

HBEH 746/992: Capstone

2017-2018 Syllabus

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

Location: McGavran-Greenberg Hall, Room 2308

Instructor: Meg Landfried, MPH
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Office hours during team time and by appointment

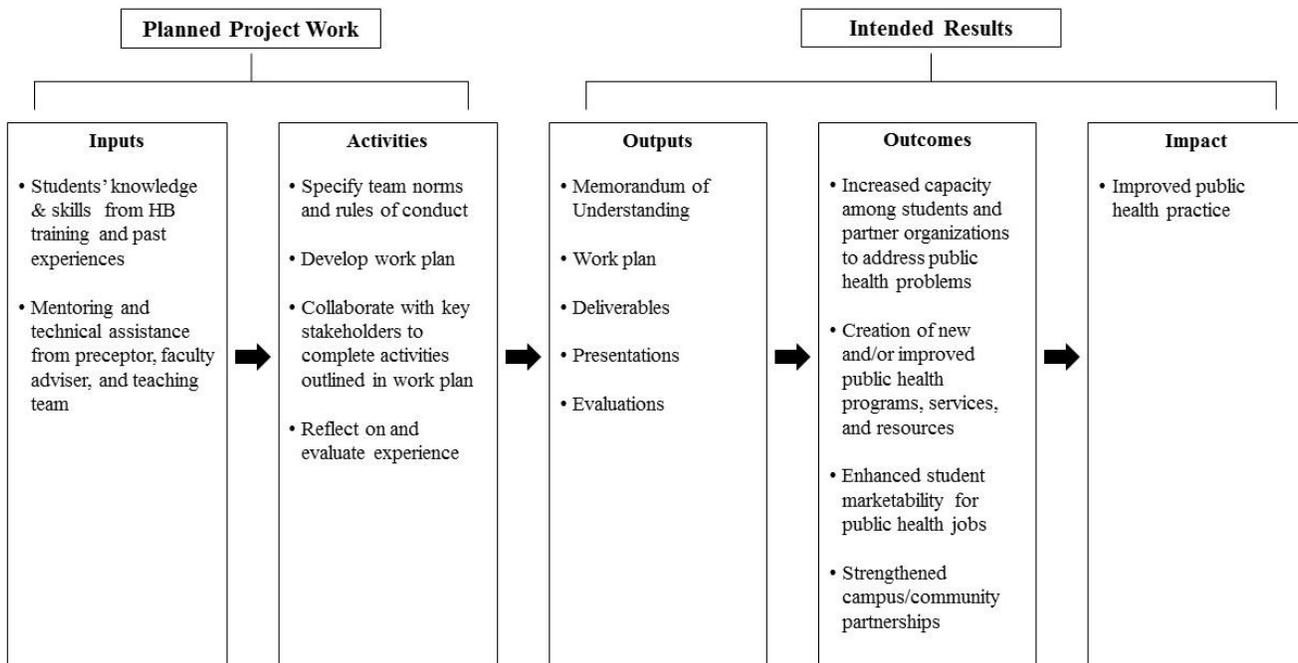
Teaching Assistants: Liz Chen, MPH
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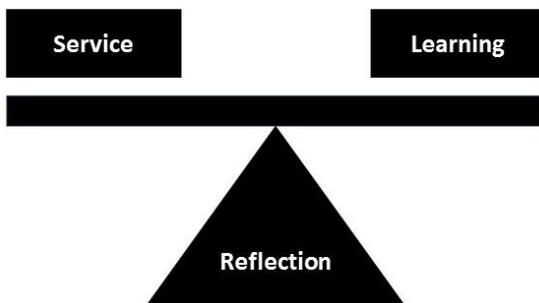
Capstone Description

Capstone (HBEH 746/992) is a year-long, group-based, mentored service-learning course that gives students an opportunity to apply HB MPH knowledge and skills to community-identified public health projects in partnership with local organizations. **As the culminating experience of the HB MPH program, 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 our partner 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 strives 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.

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

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 professionals.

