



# Community-responsive capstone courses: Lessons from public policy and health behavior

ESC 2019

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# Overview of session

- Introductions
- What's a community-responsive capstone course?
  - Health behavior at UNC-CH
  - Public policy at UNC-CH
- What we've learned and common tensions
- Small group workshops
- Share out and discussion



# Who's in the room?

## And why?

# What's a community-responsive capstone course?





# What's a community-responsive capstone course?

- A “hybrid high-impact pedagogy” (Bringle, 2017) – combining **community-based learning/service-learning** and **capstone experiences** to respond to a specific community request
- **Service-learning** = field-based experiential learning with community partners... give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community (Kuh, 2008)
  - (1) Traditional (volunteerism)
  - (2) Project-based
  - (3) Research-based



# What's a community-responsive capstone course?

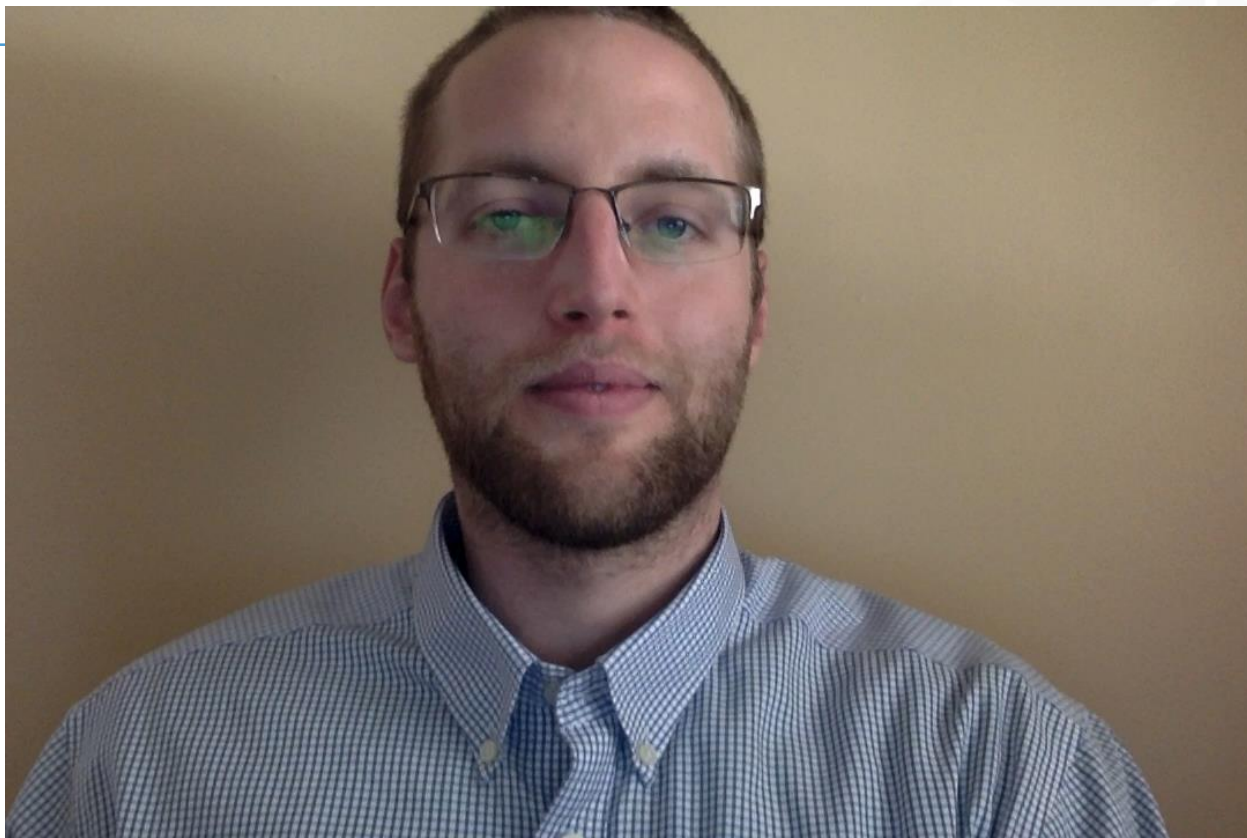
- **Capstone** = culminating experiences require students ... to create a project of some sort that integrates and applies what they've learned (Kuh, 2008)
- **“Community-responsive”** – responding to request; engaged but not (necessarily) community-based



