

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

- 1) *Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize and apply knowledge as indicated.*

Template D11-1

Cumulative and Experiential Activity	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
Final paper, conference presentations, application exercises in PUBH 4140W Senior Seminar	This course offers both experiential and cumulative activities. Throughout the course, students engage in practice-oriented discussions through a series of guest lecturer presentations, instructor-led guidance on grant writing, program design, evaluation techniques and/or project management, and preparation for academic dissemination of work. Public health practitioners from the Congressional Research Service, US Department of Health and Human Services and Foundations for Families present their work in program development, grant writing, etc., and the challenges they face. Students apply these real-life learnings to their own project. Using the knowledge and tools of analysis including theoretical frameworks, students submit a final project that showcases their ability to write succinctly and produce a deliverable that uses professional and technical writing skills to address a public health concern. Students also present their final projects in class. All final products integrate, synthesize and apply knowledge. For example, in the Grant Writing version of this course, students write a grant application in response to a federal funding opportunity announcement. At the end of the term, students prepare a mini-conference presentation, in accordance with standard conference poster session rules. Students develop a poster on their proposed project and a 2- to 3-minute presentation for a panel of judges. The judges provide feedback in accordance with their practitioner experience.
Building a career in PUBH 1010 First-Year Experience in Public Health	Students meet with the GW Career Services Center to discuss potential public health careers, résumé building and cover-letter writing.
"Real Life" Scenarios in PUBH 3133 Global Health and Development	Students engage with a variety of global public health guest lecturers who speak on their experiences navigating global public health work. In the past, lecturers have included experts from the United Nations, UNICEF and the FDA. Students apply this practice experience when developing their elevator pitch and final paper.
Optional electives that offer experiential learning activities	Students may enroll in one of the below experiential-learning courses. Generally, students who have an established activity or internship register for these courses to earn credits. See Criterion D11.3 . <ul style="list-style-type: none"> • PUBH 2117–Service Learning in Public Health • PUBH 3995–Undergraduate Research in Public • CCAS 2154–Internship • PUBH 4199–Independent Study • EXNS 3120–Experiences in Community Nutrition

2) *Include examples of student work that relate to the cumulative and experiential activities.*

See ERF > Criterion D > Criterion D11 > D11.2: Bachelor cumulative_e.g.

3) *Briefly describe the means through which the school implements the cumulative experience and field exposure requirements.*

Students enroll in PUBH 4140W Senior Seminar during the last semester of the program. This WID course integrates writing skills and culminating and experiential activities. There are several versions of PUBH 4140W. In all, students apply public health principles, theories and methods, and produce a high-quality written product through a reiterative editing process. For example, public health professionals provide guest lectures on their real-world experiences related to the class’s project. Example guest lecturers include:

- Eric Heinz, MD PhD–Associate Professor of Anesthesiology and Critical Care Medicine
- Bryce Mendez, M.P.H., M.A., B.A.–Analyst in Defense Health Care Policy at the Congressional Research Service (CRS)
- Wendy Ellis, DrPH, MPH–Assistant Professor, Global Health, GWU School of Public Health
- Kristen Hayes, MA–Program Manager, Center for Community Resilience, GWU School of Public Health
- Larissa Zoot, MPH–Program Operations Manager, Office of Head Start, Administration for Children and Families, US Department of Health and Human Services
- Amy Augenblick–Executive Director, Foundations for Families

Students integrate learnings from these lectures into their project development and in the in-class case studies. These case studies address varied public health issues and require students to think critically, utilize high-level analytical skills and engage thoughtful discussions, which will be used as the basis of the case study analysis.

Additionally, students have the option to enroll in one of several internship electives.

Course	Field Exposure
PUBH 2117 Service Learning in Public Health	Students volunteer at a public health-related service site as well as participate in an academic class. The course is framed around the concept of serving populations at risk for poor health outcomes. Students integrate, synthesize and apply the knowledge they learn in class and through their service site through a collection of written reflections and demonstration of creative, persuasive and explanatory skills via a variety of deliverable types.
PUBH 3995 Undergraduate Research in Public Health	Students work as a Research Assistant for a university faculty member on a topic directly related to public health (participating faculty typically hold appointments at GWSPH or the School of Medicine and Health Sciences). To earn course credit for this work, students must be engaged in meaningful research activities under the faculty member's direct guidance. Each research project has its own unique learning objectives but must include the acquisition of knowledge and skills central to the design, conduct, and/or analysis of scientific (public health) research.

CCAS 2154 Internship	This is an elective course that requires students to identify, apply, and acquire a semester-long internship. This is a general, university-wide internship course, so students must tailor their experiences to align with their program. Public health students acquire an internship with a public health organization and solicit and obtain a faculty supervisor with a public health background. Students must apply the knowledge gained throughout the internship to develop a final project in consultation with their faculty supervisor that explores a relevant public health issue.
PUBH 4199 Independent Study	Students work with a faculty member at GWSPH to design a semester-long independent study course focusing on a specific issue within public health. Students identify numerous relevant readings and other instructional materials to supplement their work, attend regular meetings with their faculty supervisor, complete ongoing assignments for evaluation and develop a final culminating project that synthesizes their knowledge and research on the identified public health issue.
EXNS 3120 Experiences in Community Nutrition	This is an elective course that requires students to deliver nutrition-related health information to multicultural preschool-aged children using posters, age-appropriate games, book readings and food tastings. Students apply their skills at a local DC nonprofit.

- 4) *Include handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online.*

See ERF > Criterion D > Criterion D11 > D11.4: Bachelor cumulative_doc.