MPH Integrative Learning Experience Handbook

2022-2023

MPH ILE administration

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Dr. Bruno serves as Chair of the Community Health Sciences (CHSC) department. In addition to your faculty advisor, Dr. Bruno can answer questions on any aspects of the MPH ILE for CHSC students.

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Dr. Geer serves as the Director of the MPH ILE and is Chair of the Environmental and Occupational Health Sciences (EOHS) department. In addition to your faculty advisor, Dr. Geer can answer questions on any aspects of the MPH ILE for EOHS students.

Elizabeth Helzner, PhD, MS
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Dr. Helzner serves as Chair of the Department of Epidemiology and Biostatistics (EPID and BIOS). In addition to your faculty advisor, Dr. Helzner can answer questions on any aspects of the MPH ILE for EOHS and BIOS students.

Thomas Mackie, PhD, MPH
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Dr. Mackie serves as Chair of the Department of Health Policy and Management. In addition to your faculty advisor, Dr. Mackie can answer questions on any aspects of the MPH ILE for Health Policy and Management (HPMG) and Healthcare Administration (HCAD) students.

Table of Contents

What is the Integrative Learning Experience?

The Integrative Learning Experience (ILE) is a two-credit culminating experience that requires the student to integrate and translate knowledge, theory and skills learned in the classroom into a final paper and presentation. The ILE is designed to strengthen foundational and concentration-specific public health competencies, complement the student's interests, and advance professional and career goals. The ILE requires a student to integrate knowledge acquired throughout the Masters of Public Health Program. The ILE proposal form must be developed in conversation with and then subsequently approved by the student's Faculty Advisor.

The ILE project consists of an analytic paper (the "ILE paper"), and the development and delivery of an oral presentation for faculty and other attendees (the "ILE presentation"). The ILE paper will typically be based on a literature review, policy analysis, or a data project. After acceptance of the final paper by the Faculty Advisor, the student will make an oral ILE presentation (with slides) on his or her work. The ILE presentation will provide an opportunity for the student to receive input and feedback on the ILE from faculty, staff, and students across the Downstate community. The completed ILE project must demonstrate a student's mastery of competencies in their own department, as well as their ability to integrate and synthesize the competencies for foundational public health knowledge. Please see the schedule of milestones and due dates in the section entitled "Eligibility, Timing, & Requirements."

NOTE: Students are expected to complete the ILE in the semester in which they are enrolled. The ILE is assessed as either "Pass" or "Fail." When a student is unable to complete the ILE in the semester in which they are enrolled, the student must contact the Faculty Advisor to determine the appropriate resolution, whether to withdraw from the course or receive an "Incomplete". If it should be determined by the Faculty Advisory that an "Incomplete" is warranted, the student must complete all requirements within 1 year of the first day of the semester in which an incomplete is assigned. If an "I" is not fully resolved within this timeframe, the course grade will be calculated based on all coursework submitted by the end of the timeframe. The course instructor may extend the timeline for completing the course requirements in special conditions (i.e., student leave of absence, continuing extenuating circumstances, etc.). In this case, the course instructor will send an additional email to the student, stating the amended timeline, with a copy to the chair of the department.

Eligibility, Timing, & Requirements

Timing

Students should register and complete the ILE in the semester in which they plan to graduate. The ILE is completed in the final semester of the MPH Program, typically after the APEx is completed.

Eligibility

Students must meet the following prerequisites before enrolling in the ILE:

- Completed all required foundation courses
- Completed or currently enrolled in all required concentration core courses
- Completed or currently enrolled in the APEx

Registration

Students must register for the concentration-specific 2-credit Integrative Learning Experience course (Pass/Fail) in the semester in which they plan on graduating. Students should discuss their plans for the ILE when meeting with their Faculty Advisor prior to course registration. Students must register for concentration-specific course code (e.g., HPMG, HCAD, EOHS, CHSC, EPID, or BIOS 6001 Integrative Learning Experience) at the outset of the semester in which they plan to complete the ILE. Students are responsible for initiating meetings with their Faculty Advisor prior to registration and throughout the ILE. Students should consult the syllabus for their respective departmental course (e.g., HPMG 6001) for specific submission requirements, including whether to upload to the departmental course site in Brightspace.

