Capstone Orientation

January 17, 2019
6:30 – 8:30 p.m.
CPS 309

School of Public Affairs and Administration
Rutgers University – Newark
Orientation Outline

- Overview
- Forms of Capstone Project
- Capstone Report & Presentation
- Human Subjects Protection Program & Collaborative IRB Training Initiative (CITI) Online Training
- Capstone eIRB Review
Technical Issues and Questions

- If technical issues arise during this Orientation, please contact Josh Richey at joshua.richey@rutgers.edu

- Type questions into box on the right
  - All remaining questions answered at end
  - Key docs at spaa.newark.rutgers.edu/mpa including a copy of this presentation
Overview and To-Do
Overview

- Students integrate, synthesize and apply knowledge, skills, and perspectives gained throughout MPA core curriculum.

- Develop and demonstrate effective research, analytical, critical thinking, problem solving, and communication skills.

- Bring together theory and practical knowledge.
In completion of an original and independent Capstone project, students will:

- Identify organizational, program, or policy issue, problem, or concern, and present relevant contextual and background info;
- Articulate research questions regarding topic;
- Review and synthesize relevant literature, including theoretical frameworks and/or best practices;
- Select appropriate data sources, data collection methods, and analytical methodologies;
- Analyze data and interpret results;
- Develop recommendations derived from research findings; and
- Complete final written report and oral presentation which effectively communicates research findings and significance.
To Do...

1. Topic
2. Read
   (1) What questions are being addressed?
   (2) What data and methods?
   (3) What questions interest you?
3. Data
   Yes  No
4. Formulate questions
5. Start literature review
Forms of Capstone
Forms of Capstone Projects

- Program Evaluation
- Single or Comparative Case Study
- Policy Assessment
- Quantitative Research Study
- Qualitative Research Study
- Mixed Method Research Study

May select a topic directly related to job, internship, or negotiated with a local organization.
Training programs are not valued by community service centers in China.

Questions:
- Do training programs improve employees’ skills, enhance their motivation, and boost morale?
- Do training programs increase efficiency (case disposal), improve service quality, and customer satisfaction?

“The Role of Training Programs in Improving Community Service Centers in China” by H.C.
To what extent do GS experiences influence volunteer satisfaction, retention, and recommendation to other potential adult volunteers?

Hypotheses:
- Volunteer satisfaction is positively associated with volunteer retention.
- Volunteer satisfaction is positively associated with volunteer’s willingness to promote.
- ......

“Tough Cookies: Exploring Volunteer Satisfaction with Girl Scouts.” by N. S.
Quantitative Research Paper + Case Study

“Evaluating the Practice of Public Emergency Risk Communication via Twitter: A Case Study of Texas During Hurrican Harvey” by Y.W.

- Whether and how government agencies integrate social media into risk communication in emergency management process during web 2.0.

- Questions:
  - Do tweets disseminated by gov contain all CERC contents?
  - Do gov agencies disseminate thematic messages at particular phases of the risk?
  - Do gov agencies have different priorities when framing messages?
  - ......
Capstone Report and Presentation
Formatting: Organization of Capstone Paper

- **Title/Cover Page**
- **Table of Contents** (on a separate single page)
- **Executive Summary** (on a separate single page)
- **The Body** (no page breaks between sections in the body)
  - **Introduction** (2 – 3 pages)
  - **Literature Review** (5 – 8 pages)
  - **Design and Methods** (7 – 10 pages)
    - Framework and Model (research questions, data sources) (1 - 2 pages)
    - Variables and Measures (2 – 3 pages)
    - Design (2 – 3 pages)
    - Procedures (2 – 3 pages)
  - **Analysis and Results** (2 – 3 pages)
  - **Recommendations and Conclusions** (2 – 3 pages)
- **References**
- **Appendices**

*Headings in “Methods” will vary in each Capstone. This sample is for reference only.*
Key Elements of Capstone Paper: Executive Summary

- About one page that presents concise picture of proposed Capstone research
- Include major
  - constructs and hypotheses/questions;
  - results and findings; and
  - recommendations, significance, and implications

If someone read the Summary, would they want to read the rest of the paper?
Key Elements of Capstone Paper: Introduction

- **Statement of problem/issue**
  - State general problem area clearly and unambiguously.
  - Discuss importance and significance of the problem area, especially within the context of your research.

- **Research questions**
  - Clearly state questions (such as any causal relationships, application of frameworks, or indicators to be assessed) to be studied.
  - Relate research questions or objectives to general problem.
Key Elements of Capstone Paper: Literature Review

- **Identify, organize, and link together literature**
  - Find literature from reputable and appropriate sources.
  - Condense literature in an intelligent fashion, using headings and subheadings to draw out major themes and theories.
  - Only include the most relevant info for your research and explain its relevance.
  - Identify the gap in the research that your study will fill.

- **Statement of constructs**
  - Explain each key construct, concept, and keyword in existing research and how they are relevant to your study.
Key Elements of Capstone Paper: Design and Methods

- **Significance of study**
  - Identify gap in prior research on the subject and explain significance of your study.
    - If applying a prior theory or framework to new context, explain.

- **Research questions, objectives, and/or hypotheses**
  - State and support research questions, objectives, or hypotheses.
    - Specify and support your study’s predictions to each of these
  - Relationship of hypotheses to problem statement, research objectives, and literature review must be easily understood.
Key Elements of Capstone Paper: Design and Methods

- Data
  - What data?
    - Primary data vs. secondary data
  - Data sources?
    - Data collection methods for primary data.
    - Access to existing secondary data.
Key Elements of Capstone Paper: Design and Methods

- Sample and Population
  - Sampling procedure specifications
  - Describe procedure for selecting units, cases, or subjects and ensure that it is appropriate (use support from prior research).
  - State which sampling method you used and why.
  - Describe population and sampling frame if applicable.

- Sample description
  - Describe sample accurately and ensure that it is appropriate.
  - Anticipate problems in contacting and measuring the sample.

- External validity considerations
  - Consider generalizability from sample to population.
Key Elements of Capstone Paper: Design and Methods

- Variables/Concepts and Measurement
  - Measures
    - For each construct, describe measure(s)
      - Include support (unless you created the measure, then include support for the decisions)
    - Ensure measures relevant to hypotheses and questions.

- Construction of measures
  - Explain questionnaires, interviews, or other protocols.
  - For archival data, describe original collection procedures.
  - Describe in detail procedures used for collecting quantitative and qualitative data.
Key Elements of Capstone Paper: Design and Methods

- **Reliability and validity**
  - Consider issues of both internal and external validity and how design decisions address these problems.

- **Design**
  - Explain design decisions
    - From definitions to indicators to data selection to collection to analysis
  - Ensure design is appropriate for problem and hypotheses.

- **Description of procedures**
  - Overview of how study will be conducted.
  - Describe sequence of events and ensure it is appropriate.
  - Include sufficient info so study could be replicated by reader.
Key Elements of Capstone Paper: Analysis and Results

- **Statement of results**
  - State results concisely, clearly, and consistently.
  - Results and findings correspond to questions.
  - Ensure that they are plausible for research.

- **Tables and figures**
  - Format table and figures to present relevant results accurately and concisely.
  - Explain graphics with interpretation in text.
Key Elements of Capstone Paper: Recommendations and Conclusions

- **Recommendations**
  - Explain specific organizational, program, or policy action plan developed from and supported by results.

- **Conclusions**
  - Summary of each major component of Capstone.
  - Highlight significance for practice and research in field.

- **Limitations**
  - Describe limitations of research design, data, etc.
  - Identify how future research should proceed.
Human Subject Protection
& CITI Training
All MPA students must complete CITI Human Subjects Protections online training

- Collaborative Institutional Training Initiative (CITI) Basic Course
- Must also complete Refresher Course every 3 years
- SPAA students select "Rutgers Arts & Science IRB"

Instructions on CITI training can be found at https://orrar.rutgers.edu/citi
Introducing the CRC Advanced course

Gain a deeper understanding of the CRC role through advanced training.

View course
Initial Registration for NEW Learners:

1. Go to www.citiprogram.org and click on "Register" button in blue log in box to right of homepage
2. Select "Rutgers - The State University of New Jersey (All Campuses)" from menu or enter "Rutgers"
3. Enter "Personal Information“, including first name, last name, and email address in Step 2
4. In Step 3, create a user name, password, and then choose security question/answer
5. To complete CITI registration, you must enter demographic and CEU info in Steps 4 and 5
6. Select "Student Research" as role in research in Step 6
7. In Step 7, select: CITI Human Subject Protections Basic Course; then select: Social/Behavioral/ Epidemiologic Research Investigators, Study Staff, or Students
8. Click "Finalize Registration"
COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COURSEWORK REQUIREMENTS REPORT

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course course elements.

