Touro University California
Public Health Program

Student Guide to the MPH
Capstone Project
2016-2017
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Purpose of the Handbook

The purpose of this handbook is to provide information vital for the successful completion of the Master of Public Health (MPH) Capstone Project. The timelines and prerequisites for completion of the project as well as the roles, responsibilities, and expectations of students and faculty are outlined in this handbook.
Glossary

The following are some terms used throughout this document.

*Primary Capstone Project Advisor, Capstone Project Advisor, Faculty Advisor, Capstone Advisor, and Advisor* refer to the individual public health faculty members who are advising the student during their capstone research project.

*Capstone Project Coordinators and Capstone Coordinators* refer to the public health faculty members who are responsible for coordinating the capstone project program. The capstone project coordinator is Deirdra Wilson.

*Public Health Program and Program* refer to the Public Health Program in the College of Education and Health Sciences at Touro University California.

*Capstone project report, Capstone manuscript, Capstone document, and (where context does not indicate otherwise) report* refer to the final version of the student’s written report of their Capstone project submitted to the program as a required part of the Capstone Course.
What is a Capstone Project?

OVERVIEW

Students conducting a Capstone project produce a substantial, original, independently written manuscript concerning a significant public health problem and share and defend their work during an oral presentation.

The Capstone project is a significant undertaking that gives students the opportunity to develop their analytical skills and to gain expertise in a subject area. The Capstone project is part of the MPH culminating experience, which is an essential aspect of the Touro University California Public Health curriculum. The culminating experience requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates professional practice.

The Capstone process usually takes four semesters and consists of three phases:

- Planning and project development (usually occurring in the first and second semesters of the program),
- Conducting the project (usually occurring in the second or third semester of the program),
- Analyzing and summarizing project results (the fourth, or last, semester of the program)

Students often add an extra fifth semester to their coursework in order to give themselves time to focus exclusively on the Capstone project without the distraction of coursework or field study responsibilities.
OBJECTIVES

The specific learning objectives of the Capstone project are to:

- Apply appropriate public health theory, skills, and knowledge to a public health issue.
- Complete a major written paper on a significant public health issue or topic.
- Demonstrate proficiency in the required public health competencies.
- Demonstrate professional writing and presentation skills.

STANDARDS FOR A CAPSTONE PROJECT

Capstone projects must represent high standards of scholarly inquiry, technical mastery, and literary skill, must meet at least nine MPH competencies and should be consistent with the student’s specialty track.

For their projects, students must select an area of interest and then either:

- Conduct scholarly research on a common public health problem or interventions,
- Analyze a public health policy, or
- Evaluate a public health program that addresses a specific public health concern.

Specific guidance on developing these projects and drafting different types of manuscripts can be found below in this document.

The goal of the Capstone project should be to create a body of knowledge on which others can build, however, the overarching principle for determining suitability of a Capstone project is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice.
ALTERNATIVES TO THE CAPSTONE PROJECT

All MPH students at Touro University California are required to complete a culminating experience that includes the public health Field Study and either

- The Certified in Public Health (CPH) Examination, PH 646
- A Capstone Project, PBHC 645, or
- Both the CPH Exam and a Capstone Project.

Once a student chooses a culminating experience course, by completing a Culminating Experience Declaration Form (Appendix A) he or she must complete that course in order to graduate and may not switch or substitute courses. In other words, students who declare that they are conducting a Capstone Project in order to graduate and may not substitute the CPH Exam (PH 646) for their culminating experience requirement. Similarly, students who register for the CPH Exam and do not pass it may not substitute the Capstone Project for their culminating experience.

TYPES OF CAPSTONE PROJECTS

The Capstone Project can take one of the following forms:

RESEARCH PROJECT: The Capstone Project may involve the collection, analysis, and/or interpretation of qualitative and/or quantitative data to address a public health problem/issue of concern. Capstone Projects can involve either the analysis of existing data sets (secondary data) or the collection and analysis of new data (primary data).

