Class Schedule: Wednesday  
9:00-11:50am

Location: Michael Hooker Research Center, Room 0001

Instructor: Meg Landfried, MPH  
Lecturer, MPH Program Manager  
Phone: (919) 966-0057  
Email: landfried@unc.edu  
Office: 358 B Rosenau

Teaching Assistants: Melissa Cox, MPH  
Doctoral Student  
Phone: (978) 549-1588  
Email: coxmj@live.unc.edu  
Meetings by appointment  
Christine Agnew-Brune, MPH  
Doctoral Student  
Phone: (949) 331-8459  
Email: cbrune@live.unc.edu  
Meetings by appointment
Capstone Description & Course Goals

Capstone is a group-based, mentored, service-learning experience that serves as the Master’s thesis substitute. We expect this critical learning experience to result in new or improved public health programs, services, and resources; strengthen University/community partnerships; and enhance student skills. Overall, Capstone is intended to improve public health practice.

Capstone Logic Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students’ knowledge &amp; skills from HB training &amp; past experiences</td>
<td>• Develop work plan</td>
<td>• Work plan</td>
<td>• Creation of new and/or improved public health programs, services, and resources</td>
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</tr>
<tr>
<td>• Mentorship &amp; expertise from preceptor, faculty adviser, and teaching team</td>
<td>• Engage with stakeholders</td>
<td>• Deliverables</td>
<td>• Strengthened University/community partnerships</td>
<td></td>
</tr>
<tr>
<td>• Expertise from Consultants on Call</td>
<td>• Plan for sustainability</td>
<td>• Capstone Summary Report</td>
<td>• Enhanced student skills, marketability</td>
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<tr>
<td></td>
<td>• Complete tasks and activities outlined in work plan</td>
<td>• Capstone Celebration Day presentation</td>
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<tr>
<td></td>
<td>• Evaluate Capstone project experience</td>
<td>• Capstone evaluations</td>
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</tbody>
</table>

Capstone class sessions are opportunities for students to prepare for, reflect upon, synthesize, and generalize from their Capstone project experiences. The goals of the Capstone course are to:

1. Enhance experiential learning related to Capstone project work;
2. Provide a venue for cross-team sharing and co-learning; and
3. Critically reflect on the processes informing the products produced for Capstone.

Expectations

We value diverse perspectives and expect to maintain an environment of mutual respect and co-learning.

Weekly class preparation is required and includes thoroughly reading and responding to all communication from teaching team, preceptor, and faculty advisor as well as completing assigned readings and tasks for each week, as specified in the course syllabus.
We expect everyone to attend all classes. If you must miss a class, present your explanation for any absences in writing to Meg, your TA, and your team in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen.

Please keep cell phones on vibrate, if on at all, during class. Also, please refrain from non-essential cell phone and computer use (e.g., surfing, chatting, emailing, working on other assignments, etc.).

*If you need special accommodations to fully participate in this course, please see Meg immediately.*

**Honor Code**

Students must observe the Honor Code in all course assignments. You are expected to produce your own work, except where group work is specifically allowed. In all written assignments, you must not plagiarize the work of others. The instrument defining the Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." If you have questions about your responsibility under the honor code, please bring them to one of the instructors or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system.

**Course Materials**

**Course Website**

[http://sakai.unc.edu](http://sakai.unc.edu) ➔ HBHE746.001.FA13 (Same as Fall semester)

Students should refer to the course website on Sakai throughout the semester for the latest course information and as a platform for collaboration. Please direct Sakai feedback and questions to Christine Agnew-Brune ([cbrune@live.unc.edu](mailto:cbrune@live.unc.edu)).

**Course Evaluations**

We welcome your thoughts on how the course could be tweaked during the semester and/or improved for next year. Please feel free to contact Meg, Melissa, or Christine about the course at any time. In addition to the School’s course evaluation, it will be helpful for us to have a sense of how things are going as the course progresses. You will have several opportunities to give input throughout the semester, as noted below:

- **Evaluations of individual class sessions**
  You will have an opportunity to provide feedback on individual class sessions via Qualtrics surveys, which will be emailed to each student after class.

- **Mid-Semester Evaluation**
  At the midpoint of the semester you will have an opportunity to provide feedback on the Capstone class sessions and your Capstone project experience.