- Name: Weiwei Lin (ID: 5295415)
- Email: weiwelin@andromeda.rutgers.edu
- Institution Affiliation: Rutgers - The State University of New Jersey (All Campuses) (ID: 757)
- Institution Unit: School of Public Affairs and Administration
- Curriculum Group: Human Research
- Course Learner Group: Social / Behavioral / Epidemiologic Research Investigators
- Stage: Stage 1 - Basic Course
- Report ID: 18364116
- Completion Date: 01/14/2016
- Expiration Date: 01/13/2019
- Minimum Passing: 80
- Reported Score*: 94

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<tr>
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<tr>
<td>Students in Research (ID: 1321)</td>
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<td>History and Ethical Principles - SBE (ID: 490)</td>
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<tr>
<td>Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)</td>
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For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
Email: citisupport@miami.edu
Phone: 305-243-7573
Web: https://www.citiprogram.org
**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)**

**COURSEWORK TRANSCRIPT REPORT**

**NOTE:** Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at all times all requirements for the course were met.

- **Name:** Weiwei Lin (ID: 5295415)
- **Email:** weiweilin@andromeda.rutgers.edu
- **Institution Affiliation:** Rutgers - The State University of New Jersey (All Campuses) (ID: 757)
- **Institution Unit:** School of Public Affairs and Administration
- **Curriculum Group:** Human Research
- **Course Learner Group:** Social / Behavioral / Epidemiologic Research Investigators
- **Stage:** Stage 1 - Basic Course

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**CITI Program**

Email: citisupport@miami.edu
Phone: 305-243-7970
Web: https://www.citiprogram.org
Institutional Review Board (IRB)
Levels of IRB Review

- **Exempt**
  - Less than “minimal risk”
  - Fits one of the 6 Exempt Categories*
  - Example: Research with de-identified records, anonymous surveys

- **Expedited**
  - Not greater than minimal risk
  - Fits one of the 9 Expedited Review Categories*
  - Examples: Collection of biospecimens by noninvasive means, Research with existing documents/record collected for non-research purposes in which subjects are identifiable

- **Full Board**
  - More than “minimal risk” to subjects
  - Not covered under other review categories
  - Example: interventions involving physical or emotional discomfort or sensitive data

*Defined by federal regulation (45 CFR 46)
Categories of Capstone Data that DO NOT Require IRB Review

- Meta-analysis of printed data
- Analysis of de-identified, publically available data sets (e.g., Census data, General Social Survey data, etc.)

Use of public data is not considered human subject research as long as:

- The research will not involve merging any of the data sets in such a way that individuals might be identified; and
- The researcher will not enhance the public data set with identifiable, or potentially identifiable data

- Research on orgs, programs, and projects which utilize info about operations, budget, etc. from spokespersons or data sources and DOES NOT include identifiable private info about individual members, employees, or staff

SEE INSTRUCTOR FOR DETAILS
Who makes this determination of IRB review?

- Capstone Instructors determine whether or not the student’s project requires IRB approval.
- Each student MUST consult their Capstone Instructor early in the semester if they wish to collect any primary data.
36  eIRB
ELECTRONIC INSTITUTIONAL REVIEW BOARD (eIRB)

The eIRB system is a web-based application for the routing and tracking of IRB submissions.

NOTE: The Electronic IRB (eIRB) Submission Process Goes Live For All Remaining Rutgers Campuses (Newark, Camden And Greater New Brunswick) On Monday, October 30th 2017: Effective October 30th 2017, paper submissions for new studies will no longer be accepted from researchers, who will instead need to use eIRB. For amendments or continuing reviews of previously IRB-approved paper studies, continue submitting in paper until further notice.

- All new, initial applications must be submitted electronically via eIRB
- Click on the following for eIRB help, training, and guidance information.
- For questions regarding your submissions, please click here to contact your local IRB office.

Please note that investigators are REQUIRED to submit a protocol with their eIRB submissions.

LOGIN INFORMATION

Please Note: Students and guest users may receive a registration page upon initial logon.

LOST or FORGOTTEN PASSWORD:

Click here for more information:
1. Confirm if your study meets definition of Human Subject Research
2. Complete CITI Human Subject Protection Training
3. Select your review type based on your study’s risk level
4. Submit your study/project for IRB review online
   - Complete & upload all documents for the IRB project proposal
   - Submit project proposal to your Instructor for review and signature
     1. Review Form (with your professor’s signature & approval)
     2. Research Protocol
     3. Informed Consent Form
     4. Research Instrument(s), if applicable (such as: survey & interview Qs)
     5. Copy of the CITI certificate
     6. Any other supporting materials, if applicable
# eIRB Submission Deadlines

## Weekly Review for New Exemption Submissions

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<th>Due by</th>
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## Weekly Review for New Expedited Submissions

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# eIRB Submission Deadlines

## Monthly Review for Full-Board Submission

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<tr>
<th>Submission Deadlines (By 4:00 PM)</th>
<th>IRB Meeting Dates</th>
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<tr>
<td>1/9/2019</td>
<td>2/6/2019</td>
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<td>4/10/2019</td>
<td>5/1/2019</td>
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Course Level IRB Approval
If you will use the *Model Interview Guide* and *Oral Consent Script* provided by the instructor to collect data information about a program or an organization, then you are covered by “course level” IRB approval.

