**ILE in Environmental and Occupational Health Sciences**

**Literature Review Project Rubric**

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| **Required Element** | **Met** | **Not Met** | **Feedback (if element is “not met”, student is required to address in revision)** |
| **Structured Abstract (Background, Methods, Results, Conclusions)** |
| 1. Provides context of the study and main research question
 |  |  |  |
| 1. Provides an overview of how articles were identified, reviewed, and analyzed
 |  |  |  |
| 1. Describes the major study findings
 |  |  |  |
| 1. Describes the conclusions/implications of the studies reviewed
 |  |  |  |
| 1. Provides three key words representing the study topics reviewed
 |  |  |  |
| 1. Length is 250 words or fewer
 |  |  |  |
| **Introduction/Background** |
| 1. Describes the public health problem being investigated
 |  |  |  |
| 1. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem
 |  |  |  |
| 1. Describes the population(s) affected by the public health problem
 |  |  |  |
| 1. Summarizes findings from previous research related to the problem
 |  |  |  |
| 1. Discusses the gaps or limitations in previous studies and how the literature review addresses these gaps
 |  |  |  |
| **Methods** |
| 1. Describes how the literature review is conducted
 |  |  |  |
| 1. Describes the databases used
 |  |  |  |
| 1. Discusses key search terms
 |  |  |  |
| 1. Describes the inclusion/exclusion criteria and provides a rationale for these criteria
 |  |  |  |
| 1. Describes the process for selecting studies
 |  |  |  |
| **Results** |
| 1. Provides a table summarizing key elements (e.g., PICOT) of each article
 |  |  |  |
| 1. Summarizes findings of the table in the text, synthesizing and explaining the results presented in the table
 |  |  |  |
| 1. Describes what the findings mean within the context of the overall review
 |  |  |  |
| **Discussion/Conclusions** |
| 1. Provides a brief summary of the systematic review including relevance and significance
 |  |  |  |
| 1. Discusses the strengths of the review
 |  |  |  |
| 1. Discusses the weaknesses or limitations of the review
 |  |  |  |
| 1. Discusses whether and if so, how these findings could be used to inform decisions for relevant political, social, or economic policies and programs
 |  |  |  |
| 1. Identifies 2-3 strategies for how these findings can be used to advocate for political, social, or economic policies and program to improve the health of diverse populations
 |  |  |  |
| 1. Provides a brief summary of the systematic review including relevance and significance
 |  |  |  |
| 1. Provides recommendations for future research
 |  |  |  |
| **Organization and Mechanics** |
| 1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors
 |  |  |  |
| 1. Title page is included that follows the template provided on the ILE course site
 |  |  |  |
| 1. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs
 |  |  |  |
| 1. References in AMA or APA format
 |  |  |  |
| **Competencies Reflected in Work Product** |
| 1. (FC2) Select quantitative and qualitative data collection methods appropriate for a given public health context
 |  |  |  |
| 1. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
 |  |  |  |
| 1. (EOHS CC2) Describe complex environmental systems, including climate change, and identify methods for measuring their impacts on human health
 |  |  |  |
| 1. Demonstrated synthesis and integration of the competencies listed above
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