



# *Reimagining Academic Programs*

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# Overview

- Presentation (10 minutes)
  - Academic Programs Overview
  - Values and Needs
  - Online Programs for Professional Students
  - Update on New DrGH Program
- Questions and Discussion (50 minutes)

# Vision, Values and Needs

- *Vision*
  - Achieve sustainable, quality health globally
- *Values for our programs*
  - Impact
  - Access
  - Equity
- *Needs for global health training*
  - Non-communicable diseases
  - Climate change
  - Mental health
  - Emerging infections
  - HIV/STDs
  - Evidence-based practice

# Academic Programs

## Seattle-based Students

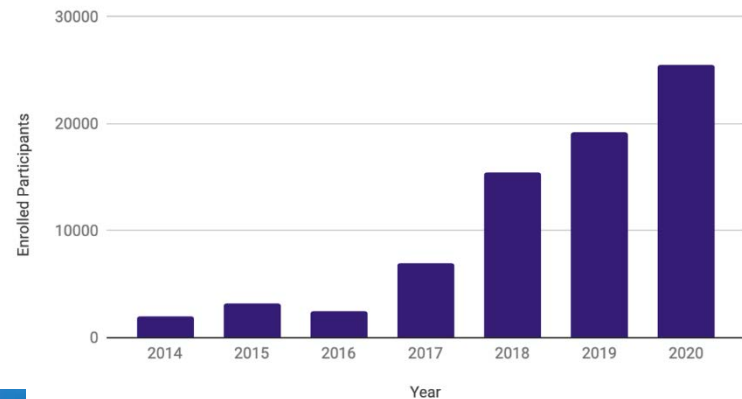
- Matriculated, degree awarded, usually in person
- 192 Graduate students
  - 102 MPH
  - 52 PhD IS/Metrics
  - 24 PhD Pathobiology
  - New DrGH launching
- Undergraduate minor and option growing



## Professionals in LMIC

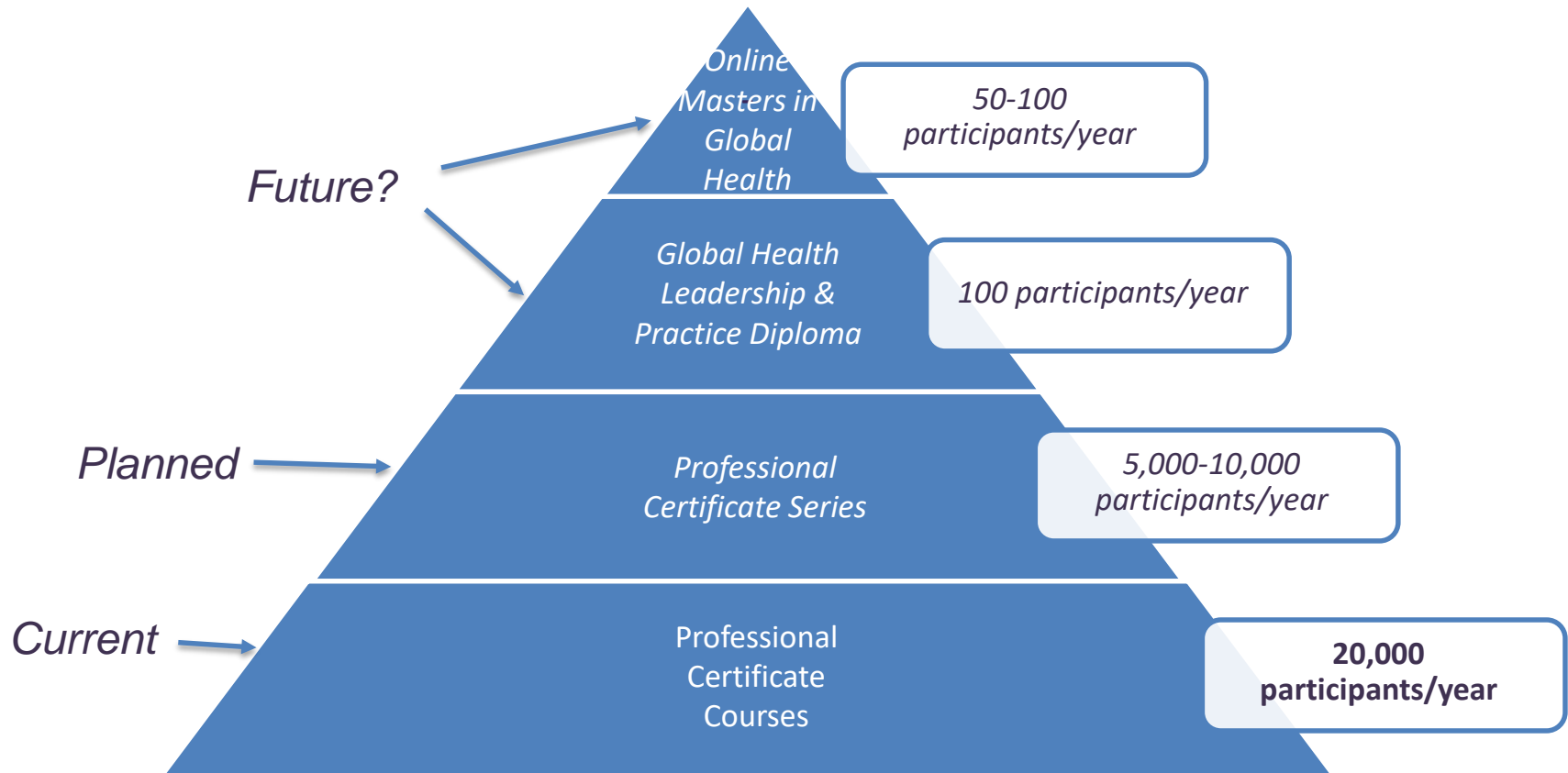
- Not matriculated, not degree bearing currently, always online

