Course Description:
Synthesis and application of BS/BA public health program content and competencies in a practice setting with emphasis on student identified areas for professional growth.

Course Restrictions:
This course is required for all public health majors enrolled in the BS/BA degree programs. It is restricted to senior level standing and requires the completion of most major core coursework. Students may opt to enroll in the course in either the fall or spring semester of their senior year only with approval from their academic advisor.

Program Competencies Addressed:
Since this course is designed as a culminating experience, it will address the following overall degree program competency areas.

Students will demonstrate:
1. Their exposure to a broad liberal education to include many disciplines and will develop their intellectual and civic capabilities.
2. A general understanding of public health history, competencies, and current issues.
3. The development of a strong sense of values and ethics.
4. The ability to adapt acquired knowledge and skills to address new challenges.

Additionally, this course will address the following competencies aligned with USC’s Carolina Core Integrated Course requirements.

Students will…
5. Explain the role of the socio-behavioral sciences in the determinants and prevention of public health problems. (Carolina Core GSS: Global Citizenship and Multicultural Understanding, Social Sciences)
6. Discuss individual and social accountability including civic responsibility and ethical reasoning as they apply to the health of populations. (Carolina Core VSR: Values, Ethics and Social Responsibility)
7. Use suitable technologies, scientific inquiry skills and communication strategies to conduct ethical research on public health issues. (Carolina Core CMW and CMS: Effective, Engaged and Persuasive Communication, Written and Oral)

Course Objectives:
As a way of meeting the program competencies listed above, students are expected to fulfill the following course objectives:

By the end of the course, students will be able to:
1. Complete multiple tasks necessary for implementing a public health practice experience (i.e., capstone project) in a setting of their choice outside of the classroom.
2. Carry-out and satisfactorily complete their public health capstone project.
3. Communicate in writing and orally how their capstone project contributed to their understanding of public health issues that affect society as a whole as well as those that affect vulnerable populations.
4. Articulate their personal beliefs, values and goals for how they will contribute to public health problem solving through the application of a multidisciplinary and ecological understanding of enhancing health and prevention of disease.
5. Apply knowledge and skills gained in their courses and capstone project to demonstrate mastery of integrating learning needed for further professional development and career exploration.

Attendance Policy:
According to USC’s attendance policy:

“Absence from more than 10% of the scheduled class sessions (for this class, it means more than 3 absences), whether excused* or unexcused, is excessive and the instructor may choose to exact a grade penalty** for such absences” (see: www.sc.edu/bulletin/ugrad/acadregs.html).

*Excused, approved absences include:
- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event);
- required participation in military duties;
- mandatory admission interviews for professional or graduate school which cannot be rescheduled;
- participation in legal proceedings or administrative duties that require a student’s presence;
- religious holy day;
- death or major illness in a student’s immediate family;
- illness of a dependent family member; and,
- illness that is too severe or contagious for the student to attend class

Students must inform the instructor if they will be absent for any of the reasons listed above as soon as possible.

Texts/Readings:


A variety of readings and resources (partial list is attached) will be assigned during the semester. Please check BlackBoard regularly for course materials.
Instructional Procedures:
This course is designed to provide students with “real world” experiences through the application of course concepts. Students are responsible for designing their capstone project experience and for making all arrangements necessary for its successful completion. This includes identifying the nature and location of the experience; securing a project mentor or supervisor; and allotting sufficient time and energy to planning before actually implementing the project. Consequently, planning and time management are crucial to successfully fulfilling the requirements of this course.

Therefore …

... attendance at scheduled class meetings is mandatory and course assignments must be submitted on time as indicated.

Course Requirements:
In order to achieve the course objectives, students will be required to complete the following requirements:

1. Public Health Competencies Self-Assessment & Reflection Papers. (200 points)
As the first step in identifying and developing a meaningful capstone project, students will evaluate their competence and interest levels across a variety of public health program learning outcomes. This assessment requires knowledge and understanding of basic public health concepts as well as personal reflection. Four (4) brief but structured reflection papers will be required during the semester. The first reflection paper will include a competency self-assessment which will inform the development of the student’s capstone project.

