



UNIVERSITY of WASHINGTON

# NUTRITIONAL SCIENCES PROGRAM

## SCHOOL OF PUBLIC HEALTH

### **NUTR 531: PUBLIC HEALTH NUTRITION (3 or 6 credits)**

### **NUTR 596: CAPSTONE (4 credits)**

### **Course and Capstone Information**

#### **Time commitment**

NUTR 531, all enrolled students participate in 3 hours of lecture and 3 hours of lab, for the class project, per week.  
(Approximately 180 hours total)

NUTR 531, enrolled capstone students participate in an additional independent project connected to the class project.  
(40 credit hours total)

#### **Overall class plan**

NUTR 531: PUBLIC HEALTH NUTRITION is a client-focused, client-driven project-based class, where students will work directly with the identified community partner to help complete a nutrition focused project that meets the needs of the partner organization.

Depending on partner need, each year the NUTR 531 class will work with either one or two community partners. Students will be divided into teams of 3-4 and will work in their small team for the duration of the class. Each team will be assigned a sub-project within the overall group project (e.g., qualitative data collection and analysis, quantitative secondary data analysis, etc.). Each team will create their own report section, which will be compiled and together will be delivered as the final deliverable to the community partner. All students will be graded on individual assignments, contributions to their team/team assignments, and on the overall final report and presentation to the partner.

In NUTR 531, some students will do the class only, while others will register for an additional capstone credit:

- **Registration**
  - **All students** will register for NUTR 531; 6 credits for students completing a thesis and 3 credits for students completing a capstone.
  - **Capstone students** will register for 4 credits of NUTR 596
- **Description of credit hours**
  - Note that the Nutrition 531 experience/expectations will be the same for all students regardless of their choosing a capstone or thesis for their culminating project. In the NUTR 531 class as a whole, all students will spend 3 credit hours with the lecture portion of the class led by Jesse Jones-Smith (and described in a separate syllabus), 3 credits with the project portion of the class led by Lina Pinero Walkinshaw (which is what is described here), and capstone students will spend an equivalent of 1 credit hour completing the independent capstone project.

Expectations for all students include full participation in in-class work, and participation in all parts of the partner project, which will vary depending on partner need, but will likely include: data collection, data analysis, literature review, report writing and recommendation development, and final project presentation to partners. Students will each be individually responsible for components of the analysis and report writing and will be graded on the overall final product as well as their individual components.

In addition to the regular coursework, each capstone students will develop an individual learning contract, and complete the items in that contract. In this contract students will identify (1) the skills/competencies they will gain through their project, and (2) identify a standalone product for the client that they will be individually responsible for developing and completing (for example, an infographic, policy or program brief, a literature review, or a data summary on a topic needed by the client). Note that MPH students will also document competency attainment as required by the school in the online portal. The client will either be available to provide input on what types of standalone products would be helpful or will provide students with a list of potential products.

Capstone students will be graded individually on the completion of their learning contract, and on the final product developed for the client. We will use the following process to grade the capstone project:

- Students will submit (1) their final product/deliverable, and (2) a written reflection on how they met the two competencies identified in their learning contract.
- The advisors will review the product/deliverable and ask for any edits before it is considered final.
- The advisors will review student's competencies reflection, and, on a 1-5 Likert scale, score student's completion/attainment of the two competencies selected by the student.

The School of Public Health provides additional [guidelines](#) for the Integrative Learning Experience (ILE) requirement of the MPH degree, which can be met by this group capstone. An ILE demonstrates synthesis of foundational and concentration competencies. You will be required to select a foundation and concentration (nutritional sciences or public health nutrition) competency and document your attainment as required by the School in their online portal.



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## NUTR 596: CAPSTONE

### NUTRITIONAL SCIENCES (MPH/MS) CAPSTONE LEARNING CONTRACT

Student Name: \_\_\_\_\_

Independent Project Title: \_\_\_\_\_

- 1- Capstone Project Description:** Please describe the nature and scope of your standalone project/product for the client (for example, an infographic, policy or program brief, a literature review, or a data summary on a topic needed by the client). Your description should include: (a) the final product you will prepare for the client, (b) why you have chosen this, and how it will be useful to the client, and (c) what the final product will include/what it will look like and what can the client expect to receive.
- 2- Capstone Project Methods:** Please briefly describe your methods for this standalone project. How do you plan to gather the necessary information, and what will your analysis (or other) methods include? *(Note that this section does not refer to the NUTR 531 group project or your role within that project, but rather, your individual standalone capstone.)*
- 3- Capstone Project Timeline:** While your individual final product is due on the same date as the all-class final report, you will also submit a status update and product draft mid-way through the course [specific date included in the class syllabus]. Please identify what components of your individual product you will have complete by this mid-term due date.

