

SAMPLE *advisor-reviewed* Capstone Project Proposal (FOM2)

Capstone, Student2/Best: *I reviewed this proposal and the student has met all expectations.*

Capstone, Student2 FOM2 Project Proposal Form – Version 1 Mar 10 2014 8:56AM

Project title: Creating diversity materials drawn from the Determinants of Health curriculum

Group Project: *No*

Advisor: The Best, MD

CFC Reviewer: [CFC member name]

IDENTIFY COMPETENCY

Provide up to two competencies to which you believe the project aligns.

Physician as Clinical Problem Solver, Physician as Person, Physician as Patient & Community Advocate

DEFINE GOALS AND OBJECTIVES

State the basic purpose of the project including why it was selected, including specific, measurable, and attainable objectives.

Goals Review curriculum content with regard to inclusion of diversity materials Provide materials to broaden diversity content in the curriculum Objectives Create a tool for assessing diversity content in non-Determinants of Health (DOH) large-group course sessions Create a framework for including specific diversity content in non-DOH large-group course sessions Develop and disseminate diversity content for inclusion in large group course sessions

CLEAR GOALS (Define Goals & Objectives)

Expected: The student explicitly states the basic purposes for the work which includes why the student selected this project, and defines realistic, achievable objectives.

Yes: clear

CLARIFY KNOWLEDGE GAP

Identify the gap that this project addresses (e.g., personal, professional, academic, etc).

Personal & Academic – systems for effective large group instruction related to diversity content

PROVIDE OUTLINE

Outline how you will gather knowledge and skills focused on the background of your project (e.g., medical or other literature review, patient history-taking, case review, skills development, legacy project history).

Meet with DOH and other course leaders to agree on focus/definition of diversity content Obtain search of curriculum database to identify where diversity content already exists to inform course selection Develop (or identify) tool for assessing identified course materials Develop resources (eg, slides) to provide to course leaders

LIST RESOURCES

List at least 3-5 resources or experiences that will inform the project (this may include references to projects similar in nature to expected project format).

College coursework in economics, social sciences; course TA including teaching materials preparation; volunteer work with low income children House librarian to assist with literature/web search and teaching strategies UMMS course leaders Work in UMMS free clinic providing personal experience with under/uninsured patients

ADEQUATE PREPARATION (Knowledge Gap, Outline, Resources)

Expected: The student outlines how s/he will gather knowledge and skills focused on the background of his or her specific project (e.g., medical or other literature review, patient history-taking, case review, skills-development, legacy project history) and lists 3-5 resources or experiences that will inform the project (this may include references to projects similar in nature to expected project format). Students must identify the gap that this project addresses (e.g., personal, professional, academic, etc).

Yes: You provide clear ideas about how to move forward with this project. You are making use of numerous resources like librarians, faculty, and curriculum materials. Please let me know if there are any resources that I can help you obtain.

IDENTIFY METHODS/PROCESSES

Describe the project's approach which aligns with goals.

Search professional literature and discuss with course leaders to determine common definition of diversity

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and optimal materials format for large group instruction. Potential challenges are agreement on format of materials and topics. Materials must be easy to use and integrate by existing course faculty in order to support their utilization.

Define the components of the methodology and explain why these were chosen.

Based on this will create a tool for evaluating current lecture content in the curriculum to determine if there is a potential for focused diversity integration. After session materials are evaluated using this tool, develop new materials which integrate diversity. Plan 1:1 meetings with FOM1 course leaders to present materials, revise based on course leader feedback.

Address potential challenges and plans to respond to them, including modification as necessary.

Challenges include developing relevant materials, and not trying to overreach in this project. I will ask my advisor to help keep me on track in this respect, and be open to suggestion and revision from my advisor and course leadership/faculty.

APPROPRIATE METHODS OR PROCESS (Methods/Processes)

Expected: The student clearly describes the project's approach which aligns with goals. The student defines the components of the methodology and explains why these were chosen. Potential challenges are shared as are plans to respond to them, including modification as necessary.

Yes: It's nice to see that you want to limit the scope of the project. I am happy to write emails of introduction and support to faculty with whom you are interesting in working.

APPROVALS

Identify if Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) approvals are necessary and discuss the process for obtaining approvals noting the individual responsible for meeting requirements and timeline in which approval will be requested.

is NOT necessary for this project

Briefly explain your rationale for your selection above.

Because my project is reviewing existing materials and developing materials, there is no need to involve human participants.

DESCRIBE RESULTS/OUTPUT

Outline the expected results or output, which are clearly linked to goals and objectives.

Provide materials to course faculty to use to integrate consistent diversity content throughout the curriculum that can be presented in the large group format.

PROFESSIONALLY SIGNIFICANT OR PERSONALLY MEANINGFUL RESULTS, PRODUCT, OR OUTPUT (Results/Output)

Expected: The student outlines the expected results or output which are clearly linked to goals and objectives.

Yes: I believe faculty will be glad you are providing them with resources.

DISCUSS DELIVERABLES

Describe expected deliverables beyond required written report that align with goals and methods and include plans for presenting your final project.

Actual diversity materials given to faculty Survey tool to evaluate current content Process outline Poster and materials presented at final Capstone event

EFFECTIVE PRESENTATION OR DISSEMINATION (Deliverables)

Expected: The student describes expected deliverables that align with goals and methods and includes plans for presenting final project to meet course requirement.

Yes: looks good!