## Testimonial!

Seth Saeugling  
Co-Founder,  
Rural Opportunity  
Institute

HB Capstone Preceptor  
2018-2019 &  
2019-2020





## Closer look: **Health Behavior Capstone** in the Gillings School of Global Public Health

- Latest iteration of **77 years** of community-engaged field training
- Who we work with: **nonprofits, health departments, local governments**; many areas (e.g., aging, children, food, rural economic development, health policy)
- Standard projects assessment, program development, and program evaluation
- **Roles:** architect, builder, inspector, developer analogy
- **Class content:** reflection sessions and team time only





## Closer look: **Public Policy Capstone** in the College of Arts and Sciences

- Part of PP major since inception; revamped in 2015
- Who we work with: **local government agencies, nonprofits** with 3-5 staff members, many areas (e.g., youth development, environment, health, economic development)
- Standard projects engage various points in policy-making process: **problem definition, envisioning new programs, or program evaluation**
- **Class content** includes professionalism, project management, data visualization, giving/receiving feedback, effective presentations...
- Importance of **on-campus partnerships**



## Quick look at our examples from UNC-Chapel Hill

	Health Behavior	Public Policy
<i>Level</i>	Graduate	Undergraduate
<i>Duration</i>	Two semesters	One semester
<i>Number of students</i>	45(-54)	65-100
<i>Number of partners</i>	8-13	12-18 (per semester)
<i>Credits</i>	6 (over two semesters)	4
<i>Instructional team</i>	3 (Faculty, TAs)	3-7 (Faculty, TAs, Prof. staff)
<i>Student team size</i>	4-6	4-6
<i>Partner involvement</i>	High	Low
<i>Faculty involvement</i>	Formal advising	Consultation, as needed

















Find more information in our google drive folder at [tinyurl.com/yyu5m6t8](https://tinyurl.com/yyu5m6t8)



Find more information in our google drive folder at [tinyurl.com/yYu5m6t8](https://tinyurl.com/yYu5m6t8)



My ... > ESC 2019 - Community... > Community-Responsive Cap... > Public Policy mater... ▾







Name ↓	Owner	Last modified by me	File size
 UNC PP Capstone CFP 2019-2020.pdf 	Anna Krome-Lukens	—	113 KB
 PLCY 698 syllabus Spring 2019 Krom... 	Anna Krome-Lukens	—	184 KB
 deliverables rubric and checklist_revis... 	Anna Krome-Lukens	—	22 KB
 contribution and professionalism rubri... 	Anna Krome-Lukens	—	17 KB
 5 work plan.docx 	Anna Krome-Lukens	—	16 KB
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Name ↓	Owner	Last modified by me	File size
 UNC Health Behavior Capstone Projec... 	meg landfried	—	68 KB
 UNC Health Behavior Capstone Overvi... 	meg landfried	—	164 KB
 HBEH 746-992 Syllabus_11-30-18.docx 	meg landfried	—	297 KB



**What do you think would be  
best practices?**



# What we think works well

- **Project selection** – explicit criteria
- **Instructional team** – safety net
- **MOU** and work plan
- **Support** – focus on teambuilding and project management
- **Feedback** (360 evaluation)
- **Public presentations**
- **Maintained relationships**
- **Culture of department**



# Common tension points

- How much risk do we take with projects that are exciting but unformed?
- What is the **student identity**? (Consultants, interns, employees, volunteers, or activists?)
- How do we manage **student expectations**?
- How does **community partner input** get factored in?
- How much does **department/school/etc. value** this work? Will it bring forward **adequate resources**?

# Workshop

## How could we address these tensions?

- How much risk do we take with projects that are exciting but unformed?
- What is the **student identity**? (Consultants, interns, employees, volunteers, or activists?)
- How do we manage **student expectations**?
- How does **community partner input** get factored in?
- How much does **department/school/etc. value** this work? Will it bring forward **adequate resources**?







# Share back

What of this has been most useful?

What question was raised through this session that you hope to continue to consider?



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