Data collection for the Capstone Project is usually in the context of an ongoing faculty study, but it is also possible (although not recommended) for MPH students to initiate an original study under the guidance of a TUC Public Health Program faculty member. In the latter case, the student should allow substantial lead-time for research planning, mandatory faculty approval, and IRB approval. We strongly encourage students who are conducting research projects to use existing (secondary) datasets. A listing of public health datasets can be found on the Touro University Library Website at http://libguides.tu.edu/c.php?q=425056&p=2903190
SYSTEMATIC REVIEW OF THE LITERATURE: A systematic review collates and summarizes all of the empirical evidence on a public health intervention that meets pre-specified eligibility criteria in order to answer a research question.

PROGRAM EVALUATION: These projects involve a detailed evaluation of an existing public health program using original data. This can involve either a process evaluation of the program, monitoring of program outputs and outcomes, conducting an impact assessment, or conducting a cost analysis of a problem. The goal of evaluation projects are to produce information that is relevant to program stakeholders for the purpose of decision-making. Unlike research projects, evaluations are not concerned primarily with producing publishable work or generating new knowledge for the research community.

POLICY ANALYSIS: These projects involve the structured analysis of the public health and political implications of a current or proposed policy compared to several other policy alternatives. Criteria used for analyzing the policy could include, among others, potential economic and financing outcomes, differing need, political feasibility, ethical concerns, and effectiveness.
WHAT IS “RESEARCH”?

Research may be very broadly defined as systematic gathering of data and information and its analysis for advancement of knowledge in any subject.

Research attempts to answer intellectual and practical questions through the application of systematic methods.

The types of research methodologies vary and are often classified into five categories:

**Qualitative:** Involves describing in detail specific situations using research tools like interviews, surveys, document analysis, and observation. Qualitative researchers are more concerned with understanding what is happening as viewed by the participants.

**Quantitative:** Requires quantifiable data involving numerical and statistical explanations. Quantitative researchers seek to explain the causes of change primarily through objective measurement and quantitative analysis (statistics).

**Correlation/Regression Analysis:** Involves determining the strength of the relationship between two or more variables. Correlation / regression researchers determine whether correlations exist between two quantitative variables.

**Experimental:** Relies on controlled experiments that compare the outcome for an experimental and a control group that differ in a defined way. Experiments have a control group, subjects are randomly assigned between the groups, and researchers tests the effects of one or more variables on the outcome.

**Meta-Analysis:** Designed to analyze multiple studies to determine if there is a consensus regarding the correctness of an hypothesis. Meta analysis researchers combine the findings from independent studies.

Source: UC San Diego, Research Experience & Applied Learning Portal: [http://real.ucsd.edu/students/what-is-research.html](http://real.ucsd.edu/students/what-is-research.html)
Capstone Timeline

Students conducting Capstone projects start developing their project in their first and second semesters and work on it steadily from their second to final semester of public health study. Project development and approval steps usually take place in the first and second semester of study.

Students should expect to collect and/or analyze primary or secondary data during their third semester. During the fourth and final semester students with approved projects will enroll in PBHC 645, write several drafts of the Capstone project, submit the final draft and prepare for the MPH Capstone oral presentation. Please see Figure 1 and Table 1 for an illustration of the Capstone Project timeline.

Capstone Schedule for Dual (COM & COP) Degree Students:
Throughout this handbook we attempt to give students suggested deadlines for completing Capstone project steps. These deadlines are based on the schedules of independent and joint MPH students and may not be applicable to dual degree student schedules. While the overall three- to four-semester timeframe for completing Capstone Project work remains the same for all students, dual degree students should work alternative semester schedules for meeting Capstone milestones with their Faculty Advisors. The Capstone Coordinator will assist in this process if needed.

