


# Chapter 2

## The Role of Professional Doctorates and Work-Based Learning in Promoting Public Health: Professional Doctorates and Work-Based Scholarship

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### **ABSTRACT**

*The current chapter explores how Professional Doctorate Degrees (DProf) can help the advancement of work-based learning and scholarship based in work settings. Recently, professional doctorate DProf courses have increased worldwide, especially in the U.K. Many professionals are choosing this type of training and postgraduate qualification to optimise their work-based learning (WBL), develop reflective practice skills, and develop strategies for implementing their scholarly works and publications to maximise research findings beyond academic journals. DProf programmes are helping many practitioners move their data from publication to implementation and policymaking to significantly impact society. We provide the*

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*pathway for crafting academic DProf scholarship by leveraging on the understanding of an health problem: borderline personality disorder. We explore how methodology and methods to advance in DProf can also help academics improve their setting of practice and, in this case, public health in general.*

## **INTRODUCTION**

Postgraduate professional doctorates (DProf) are advanced qualifications that combine academic research with practical expertise. They focus on addressing real-world issues within professional contexts rather than purely theoretical knowledge, as seen in traditional PhDs. These programs include taught modules and practice-based research, culminating in a doctoral thesis relevant to the candidate's professional field. DProf programs aim to enhance professional practice, contribute to innovation, and support career advancement while allowing participants to remain employed (Mellors-Bourne et al., 2016; Lester and Costley, 2010). Additionally, DProf programs foster reflective practice and critical thinking, enabling professionals to address complex challenges in their communities of practice (Costley and Stephenson, 2008). They also promote interdisciplinary collaboration, encouraging candidates to integrate diverse perspectives into their research and practice (Lee et al., 2009). By bridging the gap between academia and professional practice, DProf programs contribute to developing evidence-based solutions that drive organizational and societal progress (Boud and Tennant, 2006).

Recent professional doctorate DProf courses have increased worldwide, especially in the UK. Many professionals choose this training and postgraduate qualification to improve their work-based learning (WBL), develop reflective practice skills, and implement their scholarly works and publications to maximize research findings beyond academic journals (Middlesex University, 2024). DProf programs help practitioners apply their data to policy and society by using their findings through research in their field and practice settings (Middlesex University, 2024). Focusing on students and their professional achievements through applied practice makes these courses unique and relevant to career growth and advancement, helping doctorate candidates to critically evaluate their practice before planning and implementing a practice-based research project that benefits their organization and field (Middlesex University, 2024).

DProf projects often produce academic publications, but their primary output is a product, publication, system, or framework that problem-solves the candidates' organization or candidates' conundrums in their community of practice, also benefiting their clients, customers, or service users through novel research which is 'practically' relevant to a broader professional or public context (Costley, 2011).

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