Enrollment by Year



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# eDGH Online Education Programs



# eDGH Questions

- COVID-19 has highlighted the importance of online learning in global health, and the eDGH currently reaches thousands of health professionals.
- *How can we optimize eDGH offerings for emerging global health needs?*
  - *Need, feasibility and impact of certificate series (planned)*
  - *Need, feasibility and impact of diploma or degree programs (future?)*
- *How can our eDGH program support equitable partnerships?*

# New DrGH Program



**Goal:** leadership skills to facilitate effective practice and innovation

**Structure:** Flexible 3 year program

- Year 1 coursework at UW Seattle
- Years 2 – 3 for Leadership and Practice Experiences (LPEs)
  - 3 different global health organizations
- Practice-based doctoral meta-project (capstone)

## Feasibility Considerations

- Admissions open for inaugural cohort
  - 5-6 students per year
- Financial support
  - Some TA opportunities to offset Year 1 costs
  - Some stipends for LPEs

## Practice Partners



# DrGH Questions

- The new DrGH offers students a chance to develop critical leadership skills, but costs and logistics are a challenge for scalability.
- *How can we make our DrGH as impactful as possible?*
- *Is there enough flexibility in the current structure for the program to be accessible?*



# BACKGROUND MATERIAL



# In-Person Academic Programs Overview

- Undergraduate Major and Minor
- MPH in Global Health
- MPH in Health Metrics and Evaluation
- PhD in Global Health Metrics & Implementation Science
- PhD in Pathobiology
- School of Medicine Global Health Pathway
- Global Health Training for Residents and Fellows
- Doctor of Global Health Leadership and Practice (currently accepting applications for 2021)

# 2020 Incoming Graduate Students

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incoming students from Seattle and across the USA, as well as international students from: Cameroon, Guinea, Jordan, Kenya, Malawi, Myanmar, Namibia, Nepal, Peru, Rwanda, Sierra Leone, Tanzania, and Zimbabwe.