Figure 1: Sample Capstone Project Timeline
2016-2017 TIMELINE

Table 1: 2016-2017 Timeline For Capstone Projects

<table>
<thead>
<tr>
<th>Term of Completion</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and meet with Primary and Secondary Capstone Faculty Advisor</td>
<td>Students must meet with their Capstone Faculty Advisor at least 1 semester before the planned submission of their Capstone project. (e.g., for a summer 2016 submission you must meet by the beginning of the Spring 2016 term)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Culminating Experience Declaration Form</td>
<td>Student should submit this to the Capstone Coordinator after attending the Capstone Orientation Workshop (one is held every semester).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend Capstone Orientation Workshop</td>
<td>Students should attend this orientation workshop at least 1 semester before they plan on graduating (usually in the 2nd semester in the MPH program). The workshop will guide students through the proposal development process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Capstone Proposal &amp; IRB Screening Form to Advisor</td>
<td>April 15, 2016</td>
<td>June 24, 2016</td>
<td>Sept. 30, 2016</td>
<td>April 14, 2017</td>
</tr>
<tr>
<td>Enroll in the Capstone Project Course</td>
<td>The semester you plan to complete your project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIH Human subjects training</td>
<td>Complete the online &quot;Human Participant Protection Education for Research Teams.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit first draft of completed manuscript to Primary &amp; Secondary Faculty Advisors</td>
<td>Sept. 9, 2016</td>
<td>Jan. 27, 2017</td>
<td>June 8, 2017</td>
<td>Sept. 8, 2017</td>
</tr>
<tr>
<td>Submit final draft Capstone Paper to Primary &amp; Secondary Faculty Advisors</td>
<td>Nov. 5, 2016</td>
<td>Mar. 24, 2017</td>
<td>July 21, 2017</td>
<td>Nov. 3, 2017</td>
</tr>
</tbody>
</table>

Notes: Students will submit all manuscript drafts to their Capstone Faculty Advisor. Students who do not complete their Capstone project in the semester in which they registered for the Capstone course should enroll in the Capstone continuation course the following semester. See the registrar’s page [http://studentservices.tu.edu/registrar/calendar.html](http://studentservices.tu.edu/registrar/calendar.html)

1 Date subject to change
2 Capstone proposals must be submitted to the Capstone Review Committee at least 1 semester before the intended Graduation/Completion date. Capstone project proposals will be reviewed by the Capstone Review Committee. Only approved projects can be used for the Capstone course.
3 Dates to submit drafts to Capstone Faculty Advisor may vary at the discretion of your advisor.
4 The final version of the Capstone paper must be submitted and approved by to the Primary and Secondary faculty adviser at least 3 weeks before the scheduled presentation date. Presentation slots will not be scheduled for students who do not have an approved final draft.

Stage 1: Applying to Conduct a Capstone Project
Students must apply for, and be approved to conduct a Capstone Project. The application process involves:

1. **Finding a Primary Capstone Project Faculty Advisor** who agrees to lead the supervision of the project
2. **In collaboration with the Primary Capstone Project Faculty Advisor, identifying a Secondary Capstone Project Faculty Advisor**
3. **Declaring your choice of the Capstone Project or the Comprehensive Exam as your culminating MPH experience**
4. **Attending a Capstone Orientation Workshop**
5. **Writing a proposal** under the guidance of both the Primary and Secondary Capstone Project Faculty Advisors and selecting the competencies the project will meet.
6. **Submitting the proposal** to the Capstone Project Review Committee for review.

Only projects approved by the Capstone Project Review Committee may be used for a Capstone Project.

**Step 1: Find Primary and Secondary Capstone Project Faculty Advisors (Semester 1)**

**Who can be my Capstone Project Faculty Advisors?**

The student’s assigned public health Faculty Advisor is, by default, his or her Primary Capstone Project Faculty Advisor. However, students may (and are encouraged to) request a Primary Capstone Advisor from any of the Public Health Program faculty based upon the faculty member’s expertise and interest in the project area. The Primary Capstone Advisor should be someone with whom you feel comfortable working. Please view the list of faculty advisors for more information on their research interests.

Faculty members may decline to take on Capstone projects if they feel that the project is a poor match for their research expertise or if their schedules are too full to adequately mentor students through the Capstone process. In these cases the student may contact the Capstone Coordinator if they require advice on finding a substitute advisor.
Once the Primary Capstone Project Faculty Advisor has been identified, and areas of interest for the focus of the Capstone Project have been identified, a Secondary Capstone Project Faculty Advisor must also be identified.

