DEPARTMENT: Environmental Health
COURSE NUMBER: EH 594    SECTION NUMBER: 000    SEMESTER: Spring 2016
CREDIT HOURS: 4
COURSE TITLE: Capstone Seminar: Skills for Environmental Health Professionals
DATE/TIME: Wednesday, 4:00-5:50 pm; January 13 – April 22, 2016
LOCATION: GCR 115

INSTRUCTOR: Stefanie Sarnat, ScD
INSTRUCTOR CONTACT INFORMATION
EMAIL: sebelt@emory.edu
PHONE: 404-712-9636
OFFICE/MAILBOX LOCATION: CNR 2035
OFFICE HOURS: By appointment

COURSE DESCRIPTION
This course provides a productive, supportive and critical environment for Environmental Health (EH) and Global Environmental Health (GEH) students who are completing a capstone project for their culminating experience. The course is comprised of two parts: in-class work for 2 hours a week and substantial individual work for an additional 6-8 hours per week. It is expected that students will use the individual work time to complete homework assignments for the class, as well as to meet with their instructors, mentors, or others critical to their capstone and to work on their capstone projects.

The course prepares students, using their capstone project as a platform, with skills and competencies needed for successful careers in environmental health. Students will identify topics of interest, engage with scholars and literature on their topic, and through a series of written, poster, and oral presentations, make an original, substantive contribution to the field. Environmental health skills gained during the EH and GEH programs are applied and integrated, including critical thinking on methodological and policy issues surrounding the topical issues presented; effective communication strategies for complex environmental health topics; and applying environmental health theory and principles to practical public health situations and professional practice. Further, students will critically review each other's work with an emphasis on methodological understanding, appropriate assessment of applied and research needs posed by the topic, intended audience, communication methods, and policy concerns.

LIST SCHOOL LEVEL, DEPARTMENT, AND/ OR PROGRAM COMPETENCIES
• Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (thesis, special studies project, capstone)
• Describe major environmental risks to human health ranging from the local to global scale
• Develop the capacity for lifelong learning in public health
• Apply principles of ethical conduct to public health practice
• Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations

EH 594 Syllabus Page 1 of 14
LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

The goal of the course is to explore a topic of interest in depth, possibly expanding a course project or practicum experience into new dimensions, to increase practical skills and experience in the practice of environmental health. EH 594 requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a practical environmental health situation or a situation that approximates some aspect of professional practice.

Upon completion of the course, the student will have:
- Developed and executed a capstone project encompassing multiple areas from the MPH curriculum, including coursework and/or practicum experiences
- Demonstrated excellence in comprehension and analysis of the environmental health issue chosen for the capstone project
- Enhanced written communication skills through the production of a final capstone paper
- Improved critical thinking skills through conducting peer review evaluations
- Learned to respond to peer review comments from the instructors and the class
- Refined oral presentation skills by developing and presenting a capstone project using several different formats, including an educational 1-2-minute video/slide presentation, 3-5 minute poster presentation, and 15 minute final oral presentation
- Developed an understanding and appreciation for the communication needs of diverse audiences

EVALUATION

The course will be graded based on a series of written and oral presentations, and class participation. The capstone project is the primary assignment of the course, on which these course activities are based. Deliverables include:

1. Project overview presentation (video trailer or slides) (10%)
2. Peer-review exercise (15%)
3. Final poster presentation, including participation drafts process (10%)
4. Final oral presentation (20%)
5. Final written paper, including participation in drafts process (30%)
6. Class participation, based on attendance and contributions to in-class discussion (15%)