Learning Objectives

By the end of this course, students can expect to acquire the following abilities if they honor all course policies, attend Capstone classes, and complete course assignments:

1. "Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making" as evidenced by the creation of, and adherence to, a team memorandum of understanding and work plan.
(CEPH MPH Foundational Competency 16)
2. "Apply negotiation and mediation skills to address organizational or community challenges" as evidenced by agreement among the student team and mentors that the work plan identifies a scope of work that is responsive to the partner organization's needs and students' learning objectives.
(CEPH MPH Foundational Competency 17)
3. "Apply awareness of cultural values and practices to the design or implementation of public health policies or programs" as evidenced by mentor feedback in the Spring End-of-Semester 360° Evaluation indicating that the student team's work was highly tailored and responsive to the intended audience.
(CEPH MPH Foundational Competency 8)
4. "Communicate audience-appropriate public health content, both in writing and through oral presentation" as evidenced by mentor feedback in the Spring End-of-Semester 360° Evaluation indicating that the Capstone project work is highly appropriate for its intended audience(s).
(CEPH MPH Foundational Competency 19)

5. “Perform effectively on interprofessional teams” as evidenced by positive feedback from peers and mentors in the Mid- and End-of-Semester 360° Evaluations.
(CEPH MPH Foundational Competency 21)
6. “Describe the importance of cultural [humility] in communicating public health content” as evidenced by contributions to the planning and facilitation of, and participation in, monthly reflection sessions.
(CEPH MPH Foundational Competency 20)
7. “Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels” as evidenced by contributions to the planning and facilitation of, and participation in, monthly reflection sessions.
(CEPH MPH Foundational Competency 6)

Shared Expectations

In our commitment to mutual respect and co-learning,

The teaching team pledges to:	In return, we expect students to:
1. Show up (physically and mentally) for class each day or communicate proactively if we must be absent.	1. Show up (physically and mentally) for class each day or communicate (with your team, Meg, and your TA) proactively if you must be absent.
2. Prepare materials with all types of learners in mind.	2. Come to class prepared by reading course documents and completing pre-class assignments.
3. Foster an environment of collaborative learning, encouraging active participation rather than passive attendance. <ul style="list-style-type: none"> • We will set agendas and communicate the timing of breaks so that students can plan accordingly. 	3. Focus on Capstone during Capstone class. <ul style="list-style-type: none"> • 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. • Please refrain from using laptops for non-Capstone related purposes.
4. Maintain high standards and provide plentiful opportunities to meet them.	4. Take advantage of opportunities to revise and improve your work.
5. Honor office hours and be reasonably available at other times to support the Capstone project work.	5. Proactively seek support from the teaching team.
6. Take responsibility for the quality of the Capstone experience.	6. Take responsibility for the quality of the Capstone experience.

Diversity Statement

We welcome, value, and learn from individual differences and perspectives including, but not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. While it is acknowledged that we are all learning together (and that learning may challenge us), all members of the classroom are expected to treat one another with respect at all times.

- **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 contact Meg at the beginning of the semester to make arrangements.

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.FA17

Students should refer to the course website on Sakai throughout the year for the latest course information (e.g., syllabus, assignments, reflection session pre-work), and as a platform for collaboration. Note that the HBEH746.001.FA17 Sakai site will be used for both the Fall and Spring semesters. Please direct Sakai questions and feedback to Liz.

Class Sessions

Capstone class sessions (Wednesdays from 1:25-4:45 p.m.) are an opportunity for students to prepare for, reflect on, receive feedback about, and present their Capstone project experiences. Team Time/Teaching Team Office Hours is protected time for teams to work on their projects and receive support from the teaching team. During Team Time/Teaching Team Office Hours, teams are welcome to work in 2308 McGavran-Greenberg Hall or work remotely. We expect teams to communicate their plan for Team Time through the previous week’s

Weekly Update (see Weekly Updates Assignment). During Reflection Sessions, all Capstone students, the teaching team, and various guests will gather to critically reflect on our identities and roles as public health professionals, cross-share about the Capstone project work, disseminate best practices, and problem solve across teams.

HBEH 746 (Fall) Course Schedule

Date	Week	Topic(s)	Assignment(s) Due
August 23	1	1:25 Course Overview 3:00 Team Time/Teaching Team Office Hours	
August 30	2	1:25 Capstone Orientation 2:25 Team Meetings with Preceptors and Faculty Advisers	Capstone Orientation Materials (due August 28) Weekly Update
September 6	3	1:25 Team Time/Teaching Team Office Hours	Weekly Update
September 13	4	1:25 Team Time/Teaching Team Office Hours	Fall Work Plan; Memorandum of Understanding; Weekly Update
September 20	5	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group I	Weekly Update
September 27	6	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group I	Weekly Update
October 4	7	1:25 Reflection Session I 3:25 Team Time/Teaching Team Office Hours	Weekly Update
October 11	8	1:25 Team Time/Teaching Team Office Hours	Weekly Update
October 18	9	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group II	Mid-Semester 360° Evaluation
October 25	10	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group II	Weekly Update
November 1	11	1:25 Reflection Session II 3:25 Team Time/Teaching Team Office Hours	Weekly Update
November 8	12	1:25 Team Time/Teaching Team Office Hours	Weekly Update
November 15	13	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group III	Weekly Update
November 22	14	No Class: Thanksgiving Break	
November 29	15	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group III	Weekly Update
December 6	16	1:25 Reflection Session III 3:25 Team Time/Teaching Team Office Hours	Gillings Course Evaluation; Weekly Update
December 13			End-of-Semester 360° Evaluation

HBEH 992 (Spring) Course Schedule

Date	Week	Topic(s)	Assignment(s) Due
January 10	1	1:25 CHSNC Team Name Check-in Meeting with Mentors 2:25 IVPB Team Name Check-in Meeting with Mentors 3:25 Project IFE Team Name Check-in Meeting with Mentors	Weekly Update
January 17	2	1:25 CCC Team Name Check-in Meeting with Mentors 2:25 CCCA Team Name Check-in Meeting with Mentors 3:25 CCPHD Team Name Check-in Meeting with Mentors	Weekly Update
January 24	3	1:25 NCCADV Team Name Check-in Meeting with Mentors 2:25 STAC Team Name Check-in Meeting with Mentors 3:25 Reflection Session Planning for Group IV	Weekly Update
January 31	4	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group IV	Spring Work Plan; Weekly Update
February 7	5	1:25 Reflection Session IV 3:25 Team Time/Teaching Team Office Hours	Weekly Update
February 14	6	1:25 Team Time/Teaching Team Office Hours	Weekly Update
February 21	7	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group V	Weekly Update
February 28	8	1:25 Team Time/Teaching Team Office Hours 3:25 Reflection Session Planning for Group V	Weekly Update
March 7	9	1:25 Reflection Session V 3:25 Team Time/Teaching Team Office Hours	Mid-Semester 360° Evaluation; Weekly Update
March 14	10	No Class: Spring Break	
March 21	11	1:25 Team Time/Teaching Team Office Hours	Weekly Update
March 28	12	1:25 Make-Up Reflection Session (if needed) 3:25 Team Time/Teaching Team Office Hours	Weekly Update
April 4	13	1:25 Team Time/Teaching Team Office Hours	Weekly Update
April 11	14	1:25 Team Time/Teaching Team Office Hours	Weekly Update
April 18	15	1:25 Luncheon or Field Day	Deliverables; Weekly Update
April 25	16	1:25 Final Presentation Dress Rehearsal for 5 Teams 3:00 Final Presentation Dress Rehearsal for 4 Teams	Weekly Update
May 8		4:00 Capstone & Student Awards Celebration	Final Presentation; End-of-Semester 360° Evaluation

NOTE: Outside of scheduled office hours, teams have the responsibility of contacting their TA and/or Meg to set up meetings as needed.

Assignments & Grading

Fall 2017 Assignments

Assignment	Due Date (All assignments due by 12:00 pm on the date listed)	% of Grade	Individual or Group Grade
Capstone Orientation Materials	August 28	N/A	N/A
Weekly Updates	Fridays, September 1-December 9, excluding October 20 (Fall Break) and November 24 (Thanksgiving)	15%	Group
Memorandum of Understanding	September 13	15%	Group
Fall Work Plan	September 13	15%	Group
Mid-Semester Evaluation	October 18	N/A	N/A
Reflection Session Planning/Facilitation/Participation	October 4, November 1, December 6	25%	Individual
Project Participation	Ongoing	30%	Individual
Gillings Course Evaluation	December 6	N/A	N/A
End-of-Semester Evaluation	December 13	N/A	N/A

Capstone Orientation Materials

Capstone Orientation materials are the documents (e.g., meeting agenda, updated Work Plan, and updated Memorandum of Understanding, etc.) teams will produce/update to ensure that their Capstone Orientation meetings are productive.