Who can be my Capstone Project Secondary Advisor?
The student should consult with their Primary Capstone Project Faculty Advisor to determine who among the Public Health Program faculty can serve as a Secondary Advisor on the project. The role of the Secondary Capstone Project Faculty Advisor is to provide another source of feedback and perspective on the development and execution of the Capstone Project. Typically, the Secondary Capstone Advisor will have expertise and/or interest in the subject area that will be the focus of the Capstone. While the Primary Capstone Advisor will provide the more intensive oversight and direction on the Capstone Project, the Secondary Advisor must also approve:

1) the Capstone proposal submitted to the Capstone Project Review Committee;
2) the submitted Institutional Review Board (IRB) screening form;
3) the student’s progression to the presentation stage; and
4) the final Capstone manuscript.

Can I have outside advisors?
Students may also add non-public health faculty or community members as additional advisors on their project, but their Primary and Secondary advisors must be a current Touro University California Public Health Program faculty member.

Outside advisors may only contribute to the development of project activities and content. They can play no role in the grading and approval of Capstone projects.

We suggest that students who are interested in conducting Capstone projects start meeting with different faculty members in their first semester of MPH study to determine their interests and discuss potential projects. Having a one-page memo that sketches out your thoughts for project ideas (what you think you want to study and how you might study it) will facilitate these meetings.

Step 2: Developing a Capstone Project Topic (Semester 1)

Students need to identify a project that is feasible, that meets their interests, that it incorporates core, track, and cross-cutting public health competencies, and that meets the standards of the MPH
program. This process can take several weeks or months and is an iterative process. Students should start this process early, ideally in their first semester of the program.

One way to begin this process is to brainstorm the kinds of projects, populations, or problems that are of interest. Think about population groups (e.g., adolescents, intravenous drug users) that you would like to work with, problem areas that are of interest (e.g., HIV/AIDS, reproductive health, lead poisoning), particular countries or geographic areas that you would like to work in, and skills/analytic methods that you would like to develop.

**Using an Advisor’s Research Project for a Capstone Project**

Although Capstone projects may be part of a faculty member’s or community partner’s ongoing research or evaluation activities, the Capstone project must be a separate, independent, sub-project conducted by one student under the guidance of his or her Capstone Advisor. Please review the section below on Project Ownership and Authorship for more information on these types of projects.

**Using Current or Past Employment, Field Study Experience, or Course Work for a Capstone Project**

Students may not use previous course work for Capstone Projects.

Previously collected data from a Field Study experience or from a student’s current or past employment (secondary data analysis) can be used for a Capstone project. The use of Field Study data for Capstone projects is, however, discouraged as the short duration and high intensity of Field Study assignments rarely provides sufficient time for Capstone project development.

For projects using either past employment or Field Study data, IRB approval is required before either primary data collection or the analysis of secondary data can occur and all projects still require a proposal, Advisor and Capstone Review Committee approval and approval from the originating organization.

**Step 3: Declaring Intention to Conduct a Capstone Project (Semester 2)**

Each semester, students can complete a Culminating Experience Declaration form (see Appendix A), indicating their preference for either taking the Comprehensive Exam or the conducting a Capstone project.
Step 4: Attend Orientation Workshop (Semester 2)

Each semester the program will conduct a Capstone Orientation Workshop that outlines the Capstone process and provides general guidance on proposal development. Students are required to attend this workshop in the semester in which they plan on submitting their proposal for approval (this will usually be in the second semester of the MPH program). The workshop is free and has no units. It will be scheduled by the Capstone Coordinator.

Step 5: Develop Proposal and Submit for Approval (Semester 2)

A project proposal is developed in regular meetings between Capstone advisors and students. A Capstone Project proposal outline can be found in Appendix B.

- The proposal should be submitted to both the Primary and Secondary Capstone Advisors prior to the Capstone proposal submission deadline (see Table 1) and to the Capstone Coordinator at least one semester before the student plans on finishing the program.
- Students may not enroll in the Capstone Course (PBHC 645), until their proposal has been approved by the Capstone Advisor and Capstone Review Committee.

The Capstone Review Committee reviews proposals once per semester (submission deadlines are listed below in the “Timeline” section of this document). The proposals are reviewed for clarity, feasibility and readiness for implementation (see the evaluation rubric in Appendix C). The Committee then recommends that the proposed student project:

- Proceed (no further revision needed);
- Be revised and resubmitted to the Primary and Secondary Faculty Advisors for approval; or
- Be rejected, in which case the student must develop a different or significantly revised project proposal and resubmit it to the Capstone Review Committee.