Timeline for ILE submission requirements

ILE Requirement	Deadline	Submission Process
ILE Proposal Form	Must be signed by the student and Faculty Advisor and submitted before the last day of the Drop/Add Period	Send the signed ILE Proposal Form to the Faculty Advisor
Draft ILE paper	One month before the last day of classes	Draft submitted to the Faculty Advisor
Draft ILE presentation	The draft ILE presentation must be reviewed by the Faculty Advisor one week before the final ILE presentation	Draft presentation submitted to the Faculty Advisor
Final ILE presentation	The final ILE presentation must be presented to the SPH and Downstate community prior to completion of the ILE	Send the final ILE presentation to the Faculty Advisor
Final ILE paper and ILE Paper Assessment Rubric	The final ILE paper must be approved by the Faculty Advisor. The Faculty Advisor will then complete the ILE Paper Assessment Rubric and send to the Department Chair for final review.	Send the final ILE paper to the Faculty Advisor and Chair. Faculty Advisor fills out the ILE Paper Assessment Rubric and returns to student.

Note: The Faculty Advisor and Departmental Chairperson must approve the ILE prior to ILE completion and graduation.

ILE Proposal Form

All students are required to submit a completed ILE Proposal Form which documents the student's proposed ILE paper topic and associated public health competencies. The student will develop the project in consultation with the Faculty Advisor. Prior to beginning the ILE, the ILE Proposal Form must be signed by the student and the Faculty Advisor, then sent to the Departmental Coordinator by the last day of the Add/Drop Period. The Proposal Form serves as an agreement between the student and the SPH Program. In signing the Proposal Form, the student is affirming that the proposed ILE project does not represent duplicate work that has been submitted elsewhere for another course requirement.

ILE Work Products and Competencies

The ILE will culminate with two required elements: (1) the ILE paper; and (2) the ILE presentation. It is important that students consult with their Faculty Advisor on various stages of writing the paper and developing the presentation. The final ILE presentation is a required 15-20 minute oral presentation of slides to consist of following elements from the ILE paper: Introduction, Public Health Significance, Methods, Results, and Discussion/Conclusions.

The ILE deliverables must address and strengthen three (3) MPH competencies. Two (2) of these are Foundational Competencies and one (1) is a Concentration Competency selected by the student's home department. See your departmental ILE Paper Assessment Rubric (included below) for required MPH competencies. The selected competencies must be listed on the ILE Proposal Form. Upon completion of the ILE paper, the Faculty Advisor will assess whether the selected competencies were successfully reflected by the project using the ILE rubrics included at the end of this handbook. Demonstration of the identified competencies is required for completion of the ILE. Integration and synthesis of the departmental competencies in the ILE paper are reflected in the ILE Paper Assessment Rubric to be completed by the Faculty Advisor and reviewed by the Departmental Chairperson.

Sample MPH ILE Project Titles

- Effects of the COVID-19 Pandemic Quarantine on Weight Gain in Teenagers in Central Brooklyn
- APICHA Survey and Evaluation to meet the Needs of the LGBIQI Asian and Pacific Islanders in NYC
- Contact Tracing – Current Research and Perspectives
- Analyzing factors that Impact Potential Mortality of COVID-19 in Persons with Type II Diabetes Diversifying Health Care Fields by Enhancing Pipeline Initiative
- Social Determinants of Health and COVID-19 Outcomes Improving Patient Safety through Medical Student Education
- Why are Black Moms Dying?
- Integrating Health and Human Services: A Comprehensive Analysis of Local-level Models and Recommendations for New York City
- Shifting the Resources and Awareness of the Black Birthing Experience the Public Health Hazard of Rickettsialpox in New York
- The Public Health Impact of Racism on Maternal Health Strategies to Reduce Disparities in Maternal Morbidity and Mortality
- Evaluation of the Association Between Maternal and Infant Outcomes and Health Barriers in Flatbush

