D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

1) *Briefly describe, in the format of Template D12-1, of the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.*

Template D12-1

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	PUBH 2112 Principles of Health Education and Health Promotion—Students learn the foundations of health promotion and education. The determinants of health at all levels of society are discussed and through the theoretical application presentation, students advocate for the protection and promotion of the public's health on a variety of issues.
Community dynamics	PUBH 3132 Heath and Environment—Students discuss the community dynamics in relation to environmental health exposures. Using an exposure assessment framework, students consider upstream/downstream impacts of exposures and the stakeholders involved in environmental policy, hazard assessment and control.
Critical thinking and creativity	PUBH 2110 Public Health Biology—In the midterm exam, students must think critically about the information they have learned throughout the course to be able to answer both multiple choice and short answer questions. See ERF.

PUBH 3133 Global Health and Development—Student write an emotional (yet evidence-based) Elevator Pitch on a global health topic of their choice. It is intended to appeal to a decision-maker who can prioritize this issue. The Policy Communications Final Assignment requires the use of primary source data so that students think critically about their topic and advocate for prioritization. See ERF. |
| Cultural contexts in which public health professionals work | PUBH 2112 Principles of Health Education and Health Promotion—In discussions on health promotion and education, students learn about implementation practices and the importance of understanding the cultural context in which programs and interventions are implemented and evaluated. |
| Ethical decision making as related to self and society | Program Requirement—Student complete an Academic Integrity Quiz, which assesses students' personal ethics around academic integrity. They also complete CITI training, which focuses on research ethics. |
| Independent work and a personal work ethic | PUBH 1010 First-Year Experience in Public Health—In the Time Management Exercise, students develop a detailed one-week schedule to promote good time management skills. In the Four-Year Plan, students develop a plan based on their major/concentration that includes classes as well as co-curricular goals such as study abroad and joint programs. This activity is intended to promote a personal work ethic.

PUBH 2142 Introduction to Biostatistics for Public Health—Students complete independent work in the form of homework, quizzes and an exam. Late assignments are not accepted, so students are expected to management their time effectively and develop a personal work ethic. |
| Networking | PUBH 1010 First-Year Experience in Public Health—Students receive a lecture from GW Career Services about careers in public health and the importance of networking. Students complete a Career Explorations Activity where they develop a personalized list of potential careers. Students then draft a résumé and work with the Career Services Center to identify a potential job and draft a cover letter (p. 12–13). |

Organizational dynamics	PUBH 3130 Health Services Management and Economics—In Organizational Assessment report, evaluate the Mission, Vision, Values of 2 not-for-profit public health service organizations and assess the composition/backgrounds of Board leadership as crucial stakeholders in the achievement of strategic goals. An assignment includes analysis of organizational finances in terms of sustainability and appropriateness of scale to achieve stated mission. See ERF.
Professionalism	PUBH 1010 First-Year Experience in Public Health—GW Career Services guest lectures in the class on a variety of topics including professionalism. Students draft a professional résumé and cover letter (pp. 12–13). PUBH 4140W Senior Seminar—Students learn about professionalism in the context of their final written deliverable and class presentation. Usually, the presentation is in front of community partners or stakeholders.
Research methods	PUBH 3199 or EXNS 3111W—Students complete quizzes and produce a final project that assesses students' understanding of public health research methods. Content covered during the course includes developing research questions, writing research papers/proposals and various research methodologies.
Systems thinking	PUBH 1101 Introduction to Public Health and Health Services—During two sessions, the concept of systems thinking is taught and applied to public health challenges. These discussions rely on knowledge of the US public health and health care system, taught in the previous sessions (p. 9).
Teamwork and leadership	PUBH 3130 Health Services Management and Economics—Teamwork in health care organizations is addressed in Session 23. Topics discussed include the different types of teams, the stages of team development, and the benefits and challenges of teamwork in health care organizations. Students consider the health care manager's role on teams and strategies for managing team conflict (p. 15). Additionally, students work extensively together through a multi-step peer review process on their Pro Forma reports, promoting teamwork.

2) *Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.*

   See ERF > Criterion D > Criterion D12 > D12.2: Cross-cutting_syllabi.

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

   Strengths
   - Faculty take advantage of our location in Washington, DC, to bring in guest lecturers who practice in the field. These opportunities provide students with career insights as well as substantive knowledge.
   - Students also take advantage of our DC location to find internships or part-time work in the field.
   - GWSPH is working with GW Career Services to create a career service position dedicated to undergraduates and co-housed within GWSPH to provide our students with more hands-on and relevant career preparation opportunities.
   - TEAM Milken provides opportunities to engage students in career development and mentoring.

   Challenges
   - Given the number of students in the undergraduate program, it is not feasible at this moment to require students to participate in an organized internship experience. However, students are strongly encouraged to engage in public health work outside of the classroom, regardless of whether they earn credit for the activity.

   Future Plans
   - The BS in Public Health program is discussing creating a credit-bearing public health-specific internship course. Right now, public health students can take a general university internship course, public health research course or public health service-learning course. Additionally, GWSPH is exploring moving to a required internship model rather than the current optional internship model.
   - Given the variability in project types in PUBH 4140W, the BS in Public Health program will be separating them out into different course numbers in 2024–2025. Each option will meet the requirements of culminating and experiential activities and allow students to choose the option that best meets their career goals. Each class will address the same competencies.