Step 5: IRB Screening Form and/or Submit IRB Proposal (Semester 2)

The purpose of the Touro University California Institutional Review Board (IRB) is to review all projects involving human participants to ensure that participants’ rights and welfare are protected, that the benefits of participating in projects outweigh risks, that participants give informed consent for participation, and that projects comply with institutional policies and federal laws (45 CFR Part 46).

All Capstone projects must be screened by the Touro University California IRB before project activities begin regardless of project type. An IRB Screening Form (see Appendix D) is required for
all Capstone Projects. Once the IRB Screening Form has been submitted, ethical clearance can be obtained in one of two ways:

1) *IRB exemption status granted after review of the IRB Screening Form.* The Screening Form is usually sufficient for non-research-related Capstone Projects (policy analysis) and “exempt” research projects where documentation of exemption is required (e.g., systematic reviews, studies using de-identified secondary data).

2) *By writing and submitting a formal IRB proposal application and gaining IRB approval.* After reviewing the Screening Form, the IRB may decide that a full proposal is required to assess the project. A formal proposal is required for all research projects involving primary data collection from human subjects and for research projects that use secondary data that retains identifying markers.

**Determining if Your Project Requires an IRB Proposal Application and Review**

If the student is unclear as to whether a project requires a formal review, he or she should submit a Screening Form alone initially and the IRB will let him or her know whether a proposal application is required. Capstone Projects that are not research projects usually require only a Screening Form and do not require a separate IRB proposal application. The same is true for research projects that use secondary, de-identified data and research projects that do not involve human subjects. These projects are usually granted exempt status after a Screening Form has been submitted.

An IRB proposal is required for all research projects that:
- Involve primary data collection from human subjects, or
- Use secondary data from human subjects that has identification information.

The TUC IRB must review and approve these projects.
Table 2: IRB Requirements

<table>
<thead>
<tr>
<th>Capstone Project Type</th>
<th>Submissions Required</th>
<th>Timeframe for Approval</th>
</tr>
</thead>
</table>
| Research Project      | Screening Form required.  
|                       | An IRB proposal will be required for all projects involving primary data collection from human subjects or the use of secondary data from human subjects that has identification markers. | Secondary, de-identified data:  
|                       | 2 weeks for return of Screening Form.  
|                       | Primary data or secondary data with identification markers:  
|                       | - 2-3 weeks for initial feedback on IRB proposal.  
|                       | - Several rounds of feedback common each with 2-3 week turnaround periods.               |                                                                                                                                                        |
| Systematic Review     | Screening Form required                                                              | 2 weeks for return of Screening Form.                                                                                                                                 |
| Policy Analysis       | Screening Form required                                                              | 2 weeks for return of Screening Form.                                                                                                                                 |
| Program Evaluation    | Screening Form required (most evaluation projects involving human subjects will require a proposal and IRB review) | Expect 2 weeks for return of Screening Form  
|                       | If IRB approval is required, expect the same timeframe as with primary data collection for a research project. |                                                                                                                                                        |

Tips on Submitting an IRB Proposal

The Primary Capstone Project Advisor submits Screening Forms and, if needed, IRB proposals, to the IRB on the student’s behalf. IRB proposal guidelines (http://research.tu.edu/_resources/pdfdocuments/tu_ca_irb_standard_format.pdf) can be found on the TUC IRB Website. NO DATA COLLECTION OR SECONDARY DATA ANALYSIS CAN OCCUR PRIOR TO IRB APPROVAL. There are no retroactive IRB approvals for data collected and/or analyzed prior to IRB approval.

Please note that for projects involving primary data collection, all data collection instruments (e.g., surveys, interview guides, training curricula), data storage plans, and participant recruitment material (e.g., scripts, flyers) must be submitted as part of the IRB application. In addition, after approval, if there are any significant changes to the research protocol (including changes to data collection instruments) a modification request must be submitted to the IRB.

Ethics Training Requirement

Students conducting research projects are required to complete the National Institutes of Health course in Human Subject Protections. Upon completion, a copy of the certificate should be submitted with the IRB application.
Stage 2: Conducting the Capstone Project

This is the phase during which students actually carry out Capstone activities (e.g., data analysis). Conducting the Capstone project usually involves one or two semesters of work. As a rule students should expect to spend at least 10-12 hours per week working on their projects during this period. During this time students should meet with faculty regularly to discuss the project and troubleshoot problems. Students should be sure to carefully document their work and keep organized records and files in this period in order to facilitate the writing phase of the project.