- This means you do not need to submit your own IRB review request.
- This also means that you must use the attached invitation script, oral consent script and interview guide for all participants. No other assessments and/or research activities may be administered without the IRB’s approval.
- If you wish to use the data beyond the fulfillment of the capstone course requirements, then you are REQUIRED to come back to the IRB with an individual application submission for review and obtain IRB approval prior.
“Good Morning/Afternoon/Evening”,

I am a student from Rutgers University. You are invited to participate in a research project for my capstone class with Dr. *** of the Rutgers School of Public Affairs and Administration. I would like to ask you questions about your experiences with [name of agency/organization] and its programs and services. The purpose of this capstone project is to understand [topic of capstone project]. Your participation will last approximately 30 minutes.

In our conversation, I will not ask you for your name, address, phone number, date of birth, etc. Please do not mention any of this personal information in our conversation (such as your name, address). Therefore, data collection is anonymous.
There are no foreseeable risks to participation in this study. You may/may not receive any direct benefit from taking part in this study.

Participation in this study is voluntary. You may choose not to participate. You may withdraw at any time during our conversation without any penalty to you. In addition, you may choose not to answer any questions with which you are not comfortable.

......
If you have any questions about the study or study procedures, you may contact Dr. *** by phone at 973-353-**** or by email at ***

If you have any questions about your rights as a research subject, you may contact the IRB Administrator at Rutgers University at 732-235-2866.

Do you have any questions before we begin? If not, by participating in the above stated procedures, then you agree to participation in this study.

End of “Oral Consent”
1. Please tell me about the background of your agency/program—how was it started, and for what purposes?

2. What is the mission of the agency/program?
   a. What are its main goals and objectives?

3. How would you characterize the environment in which the agency/program operates—specifically:
   a. Political/community support for agency/program?
   b. Predictability/uncertainty of resources, needs, requirements, etc?
   c. Competition, rivals, and comparative advantages?
4. Who are the main users/clients/customers of your agency/program?
   a. How many people do you serve, and how has this changed?

5. Tell me about how your agency/program works—that is, what are main processes used to deliver services, meet needs, or produce desired outcome?
   a. What role does technology play in your agency/program?

6. Overall, how effective would you say your agency/program has been?
   a. What are the main performance measures or metrics?
7. Who are the main frontline workers (or volunteers) and what do they do?
   a. How are they recruited, trained, managed, and motivated?

8. Who are the main funders, partners of the agency/program?
   a. How much collaboration, cooperation, is there among partners?

9. What are some of the most important challenges or changes your agency/program faces?
   a. What have you been able to do to address or overcome these challenges or changes?
## Contact Information

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA Director and Assistant Teaching Professor</td>
<td>Rachel Emas</td>
<td><a href="mailto:rachel.emas@rutgers.edu">rachel.emas@rutgers.edu</a></td>
</tr>
<tr>
<td>Capstone Coordinator and Assistant Teaching Professor</td>
<td>Weiwei Lin</td>
<td><a href="mailto:weiwei.lin@rutgers.edu">weiwei.lin@rutgers.edu</a></td>
</tr>
<tr>
<td>Professor</td>
<td>Alan Sadovnik</td>
<td><a href="mailto:sadovnik@newark.rutgers.edu">sadovnik@newark.rutgers.edu</a></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Dominic Novelli</td>
<td><a href="mailto:novellis4@verizon.net">novellis4@verizon.net</a></td>
</tr>
<tr>
<td>Interim Associate Dean for Academic and Student Services</td>
<td>Domonic Bearfield</td>
<td><a href="mailto:domonic@rutgers.edu">domonic@rutgers.edu</a></td>
</tr>
<tr>
<td>Assistant Dean for Graduate Programs</td>
<td>Gail Daniels</td>
<td><a href="mailto:gaild@newark.rutgers.edu">gaild@newark.rutgers.edu</a></td>
</tr>
<tr>
<td>Writing &amp; Career Development Center Manager</td>
<td>Terry Hall</td>
<td><a href="mailto:tlh135@scarletmail.rutgers.edu">tlh135@scarletmail.rutgers.edu</a></td>
</tr>
<tr>
<td>Public Administration Librarian</td>
<td>Roberta Tipton</td>
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