UNIVERSITY OF MIAMI
PUBLIC HEALTH
GRADUATE PROGRAMS

Guidelines for Capstone Field Experience Proposal

The Capstone Field Experience Proposal is a 1 to 2-page editable document written after an initial conversation with the Community Partner and a meeting with the Faculty Advisor. The student and the Community Partner decide the type of activities the agency will be able to provide for the student to meet his or her objectives. The student and the Faculty Advisor ascertain the proposed competencies, objectives, and activities to meet the academic requirements for the MPH program. This proposal serves as an overview of how the student will meet MPH generalist competencies and gain an understanding of a public health agency, its programs, the population it serves, and potential Capstone Projects. A final version of this proposal, along with the signed Community Partner Agreement and Competency Form, must be submitted on Blackboard under EPH 680 Assignments before a student may begin logging hours. You will find examples of field experience opportunities online in Blackboard database.

Below is a **SAMPLE** format for the Capstone Field Experience Proposal.

Introductory Paragraph:

Brief description of field experience site/organization, WHY you chose this site; WHAT population it serves; the public health significance of their work and a general overview of WHAT activities you will be doing.

Objectives:

1. Objective 1. (Example: By completion of the field experience the student will be able to describe the organization and operations of the agency; describe the services provided, population served, and the public health significance of the work).
2. Objective 2. (Example: An example of what the student should be able to accomplish in planning, implementing, and evaluating a smoking cessation program for Hispanic employees).

Competencies:

1. Select at least 5 competencies you will attain through your capstone field experience (see list provided in Community Partner Agreement & Competency Form).

Sample Activities:

1. Review the mission and policies governing the agency and read program manuals.
2. Participate in an orientation program that includes spending time in selected departments.
3. Schedule and attend meetings with administrators, Community Partners and other relevant staff.
4. Gain an understanding of the population and communities served.
5. Identify areas of deficit or need in terms of programs/services provided.
6. Collect information about smoking in the general Hispanic population.
7. Conduct a survey to determine the magnitude of the problem at this site and interest in employee participation.
8. Develop a program plan, objectives, methods, and evaluation.
9. Assemble materials and equipment needed for implementation.
10. Present or implement program.
11. Assess program results.

EPH 680 FIELD EXPERIENCE—PROPOSAL (Format)

FORMAT:
- 1-2 pages, single-spaced, 12-point font.
- Follow the outline below. Create your own Word document.
- Signatures from your Faculty Advisor and Community Partner on your competency form signify they have approved your field experience proposal and two proposed practice-based work products.

INTRODUCTION
- Brief overview of the public health topic you will be working on. Please include:
  - Public health significance: Introduction of the problem and its significance (why it is important, relevance, incidence, prevalence, consequences), proposed scope of your involvement, etc.
  - Brief summary of literature review on the issue: Include references in the proposal (see below).
  - How this issue relates to your public health interest and professional development.
- Brief description of the Community Partner organization and its specific programs or departments with whom you will be working. Tailor your summary to what is most relevant to your project, and do not copy and paste from their website.

OBJECTIVES & ACTIVITIES
Consider using the SMART Goals guideline to create your objectives (see next page).
- Objective 1: State general objective (e.g., I will understand the organization's fiscal needs).
  - List all activities that relate to Objective 1
  - Use action verbs to list activities (e.g., I will review annual budgets and accounting reports; I will interview the CFO and others in financial roles).
- Objective 2: State general objective
  - List all activities that relate to Objective 2

CAPSTONE FIELD EXPERIENCE COMPETENCIES
Select at least 5 competencies (of which, at least 3 must be foundational competencies) that you will attain through your capstone field experience on the Competency Check List. Be sure to follow the instructions above the list of competencies.

FINAL FIELD EXPERIENCE PRACTICE-BASED WORK PRODUCTS
Identify two practice-based work products, in addition to your final field experience report, that you will submit to your community partner and faculty advisor at the end of your field experience. Examples include:

- PowerPoint presentation
- Data analysis results and output, spreadsheets
- Link to a website or video you designed
- Survey or data collection tool

- Fact sheet, infographic, brochure or poster (for community partner use)
- Training manuals or lesson plans
- Grant proposal
- Standard operating procedures (SOP) document
- Literature review (requested by community partner)
- Key informant interview (requested by community partner)

ADDITIONAL INFORMATION

- If applicable, include a brief description of ideas for your Capstone Project and how the Field Experience may inform that work.

REFERENCES

- Include at least 3 references that you used for your introduction using proper citation: These should bescholarly references rather than websites or blogs/posts. Search literature using PubMed and Science Citation Index.

SMART GOALS: Goals should describe accomplishments, not activities.

S	**Specific:** Goal objectives should address the five W's: who, what, when, where, and why. Make sure the goal specifies what needs to be done with a timeframe for completion. Use action verbs, such as create, design, develop, implement, and produce.
	Example: Develop an action plan in response to the Mini "Pulse" Survey results by September 30, 2022.)
M	**Measurable:** Goal objectives should include numeric or descriptive measures that define quantity, quality, and cost. Focus on elements such as observable actions, quantity, quality, cycle time, efficiency, and/or flexibility to measure outcomes, not activities.
	Example: Update ten HR policies and procedures each month.)
A	**Attainable:** Goal objectives should be within the student's control and influence. Consider the resources needed and set realistic goals. Is the goal achievable with the available resources? Is the goal achievable within the timeframe originally outlined? Consider authority or control, influence, resources, and work environment support to meet the goal.
	Example: Obtain the PHR certification by December 2022.
R	**Relevant:** Goals should be instrumental to the mission of the student academic development and the community partner. Develop goals that relate to the student's key accountabilities that align with the partner's agenda.
	Example: Develop and implement a diversity recruitment plan that increases the number of diversity candidates by 10 percent.
T	**Time-bound:** Goal objectives should identify a specific target date for completion and/or frequencies for specific action steps that are important for achieving the goal. Incorporate specific dates, calendar milestones, or timeframes that are relative to the achievement of another result (i.e., dependencies and linkages to other projects)