Stage 3: Writing the Capstone Paper

STEP 1: ENROLL IN THE CAPSTONE COURSE

When students and their advisors deem that they are ready to start analyzing and writing up their project results, the student should enroll in the Capstone Course, PBHC 645. This is a one-unit, one-semester course that students usually register in their fourth and/or final semester, after having finished their core and track courses. Students should only enroll in this class when they feel that they can reasonably finish analyzing data, write up project findings, and prepare for an oral presentation in a single semester.
STEP 2: WORK WITH YOUR ADVISOR

During the final Capstone semester, students will develop several drafts of the project manuscript that they will submit to their Capstone Advisor for review and feedback. The student is required to submit sections of the manuscript to the Primary Capstone Project Faculty Advisor as outlined below in the timeline section, unless an alternate schedule has been otherwise specified and agreed upon.

The Secondary Capstone Project Faculty Advisor will also review drafts and give feedback to the student. Students should expect to go through several revisions of their manuscript with their two Faculty Advisors. Students should take care to incorporate the feedback of their advisors into subsequent drafts.

Advising Meeting Schedule During Final Capstone Semester
The outline below represents the minimum number of advising meeting necessary to develop a Capstone project after the proposal phase. Other, shorter meetings may be necessary to develop and finalize the project. Meetings may occur remotely or in person.

First Advising Meeting: Finalize Background, Plan Analysis
At this meeting the student should hand in a final version of their literature review/background and methodology section. Data analysis plans/progress should be discussed and public health competencies that the project meets reviewed and finalized.

Second Advising Meeting: Data Analysis
At this meeting initial analysis notes, tables and graphs should be presented and reviewed

Third Advising Meeting: First Draft Due
A completed full first draft of the Capstone manuscript should be handed in at this meeting (at least ten weeks before the end of the semester). This draft will also be reviewed by the Secondary Capstone Project Faculty Advisor. It is typical that a student will go through several drafts before getting to the final version that they hand in.

Fourth Advising Meeting: Final Draft
At this meeting the final draft of the Capstone manuscript should be submitted for approval by the two Faculty Advisors. The focus of this meeting will be preparing for the Capstone oral presentation. This meeting should occur at least three weeks prior to scheduling the student for oral presentation. Projects that are not deemed to be satisfactorily complete at this meeting will not be approved for presentation.
Manuscript Guidelines

Capstone papers should be approximately 3,000 to 15,000 words, not including supporting tables and figures, preliminary pages, appendices, and references. All manuscripts must be carefully written. They must be thoughtful, well researched, supported, and organized.

Guidelines for the required formatting and layout of the preliminary pages and end-matter for the Capstone manuscript can be found in the Capstone project style guide, which is reproduced in Appendix E. The guidance on front-matter and appendices holds for all Capstone manuscripts regardless of project type. However, the exact format and content of the main Capstone manuscript text and references will depend on the type of Capstone being conducted. When in doubt, students should follow APA guidelines.

The main text of research projects and systematic reviews are required to be written as a journal article following the author guidelines of one of the following journals.

- American Journal of Public Health research article and systematic review guidelines (http://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf)

In addition to the style and content rules laid out in the journal guidelines, students will be required to submit detailed appendices and datasets outlined in Table 2 below.

Students have the option of writing program evaluations as journal articles or as normal manuscripts (they should consult their Capstone Faculty Advisor about this option). The content guidelines for all non-research projects (policy analysis, program evaluation) can be found in Appendix F along with more detailed guidance on the type of content to include in systematic reviews. Additional manuscript sections may be required by Capstone Faculty Advisors.

Table 3, below summarizes the generic components of Capstone manuscripts and indicates how they map to the sections of different types of Capstone Projects. While the titles of sections vary by project type, most Capstone projects require similar kinds of information to be provided in a similar order. Students should use the specific outlines provided in Appendix F and journal author guidelines as their main guide for determining the content in their manuscripts.