

Developing a timeline for your 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 based on completion of the SL/CE in May and December. One suggestion is to develop your timeline by working backwards from your anticipated graduation date.

**Spring Graduation Timeline Example:**

<table>
<thead>
<tr>
<th>SL/CE Activity</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify SL/CE Site(s)</td>
<td>X Third week of September</td>
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<tr>
<td>Process Affiliation Agreement*</td>
<td></td>
<td>X First week of October</td>
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<tr>
<td>Prepare SL/CE Proposal</td>
<td></td>
<td>X Second week of October</td>
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<td>X First week of November</td>
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<tr>
<td>Submit Draft of Proposal to Committee</td>
<td></td>
<td></td>
<td>X Third week of November</td>
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<tr>
<td>Committee Approves SL/CE Proposal</td>
<td></td>
<td></td>
<td></td>
<td>X Second week of December</td>
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<tr>
<td>Submit IRB App. &amp; Receive Approval**</td>
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<td>X Third week of December</td>
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<tr>
<td>Apply for Graduation</td>
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<td>X Early to Mid-January (Feb 1 deadline)</td>
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<tr>
<td>Submit Monthly Time Logs</td>
<td></td>
<td>X First week of January</td>
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<td>X First week of February</td>
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<td>X First week of March</td>
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<td>X First week of April</td>
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<tr>
<td>Submit Midterm Progress Report</td>
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<td>X Third week of February</td>
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<tr>
<td>Submit 1st Draft of Final Paper to Chair</td>
<td>Fourth week of February</td>
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<td>Schedule Oral Presentation Date</td>
<td>Fourth week of February</td>
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<td>Submit Draft of Final Paper to Committee</td>
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<tr>
<td>Submit Final Paper to Committee</td>
<td>Second week of April</td>
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<td>Submit Oral Presentation Draft to Chair</td>
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<td>Oral Presentation</td>
<td>Fourth Week of April</td>
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<tr>
<td>Final Paper Due to DMP and Committee</td>
<td>First Week of May</td>
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<td>All Documents uploaded, including portfolio</td>
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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
- ^ DMP= Director of Masters Programs
**Fall Graduation Timeline Example:**

<table>
<thead>
<tr>
<th>SL/CE Activity</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td>Identify SL/CE Site(s)</td>
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<td>Third week of May</td>
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<td>Process Affiliation Agreement*</td>
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<td>Prepare SL/CE Proposal</td>
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<td>Second week of June</td>
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<tr>
<td>Submit Draft of Proposal to Committee</td>
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<tr>
<td>Committee Approves SL/CE Proposal</td>
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<td>Submit IRB App. &amp; Receive Approval**</td>
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<td>Apply for Graduation</td>
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<td>Early –mid Sept (Oct 1 deadline)</td>
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<tr>
<td>Submit Monthly Time Logs</td>
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<td>First week of August</td>
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<tr>
<td>Submit Midterm Progress Report</td>
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<tr>
<td>Submit 1st Draft of Final Paper to Chair</td>
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<td>X</td>
<td>Second week of October</td>
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<td>Schedule Oral Presentation Date</td>
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<td>Final Paper Due to DMP^ and Committee</td>
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All documents uploaded, including final portfolio

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
^ DMP= Director of Masters Programs
SL/CE Summary & Reminders
UNMC MPH Program, Service Learning/Capstone Experience

To be discussed between Student and the Committee.

Before Starting Service Learning
1. Review and familiarize yourself with the SL/CE process – see handbook
2. Have at least one meeting before preparing the proposal.
3. Consult with appropriate individuals while preparing the proposal.
4. Convene the initial SL/CE meeting.
5. Obtain proposal approval from all committee members
6. Complete CITI training and prepare all IRB submissions

During the placement
1. Maintain enrollment
2. Maintain regular communication with the committee members, and the Director of the MPH program as needed.
3. Monitor progress in achieving proposed goals in a timely manner.
4. Work with the MPH Program Director to facilitate the resolution of problems that arise during the placement activities.
5. Upload monthly time logs
6. Complete mid-term progress report

After the placement (student)
1. Maintain enrollment
2. Obtain feedback on drafts of the written paper and presentation.
3. Discuss the oral presentation at least 1 week before the actual presentation.
4. Submit all required documents within 1 week of presentation

After the placement (committee)
1. Provide feedback on drafts of the written report and presentation
2. Attend the oral presentation and the evaluation meeting to discuss the student’s performance with other committee members.
3. Submit the completed evaluation forms to the SLA after the oral presentation.
4. Committee Chair will submit the grade to the MPH Program Director and the Office of Educational Services after obtaining committee input.
SL/CE Preceptor Reminders  
UNMC MPH Program, Service Learning/Capstone Experience

To be discussed between the student and the preceptor.

**Before Starting Service Learning**

1. Assist student in securing approval of the organization as a SL/CE site.
2. Assist student in outlining service learning experience goals and learning objectives.
3. Attend the initial SL/CE meeting.
4. Review the proposal and provide feedback.
5. Approve/sign the proposal.
6. Check that the student has completed any organization specific IRB submissions, and they have been approved.

**During the placement**

1. Provide student with orientation to structure and function of the SL/CE site.
2. Supervise student activities at the service learning site, providing a minimum of one hour per week direct supervision.
3. Involve the student in professional activities at the SL/CE site.
4. Maintain regular communication with the committee as needed.
5. Sign monthly time logs and midterm progress report.
6. Notify SL/CE Chair and/or Director of Masters Programs in the event of any problems or concerns with the student or SL/CE activities.

**After the placement**

1. Review drafts of written report and provide feedback.
2. Attend the oral presentation and the evaluation meeting to provide input on the student’s performance to the SL/CE Chair.
3. Submit the completed Preceptor evaluation form within 1 week of the oral presentation.
Useful Links on Writing a Proposal and Research Paper  
UNMC MPH Program, Service Learning/Capstone Experience

The student may use the proposal template and tracking form (pg 47-50) when developing the proposal. Also, the links below provide information regarding writing objectives and research design.

Research Design
http://www.managementhelp.org/research/planning.htm

Writing a Research Paper
http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html
http://www.aresearchguide.com/

APA Style
http://www.apastyle.org/
http://owl.english.purdue.edu/handouts/research/r_apa.html
http://www.dianahacker.com/resdoc/social_sciences/sample.html
Worksheet for Developing Goals and Objectives  
UNMC MPH Program, Service Learning/Capstone Experience  

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

<table>
<thead>
<tr>
<th>Goal(s) (at least one)</th>
<th>Learning Objectives (at least two per goal)</th>
<th>Activities (at least two per objective)</th>
<th>Timeline (start/end)</th>
<th>Evaluation Method &amp; Outcome</th>
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Needs of the Service Learning Organization:

How Student’s interest fits organization needs: