

University of Washington School of Public Health
Course Waiver Student Checklist
for Courses Covering CEPH Competencies
DrGH—Global Health Leadership and Practice

STUDENTS ARE REQUIRED to ensure that all competencies noted below are accounted for to waive an applicable course. If even one from the list below cannot be shown to have been included in prior course work, then a waiver cannot be granted for that course, and the required course must be completed.

All DrGH students are required to ensure that the 12 Foundational Public Health Knowledge Competencies, the 20 DrPH Foundational Competencies, and the five unique degree competencies ([CEPH 2024 Criteria](#)) are accounted for to waive any applicable course.

CEPH DrPH Foundational Public Health Knowledge Competencies

<input type="checkbox"/>	D1-1	PHI 500	Explain public health history, philosophy, and values.
<input type="checkbox"/>	D1-2	PHI 500	Identify the core functions of public health and the 10 essential services.
<input type="checkbox"/>	D1-3	PHI 500	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
<input type="checkbox"/>	D1-4	PHI 500	List major causes and trends of morbidity and mortality in the US or other community relevant to school or program.
<input type="checkbox"/>	D1-5	PHI 500	Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
<input type="checkbox"/>	D1-6	PHI 500	Explain the critical importance of evidence in advancing public health knowledge.
<input type="checkbox"/>	D1-7	PHI 500	Explain the effects of environmental factors on a population's health.
<input type="checkbox"/>	D1-8	PHI 500	Explain biological and genetic factors that affect a population's health.
<input type="checkbox"/>	D1-9	PHI 500	Explain behavioral and psychological factors that affect a population's health.
<input type="checkbox"/>	D1-10	PHI 500	Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
<input type="checkbox"/>	D1-11	PHI 500	Explain how globalization affects global burden of disease.
<input type="checkbox"/>	D1-12	PHI 500	Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

DrPH Foundational Competencies

<input type="checkbox"/>	D3.1	G H 531 <i>and</i> G H 541	Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels.
<input type="checkbox"/>	D3.2	G H 531	Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.
<input type="checkbox"/>	D3.3	G H 531	Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health.
<input type="checkbox"/>	D3.4	G H 541 <i>and</i> G H 586	Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners.
<input type="checkbox"/>	D3.5	G H 511 <i>and</i> G H 586	Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
<input type="checkbox"/>	D3.6	G H 511 <i>and</i> G H 541	Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems.
<input type="checkbox"/>	D3.7	G H 586	Create a strategic plan.
<input type="checkbox"/>	D3.8	G H 585	Facilitate shared decision making through negotiation and consensus-building methods.
<input type="checkbox"/>	D3.9	G H 541	Create organizational change strategies.
<input type="checkbox"/>	D3.10	G H 522 <i>and</i> G H 585	Propose strategies to promote inclusion and equity within public health programs, policies, and systems.
<input type="checkbox"/>	D3.11	G H 521 <i>and</i> G H 585	Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
<input type="checkbox"/>	D3.12	G H 522 <i>and</i> G H 586	Propose human, fiscal, and other resources to achieve a strategic goal.
<input type="checkbox"/>	D3.13	G H 586	Cultivate new resources and revenue streams to achieve a strategic goal.
<input type="checkbox"/>	D3.14	G H 511 <i>and</i> G H 541	Design a system-level intervention to address a public health issue.
<input type="checkbox"/>	D3.15	G H 511 <i>and</i> G H 523	Integrate knowledge of cultural values and practices in the design of public health policies and programs.
<input type="checkbox"/>	D3.16	G H 523 <i>and</i> G H 541	Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.
<input type="checkbox"/>	D3.17	G H 511 <i>and</i> G H 541	Propose interprofessional and/or intersectoral team approaches to improving public health.
<input type="checkbox"/>	D3.18	G H 587	Assess an audience's knowledge and learning needs.
<input type="checkbox"/>	D3.19	G H 587	Deliver training or educational experiences that promote learning in academic, organizational, or community settings.
<input type="checkbox"/>	D3.20	G H 588	Use best practice modalities in pedagogical practices

Global Health DrGH Degree Competencies

- G H 521 Appraise leadership and management theories and frameworks in the implementation of evidence-based programs and policies.
- G H 585 Analyze the distinct missions, roles, cultures, and strengths of the array of organizations working in the "architecture" of global health, as well as how these organizations can be leveraged to achieve global health impacts.
- G H 588 Demonstrate the ability to cultivate and promote a compelling organizational vision, mission, purpose, identity, and culture.
- G H 522 Implement processes for performance management and accountability, including using logic models, process and outcome measurement, quality improvement, data feedback, accountability systems and other tools to focus on results.
- G H 588 Demonstrate the ability to use self-reflection, peer coaching, and mentor feedback to optimize professional effectiveness when working with individuals and teams in the workplace.