- MPH = 52 students
  - General Track: 34
  - Health Metrics & Evaluation (HME) Track: 15
  - MD/MPH: 3
- PhD in Global Health = 8 students
  - Metrics: 1
  - Implementation Science: 7
- PhD in Pathobiology = 6 students



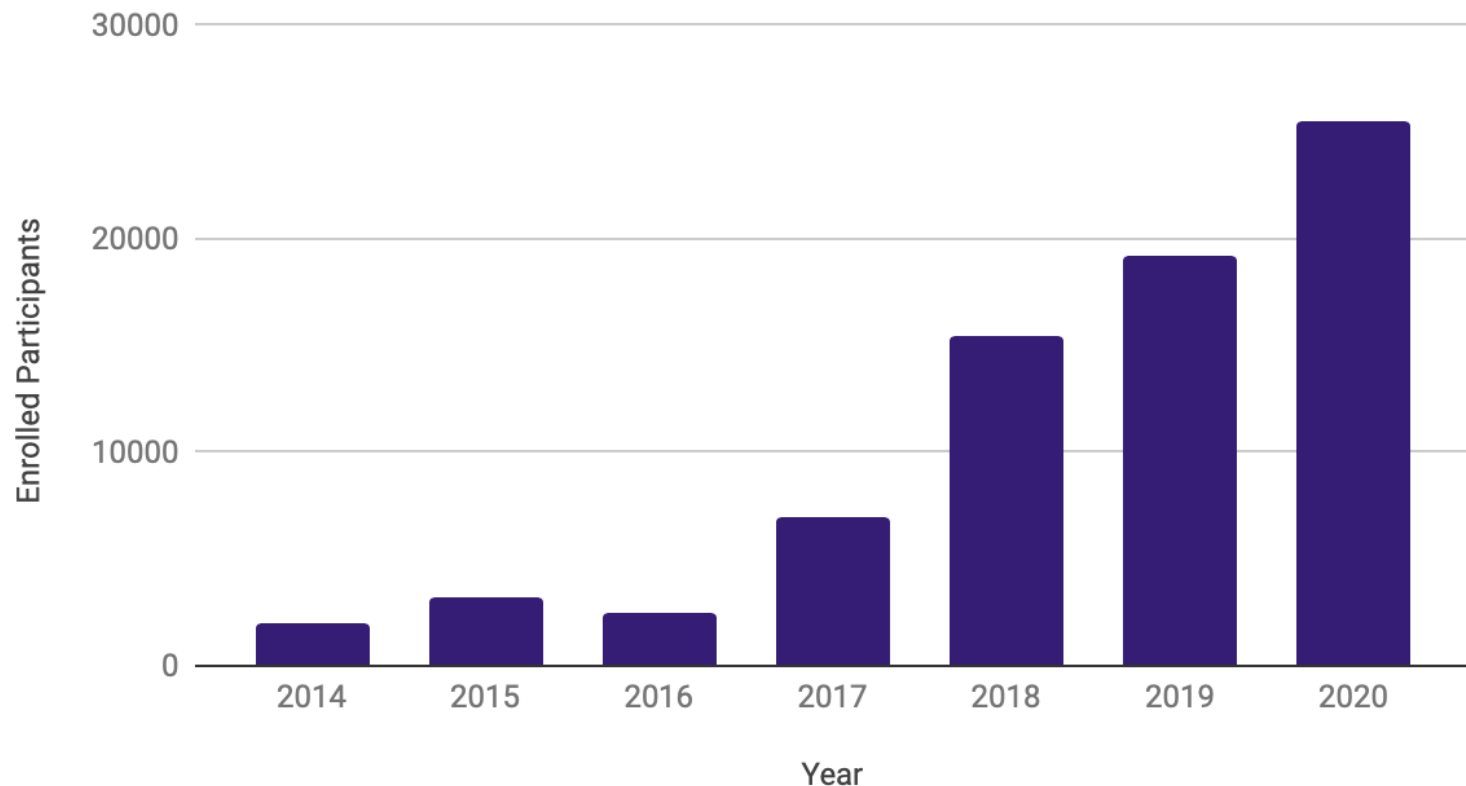
**126  
Continuing  
Students**

**(192  
Students  
Overall)**

- MPH = 50 (102 total)
  - General: 30
  - Health Metrics & Evaluation: 10
  - Leadership, Policy, & Management: 8
  - Peace Corps Masters International: 2
- PhD in Global Health = 52 (60 total)
  - Metrics: 14
  - Implementation Science: 38
- PhD in Pathobiology = 24 (30 total)

# Global Health E-Learning Program: eDGH Course Enrolment

Enrollment by Year



# Professional Certificate Courses

- Enrolled 70,000 in the past 5 years
- 99% participant satisfaction rate
- Average 86% participant completion rate
- Site-based partnerships with over 350 international sites
- In over 100 countries
- 30% of participants enroll in more than one course
- Cost is \$17-30 USD per participant, on average
- Taught by 11 UW DGH faculty

# 10 Professional Certificate Courses Most Practice-Focused

Course	Faculty	Offered
Leadership and Management in Health (LMIH)	Ann Downer, Britt Yamamoto	Fall and Spring
Fundamentals of Implementation Science (IS)	Arianna Means	Fall
Policy & Advocacy in Global Health (POL)	Jeff Lane	Fall
Introduction to Monitoring & Evaluation in Global Health (M&E)	Nami Kawakyu	Winter
Introduction to Epidemiology in Global Health (EPI)	Brandon Guthrie	Winter
Global Health Research (GHR)	Alison Drake	Spring
Clinical Management of HIV	Aliza Monroe-Wise	Spring
Project Management in Global Health (PM)	Alyson Shumays	Summer
Economic Evaluation in Global Health (ECON)	Monisha Sharma	Summer
Global Mental Health (GMH)	Chris Kemp, Deepa Rao	Summer

# New Professional Development Certificate Series

- Enhanced certificate option to be pilot tested
- Same eligibility criteria as our Certificate Courses
- Participants have up to 2 years to complete in a recommended order (with flexibility)
- Successful completion: Post-test at the end (with a time limit) 40 questions



# Professional Development Certificate Series (Proposed Titles and Courses)

Professional Certificate Series	Course 1	Course 2	Course 3
Leading and Impacting Global Health Policy	Policy and Advocacy in Global Health (Fall)	Leadership and Management in Health (Spring)	Project Management in Global Health (Summer)
Planning and Implementing Scientific Research in Global Health	Global Health Research (Spring)	Leadership and Management in Health (Fall)	Introduction to Epidemiology in Global Health (Winter)
Leading Successful HIV Care and Treatment Initiatives in Global Health	Leadership and Management in Health (Fall)	Clinical Management in HIV (Spring)	Fundamentals of Implementation Science in Global Health (Fall)
Improving Global Mental Health	Fundamentals of Implementation Science in Global Health (Fall)	Global Mental Health (Summer)	Policy and Advocacy in Global Health (Fall)
Influencing Global Health Policy: Change on a Large Scale	Policy and Advocacy in Global Health (Fall)	Introduction to Monitoring and Evaluation in Global Health (Winter)	Fundamentals of Implementation Science in Global Health (Fall)
Leading and Managing Effectively in Global Health	Leadership and Management in Health (Fall)	Introduction to Monitoring and Evaluation in Global Health (Winter)	Project Management in Global Health (Summer)
Measuring Outcomes of Global Health Programs	Fundamentals of Implementation Science in Global Health (Fall)	Introduction to Monitoring and Evaluation in Global Health (Winter)	Economic Evaluation in Global Health (Summer)
Designing Global Health Interventions	Fundamentals of Implementation Science in Global Health (Fall)	Introduction to Monitoring and Evaluation in Global Health (Winter)	Global Health Research (Spring)

# Partnership Considerations

- Partner with site coordinators at many diverse institutions globally
  - Self-selected group with an interest in training
  - Coordinate student enrolment and feedback
  - Provide feedback on future directions
- No formal landscape survey of institutions to date
  - Currently discussing student opportunities with partners (e.g., for DrGH)
  - Most partners would like reciprocal training and education programs
- Partner investment in courses and training may lead to better outcomes
  - Some early joint efforts with the University for Global Health Equity in Kigali
  - Ongoing training programs through Fogarty in Kenya and Peru
  - Some institutions provide support for employee training and career development
- Diploma or degree program would ideally involve local partners who could mentor local students on capstone or thesis projects

