

D11. 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 D11-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.

Table D11-1: Courses Demonstrating and Assessing Competencies		
Competencies	Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Public Health Communication: 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	PHC 4117 Public Health Management & Leadership	Students are assigned to groups to complete case studies that are discussed and presented in each class session the latter half of the semester. Case study topics are pre-assigned. Students are assessed individually by the instructor using a standardized peer evaluation within the CATME system for teamwork support tools. The rubric for grading this assignment includes communication skills such as mechanics, delivery, audience engagement, organization and ability to summarize.
Written communication	PHC 4101 Public Health Concepts	Students write a final paper from the perspective of one of the five public health concentrations to address a preassigned public health issue. This is done as a team of five in order to have all members work cohesively to capture the value and purpose of each concentration. Each student is assessed individually using a posted rubric that assesses professional tone and style, APA formatting, language and grammar, and message effectiveness.

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Competencies	Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Communicate with diverse audiences	PHC 4101 Public Health Concepts	Within the Public Health Concepts (PHC 4101) course, students are taught health communications among vulnerable populations. An opioid case study from the New England Journal of Medicine is assigned for this module wherein students must create an intervention using the Social Ecological Model. The case study involves communicating with a homeless woman who suffers from various traumas and is currently experiencing depression and anxiety. Students reflect on the challenges this individual has faced in order to successfully influence her health behavior and how this message would be different for different audiences and communities.
Communicate through variety of media	HSA 3111 US Health Care System	Students have projects and presentations throughout the course that entail developing infographics, short videos, P3 video presentations and briefs, all of which are graded using a rubric.
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information		
Locate information	PHC 4320 Environmental Health Concepts in Public Health	Students must locate a credible news source related to an assigned topic by conducting an appropriate search. They must also link to the article using appropriate citation format during a brief in-class PowerPoint presentation.
Use information	PHC 3603 Critical Issues in Public Health	Students are divided into groups for weekly debate-like discussions about controversial topics. These topics are preselected; students are expected to complete the assigned readings before participating in their assigned argument.
Evaluate information	HSC 3057 Research Methods and Issues in the Health Sciences	Students complete multiple evaluations of journal articles and have the opportunity to evaluate peers and faculty at the PPHP Research Day where posters are presented.

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Competencies	Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Synthesize information	HSA 3111 US Health Care System	Students complete a writing assignment based on a pre-assigned topic. They analyze materials and make inferences, as well as synthesize course content. A posted rubric is used for grading.

- 2) **Include the most recent syllabus from each course listed in Template D11-1, or written guidelines, such as handbook, for any required elements listed in Template D11-1 that do not have a syllabus.**

Syllabi can be found in ERF D11-2.

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

Strength:

- Students have opportunities to demonstrate attainment of competencies in public health communication and in information literacy.

Weakness:

- Due to the rapidly evolving nature of health communications (e.g. varying platforms being used by different populations), there has become a greater need for a comprehensive course on communications through media and other social platforms. This course would include social media, mass communications, visual communication, as well as message design principles.

Plans for improvement:

- A comprehensive course on communications will be offered in the future. Ultimately, through this stand-alone health communications course, students will be better prepared in the areas of public health communication and information literacy.