

HBEH 746/992: Capstone

2016-2017 Syllabus

Class Schedule: Wednesdays
1:25 p.m. - 4:15 p.m.

Location: McGavran-Greenberg Hall, Room 2308

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Office hours during team time and by appointment

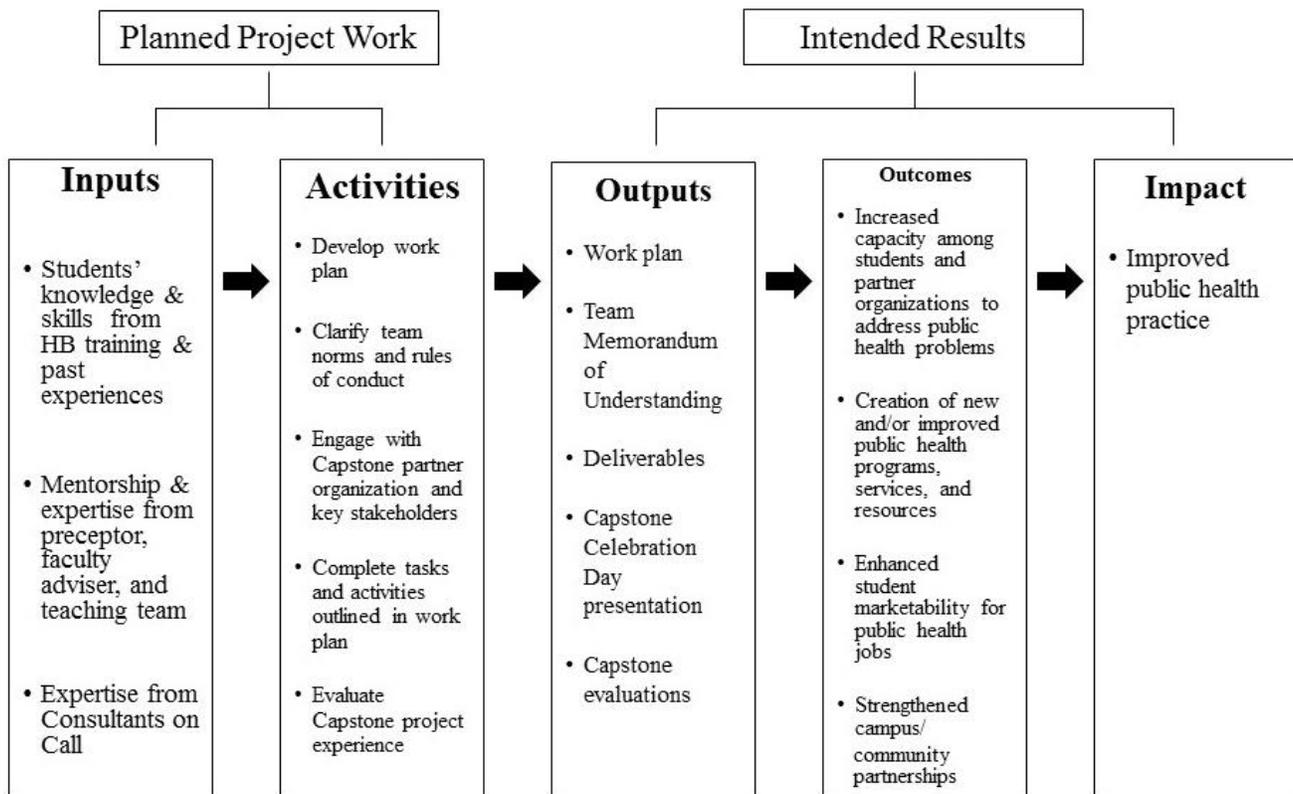
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Capstone Description

Capstone (HBEH 746/992) is a year-long, group-based, mentored service-learning course that is the culminating experience of the Health Behavior MPH curriculum. **The products produced for this course serve as a substitute to The Graduate School’s master’s thesis requirement.** We expect this critical learning experience to increase students’ and organizations’ capacity to address public health problems; result in new or improved public health programs, services, and resources; enhance student marketability; and strengthen campus-community partnerships. Overall, Capstone is intended to improve public health practice.

