



SCHOOL OF
PUBLIC HEALTH

OHSU-PSU School of Public Health Integrative Project

PHE 510IP/HSMP 510IP/ESHH 5101P/EPI 510IP/PHP 510IP/BIO 510IP
Integrative Project

INSTRUCTIONS TO THE FACULTY REVIEWER

Objective

To provide a standard for assessing the demonstration of academic learning and public health practice skills through the synthesis of foundational and program competencies and application of those competencies to complex public health issues.

Student Learning Objectives

At the end of the Integrative Project course, students should demonstrate:

1. Synthesis and mastery of 3 foundational and 3 program level competencies, including CEPH Foundational Competency #6. (see item 2, below).
2. The ability to apply an “equity lens” in relation to this health issue and experience (CEPH Foundational Competency #6), demonstrated through integration of structural competency concepts and assessment of one’s positionality relative to this work.
3. The ability to apply and synthesize existing theory and/or empirical evidence to support a program, policy, or research study.
4. The ability to apply and synthesize existing theory or empirical evidence to describe the public health implications of a program, policy, or research study.
5. The ability to effectively communicate to an appropriate audience in written format.

Please refer to the course syllabus for the complete listing of competencies and other guidance.

Documents

Please complete the attached grading form and sign.

Please send e-copy of form and the student’s paper, including any comments you have made, to your program’s Integrative Project Coordinator.

INTEGRATIVE PROJECT PAPER
GRADING RUBRIC FORM

STUDENT NAME: _____ ID NO. _____

STUDENT'S MPH PROGRAM: _____ ACADEMIC TERM: _____

ASSESSMENT OF PAPER

Criteria	Not Satisfactory	Developing (B-)	Proficient (B and B+)	Exceeds (A- and A)
Demonstrates a thorough knowledge of a public health issue <ul style="list-style-type: none"> Reflects understanding of subject matter and relevant literature 				
<ul style="list-style-type: none"> Demonstrates ability to apply existing theory and empirical evidence Demonstrates understanding of theoretical concepts 				
Demonstrates the ability to articulate an "equity lens" and an understanding of their positionality in the selected public health issue <ul style="list-style-type: none"> Specifically addresses health disparities Specifically reflects on own position as a developing public health practitioner 				
Demonstrates the ability to articulate the public health implications of a policy, program, or research study. <ul style="list-style-type: none"> Arguments are coherent and clear Demonstrates understanding of consequences, such as the potential for improving population health or the risks to health for vulnerable populations 				

<p>Demonstrates effective written communication expected of a public health professional</p> <ul style="list-style-type: none"> • Organization is logical • Writing is clear, cohesive, and concise • Writing is free of grammatical and spelling errors • Bibliographic documentation is adequate 				
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ASSESSMENT OF COMPETENCIES

(Based on competencies selected in the student’s approved IP Proposal)

CEPH Foundational Competency	Not Demonstrated	Demonstrated
1. Competency #6 – Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.		
2. Competency #		
3. Competency #		
Program Competency	Not Demonstrated	Demonstrated
1. Competency #		
2. Competency #		
3. Competency #		

Comments:

Recommended course grade (A-F): _____

Print/type name of faculty reviewer

Signature and date

Print/type name of program IP Coordinator

Signature and date