Summary of Deliverables and Due Dates

Due Date	Data analysis milestone	Literature review milestone	Policy brief milestone
Week 1	Choose dataset and develop research question	Choose research question	Identify public health issue and policy topic
Week 2	Submit ILE Proposal Form	Submit ILE Proposal Form	Submit ILE Proposal Form
Week 3	Literature review and literature review table	Literature review table, PRISMA diagram	Develop and submit concept paper and overall paper outline
Week 4	Table of exposure vs. potential confounders, analysis plan, table shells	Summary table of literature main results; evaluate whether results can be synthesized	Identify the public health significance of the topic selected, including a table summarizing what we know about the public health problem and detailed outline
Week 5	Draft methods section, draft tables, draft results section	Draft literature review; Add sources as needed, updating PRISMA diagram	Draft introduction of the public health significance of the problem and policy topic to be addressed

Week 6	Discussion section	Revise literature review; Add section about the implications for policy and practice and suggestions for further research	Identify 2 to 3 policy alternatives, drawing on those proposed previously or advocated for by relevant intermediaries/advocacy organizations
Week 7	Introduction and literature review	Introduction section: significance and background, why literature review is necessary; Add citations and references as needed	Draft description of at least two evaluation criteria and analyze and evaluate the policy alternatives against one another
Week 8	Abstract and complete first draft	Abstract and complete first draft	Draft recommendations and abstract of Policy Analysis; Submit to Faculty Advisor
Week 9	Revision suggestions returned by advisor	Revision suggestions returned by advisor	Revision suggestions returned by Faculty Advisor
Week 10	Submit revision	Submit revision	Submit revision
Week 11	Create presentation slides	Create presentation slides	Create presentation slides
Week 12	Presentation slides approval by advisor; Presentation practice session Oral presentations – Dates TBD	Presentation slides approval by advisor; Presentation practice session Oral presentations – Dates TBD	Presentation slides approval by advisor; Presentation practice session Oral presentations-Dates TBD
Week 13	Oral presentations – Dates TBD	Oral presentations – Dates TBD	Oral presentations-Dates TBD

Frequently Asked Questions

Can the ILE requirement be waived based on work experience?

No. Exemptions are not granted for the ILE. A student's work experience prior to enrolling in graduate school at the SUNY Downstate School of Public Health, while important to professional development, was not guided by the knowledge gained in coursework at the SPH. Therefore, prior work experience does not substitute for the ILE requirement.

What is the difference between the Applied Practicum Experience (APEx) and the Integrative Learning Experience?

An APEx is a supervised practice experience in the field of public health designed to enhance a student's professional skills and knowledge. The ILE is a higher-level written product that requires the synthesis of knowledge and evidence on a particular public health topic. It is important to remember, that even if an APEx and ILE are related to each other, they must be distinct projects. While an APEx requires the completion of deliverables which may take the form of a literature review, the ILE is an additional requirement and cannot serve one of the required 2 deliverables/products of the APEx. To fulfill the ILE, students are expected to write a paper and give an ILE Oral Presentation based on the ILE Paper.

Can I be registered in APEx concurrently with my Integrative Learning Experience?

Yes. Typically, however, the ILE is completed in the final semester after the APEx is complete.

What if I do not complete my ILE in the semester I registered?

Students are expected to complete the ILE in the semester in which they are enrolled. The ILE is assessed as either a "Pass" or "Fail." In cases where students are unable to complete the ILE in the semester in which they are enrolled, the student must contact the Faculty Advisor to determine the appropriate resolution, whether to withdraw from the course or receive a grade of "Incomplete". If it should be determined by the Faculty Advisory that an "Incomplete" is warranted, the student must complete all requirements within 1 year of the first day of the semester in which an incomplete is assigned.

Does the ILE show up on my transcript?