ACADEMIC HONOR CODE

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.
## COURSE OVERVIEW

EH 594 meets Wednesdays, 4:00-5:50 pm in GCR 115, unless otherwise indicated; Jan 13-Apr 22, 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic [Location]</th>
<th>Notes</th>
<th>Assignments Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 13, 2016</td>
<td>Course Introduction</td>
<td></td>
<td>◆ Project update <em>(due Jan 19, 9 am)</em></td>
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<tr>
<td>2</td>
<td>January 20, 2016</td>
<td>Individual Meetings [CNR 2035]</td>
<td>All students; throughout the day</td>
<td>◆ Final update &amp; progress form ◆ Video trailer or slides</td>
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<tr>
<td>3</td>
<td>January 27, 2016</td>
<td>Communication Methods I: Project Overviews</td>
<td>Progress Approval Form due; presentations</td>
<td>◆ Paper draft I <em>(due Feb 9, 9 am)</em></td>
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<tr>
<td>4</td>
<td>February 3, 2016</td>
<td>No Class – work on paper draft!</td>
<td></td>
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<tr>
<td>5</td>
<td>February 10, 2016</td>
<td>Individual Meetings [CNR 2035]</td>
<td>All students; throughout the day</td>
<td>◆ Paper draft II for peer review ◆ Readings (peer review methods)</td>
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<tr>
<td>6</td>
<td>February 17, 2016</td>
<td>Peer Review Methods I: What is Peer Review?</td>
<td>Paper draft exchange</td>
<td>◆ Written peer reviews</td>
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<tr>
<td>7</td>
<td>February 24, 2016</td>
<td>Peer Review Methods II: Responding to Peer Review</td>
<td>Small group discussions</td>
<td>◆ Readings (presentations)</td>
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<td>8</td>
<td>March 2, 2016</td>
<td>Communication Methods II: Poster &amp; Oral Presentations</td>
<td></td>
<td>◆ Paper draft III <em>(due Mar 14 or Mar 21, 9 am)</em></td>
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<tr>
<td>9</td>
<td>March 9, 2016</td>
<td>No Class – Spring Break</td>
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<tr>
<td>10</td>
<td>March 16, 2016</td>
<td>Individual Meetings [CNR 2035]</td>
<td>5 students; throughout the day</td>
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<tr>
<td>11</td>
<td>March 23, 2016</td>
<td>Individual Meetings [CNR 2035]</td>
<td>5 students; throughout the day</td>
<td>◆ Draft poster</td>
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<tr>
<td>12</td>
<td>March 30, 2016</td>
<td>Poster Critique</td>
<td>Small group discussions</td>
<td>◆ Oral presentation</td>
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<td></td>
<td>April 1, 2016</td>
<td>NOTE: Application due for Award for Research Excellence in Environmental Health</td>
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<tr>
<td>13</td>
<td>April 6, 2016</td>
<td>Communication Methods III: Engaging Communities &amp; Media [CNR 1000]</td>
<td>Guest speakers: Michelle Kegler (BSHE) and Molly Samuel (WABE)</td>
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<tr>
<td>14</td>
<td>April 13, 2016</td>
<td>Final Presentations I</td>
<td>5 students present</td>
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<tr>
<td>15</td>
<td>April 20, 2016</td>
<td>Final Presentations II</td>
<td>5 students present</td>
<td>◆ Final paper due!</td>
</tr>
<tr>
<td></td>
<td>April 22, 2016</td>
<td>Final Poster Presentations at EH Research Symposium</td>
<td></td>
<td>◆ Final poster due!</td>
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DETAILED SCHEDULE AND ASSIGNMENTS

1. January 13, 2016: Course Introduction and Capstone Overview
   - Course introduction and overview of syllabus
   - Discussion of course goals and opportunities
   - Instructor and student introductions
   - Sign up for individual meeting with Stefanie on January 20

   Assignment due by January 19 at 9 am, via Blackboard
   a) **Capstone project update.** Please provide a 1-2 page summary of your project progress since the October proposal process that includes: i) an overview of any changes to your objectives and timeline in response to feedback received on your proposal or for other reasons; ii) progress that you have made on carrying out your project; and iii) the dates of and notes from meetings with your mentor. Students will meet individually with Stefanie on January 20 to discuss capstone project updates. [Note - This assignment is in preparation for the *Capstone Progress Approval Form* (attached at end of syllabus), an EH department requirement, for which students must obtain continued mentor and EH 594 instructor support.]

2. January 20, 2016: Individual Meetings: Discussion of Capstone Topic and Plans for your Project
   - Note: for each student, this will be a 20-minute meeting with Stefanie; timeslots for meetings will be available throughout the day

   Assignments due at the start of next class
   a) **Hard copies of final project progress update and Capstone Progress Approval Form with student and mentor signature.** Your project progress update should consider any revisions suggested during your individual meeting with Stefanie on January 20. Stefanie (as EH 594 instructor) will review, sign, and submit to EH ADAP in fulfillment of the EH department requirement.

   b) **Video trailer of capstone project,** submitted via Blackboard and bring to class on thumb drive. Please prepare a 1-2 minute video introducing your project topic. For the video, viewers should learn what your capstone project is about and why your topic and your project are important. Trailers will be viewed and discussed during next class. As an alternative to the video, students may opt to give a 1-2 minute PowerPoint presentation.

   - In-class viewing and group critiques of video trailers / presentations
   - Consider whether the topic was introduced and motivated in a clear and instructive way? Was speech clear? Was tone appropriate? Were visual images and any other audio helpful? Compare type of presentation with print or more conventional approaches
   - Turn in signed Capstone Progress Approval forms
   - Check-in regarding Paper Draft I (due Feb 9)
   - Sign up for individual meeting with Stefanie on February 10

4. February 3, 2016: No Class – work on paper draft!
Assignment due by February 9 at 9 am, via Blackboard

a) Capstone paper draft I. Please prepare and submit a first draft of your capstone paper. Most papers will follow the guidelines included in the Components of Final Capstone Paper attached at end of this syllabus. For Draft I, please include a full background and literature review; project objectives; methods or approach; any results or outputs for your project to date; an outline and timeline for tasks that are yet to be completed; and an outline for the discussion section of your paper. For some projects, an alternative paper format may be warranted; please discuss and obtain approval from the instructors before moving forward with an alternative format. If the project itself involves a significant written work, this may be included as part of the paper with permission from Stefanie. Students will meet individually with Stefanie on February 10 to discuss capstone paper drafts and general project progress, including meetings with mentors.

   - Note: for each student, this will be a 30-minute meeting with Stefanie; timeslots for meetings will be available throughout the day

Assignments due at the start of next class, via hardcopy and Blackboard

a) Capstone paper draft II for peer-review. Prepare a revised draft of your capstone paper for the peer-review exercise. In this draft, incorporate instructor and mentor feedback where possible and include placeholders for ideas and sections that you will continue to develop. If you will be following an alternative reporting format, approved by instructors, include a description and justification of this in your draft. Please be sure to include page and line numbers on this draft, to facilitate the peer review exercise. Submit your revised draft via Blackboard, AND bring two hard copies of your draft to class for sharing with classmates.

b) Readings on peer review

6. February 17, 2016: Peer Review Methods I: What is Peer Review?
   - What is peer review? Discussion of its purpose, and contexts in which it is used
   - How to peer review? Discussion of how to provide an appropriate, relevant, and constructive peer review, what to focus on, how to frame and phrase criticisms
   - Exchange of capstone paper draft II among classmates for peer review exercise; each student will receive drafts from two classmates to review

Assignment due at the start of next class, via hardcopy and Blackboard

a) Peer-review of two classmate’s capstone paper drafts. Using approaches discussed in class, please prepare two written peer review evaluations (<5 pages each) of each draft paper. Remember, in this context, your job is to be constructive and help your colleagues. Make sure you are convinced that the topic is important and that the content in each section is appropriate and clearly presented. Provide suggestions for clarifications, additional information, and/or considerations that your classmates should take into account before finalizing their projects. Provide page and line numbers corresponding to the specific sections to which each of your comments apply. Submit your peer reviews via Blackboard, AND bring three hard copies of each of your reviews to class for in-class discussion.
7. **February 24, 2016: Peer Review Methods II: Responding to Peer Review**  
   - What to do with peer review comments? Discussion of how make the most use of peer review comments, how to respond to comments and in what format, agreeing / disagreeing with reviewers; making appropriate edits and/or changes to projects  
   - Exchange of capstone paper draft II written peer reviews and face-to-face peer feedback in small groups

**Assignment for next class**

a) **Readings** on poster and oral presentations

8. **March 2, 2016: Communication Methods II: Poster & Oral Presentations**  
   - Discussion of what makes a successful/unsuccessful poster and oral presentations  
   - View poster examples  
   - Check-in regarding EH symposium, poster, and oral presentations at end of semester, including EH *Designing your Poster* instructions (attached at end of syllabus)  
   - Check-in regarding Paper Draft III (due March 14 or 21)  
   - Sign up for individual meeting with Stefanie on March 16 or 23

9. **March 9, 2016: No Class, Spring Break -- work on paper draft!**

**Assignment due by March 14 or 21 (depending on individual meeting) at 9 am, via Blackboard**

a) **Capstone paper draft III**. In this draft, incorporate changes made (and/or include placeholders for changes planned) in response to previous instructor, mentor, and peer review feedback. Also include updates to your results and discussion sections, and an outline and timeline for any remaining tasks on your project. Students will meet individually with Stefanie on March 16 or 23 to discuss paper drafts and general project progress, including meetings with mentors.

