

D9. Public Health Bachelor's Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the school may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

If the school intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

- 1) *Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the school to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the school's definition of "introduced" and "covered."*

Template D9-1

Public Health Domains	Select natural science courses*	PUBH 1010 First-Year Experience in Public Health	PUBH 1101 Introduction to Public Health and Health Services	PUBH 2110 Public Health Biology	PUBH 2112 Principles of Health Education and Health Promotion	PUBH 2142 Introduction to Biostatistics for Public Health	PUBH 3130 Health Services Management and Economics	PUBH 3131 Epidemiology	PUBH 3132 Health and Environment	PUBH 3133 Global Health and Development	PUBH 3135W Health Policy	PUBH 3199 or EXNS 3111W Research Methods	PUBH 4140W Senior Seminar
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics													
Concepts of basic statistics						C		I				I	
Applications of basic statistics						C		C				C	
Science: Address the foundations of biological and life sciences													
Foundations of biological and life sciences	C			C	I				I				
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society													
Public health history			C	I					C	I			I
Public health philosophy		I	I		C				I	I			I
Core PH values		I	I	I	C					C			C
Core PH concepts		I	I	C	C	I				C			C
Global functions of PH			I						C	C			
Societal functions of PH			I		I				C	C			

Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice													
Basic concepts of data collection			I			I		I	I	I	I	C	C
Basic methods of data collection		I			I	I	I	I		I		C	C
Basic tools of data collection		I			I	I	I	I				C	C
Data usage						C	I	I	C		I	C	I
Data analysis						C	I	I		I		C	I
Evidence-based approaches			I	C	I	I	I	I	I	C	I	C	C
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations													
Population health concepts		I	I	C	I	I							
Introduction to processes and approaches to identify needs and concerns of populations			I	C	I	I	I	I	C		I	I	I
Introduction to approaches and interventions to address needs and concerns of populations			I	C	I	I	I	I	C	C	I		I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course													
Science of human health and disease		I		C					I	I			
Health promotion		I	I	C	I					I			
Health protection			I	C						C			

Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities													
Socio-economic impacts on human health and health disparities		I	I	I	C					C	C	I	
Behavioral factors impacts on human health and health disparities		I	I	I	C		I			C	C	I	I
Biological factors impacts on human health and health disparities		I	I	C	I						C		
Environmental factors impacts on human health and health disparities		I	I	C	I					C	C	I	
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation													
Introduction to planning concepts and features					I		I				I		C
Introduction to assessment concepts and features					I						I		C
Introduction to evaluation concepts and features					I		I						C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries													
Characteristics and structures of the U.S. health system			I				I					C	

Comparative health systems			I							C	I		
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government													
Legal dimensions of health care and public health policy			I				I			C	I		
Ethical dimensions of health care and public health policy			I		I		C			C	C	C	I
Economical dimensions of health care and public health policy			I				C		I	C	I		
Regulatory dimensions of health care and public health policy			I				I		C	I	C		
Governmental agency roles in health care and public health policy			I				I		C	I	C		
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology													
Technical writing			I	C	I		I	I			C	C	C
Professional writing		I	I	C			I				C	C	C
Use of mass media		I	C		I	I				I		C	
Use of electronic technology		I	C		I	I				I	I	C	

I = Introduced: Students are familiar with the basic concept/issue and understand its role in the context of public health but do not learn a significant amount of detailed information about the concept/issue

C = Covered: Students learn in-depth knowledge about a key concept/issue in the context of public health and with a level of detail that is considered to be complete knowledge at an undergraduate level.

- 2) *Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.*

See ERF > Criterion D > Criterion D9 > D9.2: Temp D9-1_syllabi.

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

Strengths

- Students in the BS program enroll in foundational courses taught by faculty in almost all the school's departments. This exposes students to a variety of public health fields and topics. These faculty often teach at the graduate level as well. Recent additions to the curriculum include Biostatistics and Foundations of Research Methods. Previously, students took similar but non-public health focused courses outside of GWSPH.
- Faculty in GWSPH BS programs are well recognized by undergraduates across GW (as evidenced by GWSPH faculty's having won recognition by undergraduate student athletes as best professors over the last three years).

Challenges

- It is challenging to have consistent staffing for our courses because faculty have departmental obligations for their graduate courses as well. In addition, we have a limited number of public health electives due to faculty constraints.
- The BS-to-MPH (joint BS/MPH) students face administrative challenges associated with their dual-degree status. GW's internal record-keeping systems do not allow students to be dually enrolled, which leads to registration problems for students and appropriate categorization errors. Unfortunately, this is not a problem we can address internally. Additionally, students may face advising challenges as they navigate requirements at the master's and bachelor's levels as well as continuity of advising across master's and bachelor's advisors.
- For most of the first year and part of the second undergraduate year, students take limited public health courses because of extensive university-wide minimum breadth requirements, so there is limited connection to GWSPH faculty.

Future Plans

- GWSPH now offers three versions of our senior seminar. We hope to offer additional versions so students can select the one that best matches their interests. The departments are discussing plans to better support staffing for our schoolwide programs. We hope to make greater use of qualified doctoral students to teach introductory courses where appropriate.
- GWSPH plans to bolster first-year transfer outreach and encourage students to connect with GWSPH faculty during their first and second years. There has already been success through PUBH 1010 First-Year Experience in Public Health to connect with first-year students more directly.