D3. DrPH Foundational Competencies

The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school must assess all DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc.

1) *List the coursework and other learning experiences required for the school's DrPH degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each DrPH degree.*

Template D3-1

Requirements for DrPH degree, Public Health Generalist		
Course number	**Course name**	**Credits**
Required courses (foundational and concentration)		
PUBH 8730	Washington, DC, Immersion	2
PUBH 8706	Leadership Principles and Practice 1	3
PUBH 8708	Applied Public Health Methods	3
PUBH 8710	Public Health Project Management and Social Entrepreneurship	3
PUBH 8712	Public Health Program Planning, Implementation and Evaluation	3
PUBH 8714	Leadership Principles and Practice 2	3
PUBH 8716	Leadership in Practice: Education and Workforce Development	3
PUBH 8722	Public Health Policy Analysis	3
PUBH 8718	Public Health Communications and Marketing	3
PUBH 8720	Social Change and Collective Impact	3
PUBH 8724	Organizational Leadership and Change Management	3
PUBH 8726	Applied Public Health Methods 2	3
PUBH 6080	Pathways to Public Health[65]	0
APE and ILE courses		
PUBH 8700	DrPH Seminar and Introduction to DrPH Applied Practice Experience (DAPEx)[66]	3
PUBH 8703	Dissertation Portfolio: Independent Study 1 for DAPEx Proposal Development	0

[65] Students without a prior MPH or other public health degree from a CEPH accredited school or program are required to successfully pass the online PUBH 6080 Pathways to Public Health within one year of matriculation.
[66] This course has didactics associated with it, not related to the DAPEx and/or dissertation.

PUBH 8705	Dissertation Portfolio: Independent Study 2 for DAPEx Proposal Development	0
PUBH 8707	Dissertation Portfolio: Proposal Defense Planning[67]	2
PUBH 8709	Dissertation Portfolio: Proposal Defense	2
PUBH 8711	Dissertation Portfolio: DPAEx	2
PUBH 8713	Dissertation Portfolio: Dissertation	2
PUBH 8715	Dissertation Portfolio: Dissertation Defense	2
	TOTAL CREDITS	**48**

2) *Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of the foundational competencies. If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.*

---

[67] This course has didactics associated with it, not related to the DAPEx and/or dissertation.

Template D3-2

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
1	Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods in order to address health issues at multiple (individual, group, organization, community, and population) levels.	PUBH 8708 Applied Public Health Methods 1 PUBH 8712 Public Health Program Planning, Implementation and Evaluation PUBH 8722 Public Health Policy Analysis	PUBH 8708—Students write three assignments at the end of the course modules in qualitative, quantitative and mixed methods. Students apply skills from each course module to demonstrate understanding of the basic elements of the method/approach including when to apply them, sampling considerations, and analysis and interpretation. PUBH 8712—In the Evaluation Design for a Public Health Program Team Paper and Presentation, small groups of students design an evaluation for a specified, system-level public health program. Each member of the team must contribute to the paper and presentation. Assessment of individuals will occur during the presentation portion as all group members are expected to present and answer questions. PUBH 8722—In the Final Assignment, students write a detailed policy analysis memo where they conduct the necessary research to best understand the health policy issue from the decision-makers' and stakeholders' perspectives and identify what varying audiences need.
2	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.	PUBH 8708 Applied Public Health Methods 1	PUBH 8708—In the Final Group Project, small groups of students will design a mixed methods approach to address a public health research question. Groups will present their proposal in a pitch to the course director and potentially other public health professionals. They also complete a short proposal paper. Students are individually assessed during the pitch as all students must present and answer questions.

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
3	Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs to address a population's health.	PUBH 8726 Applied Public Health Methods 2	PUBH 8726—In the Quantitative System Dynamics Report, students develop their own quantitative system dynamics model in Stella using the CLD to identify system variables and functions. Additionally, students write a report on the modeling process, including a discussion on how the system dynamics model aligns with available surveillance, administrative, and monitoring data used in the session on data visualization and exploratory data analysis.
4	Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.	PUBH 8720 Social Change and Collective Impact	PUBH 8720—In the Small Group Project, teams of students develop a collective impact initiative that addresses a place-based or race-based inequity. As part of this proposal, students strategize coalition building and community engagement. Groups present their proposal in a 20-minute presentation and write a paper. Each student must present a portion of the presentation and contribute to the written paper. Individuals are assessed during their presentation and the Q&A session that follows (p. 4).
5	Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	PUBH 8718 Public Health Communications and Marketing PUBH 8700 DrPH Seminar and Introduction to DrPH Applied Practice Experience (APEx)	PUBH 8718—In the Intervention Design Paper, students describe their approach for addressing a public health communication question or problem. As part of this paper, students must propose communication strategies and messages, aimed at their target non-academic population (taking into account their lessons on health literacy). Additionally, this paper should be written as a formal proposal for funding to a prospective client, such as a government agency or foundation, using appropriate language (p. 4). PUBH 8700—In the Addressing a Public Health Problem Poster Presentation, students present the public health problem that they have been researching over the course of the term in a poster. Students are directed to use language that is appropriate for public health colleagues and invited guests (p. 5).