## CAPSTONE COMPETENCIES

While MS and MPH students have differing competency requirements at the program and department/school-level, we are asking that all students identify **two competencies** that you will meet/achieve through the individual capstone project. All students will use this form to identify their two competencies. Specific directions for MPH vs MS students are below.

**MPH students** are required to complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies as defined by the Council on Education for Public Health (CEPH). MPH students should select at least one foundational competency (Appendix A) and one concentration-specific competency (Appendix B) appropriate to your educational and professional goals. In addition to completing this learning contract, MPH students will log these competencies in the online system; at the end of the quarter, you will report your progress meeting these competencies via the online portal.

**MS students** are required to complete a culminating experience to earn their degree. MS students should select one concentration-specific competency (Appendix C) and develop your own competency appropriate to your educational and professional goals. MS students will not access the same online portal MPH students access; instead, MS students will report their selected competencies through this form only, and at the end of the quarter will report your progress meeting these goals via a write-up emailed to the capstone adviser (specific write-up instructions will be provided).

### All Student competency activity example:

Competency [18] select communication strategies for different audiences.

I will obtain competency 18 by:

- preparing communication toolkits for a variety of audiences such as clients, donors, agency staff and external collaborators;
- drafting press releases to communicate organizational updates to the general public; and
- contributing to my team's culturally-relevant communication strategies to help the agency better connect with its targeted populations.

**List and describe the competency(ies) your capstone plans to meet below:**

Competency [ ]:

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## AGREEMENT

I have participated in the development of the capstone proposal and agree to complete the specified tasks of the project. If it is necessary to change any of the specified conditions, I agree to make the changes known to the capstone adviser.

*Student Signature*

*Date*

*Capstone Adviser Signature*

*Date*

## **APPENDIX A. MPH FOUNDATIONAL COMPETENCIES**

### Evidence-based Approaches to Public Health

- 1.** Apply epidemiological methods to the breadth of settings and situations in public health practice
- 2.** Select quantitative and qualitative data collection methods appropriate for a given public health context
- 3.** Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- 4.** Interpret results of data analysis for public health research, policy or practice

### Public Health & Health Care Systems

- 5.** Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 6.** 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

### Planning & Management to Promote Health

- 7.** Assess population needs, assets and capacities that affect communities' health
- 8.** Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- 9.** Design a population-based policy, program, project or intervention
- 10.** Explain basic principles and tools of budget and resource management
- 11.** Select methods to evaluate public health programs

### Policy in Public Health

- 12.** Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- 13.** Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- 14.** Advocate for political, social or economic policies and programs that will improve health in diverse populations
- 15.** Evaluate policies for their impact on public health and health equity

### Leadership

- 16.** Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- 17.** Apply negotiation and mediation skills to address organizational or community challenges

### Communication

- 18.** Select communication strategies for different audiences and sectors
- 19.** Communicate audience-appropriate public health content, both in writing and through oral presentation
- 20.** Describe the importance of cultural competence in communicating public health content

### Interprofessional Practice

- 21.** Perform effectively on interprofessional teams

### Systems Thinking

- 22.** Apply systems thinking tools to a public health issue

## **APPENDIX B. NSP MPH CONCENTRATION COMPETENCIES**

1. Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course.
2. Assess nutritional status of individuals and groups.
3. Appraise how nutritional factors across the lifespan are linked to non-communicable diseases (NCD) and quality of life.
4. Explain, critique, and apply the process of public health practice and nutrition policy development.
5. Describe the basic components and determinants of the US food and nutrition systems.

## **APPENDIX C. NSP MS CONCENTRATION COMPETENCIES**

1. Apply appropriate methodologies to a human nutrition research question.
2. Translate knowledge and skills from Nutritional Sciences competencies to nutrition research or evidence-based clinical practice (when combined with dietetics training).
3. Demonstrate knowledge and facilitation skills to lead discussion of evidence-based arguments for and against a nutrition-related topic.