   - Note: for 5 students, this will be a 30-minute meeting with Stefanie; timeslots for meetings will be available throughout the day

   - Note: for 5 students, this will be a 30-minute meeting with Stefanie; timeslots for meetings will be available throughout the day

**Assignment due at the start of next class, via thumb drive and Blackboard**

a) **Draft poster of your capstone project**. Prepare a draft poster of your project, incorporating approaches discussed in class on March 2 and according to instructions laid out in the *Designing Your Poster* guidelines attached at the end of the syllabus. Posters will be viewed and discussed in small groups during next class.

12. **March 30, 2016: Poster Critique**  
   - Group critique of each student’s draft poster  
   - Assignment of final presentation slots on April 13 and 20

**April 1, 2016: EH Award for Research Excellence Application due**
13. April 6, 2016: Communications Methods III: Engaging Communities & Media
   - Perspectives from community outreach & engagement expert, Michelle Kegler, BSHE
   - Perspectives from environmental journalist Molly Samuel, WABE

Final assignments due as follows:

a) **Final oral presentation (April 13 and April 20)**, submitted via Blackboard. Prepare a 15-minute PowerPoint presentation of your capstone project. Include the major components of your project, including background and significance, objectives, methods, results, and discussion. Presentation time limits will be enforced and will affect your grade. Be sure to practice your presentation several times and keep within the 15 minute timeframe and to resolve any A/V and clarity issues. Be prepared for 5 minutes of questions after your presentation. Presentations will be made over the course of 2 weeks, and presentation slots within each session will be assigned randomly (assignments will be made by March 30). You are required to attend both final presentation classes, regardless of when your presentation is scheduled. The session will be attended by EH 594 students and instructor. Capstone mentors are highly encouraged to attend, if feasible, so please invite them. Other EH faculty and first year students will be invited to join these sessions as well. Please submit your final presentation via Blackboard by 3 pm of the day you are presenting.

b) **Final capstone paper (due April 20)**, submitted via Blackboard. Prepare and submit a final 20 page (double-spaced) capstone paper. Most papers will follow the guidelines included in the *Components of Final Capstone Paper* attached at end of this syllabus. Some students may choose alternative formats, with permission from Stefanie. If the project itself involves a significant written work, this can count as part of the page requirement with permission from Stefanie.

c) **Final poster presentation (due April 22)**, submitted via Blackboard and presented at the EH Research Symposium. Prepare a final poster of your project, incorporating approaches discussed in class on March 2 and feedback received in class on March 30, and according to instructions laid out in the *Designing Your Poster* guidelines attached at the end of the syllabus. Posters will be evaluated based on content, design, clarity, and presentation. Posters are eligible for the EH Award for Research Excellence, if award application is submitted by April 1. Please submit an electronic version of your poster via Blackboard and bring a printed version of your poster to the symposium and mount.

14. April 13, 2016: Final Presentations I
   - 5 student presentations, 15 minutes each plus 5 minutes Q&A
   - Online course evaluations

15. April 20, 2016: Final Presentations II & Final Capstone Paper Due
   - 5 student presentations, 15 minutes each plus 5 minutes Q&A

**April 22, 2016: Final Poster Presentations at EH Research Symposium**
CAPSTONE PROJECT

The capstone project is the primary assignment of EH 594. Students will confirm or identify a topic to develop into a final project in the first two weeks of the course. Capstone projects will be in diverse formats (examples below), and must be the student’s original contribution to the field of environmental health. The project must be grounded in current scientific literature and/or public health practice in the relevant area and exhibit MPH-level rigor. Throughout the course, students must make use of effective written and oral communication modes. Written work must include a comprehensive review of the literature and use appropriate qualitative and quantitative tools where appropriate. Assessments will emphasize students’ successful communication of complex ideas.

