

## Consortium of Eastern Ohio Master of Public Health Capstone Project Evaluation—Team Feedback

<b>Date</b>	
<b>Student name</b>	
<b>Project title</b>	
<b>Team members providing feedback</b>	

**Instructions:** The student should copy and paste the pre-capstone comments into the pre-capstone column. The team members completing the evaluation should agree on and indicate their ratings (x) in the other columns. The team should discuss the competencies with the student and the final points provided at the end of the project.

	<i>Competencies</i>	<i>Pre-capstone: How I will achieve this competency</i>		<i>Achieved</i>	<i>Somewhat achieved</i>	<i>Not achieved</i>
C-EVI1	Apply epidemiological methods to the breadth of settings and situations in public health practice					
C-EVI2	Select quantitative and qualitative data collection methods appropriate for a given public health context					
C-EVI3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate					
C-EVI4	Interpret results of data analysis for public health research, policy or practice					
C-HCS1	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings					
C-HCS2	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					
C-MGT1	Assess population needs, assets and capacities that affect communities' health					
C-MGT2	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					
C-MGT3	Design a population-based policy, program, project or intervention					
C-MGT4	Explain basic principles and tools of budget and resource management					
C-MGT5	Select methods to evaluate public health programs (EVALUATION PROJECTS)					
C-POL1	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence					
C-POL2	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes					
C-POL3	Advocate for political, social or economic policies and programs that will improve health in diverse populations					
C-POL4	Evaluate policies for their impact on public health and health equity					
C-LEA1	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making					
C-LEA2	Apply negotiation and mediation skills to address organizational or community challenges					
C-COM1	Select communication strategies for different audiences and sectors					
C-COM2	Communicate audience-appropriate public health content, both in writing and through oral presentation					

	<b>Competencies</b>	<b>Pre-capstone: How I will achieve this competency</b>		<b>Achieved</b>	<b>Somewhat achieved</b>	<b>Not achieved</b>
C-COM3	Describe the importance of cultural competence in communicating public health content					
<b>C-IPP1</b>	<b>Perform effectively on interprofessional teams</b>					
C-SYS1	Apply systems thinking tools to a public health issue					
	<b>Generalist Track Competencies</b>					
G1	Prepare proposals for funding from external sources					
G2	Demonstrate the ability to design, implement and execute a research, assessment, evaluation, quality improvement or other systematic protocol					
<b>G3</b>	<b>Propose the use of cultural models and approaches in public health situations in an organizational context</b>					
G4	Demonstrate critical evaluation of ethical values, theories, and principles that guide public health inquiry and decision-making (RESEARCH PROJECTS)					
G5	Analyze the public health information infrastructure used to collect, process, maintain, and disseminate data in order to allow for decision-making at an administrative level					
G6	Use strategies in population and risk communication situations					
G7	Interpret characteristics of biological, chemical, genetic, and physical agents in the context of public health scenarios					

<b>Based on the information above, please agree on the points provided.</b>	<b>Possible Points</b>	<b>Points Given</b>
Public health competencies addressed <ul style="list-style-type: none"> <li>The competencies that the student submits with the application are satisfied (as indicated in the competencies grid.)</li> </ul>	50	
Professionalism displayed <ul style="list-style-type: none"> <li>Student is self-directed, follows up on project obligations including project management activities, and displays professional behavior.</li> </ul>	30	
Quality of products <ul style="list-style-type: none"> <li>The quality of products meets the team's expectations and judged to be applicable to public health practice.</li> </ul>	20	
<b>Total</b>	<b>100</b>	

<b>Grade</b>	<b>Point Total</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Student Strengths:

Areas for improvement: