

**D10. Public Health Bachelor's Degree Foundational Competencies**

**Students must demonstrate the following competencies:**

- **the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences**
- **the ability to locate, use, evaluate and synthesize public health information**

1) *Provide a matrix, in the format of Template D10-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.*

Template D10-1

Competencies	Course	Specific assessment opportunity
<b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Oral communication	PUBH 2112 Principles of Health Education and Health Promotion	PUBH 2112–Teams of students present two separate presentations—one on an article review and one on the application of a behavioral theory. In both presentations, all group members are expected to participate in the presentation and the following team-led discussion. The instructor will evaluate students individually during the presentation, Q&A and through a peer-evaluation process (pp. 6-7).
Written communication	PUBH 3130 Health Services Management and Economics	PUBH 3130–In the Pro Forma Report Project, students prepare a proposal Pro Forma report for a health prevention or promotion program at the local, state or regional level. Reports should be 12-14 pages in length (p. 4; see ERF).
Communicate with diverse audiences	PUBH 2110 Public Health Biology PUBH 3132 Health and Environment PUBH 3135W Health Policy	PUBH 2110–In the Policy Briefs, students write a policy brief on a topic of their choice. The brief is specifically geared toward a nonacademic audience, requiring students to avoid technical jargon (p. 4).  PUBH 3132–In the Group Paper Presentation, groups of students prepare a PowerPoint presentation on an assigned peer-reviewed publication. Groups lead a class discussion on the paper (p. 3).  PUBH 3135W–In the Policy Analysis assignments, students write a paper on a health care topic of their choice. The audience is a specific decision-maker appropriate for the topic (p. 3).
Communicate through variety of media	PUBH 1101 Introduction to Public Health and Health Services	PUBH 1101–Students communicate through a variety of media including a photo journal, PSA video or podcast and an infographic. See ERF.
<b>Information Literacy:</b> Students should be able to locate, use, evaluate and synthesize public health information		
Locate information	PUBH 3133 Global Health and Development	PUBH 3133–In the Policy Communications Final Assignment, students are tasked with finding primary sources or analysis from credible sources, on a global health topic of their choice. See ERF.
Use information	PUBH 3133 Global Health and Development	PUBH 3133–In the Policy Communications Final Assignment, students use the information they find in primary or credible research sources to argue for the reasoning of prioritizing their global health challenge. See ERF.

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Evaluate information	<p>PUBH 3131 Epidemiology</p> <p>PUBH 2142 Introduction to Biostatistics for Public Health</p>	<p>PUBH 3131–In Paper #2, students use the MAARIE framework to evaluate a current article. Additionally, students evaluate information provided in a case study. See ERF.</p> <p>PUBH 2142–Students analyze public health data in a series of 3 homework assignments. See ERF.</p>
Synthesize information	<p>PUBH 3133 Global Health and Development</p>	<p>PUBH 3133–In the Policy Communications Final Assignment, students write a 1,000- to 1,500-word paper on a global health topic of their choice. Students are required to synthesize information from their research to write to a decision-maker advocating for an identified policy action. See ERF.</p>

2) *Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:*

- *assignment instructions or guidelines as provided to students*
- *writing prompts provided to students*
- *sample exam question(s)*

See ERF > Criterion D > Criterion D10 > D10.2: Temp D10-1\_Assessments.

3) *Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus.*

See ERF > Criterion D > Criterion D10 > D10.3: Temp D10-1\_syllabi.

4) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### Strengths

- GWSPH faculty who teach undergraduates bring a wealth of research and practice experience to the classroom.
- Students engage in varied writing assignments throughout the curriculum. We have two required Writing-in-the-Disciplines (WID) courses that are small writing-intensive classes.
- Undergraduate classes at GWSPH typically have a max of 35-40 students. WID courses are capped at 25, so students receive personalized writing support. As shown in [Criterion B5](#), graduates of the BS in Public Health program acknowledge the GWSPH's strength in teaching writing skills, and they mention they use these skills in their post-graduation careers.
- Writing assignments are scaffolded so early assignments provide foundational experience to be built on for upper-level courses.
- Students have multiple opportunities to locate, use, evaluate and synthesize public health information.
- Students conduct important research with faculty.
- We added a service-learning writing-focused senior seminar course that allows students to develop written products that will be used by a community partner.

#### Challenges

- The curriculum could have more courses focused on communication through a variety of media.
- Students would prefer more real-life scenarios for their writing and communication assignments.
- GWSPH does not currently require an undergraduate field experience due to resource constraints.

#### Future Plans

- The BS in Public Health curriculum committee will discuss the communication criterion for appropriate places to include additional opportunities to expose students to a variety of media.
- The BS in Public Health is hoping to build more courses with real-life applications for our students, such as more service-learning courses or internships for credit electives.

- GWSPH is currently reviewing how to best incorporate a field experience into the curricular requirements.