Specific examples of projects may include:

- Literature review of an environmental health question and identification of knowledge gaps
- Identification and comprehensive discussion of an emerging environmental health issue
- Descriptive analyses (e.g., creating GIS maps of Superfund contaminants)
- Development of a local, state, or national policy related to an environmental issue
- Evaluation of economic consequences of an environmental health issue providing or not providing specific environmental health services
- Review and analysis of environmental justice issues in environmental health
- Community needs assessment for addressing an environmental health issue
- Development of manual or guidelines (e.g., homeowner’s guidelines for creating a healthy indoor air environment)
- Occupational workplace safety manual
- Creation of a questionnaire
- Design of an epidemiologic or exposure assessment study
- Report on the strengths and limitations of a new method (e.g., biomarker, instrumentation, animal model)
- Series of interviews with field experts on an environmental health topic
- Lessons learned from a field experience or practicum
- Report on an aspect of environmental health history (e.g., evolution of the National Ambient Air Quality Standards)
- Decision tree analysis

Examples of capstone projects from 2012:

- Surveillance of Neglected Parasitic Diseases: What are the opportunities?
- Identifying Solutions to the Problems Associated with Emory University Cistern Systems
- Defining the term “sustainability” in community-level drinking water interventions
- The effects of climate change on Native Alaskan traditional food preparation and storage and the risk of foodborne diseases
- Development of a Standardized Method for the Creation of Animal Area Hazard Signs at the Yerkes National Primate Research Center (YNPRC)
- An Ergonomic Assessment of Campus Services Custodial Staff at Emory University
- Does Asthma Control Affect Health Response During Automobile Commuting
- Review: Psychological Stress among Communities Exposed to Hazardous Waste Substances
CAPSTONE PROGRESS APPROVAL FORM  
Department of Environmental Health

This form must be completed, signed, and submitted to the EH ADAP by the due date on the on the EH capstone timeline (page 3 of Culminating Experience Guide). **Purpose:** Students who have an approved capstone plan must obtain continued mentor and EH 594 instructor support. Provide a written summary of your project progress since the October proposal. If you were required to make edits to your proposal, incorporate them into your update. If you submitted a thesis proposal but are now doing a capstone, provide a full capstone proposal now. Your mentor must sign this form so they are aware of your progress and are committed to working with you for the remainder of your project.

**Name:**___________________________________  
**Date(s) Met with Mentor:**___________________

- [ ] I have switched from thesis to capstone and am submitting an original proposal.
- [ ] I am continuing with my capstone and have completed the following:
  - [ ] An update about my project that incorporates edit suggestions from my original capstone proposal (2-page maximum).
  - [ ] Discuss general progress, concerns, and IRB progress/challenges with advisor(s).
  - [ ] Submit copy of IRB approval/letter to ADAP if not already on file (if applicable).
  - [ ] Review the timeline and reconfirm all dates with mentor and EH 594 instructor(s) including timeline for meetings about drafts and final due dates.
  - [ ] If your timeline has changed since the original proposal, attach an updated timeline.
  - [ ] Submit to EH ADAP.

Mentor and EH 594 instructor signature indicates full commitment to advising the student through the remainder of the plan. To be cleared for graduation, a passing grade must be earned on the project and in the class.

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<thead>
<tr>
<th>Mentor (Print Name)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH 594 Instructor</td>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>Student Signature</td>
<td>Date</td>
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EH 594 Syllabus Page 9 of 14
COMPONENTS OF FINAL CAPSTONE PAPER
(As listed in the Culminating Experience Guide)

Develop a 20-25 page (double-spaced) paper, encompassing the following sections:

1. **Introductory Material**
   a. **Problem Statement:** The capstone paper should start with a brief 2-3 sentence description of the problem that the project seeks to address.
   b. **Project Summary:** A brief one paragraph description of the capstone project.

2. **Body of the Paper**
   a. **Introduction/Background/Literature Review:** Motivate the need for the capstone project, through a review of literature, background on similar relevant projects, and a discussion of the public health relevance of the project. This section should also provide any relevant background information or details about this particular project.
   b. **Project Objectives:** Bullet-point description of project objectives.
   c. **Methods:** Describe the methods undertaken to produce the capstone project. This section should include the overall approach to the problem and the specific methods used to accomplish project objectives, as well as a description of the target audience.
   d. **Results/Project Description:** Describe the final product of the capstone project. In some cases (e.g., review of the literature), the paper comprises the final project and this section is where the results are described. In other cases (e.g., training manual), the final project will be placed in an Appendix and should simply be described in this section.
   e. **Discussion/Conclusions:** Describe what was accomplished with this project and how it moves the field forward. What were the conclusions of the study? How does it guide policy for this study area? How will this project advance public health? What were the limitations of the project? What are the next steps? This section is important regardless of the type of project undertaken. It is the opportunity to demonstrate the depth of understanding and innovation associated with the project.