Capstone Logic Model



Course Approach

This is a service-learning course. Service-learning is defined as “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”¹ As a service-learning course, Capstone strives for balanced benefit to both the Capstone students and our community partners. Similarly, there is a balanced focus on the service and the learning aspects of the experience. Capstone class sessions are an opportunity for students to prepare for, reflect on, receive feedback about, and present their Capstone project experiences.

¹ Robert Bringle and Julie Hatcher, A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service-Learning, Fall 1995, pp.112-122.

Learning Objectives

By attending Capstone classes, completing course assignments, and producing Capstone project deliverables, by the end of this course, students will be able to:

1. Apply the knowledge and skills gained through the HB MPH program to real-world public health problems.
2. In collaboration with community partners, negotiate a work plan and produce public health products that are responsive to community needs.
3. Describe and apply characteristics of an effective teamwork experience.
4. Demonstrate a range of leadership competencies including meeting facilitation, team building, giving effective feedback, and conflict management.
5. Demonstrate awareness of and sensitivity to diverse perspectives of others based on social and cultural characteristics when designing, implementing, evaluating, and disseminating public health programs and/or services.
6. Critically examine their role as public health practitioners in promoting social justice and health equity.

Course Principles & Assumptions

There are multiple ways to learn: Each person interacts with their learning process in a different way, including taking in information through auditory, visual, kinesthetic, intrapersonal, or interpersonal methods. Instruction will focus on a variety of these methods to ensure optimal learning for the greatest number of people.

You are expected to contribute to your own learning: This course is designed with a combination of in-class activities (lecture, discussion, speakers) and out-of-class activities (project work, reading, writing, self-reflection). Optimal learning occurs with active engagement in both, including the teaching team's commitment to prepare and facilitate and your commitment to prepare and participate.

Everyone knows something: Each person comes to this course with their own personal experiences, professional experiences, and interpretations of the world. Everyone has something to offer, including personal insight to offer themselves that deepens their own learning, even if it was not learned from a book or in a classroom.

Everyone has something to learn: There will be something for everyone to learn in this course, whether it is new knowledge, analysis, or skills. No one is expected to be an expert on every subject we will discuss and/or work on, including the teaching team. We are all on a journey of becoming more thoughtful, more intentional, more mindful public health practitioners.

Shared Expectations

In our commitment to forming a mutually beneficial alliance, the **teaching team** pledges to:

- Show up (physically and mentally) for class each day or communicate proactively if we must be absent.
- Prepare materials and visuals designed with all types of learners in mind.
- Approach our work with enthusiasm for learning, service, and reflection.
- Foster an environment of collaborative learning, encouraging active participation rather than passive attendance.
- Set high performance standards and communicate clearly how to achieve them.
- Return work and respond to inquiries in a timely fashion.
 - Email is generally the preferred mode of communication; however, you should call any member of the teaching team if doing so would create efficiencies. You can expect a response from the teaching team within 24 hours during the business week. Do not expect a response over the weekend. If you do not receive a response within 72 hours, please send a reminder email.
- Provide feedback that is respectful, concrete, specific, timely, and provides actionable information.
- Honor office hours and be reasonably available at other times.
- Model inclusivity and anti-oppressive speech and behaviors.
- Be as equitable, respectful, and understanding as possible.
- Take responsibility for the quality of the Capstone experience.

In return, we expect **students** to:

- Show up (physically and mentally) for class each day or let Meg know (preferably in advance) if you must be absent.
- Read course documents and complete pre-class assignments.
- Approach your work with enthusiasm for learning, service, and reflection.
- Focus on Capstone during class and meetings.
 - To the extent that it is possible, cell phones should not be used for calls or texting during class or meetings, except for during scheduled breaks. Exceptions include receiving messages from the University SMS emergency notification system or tending to personal/family emergencies. Similarly, please refrain from using laptops for non-Capstone related purposes.
- Produce high-quality work that meets or exceeds expectations in a timely fashion.
- Acknowledge feedback and other communications from your teammates and mentors.
- Provide feedback that is respectful, concrete, specific, timely, and provides actionable information.
- Proactively communicate with your colleagues (teammates and mentors) to prevent issues from becoming insurmountable problems.
- Be respectful of your colleagues and their points of view.
- Take responsibility for the quality of the Capstone experience.

