

CATEGORY	EXPECTED	DESCRIPTION & EXAMPLE
<b>CLEAR GOALS (Define Goals &amp; Objectives)</b>	The student explicitly states the basic purposes for the work which includes why the student selected this project, and defines realistic, achievable objectives	<p><b>Goals:</b> State the basic purpose of the project, in broad terms, including a detailed description of why it was selected (eg what you hope to discover or demonstrate)  <b>EXAMPLE:</b> ...to educate middle school students on healthier eating habits in order to potentially reduce the incidence of future health problems. I chose this project because...</p> <p><b>Objectives:</b> specific, measurable, and attainable (use wording format as noted below)  <b>EXAMPLE:</b> 1) state 3 healthy snack choices, 2) explain at least 2 reasons this is important, 3) Outline recommended future (eg, steps to make this a legacy Capstone project)</p>
<b>ADEQUATE PREPARATION (Knowledge Gap, Outline, Resources)</b>	The student outlines how s/he will gather knowledge and skills focused on the background of his or her specific project (eg, 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 reference to projects similar in nature to expected project format.) Students must identify the gap that this project addresses (eg, personal, professional, academic, etc.)	<p><b>Clarify Knowledge Gap</b> Identify what you hope to learn from this project (eg, personal, professional, academic, etc.), and describe how this project will meet your learning interests/need.  <b>EXAMPLE:</b> I am possibly interested in pediatrics and would like to better understand pre-teens. While this project is focused on healthy eating choices, I may gain general insight into working successfully with this age group.</p> <p><b>Provide Outline</b> Outline how you will gather knowledge and skills focused on the background of your project (eg, literature review, patient history-taking, case review, skills development, legacy project history, discussion with experts).  <b>EXAMPLE:</b> I will work with my house librarian to identify and review the professional literature on talking to pre-teens and healthy eating for this age group; I will work with Principal X at the XXX Middle School on possible opportunities for small classroom presentations on healthy eating.</p> <p><b>List Resources</b> List 3-5 resources or experiences that will inform the project (this may include references to projects similar in nature to expected project format).  <b>EXAMPLE:</b> literature resource: provide appropriately formatted citations from the literature related to your topic/project; experience resource: summer during college working in an adolescent clinic and will use some of what I learned at that time toward this project.</p>
<b>APPROPRIATE METHODS OR PROCESSES (Methods   Processes)</b>	The student clearly describes the project 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.	<p><b>Identify Methods and or Processes</b> Describe the project approach and how will these methods accomplish the goals and objectives of the project)</p> <p><b>Define the components of the methodology</b> and explain why these were chosen. (ie, more details of the methods)  <b>EXAMPLE:</b> Based on my review of the literature, I will create a list of healthy meal choices for home and school, healthy snacks, and helpful hints on avoiding unhealthy foods, which are the pieces of information that I want to provide to students; develop a PowerPoint presentation for small classrooms with language geared toward middle school students, and develop a pamphlet which can be sent home with students – both are to provide the necessary education and materials which students can refer to later. I will work with the school principal to present this and use a simple pre-post knowledge and attitude test to assess.</p> <p><b>Address potential challenges and plans</b> to respond to them, including modifications as necessary.</p>

		<p>EXAMPLE: It is somewhat hard to communicate effectively with students in this age group, but I will utilize known strategies to be as effective as possible. Also, I may not be allowed into the schools and or to send home a pamphlet. If so, then I will still develop the presentation and pamphlet, and discuss the barriers to presenting this information as well as possible solutions for the future. I may use audience response to make it more 'fun' for this age.</p>
<p><b>PROFESSIONALLY SIGNIFICANT OR PERSONALLY MEANINGFUL RESULTS, PRODUCT, OR OUTPUT (Results   Output)</b></p>	<p>The student outlines the expected results or output, which are clearly linked to goals and objectives</p>	<p><b>Outline the expected results or output</b> with clear links to goals and objectives. EXAMPLE: high school students will be able to identify healthier snack choices and, hopefully, make those choices, moving towards the broader goal of healthier lifestyle and fewer chronic problems like obesity and diabetes.</p>
<p><b>EFFECTIVE PRESENTATION AND DISSEMINATION (Deliverables)</b></p>	<p>The student describes expected deliverables that align with goals and methods, and includes plans for presenting final project to meet course requirement.</p>	<p><b>Discuss Deliverables</b> All students are required to present their project to their colleagues, and to submit the Capstone Final Project Report and Guided Reflection in the Advanced Studies year <b>Describe potential deliverables</b>, other than the final Capstone Project Report (which is a <i>required</i> part of your project), that align with goals and methods. EXAMPLE deliverables: research protocols, copy of presentation as learning module, pamphlets, survey tools <b>Describe the anticipated format</b> for presenting your project work. EXAMPLE format: poster, PowerPoint, podium talk, live performance (eg, dance or song), exhibit (eg, art work), video presentation (away students only and by special arrangement with CSD)</p> <ul style="list-style-type: none"> <li>• All formats must provide for interactive discussion and feedback, including performance, exhibits, and video.</li> <li>• A brief introduction about your Project must be included as well as interactive discussion that allows for formative feedback are required for the following formats: live performance (eg, dance or song), exhibit (eg, art work), video presentation (away students only and by special arrangement with CSD)</li> </ul>