RE2 Individual Reflection: Assignment Guide & Rubric (HLTH 480)

Purpose: individual growth, not the team's story

RE2 asks each student to show how *they* developed two competencies (public health communication and one skill set of their choice) through the Health Innovation Challenge. The team deliverables already tell the project story, so RE2 grades the person, not the product. According to the Council on Education for Public Health, *students should be able to communicate public health information in both oral and written forms and through a variety of media, to diverse audiences*.

	Already covered by	What RE2 asks instead
Problem, stakeholders, contextual inquiry	P03 Sections 1–3; PO1 poster	Not repeated. One or two sentences of context only.
Design ideas, iterations, tech vs. non-tech comparison	P03 Sections 4–5; PO2	Not repeated. Artifacts appear only as evidence of *your* skill.
Feedback received and changes made	P03 Section 6; PO2 change log	Your own response to feedback: how you received it, communicated it, or acted on it.
Whether the solution worked; team lessons	P03 Section 7	What you learned about yourself, your assumptions and your career direction.
Feedback given to other teams	PO1 Part C	Can be used as an example of your PH communication, if analyzed.

Rule of thumb for students: if a sentence would fit in the team blog post, it doesn't belong in RE2. Every section should be written in the first person and be about you.

Assignment guide (student-facing)

RE2: Individual Reflection on the Health Innovation Challenge — HLTH 480 only, 10% of the final grade, graded out of 20.

You will build a short web page (Canva, Google Sites, WordPress, Wix, or similar) that shows how you developed two professional competencies during the Health Innovation Challenge and the community engagement sessions. This is an individual reflection, not a summary of your team's project: your team blog post (P03) already tells that story. Focus on what you did, what you learned about yourself, and how it prepares you for your career. The page can become part of your career portfolio.

The two competencies

1. **Public health communication (required).** Use a credible definition for public health communication such as noted in the core competencies for public health in Canada document: *Students should be able to communicate public health information in both oral and written*

forms and through a variety of media, to diverse audiences. Explain in your own words what this competency means and how it was demonstrated during the group project.

2. **One additional competency of your choice.** Choose one of: critical thinking, innovation mindset, collaboration, or leadership. Another skill set relevant to public health practice (e.g., community engagement, ethical use of AI in health, design thinking) is welcome with instructor approval. Define it, citing a source such as the table of professional skills and behaviours.

What your page must include

1. **Brief context (2–3 sentences).** Your team's problem space, your role on the team, and a link to your team's blog post. Do not repeat the blog post.
2. **Public health communication.** Define the competency, then feature, describe and reflect on **3 examples** of how you demonstrated it. At least 2 must come from the group project (e.g., stakeholder interviews, the poster, your segment of the Demo Day talk, your feedback to other teams, a section of the blog you wrote, materials for users in your non-tech solution). Aim for a range of forms (oral, written, visual) and audiences (community partners, peers, users).
3. **Your second competency.** Define it, then feature, describe and reflect on **2 examples** from the group project.
4. **Analysis, not just description.** For each competency, explain how the experience changed your understanding of yourself, others, or course concepts. Name at least one assumption, bias or preconception you held and how it changed. Where did you struggle, and what would you do differently?
5. **Connections.** Link your development to other courses, work or volunteer experiences, and your career goals. Be specific about the role or field you are aiming for.
6. **Artifacts.** 4–8 captioned artifacts that show *your* work (see Artifacts below).

Length: about 1,000–1,500 words, plus captions. **Format:** a web page with a shareable link, submitted on LEARN. Use headings, short paragraphs and visuals; aim for a page you would show an employer.

Rubric (20 points)

Each criterion is scored from 4 (Exemplary) to 1 (Beginning), or 0 if missing, then converted to points: points = weight × (level ÷ 4). This matches the P01–P03 rubrics.

Criterion (pts)	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
1. Public health communication: definition & examples (6)	Clear definition of PH communication in the student's own words, tied to a cited definition and to observable behaviours. Include 3 thorough, relevant examples (at least 2 from the Health Innovation Challenge) showing a range of forms and audiences; the	Good definition; 3 relevant examples, mostly thorough; range of forms or audiences somewhat narrow, or own role	Definition vague or copied; examples have several lapses in description or relevance, or fewer than 2 come from the challenge.	Definition missing; fewer than 3 examples, or examples describe the team's work with no individual role.

Criterion (pts)	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
	student's own contribution is clear in each.	sometimes unclear.		
2. Second competency: definition & examples (4)	Competency clearly defined with a cited source; 2 thorough, relevant examples from the challenge show how the skill was demonstrated and developed over time.	Good definition; 2 relevant examples, mostly thorough; development over time partly shown.	Definition weak or uncited; examples general, or only one example.	Competency not defined or examples missing.
3. Critical thinking & analysis (4)	Moves beyond description to analysis of how the experience shaped understanding of self, others and/or course concepts. Names specific assumptions, biases or preconceptions, how they changed, and the new way of thinking that resulted. Honest about struggles.	Mostly analytical; assumptions identified but change in thinking is less developed.	Mostly descriptive; reflection on assumptions is brief or generic.	Purely descriptive, or restates the team project (P03 content).
4. Interconnections & career goals (2)	Several specific connections to other courses, experiences and a named career direction; explains how each competency will be used.	Some connections; career link present but general.	Little attempt at connections.	No connections.
5. Artifacts as evidence (2)	4–8 relevant artifacts, each captioned and referenced in the text, that clearly show the student's own work and growth; permissions noted.	At least 3 relevant artifacts, mostly captioned and integrated.	1–2 relevant artifacts, or artifacts not explained or linked to the reflection.	No relevant artifacts, or missing required permissions.
6. Web page design, clarity &	Professional, employer-ready page: logical organization, clear	Professional with minor lapses in	Somewhat professional; frequent	Unprofessional or confusing;

Criterion (pts)	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
employer impression (2)	headings, concise language, integrated visuals, readable on screen; concepts make sense to an uninformed reader.	clarity, layout or visual integration.	lapses in clarity or design; visuals add little.	hard to read or navigate.

Score sheet

Criterion	Weight	Level (0–4)	Points
1. Public health communication	6		
2. Second competency	4		
3. Critical thinking & analysis	4		
4. Interconnections & career goals	2		
5. Artifacts as evidence	2		
6. Design, clarity & employer impression	2		
Total	**20**		

Overall weighting is 10% of course grade.

Artifacts and checklist

Artifacts should show your individual contribution and growth, not repeat the team's iteration screenshots from the blog post.

- **Good choices:** your interview notes or questions, sticky notes or sketches you created in the ideation workshop, a poster section or handout you wrote, a photo of you presenting at Demo Day, feedback you wrote for another team, a before-and-after of something you revised after feedback.
- **Captions:** 1–2 sentences each, saying what it is, your role in it, and which competency it shows.
- **Reference in text:** refer to each artifact where it supports a point.
- **Permissions:** any photo showing other team members needs permission from everyone shown; note it in the caption. Do not include community partners or stakeholders without their consent.
- **Link access:** make sure the page is viewable by anyone with the link before submitting.

Student checklist

- ☐ Context is 2–3 sentences and links to the team blog post
- ☐ PH communication is defined in my own words, with 3 examples (2+ from the challenge)
- ☐ My second competency is defined with a cited source, with 2 examples
- ☐ I name at least one assumption or bias and how my thinking changed

- ☐ I connect each competency to other courses, experiences and my career goals
- ☐ 4–8 artifacts, each captioned and referenced; permissions noted
- ☐ Nothing reads like the team blog post; everything is about me
- ☐ Page link works in a private browser window