Diversity & Inclusion in the Classroom

HB embraces diversity as an ethical and societal value. Diversity includes, but is not limited to, consideration of race, ethnicity, gender, sexual orientation, age, national origin, religion, social class, family educational attainment, physical and learning ability, and veteran status. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. While it is acknowledged that we are all learning together (and that learning may challenge us), please strive to use language that is inclusive and

respectful of race and ethnicity; gender identity and expression; sexual orientation and identity; ability; immigration status; spiritual or religious affiliation; socioeconomic class; etc.

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accommodations

Students Needing Accommodations for Disability or Mental/Chronic Illness

Students needing accommodations for physical, intellectual, and/or developmental disabilities, mental illnesses (including depression and anxiety), and/or chronic illnesses are encouraged to obtain confidential verification of the disability and a statement of recommended accommodations from the [Office of Accessibility Resources and Service \(ARS\)](#). Faculty and staff are instructed by the Provost not to provide accommodations unless they have received a request for support and assistance from ARS staff.

Students Needing Accommodations/Absences for Religious Observances

Students needing accommodations or absences for religious reasons, including but not limited to holidays not officially recognized by the University or any ongoing observances, should speak with or email Meg at the beginning of the semester.

Honor Code

As a UNC student, you are bound by the UNC Honor Code, which states that all students shall “refrain from lying, cheating, or stealing” and 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.” Academic dishonesty in any form is unacceptable, and any breach in academic integrity, however small, will be investigated and accordingly addressed. If you have questions about your responsibility under the honor code, please bring them to one of the members of the teaching team or consult with the office of the Dean of Students or the [Instrument of Student Judicial Governance](#).

Course Materials

Course Website

<http://sakai.unc.edu> → HBEH746.001.FA16

Students should refer to the course website on Sakai throughout the year for a detailed course schedule, the latest course information, and as a platform for collaboration. Note that the HBEH746.001.FA16 Sakai site will be used for both the Fall and Spring semesters. Please direct Sakai feedback and questions to Hailey Reid.

Recommended Readings

When applicable, recommended readings are posted within class session folders on the HBEH746.001.FA16 Sakai site.

Course Feedback

Your thoughts and opinions about Capstone are critically important to the continued growth of the Capstone program. The Teaching Team welcomes your thoughts on how the course and/or project work can be adjusted during the semester and/or improved for next year. Please feel free to contact any member of the teaching team about the course or project work at any time. You will have an opportunity to provide feedback on the course and participate in a 360-degree feedback exchange with your Capstone project team members and mentors at the midpoint and end of each semester. Finally, you are expected to complete the Gillings School of Public Health Course Evaluation at the end of each semester.

Assignments & Grading

Evaluation for grading purposes will be based on the completion of the assignments listed below.

Fall 2016 Assignments

Assignment	Due Date (All assignments due by 12:00 pm on the date listed)	% of Grade
Capstone Orientation Materials	August 30	N/A
Weekly Updates	Fridays, September 2-December 9, excluding October 21 (Fall Break) and November 25 (Thanksgiving)	10%
Fall Work Plan	September 14	10%
Team Memorandum of Understanding	September 14	10%
Mid-Semester Evaluation	October 19	N/A
Skill Share Presentation	December 7	10%
End-of-Semester Evaluation	December 7	N/A
Classroom Participation	N/A	20%
Project Participation	N/A	40%
Gillings Course Evaluation	N/A	N/A

Capstone Orientation Materials

To make the most of your time together during Capstone Orientation, you will send a meeting agenda, updated work plan, and a draft memorandum of understanding to your mentors at least one day prior to Capstone Orientation.

Weekly Updates

Weekly Updates will keep your preceptor and faculty adviser informed of classroom activities and all of your mentors updated on your team's progress, decisions, action steps, and help needed. Although Weekly Updates should be sent by the teaching team liaison, all team members are responsible for their content and ensuring that they arrive on time. You do not need to send a Weekly Update during Fall Break or Thanksgiving.