Weekly Updates

Weekly Updates are emails sent by the teaching team liaison that follow a specific format in order to keep your preceptor(s), faculty adviser, and the teaching team informed of your team's progress, decisions, action steps, and help needed. Although Weekly Updates should come from 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 weekly updates during Fall Break or Thanksgiving.

Memorandum of Understanding

The Memorandum of Understanding (MOU) serves to promote an effective partnership between Capstone students, their preceptor(s), and their faculty adviser by establishing a team culture (group norms) and clarifying behavioral expectations (rules of conduct). 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 incorporates summer feedback from the teaching team, provides a detailed account of how the team plans to accomplish the Capstone project goal within the given timeline (i.e., provides specific due dates for deliverable steps that occur within the Fall semester), and clarifies Capstone roles, responsibilities, and resources. A deliverable diagram that shows how deliverables are related to one another and the overall project goal is included as an appendix. The work plan and any appendices should be modified as necessary throughout the year.

Mid-Semester 360° Evaluation

The Mid-Semester 360° Capstone Evaluation asks for feedback on the Capstone course, your Capstone partner organization, your mentors, and your team’s performance. Portions of your feedback will be shared with your peers and mentors.

Reflection Session Planning/Facilitation/Participation

With support and a budget from the teaching team, students (one per Capstone team) will plan and facilitate monthly reflection sessions, which are opportunities to critically reflect on our identities and roles as public health professionals, cross-share about the Capstone project work, disseminate best practices, and problem solve across teams. Students will be evaluated based on their contributions to planning their group’s session, their facilitation of their group’s session, and their participation in other sessions.

Project Participation

The Project Participation grade recognizes individual contributions to the Fall Capstone project work and is based on individuals’ adherence to their teams’ MOUs and quality of work produced.

End-of-Semester 360° Evaluation

Similar to the Mid-Semester Capstone 360° Evaluation, the End-of-Semester 360° Evaluation asks for feedback on the Capstone course, your Capstone partner organization, your mentors, and your team’s performance. In addition, it asks you to provide feedback on each of your team members and indicate which, if any, of your classmates contributed to or detracted from your learning. Your feedback on your peers will help to inform Reflection Session and Project Participation grades. Portions of your feedback will be shared with your peers and mentors.

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 are expected to provide respectful, concrete, specific, and actionable feedback to help improve teaching excellence and the success of our academic programs.

Spring 2018 Assignments

Assignment	Due Date All assignments due by 12:00 p.m. on the date listed unless otherwise noted in the assignment	% of Grade	Individual or Group Grade
Weekly Updates	Fridays, January 13 through April 28, excluding March 17	15%	Group
Spring Work Plan	January 31	N/A	N/A
Mid-Semester Evaluation	March 7	N/A	N/A
Reflection Session Planning/Facilitation/Participation	February 7, March 7	25%	Individual
Project Participation	Ongoing	20%	Individual
Deliverables	April 18	30%	Group
Gillings Course Evaluation	April 29	N/A	N/A
Final Presentation	May 8	10%	Group
End-of-Semester Evaluation	May 8	N/A	N/A

Weekly Updates

Same as Fall semester assignment. You do not need to send a weekly update during Spring Break.

Spring Work Plan

The Spring Work Plan provides an updated account of what the team has accomplished and what tasks remain in order to meet the Capstone project goal within the given timeline and clarifies Capstone roles, responsibilities, and resources. The work plan and its appendices can be modified as necessary throughout the semester.

Mid-Semester 360° Evaluation

Same as Fall semester assignment.

Reflection Session Planning/Facilitation/Participation

Same as Fall semester assignment.

Project Participation

The Project Participation grade recognizes individual contributions to the fall Capstone project work. Grading is based on individuals' adherence to their team's MOUs and quality of work produced.

