



SCHOOL OF
PUBLIC HEALTH

OHSU-PSU School of Public Health Integrative Project

PHE 502IP/HSMP 502IP/ESHH 5101P/EPI 510IP/PHP 510IP/BIO 510IP
Integrative Project, Spring 2020

Course Description

The key culminating step for each MPH student is the Integrative Project, in which a high-quality written product is produced. The written product, which we term the “Integrative Project paper,” provides students with the opportunity to demonstrate their 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.

The paper will take the form of a substantial written product such as a program evaluation, policy or economic analysis, grant proposal, health promotion or community engagement program plan, publishable manuscript, or other written product that demonstrates integration of designated foundational and program competencies. Appropriate types of written products vary by program, type of applied experience (if the two are integrated), and the student’s career goals. The Integrative Project paper may, but is not required to, build from work conducted in the Practice Experience. For example, students may write a high-quality written paper using the findings from a statistical analysis performed in support of a research project that is separate from their Practice Experience.

Information about specific Integrative Project requirements, assignments, and processes can be found in each program’s Integrative Project guidelines, which are posted on the SPH website: https://ohsu-psu-sph.org/ipe_pe_ip/

Credit Hours and Grading

1 credit hour. Graded A-F.

Consistent with the performance expectations for all required courses in the School of Public Health, a grade of less than a B-minus will require the student to repeat the Integrative Project. Failure to satisfactorily demonstrate all of the designated competencies will result in failure of the Integrative Project course. Students have two attempts to pass the Integrative Project course; failure after the second attempt will result in dismissal from the School.

Prerequisite Enrollment Information

The prerequisite for this course is completion of (or concurrent enrollment in) all core and required program courses; specific prerequisites vary by program and are indicated in the Integrative Project guidelines. The Integrative Project Proposal form must be approved prior to registration for the course and is dependent upon approval of the proposal form IP Coordinator that specifies which foundational and program-level competencies will be demonstrated (see below). Enrollment in the Integrative Project may occur simultaneously with enrollment in the Practice Experience but may not occur prior to the Practice Experience. This is because the Integrative Project is considered to be a “culminating

experience” by our accrediting body CEPH. If the Practice Experience is being completed across two terms, enrollment in the Integrative Project is permitted in the second term of the Practice Experience.

Faculty Information

Each MPH degree program in the OHSU-PSU SPH has designated a faculty member to serve as the Integrative Project Coordinator (see the SPH web site for current listing). The Integrative Project Coordinator for each program will receive and approve the student Integrative Project proposal (after the faculty advisor has given initial approval), including a Learning Contract that specifies planned competency demonstrations, prior to registration for the course.

Course Meeting Day and Time

This 1-credit independent study course is to be completed in one term. A schedule for check-ins on progress will be communicated to the student by each program’s Integrative Project Coordinator during Week 1 of the term of enrollment.

Course Objectives

Students will work closely with their faculty advisor (and/or site preceptor if the Integrative Project is linked to the Practice Experience) to create a program evaluation report, policy or economic analysis, health promotion or community engagement program plan, grant proposal, publishable manuscript, or other substantial written product that demonstrates integration and mastery of MPH degree program competencies.

Student Learning Objectives

At the end of the Integrative Project course, students will 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 and/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.

Integrative Project Paper

The information about all assignments, process and evaluation are published in the Integrative Project guidelines on the SPH website.

Written products can take the form of a program evaluation report, policy or economic analysis report, health promotion or community engagement program plan, grant proposal, high quality written paper or draft publishable journal manuscript, or other product that demonstrates integration of MPH degree program competencies. The written product should be developed and delivered in a manner that is useful to an external stakeholder, such as a non-profit or governmental organization.

Examples of written products that meet the requirements of the Integrative Project include:

- A draft publishable journal manuscript that reports findings from an analysis (quantitative, qualitative, or mixed methods) conducted in the Practice Experience or other applied experience (i.e., statistical analysis is support of a research program).
- A written report that describes processes and/or lessons learned from community-based Practice Experience or other applied experiences (would highlight community partnership experiences).
- A program plan or grant application proposing a community program or intervention that addresses needs identified in a community-based Practice Experience or other experience.
- A research grant proposing a study that fills evidence gaps identified in a research-focused Practice Experience or other experience.
- A policy- or economic- analysis (e.g., substantive white paper) with direct application to needs identified in a community-based Practice Experience or other applied experience.
- A program evaluation report that describes programmatic findings, developed in the context of a community-based Practice Experience or other applied experience.

At a minimum, the Integrative Project paper will contain:

- A statement on student's application of an equity lens to this work and assessment of their positionality relative to it
- Clearly defined overview, background and significance, or statement of the problem
- Thorough literature review
- Demonstration of designated competencies as specified in the Integrative Project proposal in the paper's discussion or critical analysis
- Recommendations, public health implications, and conclusion

Combined degree students (MPH/MSW, MD/MPH, MPH/MURP) should incorporate their learning from both degree programs in a unique integrated experience.

If a specific aspect of these minimum requirements cannot be addressed in the written product (for example, a thorough exploration of equity and positionality, or the literature review), the student should submit an addendum to cover these minimum requirements.

Deadline for Submission of a Draft and Final Paper

Students will submit a draft of their developing paper to their faculty advisor or program Integrative Project Coordinator by the end of Week 5 of the term.

The final paper is due by 5 PM Friday of Week 10, the last day of instruction in the term.

University Resources to Support Your Writing

Students are encouraged to begin their writing work as early as possible in the term. It is recommended that students take advantage of the OHSU Teaching and Learning Center and the PSU Learning Center to gain skills in project planning and time management. For grammatical, editing, or ESL support, students should use the PSU Writing Center. Contact information for these learning resources is described on the School's web site: https://ohsu-psu-sph.org/academic_resources/, scroll down to "Learning and Coaching."

It is the student's responsibility to develop their writing skills so that their paper is of satisfactory quality. The learning centers will provide assistance with organization, grammar and spelling, and bibliographic documentation. Faculty Advisors or other mentors, such as Site Preceptors from the Practice Experience, will provide assistance to the student on topical content and integration of public health competencies

and will not focus on the mechanics of writing. Writing quality is considered to be the responsibility of the student learner.

Evaluation of Integrative Paper

The Integrative Project paper will be reviewed by at least one faculty in the School of Public Health, and most often this will be the student’s Faculty Advisor or the Integrative Project Coordinator for their MPH degree program. The faculty reviewer will complete two rubrics – a grading rubric and a competency-assessment rubric. The grading rubric will be used to assign the letter grade for the course. The competencies assessment rubric will be used to determine if all competencies selected in the student’s contract have been adequately demonstrated and synthesized. All competencies listed in the approved Integrative Project Proposal must be satisfactorily addressed in order to successfully complete the course.

The grading and competency assessment rubrics directly follow the Student Learning Objectives listed above.

Grading Rubric:

Criteria	Not Satisfactory	Developing (B-)	Proficient (B and B+)	Exceeds (A- and A)
Demonstrates a thorough knowledge of a public health issue				
Demonstrates the ability to apply existing theory and empirical evidence				
Demonstrates the ability to articulate an “equity lens” and an understanding of their positionality in the selected public health issue				
Demonstrates the ability to articulate the public health implications of a policy, program, or research study.				
Demonstrates effective written communication expected of a public health professional				

Competency-assessment rubric (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		
1. Competency #		

2. Competency #		
3. Competency #		

Academic Accessibility and Accommodation

The OHSU-PSU School of Public Health values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students. Our goal is to create learning environments that are equitable, inclusive, and welcoming. If any aspects of instruction or program/course design result in barriers to your inclusion or learning, we want to know.

For students with disabilities enrolled in the graduate SPH programs, the [Office of Student Access Services](#) at OHSU will begin the process with you of determining reasonable accommodations and facilitating access. The [Disability Resource Center at Portland State](#) collaborates with Student Access Services at OHSU in regards to all SPH graduate students. The OHSU Office for Student Access is located in Baird Hall 1036B and can be reached at studentaccess@ohsu.edu or 503-494-0082.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, please contact the appropriate office to schedule an appointment and initiate a conversation about reasonable accommodations. Please be aware that accommodations are not retroactive and that some accommodations take time to implement; we encourage you to make contact with the appropriate office as soon as possible.

Commitment to Equity and Inclusion

If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin or ancestry, veteran or military status, marital status, pregnancy or parenting status, sexual orientation, gender identity, disability or any other protected status, please contact the [OHSU Affirmative Action and Equal Opportunity Department](#) at 503-494-5148 or aaeo@ohsu.edu.

Title IX of the Educational Amendment Act of 1972 prohibits sex discrimination in educational institutions. Inquiries about Title IX compliance or sex/gender discrimination and harassment at OHSU may be directed to the [OHSU Title IX Coordinator](#), Laura Stadum, at 503-494-0258, titleix@ohsu.edu or staduml@ohsu.edu.

The [Office of Equity & Compliance](#) is responsible for monitoring Portland State University’s Title IX compliance. Portland State University’s Title IX Coordinator is Julie Caron, 503-725-4410, jucaron@pdx.edu.

School of Public Health Handbook

All students are responsible for following the policies and expectations outlined in the student handbook for their program of study. Students are responsible for their own academic work and are expected to have read and practice principles of academic honesty, as presented in the handbook at <https://drive.google.com/fPaper/d/OBylPaVxkPFBsYIFlWGH5VF93eGc/view>

Appendix A: 22 CEPH MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
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

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Appendix B: MPH Program Competencies

Biostatistics

1. Apply appropriate principles of research design and population-based concepts to assess health problems.
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.
3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.
4. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.
5. Evaluate strengths and weaknesses of alternative research designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.
6. Apply basic ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data.
7. Identify cultural dimensions of conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.

Environmental Systems & Human Health

1. Communicate the relationship between environmental systems and human health, particularly in response to a changing climate.
2. Analyze how environmental hazards (chemical, physical and biological) interact with natural and built systems, including the mechanisms of their adverse effects on humans.
3. Assess and interpret relevant literature in the area of public health and environmental hazards.
4. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.
5. Discuss how federal and state regulatory programs, guidelines and authorities impact environmental and occupational health issues.
6. Apply ethical principles that govern the practice of environmental risk assessment, management, and communication.
7. Specify approaches for assessing, preventing and controlling environmental and occupational hazards that pose risks to human health and safety.
8. Integrate, synthesize and apply theory to practice in the context of a research study, policy consequences, or environmental exposure.
9. Explain the general mechanisms of toxicity in eliciting a human health effect in response to various environmental and occupational exposures.

Epidemiology

1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.
2. Apply evidence-based knowledge of health determinants to public health issues.
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.
4. Propose and test a research hypothesis.
5. Identify ethical principles problems that arise in public health policy decisions.
6. Apply knowledge of cultural dimensions in conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.
7. Integrate and apply relevant literature in epidemiology to public health issues and policy.
8. Communicate public health principles and concepts through various strategies across multiple sectors of the community.

Health Promotion

1. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.
2. Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy.
3. Design and implement strategies to promote health.
4. Solicit and integrate input from community and organization stakeholders.
5. Design and deliver health communication messages.
6. Evaluate and interpret results from program evaluations and other research.
7. Define health problems, frame hypotheses, design research procedures, and outline methods of analysis.
8. Apply ethical principles that govern the practice of public health promotion.
9. Demonstrate cultural competency in health promotion among all social and cultural communities.

Health Management & Policy

1. Apply ethical principles and behaviors that govern the practice of health management and policy.
2. Apply theory in the development, implementation and evaluation of solutions to challenges in health management and policy.
3. Represent cultural competency with diverse cultures and communities in the practice of health management and policy.
4. Apply policy process knowledge and techniques to support development and implementation of health policy.
5. Select and employ appropriate qualitative and quantitative techniques to evaluate and manage health system performance.
6. Design and implement processes to assess and improve organizational and system performance.
7. Solicit and integrate input from health system stakeholders to advance cooperative solutions to health system challenges.
8. Design and deliver communication materials supporting the practice of health services leadership, management and policy.
9. Demonstrate critical and self-reflective thinking in the practice of health management and policy.

Public Health Practice

1. Assess, analyze, and synthesize the health status of vulnerable populations.
2. Identify, develop and manage interventions to promote and protect the health of populations at risk.
3. Lead and participate in inter-professional efforts to address health inequities with community partners.
4. Conduct, participate in or apply research which improves the health of a population.
5. Assess and integrate cultural beliefs and practices into public health interventions.
6. Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.
7. Apply program planning and quality improvement principles in the development, management, and/or evaluation of population health services.
8. Demonstrate basic skills in the development of a grant proposal.
9. Employ techniques to manage human, fiscal, and other public health resources.