Team Memorandum of Understanding

Documenting team process goals and rules of conduct will establish your team's culture and clarify behavioral expectations. The Team Memorandum of Understanding will serve as a record of what your team agreed to as you track your progress, hold one another accountable, and strive for optimal performance. The document should (at a minimum) be revisited during the mid and end points of each semester and modified as necessary throughout the year.

Fall Work Plan

The Fall Work Plan will provide a detailed account of how the team plans to accomplish the Capstone project goal and clarifies Capstone roles, responsibilities, and resources. A project logic model and deliverable diagram will be included as appendices to your work plan. The work plan and its appendices should be modified as necessary throughout the year.

Mid-Semester Evaluation

The mid-semester Capstone evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. You will be expected to provide respectful, concrete, specific, and actionable feedback to optimize the effectiveness of the Capstone project work.

Skill Share Presentation

As a group, via an oral presentation, you will be asked to share a skill, discuss how you applied it, and describe how others can use that skill in Capstone and/or their future public health work as a way of updating the class on your project and promoting learning across teams.

End-of-Semester Evaluation

Similar to the mid-semester Capstone evaluation, the end-of-semester evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. In addition, you will be asked to provide feedback on each of your team members and indicate which, if any, of your classmates contributed to or detracted from your learning in Capstone class. Your feedback on your peers will help to inform classroom and project participation grades. You will be expected to provide respectful, concrete, specific, and actionable feedback to optimize the effectiveness of the Capstone project work.

Classroom Participation

Students will be evaluated on participation in order to promote and maintain an environment of mutual respect and co-learning. Classroom participation grades will be based on adherence to and promotion of Classroom Ground Rules.

Project Participation

Individual contributions to the fall Capstone project work will be recognized through the Project Participation grade. Grading will be determined by feedback provided via the student and mentor end-of-semester evaluations and based on individuals' adherence to group norms and rules of conduct, quality of work produced, and commitment to the student expectations outlined in the syllabus.

Gillings Course Evaluation

At the end of the semester, the School will ask you to participate in the course evaluation process. All student responses are completely confidential. Survey administrators can see who completed the online

evaluation, but cannot view the actual responses for each student. You will be expected to provide respectful, concrete, specific, and actionable feedback to help improve teaching excellence and the success of our academic programs.

Spring 2016 Assignments

Assignment	Due Date	% of Grade
	All assignments due by 12:00 p.m. on the date listed unless otherwise noted in the assignment	
Weekly Updates	Fridays, January 13 through April 21, excluding March 17	10%
Spring Work Plan	February 1	N/A
Mid-Semester Evaluation	March 8	N/A
Deliverables & Executive Summary	April 19	40%
Celebration Day Presentation	TBD	10%
End-of-Semester Evaluation	April 28	N/A
Project Participation	N/A	40%
Gillings Course Evaluation	TBD	N/A

Weekly Updates

Just as in the Fall, Weekly Updates will keep all of your mentors updated on your team's progress, decisions, action steps, and questions. Although Weekly Updates should be sent by the teaching team liaison, all team members are responsible for their content. You do not need to send a Weekly Update during Spring Break.

Spring Work Plan

At the beginning of the Spring semester, your team will update your work plan, logic model, and deliverable diagram to ensure that completed and expected Capstone project work is accurately documented. The work plan and its appendices can be modified as necessary throughout the semester.

Mid-Semester Evaluation

The mid-semester Capstone evaluation will ask you to provide feedback on the Capstone project work. You will be expected to provide respectful, concrete, specific, and actionable feedback to optimize the effectiveness of the remainder of your Capstone experience.

Deliverables & Executive Summary

Each team will turn in their final deliverables and a 1-2 page executive summary of their work.

Celebration Day Presentation

Format TBD

End-of-Semester Evaluation

The end-of-semester evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. In addition, you will be asked to

provide feedback on each of your team members. Your feedback on your peers will help to inform Project Participation grades. You will be expected to provide respectful, concrete, specific, and actionable feedback that is useful to your peers' professional development and the continuous quality improvement of the Capstone program.