- **Spring Course Evaluation**
  In addition to being asked to complete the School's course evaluation, we will ask you to provide feedback on an end-of-course evaluation that is tailored to Capstone.
Assignments

Evaluation for grading purposes will be based on the completion of the assignments listed below. The teaching team will provide more detailed information on each assignment in class and on Sakai at least two weeks before an assignment is due. Each assignment will contribute as follows to the calculation of your grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission Instructions</th>
<th>Due Date</th>
<th>Percentage of Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Updates</td>
<td>Email to TA, preceptor, faculty adviser, and Meg</td>
<td>Weekly, by Friday at 5:00pm beginning on January 10, ending on April 18, and excluding the week of Spring Break</td>
<td>5%</td>
</tr>
<tr>
<td>Spring Work Plan</td>
<td>Email to TA, preceptor, faculty adviser, and Meg</td>
<td>January 29 by 5:00pm</td>
<td>N/A</td>
</tr>
<tr>
<td>Mid-Semester Evaluation</td>
<td>To be completed via Qualtrics</td>
<td>February 26 by 5:00pm</td>
<td>N/A</td>
</tr>
<tr>
<td>First Draft of Summary Report to Peer Group</td>
<td>Email to peer group in Microsoft Word</td>
<td>March 5 by 5:00pm</td>
<td>N/A</td>
</tr>
<tr>
<td>Peer Feedback on First Draft of Summary Report</td>
<td>Email to peer group, TA, and Meg in Microsoft Word</td>
<td>March 19 by 5:00pm</td>
<td>10%</td>
</tr>
<tr>
<td>Final Draft of Capstone Summary Report to Teaching Team</td>
<td>Email to TA and Meg</td>
<td>April 2 by 5:00pm</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Capstone Project Deliverables</td>
<td>Submit to Meg on a flash drive, submit to preceptor and faculty adviser in whatever format they request</td>
<td>April 16 by 5:00pm</td>
<td>25%</td>
</tr>
<tr>
<td>Final Capstone Summary Report</td>
<td>Email to TA, preceptor, faculty adviser, and Meg</td>
<td>April 23 by 5:00pm</td>
<td>20%</td>
</tr>
<tr>
<td>Capstone Celebration Day Presentation</td>
<td>Email to Meg</td>
<td>April 23 by 8:00am</td>
<td>10%</td>
</tr>
<tr>
<td>Mentor Performance Evaluations</td>
<td>To be completed by preceptors and faculty advisers</td>
<td>April 30 by 5:00pm</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Performance Evaluations</td>
<td>To be completed via Qualtrics</td>
<td>April 30 by 5:00pm</td>
<td>10%</td>
</tr>
<tr>
<td>Spring Capstone Evaluation</td>
<td>To be completed via Qualtrics</td>
<td>April 30 by 5:00pm</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*The majority of Capstone grades are group-based; however, if there is consensus among Capstone team members and mentors (i.e., TA, faculty adviser, and preceptor) that an individual’s contributions do not match those of his/her teammates, that person’s overall grade will reflect the grade recommended by the team members and mentors.
The Honor Code
Please include the following pledge on the first page of all written assignments: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

References
Assignments must include references in the American Psychological Association (APA) style. http://www.apastyle.org/

Missed Assignment Deadlines
Students are expected to complete assignments on time. If there are extenuating circumstances and you anticipate not being able to meet the assignment deadline, be proactive about contacting your TA and Meg. There will be a deduction in scoring for late work unless approved ahead of time by the teaching team.

Questions
Please direct assignment and project questions to your TA. Email is generally the preferred mode of communication; however, you should call your TA if doing so would create efficiencies. If your TA is unable to respond to your inquiry, she will direct your communication to Meg. You can expect a response from the teaching team within 2 business days. If you do not receive a response within the allotted time, please send a reminder email.

Grading Scale

Letter Grade

H – High pass; exceeds expectations
Assignments that receive an H:
- Follow all assignment instructions
- Are exceptionally well written, well organized, easy to understand, and appropriate for the intended audience
- Demonstrate an exceptional level of critical thinking
- Demonstrate exceptional application of Health Behavior training

P – Pass; Meets expectations
Assignments that receive a P:
- Follow all assignment instructions
- Are well written, well organized, easy to understand, and appropriate for the intended audience
- Demonstrate critical thinking
- Demonstrate application of Health Behavior training

L – Low pass; Does not meet expectations
Assignments that receive a L:
- Follow some assignment instructions
- Are poorly written, poorly organized, difficult to understand, and not appropriate for the intended audience
- Demonstrate little critical thinking
- Demonstrate little application of Health Behavior training
F – Fail