2. Capstone Project Plan & Contract. (50 points)
Each project will be different but requires the completion of most of the public health core courses. Each student will provide a summary of their proposed capstone project to include: 1) the specific public health topic, 2) population of interest and 3) the setting of the project. The competency self-assessment and journal entries (above) will be used to identify specific skills and experiences desired in the project.

a) Capstone Project Plan
Each student will prepare a written project plan which describes:
   1. The public health area(s) in which they would like to grow professionally;
   2. A justification for the selection of the area, topic, setting, project (utilizing the results of #1 above);
   3. Their overall public health project goals with specific, measurable learning objectives (i.e., what they want to learn);
   4. A description of strategies for attaining the goal and objectives through the project;
   5. Description of how they will monitor their progress in achieving the goals and objectives; and,
   6. A detailed timeline including how project hours (a minimum of 50 hrs.) will be reported/ documented.

b) Capstone Project Contract
Students will take the leadership in developing their project contract; it must be negotiated between the student, his/her project mentor/advisor and the capstone course instructor. Examples of contracts will be provided for student’s review. The contract must be signed and dated by all three parties before the project can begin.

Contract components:
1. Public Health Capstone Project Contract Form;
2. Practicum goal(s) & objectives;
3. Strategies for achieving the goal(s) and objectives;
4. Products, materials, items developed during the project, as applicable;
5. Time line for the scope of work and deliverables;
6. Description of the student’s project will be monitored towards the established goals & objectives (i.e., performance assessment); and,
7. Special conditions or circumstances that will be negotiated and/or are unique to the project (e.g., reimbursement for travel, security issues, training, orientation, stipends, holiday work schedule, etc.) as applicable.

3. Human Subjects Training.
Most projects will involve working with people in a public health setting. If students will be conducting research involving humans their work must be reviewed and approved through the University of South Carolina IRB process: http://www.orc. research.sc.edu/humansubjects.html. Students will complete the CITI web-based IRB training found under the “Policy & Procedures – Training” on the above referenced website. A printed certificate of completion will be required.

4. PH Capstone Portfolio. (150 points)
Each student will utilize BlackBoard to create an ePortfolio of the work they accomplished during the planning, implementation and evaluation of their project. The ePortfolios should demonstrate each student’s ability to synthesize and apply professional and academic core concepts to the “real world.” A written reflection paper containing entries during the semester is a required component of each student’s portfolio. Detailed criteria and guidelines for the portfolio will be posted on BlackBoard under Course Assignments.

5. PH Capstone Portfolio Presentation. (100 points)
Each student will be required to provide a brief presentation of their capstone experience and portfolio. Detailed guidelines for the presentations will be posted on BlackBoard under Course Assignments. Presentations may take a variety of formats from posters, blogs, PowerPoint presentations, DVDs, youtube videos, or other suitable media formats. Class members may decide to coordinate a showcase for public review.

6. Professional Development Opportunity. (No grade points/attendance requirement.)
Each student will attend and participate in one of two USC UG Admissions recruitment sessions for prospective public health students and their families. The tentative dates are Saturday, April 13 & 20, 2013. Details requirements will be distributed later in the semester.

Course Grading:
Each assignment will contribute to the final course grade as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Range</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (4 x 50 pts. ea.)</td>
<td>200 points</td>
<td></td>
</tr>
<tr>
<td>Project Plan &amp; Contract</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>150 points</td>
<td></td>
</tr>
<tr>
<td>Portfolio Presentation</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td><strong>500 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Hi</th>
<th>Lo</th>
<th>Hi</th>
<th>Lo</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500</td>
<td>448</td>
<td>100</td>
<td>89.6</td>
</tr>
<tr>
<td>B+</td>
<td>447</td>
<td>438</td>
<td>89.4</td>
<td>87.6</td>
</tr>
<tr>
<td>B</td>
<td>437</td>
<td>398</td>
<td>87.4</td>
<td>79.6</td>
</tr>
<tr>
<td>C+</td>
<td>397</td>
<td>393</td>
<td>79.4</td>
<td>78.6</td>
</tr>
<tr>
<td>C</td>
<td>392</td>
<td>348</td>
<td>78.4</td>
<td>69.6</td>
</tr>
<tr>
<td>D+</td>
<td>347</td>
<td>342</td>
<td>69.4</td>
<td>68.4</td>
</tr>
<tr>
<td>D</td>
<td>341</td>
<td>298</td>
<td>68.2</td>
<td>59.6</td>
</tr>
<tr>
<td>F</td>
<td>297</td>
<td>0</td>
<td>59.4</td>
<td>0</td>
</tr>
</tbody>
</table>