3. **References**
   a. References should be in uniform format.
   b. Examples of a journal format for books, papers, websites, CD-ROMs, etc. can be found at www.aje.oupjournals.org.

4. **Tables & Figures**
   a. Tables and figures can be placed in the body of the text or after the References.
   b. Page number format: sequentially with the body of the project.

5. **Appendices**
   a. Items not included in the text but important for the understanding of the design, implementation, or conclusions of the project.
   b. Appendices should be listed separately in the Table of Contents.
Writing Tutoring Services are available for all RSPH students

TUTORS WORK WITH STUDENTS ON ALL ASPECTS OF ACADEMIC WRITING, INCLUDING:

- ORGANIZATION/STRUCTURE
- FLOW/COHERENCE
- LOGICAL ARGUMENTS
- WORD CHOICE/CONCISENESS
- REVISION

FOR MORE INFORMATION OR TO MAKE AN APPOINTMENT, CONTACT HOLLY PATRICK IN THE OFFICE OF STUDENT SERVICES AT: HOLLY.PATRICK@EMORY.EDU
DESIGNING YOUR POSTER
(As listed in Culminating Experience Guide)

Your poster should be a maximum of 4’ x 6’. We will provide cork boards and push pins. Please don’t mount posters on foam boards since they are generally too think to tack to the cork boards.

When creating the poster, make sure that you use as few words as possible. Use only what is necessary to convey your key message. We encourage you to use relevant graphics and photos and make it readable from at least 4 feet.

A poster is simply a static, visual medium. The difference between a poster and an oral presentation is that you should let your poster do most of the ‘talking’.

Work with your advisor for assistance.

Create your poster:

Students’ favorite site to create their poster is posterpresentations.com. There are certainly other sites out there – feel free to explore. While there are no specific templates for you to follow, you will want to consider the suggestions below.

Suggested Format

- **Title**- Tell others the title of the project, the people involved in the work and their affiliation.
- **Summary**- State what you have set out to do, how you have done it, the key findings and the main results.
- **Introduction**- Includes clear statements about the problem that you are trying to solve, the characteristics that you are trying to discover or the proofs that you are trying to establish. These should then lead to declarations of project aims and objectives.
- **Theory** or **Methodology**- Explains the basis of the technique that you are using or the procedure that you have adopted in your study. You should also state and justify any assumptions, so that your results could be viewed in the proper context.
- **Results**- Illustrates examples of the main results and key findings of your work.
- **Conclusion**- Lists the main findings of your investigation.
- **Further Work**- Contains your recommendations and thoughts about how the work could be progressed; other tests that could be applied, etc.
Sample Poster Arrangements:

Rapid Assessment of Family Planning and Reproductive Health Services provided by Female Community Health Volunteers in 17 Districts in Nepal

Methods

Results

Conclusions

Recommendations

Assessing linkages to HIV care and treatment for HIV-infected recent and expectant mothers in Nyanza province, Kenya

Background

Abstract

Accomplishments

Significance

Activities
Print Your Poster

If you wait until the last few days to have your poster printed, it will be much more expensive. Printing options that students have utilized in the past are listed below, in order from least to most expensive.

1. **Print your poster on regular paper** to equal what a poster would look like (print different sections on each page and paste together to form a poster).

2. **Georgia Tech Student Center: Paper & Clay Services.** Cost is about $20-$30. Poster file may be submitted in person, or via online order form. Most orders are ready within 72 hours. [http://studentcenter.gatech.edu/seedo/paperandclay/services/Pages/default.aspx](http://studentcenter.gatech.edu/seedo/paperandclay/services/Pages/default.aspx)

3. **Emory Document Services.** Located in the DUC. Poster file may be submitted in person, or via online order form or e-mail. Turn around is typically a day and the cost for a 36” – 48” poster is $48.00. [http://www.docservices.emory.edu/Emory%20Copy%20Center/](http://www.docservices.emory.edu/Emory%20Copy%20Center/)

4. **Kinko’s and Office Depot** may provide additional options.

Additional Resources

- EH Blackboard Site (“Thesis/Capstone – Posters”) – includes tip sheets, links, and more.
- [www.posterpresentations.com](http://www.posterpresentations.com)
- [http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm](http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm)
- [http://gradschool.unc.edu/student/postertips.html](http://gradschool.unc.edu/student/postertips.html)