Project Participation

Individual contributions to the Spring Capstone project work will be recognized through the Project Participation grade. Grading will be determined by feedback provided via the student and mentor end-of-semester evaluations and based on individuals' adherence to group norms and rules of conduct, quality of work produced, and commitment to the student expectations outlined in the syllabus.

Gillings Course Evaluation

At the end of the semester, the SPH will ask you to participate in the course evaluation. At the end of the semester, the School will ask you to participate in the course evaluation process. All student responses are completely confidential. Survey administrators can see who completed the online evaluation, but cannot view the actual responses for each student. You will be expected to provide concrete, specific, and actionable feedback to help improve teaching excellence and the success of our academic programs.

The Teaching Team will provide more detailed information on each assignment in class and on Sakai.

Grading

All course assignments will be graded on the following grading scale:

- H** High Pass: Clear excellence
- P** Pass: Entirely satisfactory graduate work
- L** Low Pass: Inadequate graduate work
- F** Fail

References

You are strongly encouraged to use American Psychological Association (APA) style <http://www.apastyle.org/> for all of your assignments. If you would like to use a different reference style, please seek permission from the teaching team.

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 Meg. There will be a deduction in scoring for late work unless approved ahead of time by the course instructor.

Questions

Please direct assignment and project questions to your TA. Your TA will consult with or direct your inquiry to Meg as necessary.

Course Schedules

The teaching team reserves the right to make changes to the syllabus, including assignment due dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules accordingly.

HBEH 746 (Fall) Course Schedule Overview

Date	Week	Topic(s)	Assignment(s) Due*
August 24	1	Meeting Facilitation	
August 31	2	Capstone Orientation	Capstone Orientation Materials (due August 30)
September 7	3	Understanding Personality Preferences and Dynamics	
September 14	4	Team Time/Teaching Team Office Hours	Fall Work Plan; Team Memorandum of Understanding
September 21	5	Logic Models, Deliverable Diagrams, and Literature Review Resources	
September 28	6	Team Time/Teaching Team Office Hours	
October 5	7	Cross Share	
October 12	8	Conflict Management & Giving Effective Feedback	
October 19	9	Team Time/Teaching Team Office Hours	Mid-semester Evaluation
October 26	10	Team Time/Teaching Team Office Hours	
November 2	11	Identity & the Public Health Practitioner: Part I	
November 9	12	Presentation Skills	
November 16	13	Team Meetings with Teaching Team	
November 23	14	No Class: Thanksgiving Break	
November 30	15	Team Time/Teaching Team Office Hours	
December 7	16	Skill Share Presentations and SPH Course Evaluation	Skill Share Presentation; End-of- semester Evaluation, SPH Course Evaluation

*In addition to Weekly Updates. See assignment guidelines for schedule.

HBEH 992 (Spring) Course Schedule Overview

Date	Week	Topic(s)	Assignment(s) Due*
January 11	1	Semester Overview	
January 18	2	Team Meetings with Teaching Team	
January 25	3	Team Meetings with Teaching Team	
February 1	4	Executive Summaries	Spring Work Plan
February 8	5	Team Time/Teaching Team Office Hours	
February 15	6	Team Time/Teaching Team Office Hours	
February 22	7	Cross Share	
March 1	8	Team Time/Teaching Team Office Hours	
March 8	9	Team Time/Teaching Team Office Hours	Mid-Semester Evaluation
March 15	10	No class: Spring Break	
March 22	11	Team Time/Teaching Team Office Hours	
March 29	12	Identity and the Public Health Practitioner: Part II	
April 5	13	Team Meetings with TAs	
April 12	14	Team Time/Teaching Team Office Hours	
April 19	15	Capstone Celebration Day Dress Rehearsal	Deliverables & Executive Summary
April 26	16	Team Time/Teaching Team Office Hours	
TBD		Capstone Celebration Day	Celebration Day Presentation
April 28			End-of-semester Evaluation

*In addition to Weekly Updates. See assignment guidelines for schedule.

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.