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
6	Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	PUBH 8710 Public Health Project Management and Social Entrepreneurship	PUBH 8710—In the Social Venture Feasibility Plan, groups of students integrate their knowledge, skills and multidisciplinary perspectives to develop a written business feasibility plan for a social change venture. Each member of the team must contribute to the plan. Groups also apply the perspectives of the multidisciplinary professionals teaching the course. A peer evaluation is done at the end of the course for the faculty to individually assess students' contributions. See syllabus for required components that show depth of integration (pp. 3–4).
7	Create a strategic plan.	PUBH 8706 Leadership Principles and Practice 1	PUBH 8706—In the Develop a Strategic Plan, students develop an 8-year strategic plan in line with their leadership journey (p. 5).
8	Facilitate shared decision making through negotiation and consensus-building methods.	PUBH 8714 Leadership Principles and Practice 2	PUBH 8714—On the Reflection Paper on Individual and Team Learning, students write a reflective paper on the case study facilitating shared decision-making through negotiation and consensus-building (p. 3).
9	Create organizational change strategies.	PUBH 8724 Organizational Leadership and Change Management	PUBH 8724—In the Organizational Change Management Project, small groups of students complete a series of assignments before writing a technical report and presenting their organizational change strategy. See syllabus for full description of components. Individuals are assessed through a peer evaluation process, and from the presentation (pp. 4–7).
10	Propose strategies to promote inclusion and equity within public health programs, policies, and systems.	PUBH 8720 Social Change and Collective Impact	PUBH 8720—In the Small Group Project, teams of students develop a collective impact initiative that addresses a place-based or race-based inequity. As part of this proposal, students propose strategies for community engagement and building coalitions. Groups present their proposal in a 20-minute presentation and write a paper. Each student must present a portion of the presentation and contribute to the written paper. Individuals are assessed during their presentation and the Q&A session that follows (p. 4).

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
11	Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.	PUBH 8706 Leadership Principles and Practice 1	PUBH 8706—In the Personal Leadership Model and Leadership Frameworks assignment, students write a 6- to 8-page paper on their personal leadership model (consisting of: vision, values, mission, cultural proficiency, unconscious biases, etc.) and apply it to key leadership frameworks/theories/concepts (p. 4).
12	Propose human, fiscal, and other resources to achieve a strategic goal.	PUBH 8710 Public Health Project Management and Social Entrepreneurship	PUBH 8710—In the Social Venture Feasibility Plan, groups of students write a business feasibility plan for a social change venture. In this proposal, students must address the human, fiscal and other resources needed to achieve their plan. As part of the proposal, groups complete a Profits and Losses (P&L) Worksheet to estimate the profitability of the venture, and an Organogram (Org Chart) to identify the human capital needed. Each member of the team must contribute to the plan. A peer evaluation is done at the end of the course for the faculty to individually assess students' contributions (pp. 3–4).
13	Cultivate new resources and revenue streams to achieve a strategic goal.	PUBH 8710 Public Health Project Management and Social Entrepreneurship	PUBH 8710—As part of the Social Venture Feasibility Plan, groups of students develop a Pitch Deck, which is a set of PowerPoint slides targeting a specific audience for funding of the social venture. To develop this slide deck, groups must identify new resources and revenue streams relevant to their social venture plan. All group members must present a portion of the Pitch Deck and complete a peer evaluation. Faculty assesses individual students during the presentation, the following Q&A and through the peer evaluation (pp. 3–4).
14	Design a system-level intervention to address a public health issue.	PUBH 8712 Public Health Program Planning, Implementation and Evaluation	PUBH 8712—In the Public Health Program Design Proposal, students develop a systems-level intervention in response to a real-world request for applications. Students write a paper that includes several components outlined in the syllabus (p. 4).

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
15	Integrate knowledge of cultural values and practices in the design of public health policies and programs.	PUBH 8720 Social Change and Collective Impact PUBH 8722 Public Health Policy Analysis	PUBH 8720—In the Small Group Project, teams of students develop a collective impact initiative that addresses a place-based or race-based inequity. While strategizing how to engage community stakeholders, students integrate their knowledge of cultural values and practices. Groups present their proposal in a 20-minute presentation and write a paper. Each student must present a portion of the presentation and contribute to the written paper. Individuals are assessed during their presentation and the Q&A session that follows (p. 4). PUBH 8722—In the Policy Memo, students write a policy memo from the perspective of a stakeholder. In the role, students must consider how their stakeholder's cultural values and practices would influence their policy advocacy (p. 4).