# Question #1

- COVID-19 has highlighted the importance of online learning in global health, and the eDGH has a unique skillset, reaching thousands of health professionals around the world with their current offerings.
- *How can we optimize eDGH offerings (courses, diploma or degree programs) for emerging global health needs, what information do we need and from whom, and how can we develop our eDGH program in such a way as to support equitable partnerships?*

# Question #2

- The new DrGH is an exciting program that offers students a chance to develop leadership skills much needed in public health, but costs and logistics are a challenge for scalability.
- *How best should we promote the DrGH program to our potential LPE partners, identify promising trainees, and make clear distinction between the PhD training programs we offer?*

# New DrGH Program



## DOCTOR OF GLOBAL HEALTH LEADERSHIP AND PRACTICE

The Doctor of Global Health Leadership and Practice (DrGH) is a practice-based doctorate program, which will prepare future leaders to work across the architecture of diverse organizations and dynamic policy environments in order to solve complex global health problems. The DrGH degree program will improve leadership skills and capacities in planning, catalyzing resources, building networks, motivating teams, strengthening national policy, as well as implementing, managing, and evaluating evidence-based programs in a variety of global health settings. The DrGH is a new program launching in Autumn 2021.

# Why a DrGH?

- Generates leadership skills for evidence-based practice in global health settings, as opposed to research skills.
- Expertise required to lead and use research to foster change.





# DrGH Program Overview and Structure

- Flexible 3 year program
  - Year 1 coursework at UW Seattle
  - Years 2, 3, and beyond at global health organizations
- Faculty Supervisory Committee
- Leadership and Practice Experiences (LPEs)
- Academic Portfolio
  - Practice Product Portfolio
  - General Examination
  - Doctoral Meta-Project

# Potential LPE Partners



*\*We are currently at varying stages of conversations with each of the organizations listed here.*



# Doctoral Meta-Project

- Culminating product
  - Bridges theory and practice, with integrative analysis drawing on LPEs
- Final oral presentation
- Dissemination of Meta-Project
  - Publish in practice-oriented journal
  - Present a formal report to stakeholders

# Meta-Project Example

- Focus: Leading the implementation of HIV pre-exposure prophylaxis (PrEP) as a strategy for ending the HIV pandemic in a given country.
- LPEs:
  - Develop a stakeholder landscape analysis at WHO or UNAIDS to examine receptiveness to incorporating PrEP into national clinical guidelines.
  - Lead and coordinate a technical working group within an MOH to develop guidelines and standard operating procedures for implementing PrEP into family planning and reproductive health services on a national scale.
  - Develop a protocol for a national evaluation of PrEP program implementation, within an international non-governmental organization.
- Doctoral Meta-Project:
  - Use Hofstede's cultural dimensions framework to analyze facilitators and barriers to the work of the three types of organizations in advancing effective implementation of PrEP at scale.

# Comparison of Programs

	Audience	Focus Area	Required credits	Practicum/ Thesis/ Capstone	Travel to Seattle	Time to Complete	Cohort size
<b>SPH Online MPH</b>	Domestic/ WWAMI region	Generalist/ Epidemiology	62	Practicum and Thesis or Capstone	Yes TBD	2 years	TBD
<b>SPH EMPH</b>	Domestic	Generalist	63	Capstone or Thesis	Yes	2 years	25-33
<b>DGH MPH in residence</b>	Domestic/ International	Global Health	63	Practicum, Capstone or Thesis	Yes In-residence	2 years	40-50
<b>DGH DrGH</b>	Domestic/ International	GH Practice/ Leadership	108	Practice Dissertation	Yes In-residence Year 1	3 years	5
<b>Online MSc in GH</b>	LMIC International	GH Practice/ Leadership	39	Capstone	No	3-5 years	100

## SPH/DGH in residence tuition:

- \$23,053 per year (3 academic quarters) for Washington state residents
- \$39,367 per year (3 academic quarters) for non-residents and international students

eDGH online MSc in GH tuition: TBD