Deliverables

Deliverables are the products produced for the partner organization. Preceptors, faculty advisers, and the teaching team will evaluate deliverables based on their content, format, and appropriateness for the intended audience.

Final Presentation

Each team will create a display table and give a 10-minute oral presentation about their Capstone project work.

End-of-Semester 360° Evaluation

Same as Fall semester assignment.

Gillings Course Evaluation

Same as Fall semester assignment.

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

We expect students/teams 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

Outside of office hours, when the entire teaching team will be available to field questions and respond to requests for support, please direct assignment and project questions to your TA. Your TA will consult with or direct your inquiry/request to Meg as necessary. After face-to-face interactions, email is generally the preferred mode of communication; however, you should call any member of the teaching team if you have an especially urgent situation or if doing so would create efficiencies (e.g., if it would take several paragraphs of text to explain a situation to the teaching team). **Please always include your team's initials in the subject line of your email.** 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.

Course Feedback



Your thoughts and opinions about Capstone are critically important to the continued growth of the Capstone program. We welcome your thoughts on how the course and/or project work can be adjusted during the semester and/or improved for next year. You will have an opportunity to provide feedback on classroom activities, project work, and your team members and mentors at the midpoint and end of each semester. Feel free to contact any member of the teaching team about the course or project work at any time. As always, we will be more receptive and responsive to your feedback if it is respectful, specific, timely, and provides actionable information.

Syllabus Disclaimer

The above policies, procedures, schedule, and assignments for this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

2017-2018 Capstone Teams

Partner Organization	Students	Preceptor(s)	Faculty Adviser	TA
Campus & Community Coalition to Reduce the Negative Impacts of High Risk Drinking, Chapel Hill Downtown Partnership	Emma Green (FA) Emma Richard (D) Margot Schein (P) Brittany Schwartz (TT) Candace Vance	Elinor Landess	Marcy Boynton	Liz Chen
Chatham County Council on Aging	Allison Balmes Liz Cassidy (TT) Hanaleah Hoberman (P) Ashley Schultz (D) Stephanie Tepperberg (FA)	Dennis Streets	Cherie Rosemond	Liz Chen
Chatham County Public Health Department	Cherese Beatty (D) Caroline Efird (FA) Shynah James Amanda Kotey (P) Megan Peters (TT)	Sarah Weller Pegna	Laura Linnan	Liz Chen
Children's Home Society of North Carolina	Kendra Braudt (D) Adeline Dorough (TT) Lindsey Horrell Julie Kafka (P) Nikhil Sanon (FA)	Tyler Toomes	Susan Ennett	Hannah Quigley
Injury and Violence Prevention Branch, NC Division of Public Health	Josh Boegner (FA) Emily Donovan (TT) Alyse Dorman (D) Meagan Meekins (P) Reana Thomas	Lillie Armstrong Nidhi Sachdeva	Kate Muessig	Hannah Quigley
North Carolina Coalition Against Domestic Violence	Kait Atkins (P) Meagan Robichaud (TT) Jaclyn Shea (FA) Varsha Subramanyam Hannah Tuttle (D)	Rachel Dooley Deena Fulton	Geni Eng	Liz Chen
Project IFE	James Coleman Shelby Rimmler (TT) Sarah Shaughnessy (P) Leah Taraskiewicz (FA) Hayley Welgus (D)	Meheret Mamo	Suzanne Maman	Hannah Quigley

2017-2018 Capstone Teams

Partner Organization	Students	Preceptor(s)	Faculty Adviser	TA
State Trauma Advisory Council	Channon Conner (TT) Michelle Gonzales (FA) Michelle Huang (D) Melissa Luong (P) Imari Smith	Sharon Schiro	Bob Pleasants	Liz Chen
UNC Division of General Internal Medicine	Obie Daniel (TT) Alex Dest (D) Allie Munson (FA) Deren Pulley (P) Claire Sadeghzadeh	Crystal Wiley Cené	Carol Golin	Liz Chen

Key

(TT): Teaching Team Liaison

(P): Preceptor Liaison

(FA): Faculty Adviser Liaison

(D): Department Liaison