Yes, the ILE will show up on the transcript and will be graded as "Pass/Fail."

What format should I use for the title page for my ILE?

Please use the following format on the first page of the written document.

Title of Paper (*Insert*) by

Student Name (*Insert*)

Previous Degrees (*Insert Degrees separately, include University and Year of graduation*) Integrative Learning

Experience Paper

Submitted in Partial Fulfilment of the Requirements for the Degree of Masters of Public Health In the School of

Public Health, Department of (*Insert*)

Supervisor: Faculty Advisor Name and Credentials (*Insert*)

STATE UNIVERSITY OF NEW YORK, DOWNSTATE HEALTH SCIENCES UNIVERSITY

Month, Year (*Insert*)

Student Name: Faculty Advisor:

Project Title: Semester:

ILE in Biostatistics
Secondary Data Analysis Project Rubric

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			
2. Describes the source of the data, measurement of exposure and outcome, and statistical approach			
3. Describes the major study findings			
4. Describes the conclusions/implications of the study			
5. Provides three key words representing the study topic			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. Discusses the gaps or limitations in previous studies and how the presented study addresses these gaps			
6. Section ends with research question(s), study objectives or hypotheses			
Methods			
1. Describes the study design			
2. Describes how the study sample was obtained (sampling technique, inclusion and exclusion criteria, how the final analytic sample was reached, years of data being used, sample size)			
3. Describes how the primary outcome was defined in the study			
4. Describes how the primary exposure factor was defined in the study			
5. Describes how potential confounders were defined in the study			
6. Describes ethical considerations (IRB approval for study/use of data)			
7. Describes the statistical methodology used in the study including statistical software used and techniques for descriptive and multivariable adjusted analyses.			
Results			
1. Uses tables or figures to help convey findings			

Student Name: Faculty Advisor:
Project Title: Semester:

2. Each table or figure is described in words in the Results section			
3. Tables/figures have detailed titles and can "stand alone" (the reader should be able to understand the table or figure without reading the Results section)			
4. Describes the analytic sample in terms of age, sex, race/ethnicity			
5. Describes differences in the primary outcome by descriptive characteristics			
6. Describes differences in the primary exposure factor by descriptive characteristics			
7. Presents the findings of a multivariable-adjusted model of the primary outcome			
Discussion			
1. Provides a statement summarizing whether the results of the study supported the hypothesis			
2. Provides comparison of study findings to previous research			
3. Describes the pathophysiologic mechanism linking the exposure factor to the primary outcome			
4. Describes the strengths of the study (some examples may be: sample size/power, population or subpopulation studied, methodology, novelty of research question)			
5. Describes the limitations of the study (some examples may be: potential sources of unmeasured bias or confounding, sample size/power, representativeness of sample, limits to generalizability of findings)			
6. Outlines policy implications of the findings including 2-3 strategies of how findings can be used to advocate for political, social, or economic policies and programs to improve the health of diverse populations			
7. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs.			
4. References in AMA format			
Competencies Reflected in Work Product			
1. (FC2) Select quantitative and qualitative data collection methods appropriate for a given public health context			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.			

Student Name: Faculty Advisor:
Project Title: Semester:

3. (BIOS CC1) Apply statistical inference methods to evaluate public health research hypotheses.			
4. Demonstrated synthesis and integration of the competencies listed above			

Student Name: Faculty Advisor:

Project Title: Semester:

ILE in Community Health Sciences
Literature Review Project Rubric

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			
2. Provides an overview of how articles were identified, reviewed, and analyzed			
3. Describes the major study findings			
4. Describes the conclusions/implications of the studies reviewed			
5. Provides three key words representing the study topics reviewed			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. 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			
2. Describes the databases used			
3. Discusses key search terms			
4. Describes the inclusion/exclusion criteria and provides a rationale for these criteria			
5. Describes the process for selecting studies			
Results			
1. Provides a table summarizing key elements (e.g., PICOT) of each article			
2. Summarizes findings of the table in the text, synthesizing and explaining the results presented in the table			
3. 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			