Assignments that receive an F:
- Do not follow most assignment directions
- Are extremely poorly written, poorly organized, difficult to understand, and not appropriate for the intended audience
- Do not demonstrate any critical thinking
- Do not demonstrate any application of Health Behavior training
- Are incomplete
# Course Schedule Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment(s) Due in Addition to Weekly Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 8</td>
<td>Semester Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 15</td>
<td>Team Meetings with Teaching Team</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>January 22</td>
<td>Team Meetings with Teaching Team</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>January 29</td>
<td>Exit Strategies</td>
<td>Spring Work Plan</td>
</tr>
<tr>
<td>5</td>
<td>February 5</td>
<td>Team Time</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>February 12</td>
<td>Disseminating Capstone Project Work</td>
<td></td>
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<tr>
<td>7</td>
<td>February 19</td>
<td>Team Time</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>February 26</td>
<td>Team Meetings with Teaching Team</td>
<td>Mid-Semester Evaluation</td>
</tr>
<tr>
<td>9</td>
<td>March 5</td>
<td>Team Meetings with Teaching Team</td>
<td>First Draft of Summary Report to Peer Group</td>
</tr>
<tr>
<td>10</td>
<td>March 12</td>
<td>No class: Spring Break</td>
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</tr>
<tr>
<td>11</td>
<td>March 19</td>
<td>Team Time</td>
<td>Peer Feedback on First Draft of Summary Report</td>
</tr>
<tr>
<td>12</td>
<td>March 26</td>
<td>Alumni Panel</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 2</td>
<td>Team Meetings with Teaching Team*</td>
<td>Final Draft of Capstone Summary Report to Teaching Team</td>
</tr>
<tr>
<td>14</td>
<td>April 9</td>
<td>Team Meetings with Teaching Team*</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>April 16</td>
<td>Mock Capstone Celebration Day Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>April 23</td>
<td>Capstone Celebration Day</td>
<td>Capstone Summary Report</td>
</tr>
<tr>
<td></td>
<td>April 30</td>
<td></td>
<td>Peer Performance Evaluations; Spring Capstone Evaluation</td>
</tr>
</tbody>
</table>

*Optional

**NOTE:** If a team is unable to meet with the teaching team during the scheduled time, it is the team’s responsibility to find a team that can switch meeting times. Outside of scheduled team meetings, teams have the responsibility of contacting their TA and/or Meg to set up meetings as needed.
Detailed Course Schedule

Week 1 (January 8, 2014): Semester Overview
Review of syllabus and spring Capstone course assignments.

Week 2 (January 15, 2014): Team Meetings with Teaching Team
9:00  ATI team meeting with Christine (MHRC 001)
     CTG team meeting with Melissa (RO 332)
10:00 CCFNC team meeting with Christine (MHRC 001)
      NCHRC team meeting with Melissa (RO 332)
11:00 IVPB team meeting with Christine (MHRC 001)
      OCDOA team meeting with Melissa (RO 332)

Week 3 (January 22, 2014): Team Meetings with Teaching Team
9:00  TPCB team meeting with Christine (MHRC 001)
     OCRCC team meeting with Melissa (RO 332)
10:00 UCLA team meeting with Christine (MHRC 001)
      UNC Worksite Wellness team meeting with Melissa (RO 332)
11:00 UNC Surgery team meeting with Christine (MHRC 001)

Week 4 (January 29, 2014): Exit Strategies
Team strategies for wrapping up project work.

Week 5 (February 5, 2014): Team Time

Week 6 (February 12, 2014): Disseminating Capstone Project Work
How to present Capstone work to multiple audiences.

Week 7 (February 19, 2014): Team Time

Week 8 (February 26, 2014): Team Meetings with Teaching Team
9:00  ATI team meeting with Christine (MHRC 001)
     CTG team meeting with Melissa (RO 332)
10:00 CCFNC team meeting with Christine (MHRC 001)
      NCHRC team meeting with Melissa (RO 332)
11:00 IVPB team meeting with Christine (MHRC 001)
      OCDOA team meeting with Melissa (RO 332)
Week 9 (March 5, 2014): Team Meetings with Teaching Team & Peer Group
9:00  TPCB team meeting with Christine (MHRC 001)
     OCRCC team meeting with Melissa (RO 332)
10:00 UCLA team meeting with Christine (MHRC 001)
     UNC Worksite Wellness team meeting with Melissa (RO 332)
11:00 UNC Surgery team meeting with Christine (MHRC 001)

Week 10 (March 12, 2014): No Class: Spring Break

Week 11 (March 19, 2014): Team Time

Week 12 (March 26, 2014): Alumni Panel
   Advice on how to market Capstone to potential employers.

Week 13 (April 2, 2014): Team Meetings with Teaching Team (Optional)
   Please contact your TA to schedule a meeting.

Week 14 (April 9, 2014): Team Meetings with Teaching Team (Optional)
   Please contact your TA to schedule a meeting.

Week 15 (April 16, 2014): Mock Capstone Celebration Day Presentations
   Logistics will be announced in early April.

Week 16 (April 23, 2014): Capstone Celebration Day
   Logistics will be announced in early April.