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
16	Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	PUBH 8722 Public Health Policy Analysis	PUBH 8722—Students participate in a mock hearing on a topic TBD (examples include policy options for strengthening community benefit investments for the health of community residents; revitalizing and strengthening the public health and health care workforce). Students are assigned to a particular panel representing a set of interests relevant to the topic. Students choose an organization or individual to represent within the panel of interests. For example, for the community benefit hearing, panels may consist of the hospital industry, public health departments, labor unions, community- and faith-based groups, etc. with students choosing specific organizations or subgroups to represent in their testimony). Students work in groups (in class) to identify who they will represent but will develop their own individual testimony that they present in class with their fellow panelists (3 minutes each, maximum). Students need to consider scientific information, legal and regulatory issues, ethical considerations, and relevant stakeholder interests in developing their testimony. Reviewers provide students with feedback on their testimony. This assignment is intended to develop students' skills in orally communicating to policymakers an analysis of a health policy issue from the perspective of a stakeholder (Week 13, p. 11).
17	Propose interprofessional team approaches to improving public health.	PUBH 8714 Leadership Principles and Practice 2	PUBH 8714—Students spend Session 7 discussing tools they have used for enhancing multidisciplinary collaborations. They then write a Reflection Paper on Individual and Team Learning where they propose interprofessional team approaches to improving public health (p. 3).
18	Assess an audience's knowledge and learning needs.	PUBH 8716 Leadership in Practice: Education and Workforce Development	PUBH 8716—In the Pedagogical Theory-Practice Presentation 2, students teach a public health topic in a 15- to 20-minute PowerPoint presentation in an assigned setting. The presentation must include a learner needs assessment that assesses an audience's knowledge and learning needs (p. 4).

#	Competency	Courses	Specific Assignment(s) that Allow(s) Assessment
19	Deliver training or educational experiences that promote learning in academic, organizational, or community settings.	PUBH 8716 Leadership in Practice: Education and Workforce Development	PUBH 8716—In the Executive Leadership Coaching Presentation, students choose a skill (e.g., organizational change management, leadership, rapid qualitative injury, etc.) and present a 10- to 15-minute presentation integrating the best practices related to coaching, to teach their fellow classmates (workforce development) (p. 5).
20	Use best practice modalities in pedagogical practices.	PUBH 8716 Leadership in Practice: Education and Workforce Development	PUBH 8716—In the Pedagogical Theory-Practice Presentation II, students individually design and present a learning solution for a specific population and their needs. They employ best practice modalities such as identifying a target population and their needs, designing clear learning goals and objectives, and using those goals and objectives to develop, implement and evaluate that learning solution (p. 4).

3) *Provide supporting documentation for each assessment activity listed in Template D3-2. 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 D3 > D3.3: Temp D3-2_Assessments.

4) *Include the most recent syllabus from each course listed in Template D3-1, or written guidelines, such as a handbook, for any required elements listed in Template D3-1 that do not have a syllabus.*

See ERF > Criterion D > Criterion D3 > D3.4: Temp D3-1_syllabi.

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

Strengths
- GWSPH is excited to finally have a schoolwide DrPH program that is more streamlined and has a curriculum focused on leadership skills, real-world practice and research methods. GWSPH ensures that DrPH foundational and program-specific competencies foster applied learning. This changed curriculum has allowed GWSPH to offer an online DrPH program, which enrolled its first cohort in fall of 2023.
- The DrPH@GW aligns with the residential DrPH program. Both online and residential DrPH programs follow the same curriculum, which has been updated to include an immersion course and the dissertation portfolio. The immersion course is a onetime opportunity where residential and online students meet on campus for several days for cohort building, an introduction to the DrPH program and an immersive experience with a real-world and timely public health challenge that needs addressing. The inaugural immersion course went very well, and we received positive feedback from the students.
- The elimination of the department-based DrPH programs has clarified the purpose of the DrPH, distinguished it from PhD programs and fostered cross-disciplinary learning that will serve students well in their future careers. Students now have a clear choice between a research-focused (PhD) and practice-based (DrPH) doctorate.

Challenges
- As a result of a yearlong strategic planning process, the DrPH program launched a new online DrPH and new curriculum in fall 2023. A large part of our focus and efforts moving forward over the next several years will be to implement the new online program and updated curriculum and monitor and evaluate it, making appropriate programmatic changes as necessary as it's assessed in real time.
- In lifting the new DrPH programs, GWSPH has been challenged to meet anticipated enrollment needs. This was particularly difficult during a time when GW was trying to reduce staff and the program needed staff.
- Launching a residential and online version of the DrPH in short order has created opportunities but also challenges, such as the additional lead time needed to record content for the online program.
- Both platforms, but especially the DrPH@GW, needed additional practice-oriented faculty to teach new courses and find practice-based mentors for incoming students (as

expected, any of the departmental faculty who taught in the former departmental programs preferred to be PhD faculty).
- The DrPH program is navigating higher-than-expected interest from prospective students, requiring even more faculty and staff support.

<u>Future Plans</u>
- The current DrPH curriculum iteration was implemented in fall 2023. The program is collecting feedback on its effectiveness. It is expected that it will improve continuously over time.
- The GWSPH DrPH team plans to work with external organizations and GWSPH alums to identify DrPH-trained individuals to help support students, including service on dissertation committees.