Student Name: Faculty Advisor:
Project Title: Semester:

2. Discusses the strengths of the review			
3. Discusses the weaknesses or limitations of the review			
4. Discusses whether and if so, how these findings could be used to inform decisions for relevant political, social, or economic policies and programs			
5. 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			
6. Provides a brief summary of the systematic review including relevance and significance			
7. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs			
4. References in AMA or APA format			
Competencies Reflected in Work Product			
1. (FC7) Assess population needs, assets and capacities that affect communities' health			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation			
3. (CHSC CC1) Synthesize the role of social and community factors in both the onset and solution of public health problems.			
4. Demonstrated synthesis and integration of the competencies listed above			

Student Name: Faculty Advisor:
Project Title: Semester:

ILE in Environmental and Occupational Health Sciences Literature Review Project Rubric

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			
2. Provides an overview of how articles were identified, reviewed, and analyzed			
3. Describes the major study findings			
4. Describes the conclusions/implications of the studies reviewed			
5. Provides three key words representing the study topics reviewed			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. 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			
2. Describes the databases used			
3. Discusses key search terms			
4. Describes the inclusion/exclusion criteria and provides a rationale for these criteria			
5. Describes the process for selecting studies			
Results			
1. Provides a table summarizing key elements (e.g., PICOT) of each article			
2. Summarizes findings of the table in the text, synthesizing and explaining the results presented in the table			
3. 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			

Student Name: Faculty Advisor:
Project Title: Semester:

2. Discusses the strengths of the review			
3. Discusses the weaknesses or limitations of the review			
4. Discusses whether and if so, how these findings could be used to inform decisions for relevant political, social, or economic policies and programs			
5. 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			
6. Provides a brief summary of the systematic review including relevance and significance			
7. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs			
4. 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			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation			
3. (EOHS CC2) Describe complex environmental systems, including climate change, and identify methods for measuring their impacts on human health			
4. Demonstrated synthesis and integration of the competencies listed above			

Student Name: Faculty Advisor:

Project Title: Semester:

ILE in Epidemiology
Secondary Data Analysis Project Rubric

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			
2. Describes the source of the data, measurement of exposure and outcome, and statistical approach			
3. Describes the major study findings			
4. Describes the conclusions/implications of the study			
5. Provides three key words representing the study topic			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. Discusses the gaps or limitations in previous studies and how the presented study addresses these gaps			
6. Section ends with research question(s), study objectives or hypotheses			
Methods			
1. Describes the study design			
2. Describes how the study sample was obtained (sampling technique, inclusion and exclusion criteria, how the final analytic sample was reached, years of data being used, sample size)			
3. Describes how the primary outcome was defined in the study			
4. Describes how the primary exposure factor was defined in the study			
5. Describes how potential confounders were defined in the study			
6. Describes ethical considerations (IRB approval for study/use of data)			
7. Describes the statistical methodology used in the study including statistical software used and techniques for descriptive and multivariable adjusted analyses.			
Results			
1. Uses tables or figures to help convey findings			

Student Name: Faculty Advisor:
Project Title: Semester:

2. Each table or figure is described in words in the Results section			
3. Tables/figures have detailed titles and can "stand alone" (the reader should be able to understand the table or figure without reading the Results section)			
4. Describes the analytic sample in terms of age, sex, race/ethnicity			
5. Describes differences in the primary outcome by descriptive characteristics			
6. Describes differences in the primary exposure factor by descriptive characteristics			
7. Presents the findings of a multivariable-adjusted model of the primary outcome			
Discussion			
1. Provides a statement summarizing whether the results of the study supported the hypothesis			
2. Provides comparison of study findings to previous research			
3. Describes the pathophysiologic mechanism linking the exposure factor to the primary outcome			
4. Describes the strengths of the study (some examples may be: sample size/power, population or subpopulation studied, methodology, novelty of research question)			
5. Describes the limitations of the study (some examples may be: potential sources of unmeasured bias or confounding, sample size/power, representativeness of sample, limits to generalizability of findings)			
6. Outlines policy implications of the findings including 2-3 strategies of how findings can be used to advocate for political, social, or economic policies and programs to improve the health of diverse populations			
7. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs.			
4. References in AMA format			
Competencies Reflected in Work Product			
1. (FC2) Select quantitative and qualitative data collection methods appropriate for a given public health context			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.			

Student Name: Faculty Advisor:

Project Title: Semester:

3. (EPID CC4) Using a large public access health dataset, conduct and interpret secondary data analyses.			
4. Demonstrated synthesis and integration of the competencies listed above			

Student Name: Faculty Advisor:
Project Title: Semester:

ILE in Healthcare Administration
Literature Review Paper Rubric

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			
2. Provides an overview of how articles were identified, reviewed, and analyzed			
3. Describes the major study findings			
4. Describes the conclusions/implications of the studies reviewed			
5. Provides three key words representing the study topics reviewed			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. 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			
2. Describes the databases used			
3. Discusses key search terms			
4. Describes the inclusion/exclusion criteria and provides a rationale for these criteria			
5. Describes the process for selecting studies			
Results			
1. Provides a table summarizing key elements (e.g., PICOT) of each article			
2. Summarizes findings of the table in the text, synthesizing and explaining the results presented in the table			
3. 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			

Student Name: Faculty Advisor:

Project Title: Semester:

2. Discusses the strengths of the review			
3. Discusses the weaknesses or limitations of the review			
4. Discusses whether and if so, how these findings could be used to inform decisions for relevant political, social, or economic policies and programs			
5. 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			
6. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs			
4. References in AMA or APA format			
Competencies Reflected in Work Product			
1. (FC4) Interpret results of data analysis for public health research, policy, or practice.			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation			
3. (HCAD CC1) Apply theories and strategies of healthcare management to the routine operations and emerging issues in the healthcare environment.			
4. Demonstrated synthesis and integration of the competencies listed above			

Student Name: Faculty Advisor:
Project Title: Semester:

ILE in Health Policy and Management
Literature Review Project Rubric

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			
2. Provides an overview of how articles were identified, reviewed, and analyzed			
3. Describes the major study findings			
4. Describes the conclusions/implications of the studies reviewed			
5. Provides three key words representing the study topics reviewed			
6. Length is 250 words or fewer			
Introduction/Background			
1. Describes the public health problem being investigated			
2. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem			
3. Describes the population(s) affected by the public health problem			
4. Summarizes findings from previous research related to the problem			
5. 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			
2. Describes the databases used			
3. Discusses key search terms			
4. Describes the inclusion/exclusion criteria and provides a rationale for these criteria			
5. Describes the process for selecting studies			
Results			
1. Provides a table summarizing key elements (e.g., PICOT) of each article			
2. Summarizes findings of the table in the text, synthesizing and explaining the results presented in the table			
3. 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			

Student Name: Faculty Advisor:
Project Title: Semester:

2. Discusses the strengths of the review			
3. Discusses the weaknesses or limitations of the review			
4. Discusses whether and if so, how these findings could be used to inform decisions for relevant political, social, or economic policies and programs			
5. 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			
6. Provides recommendations for future research			
Organization and Mechanics			
1. The paper is scholarly, of high quality, and Grammarly finds no spelling and grammar errors			
2. Title page is included that follows the template provided on the ILE course site			
3. 1-inch margins, font either Arial or Times New Roman 11 pt. with 1.5 line spacing. No spaces between paragraphs. Indent new paragraphs			
4. References in AMA or APA format			
Competencies Reflected in Work Product			
1. (FC4) Interpret results of data analysis for public health research, policy, or practice.			
2. (FC19) Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation			
3. (HPMG CC5) Assemble and utilize reliable and valid information sources and data to support evidence-informed decision-making.			
4. Demonstrated synthesis and integration of the competencies listed above			