

# Doctor of Public Health

Research Doctorate

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*The ultimate goal of primary health care is better health for all.  
World Health Organization (2008) identified five key elements to achieving that goal:*

*Universal coverage reforms - reducing exclusion and social disparities in health*

*Service delivery reforms - organizing health services around people's needs*

*Public policy reforms - integrating health into all sectors*

*Leadership reforms - pursuing collaborative models of policy dialogue*

*Stakeholder reforms - Increasing stakeholder participation*



In past decades, the world has made great progress toward global health. Life expectancy has increased in certain parts of the world by 30-40 years in the 20th Century with deadly diseases like smallpox being totally eradicated. Nevertheless, certain diseases like cancer, HIV/AIDS, tobacco addiction, cardiovascular diseases, obesity, and malnutrition are still grave challenges facing health professionals in the 21st century.

On a global scale, nearly half the world population (2.8 billion people) live on less than \$2 a day and over a billion have entered this century without having benefited from health revolution of 20th century. There is clearly a growing need to reduce the burden of disease and the mortality and morbidity suffered by the poor.

There is a need to counter threats resulting from economic crises, an unhealthy environment and risky behavior. There is a need to develop more effective health care systems and to invest in the expanding knowledge base that made possible the health revolution of the 20th century.

To contribute toward overcoming these challenges, Akamai University has established the Center for Global Health and Wellness, which is committed to the development of professionals who can address the health challenges of 21st century and play leadership roles in improving the human condition throughout the world. We have a commitment to the furtherance of public health and alternative health care with a global perspective. I encourage you to join us in achieving this worthy mission.

James Wear, Ph.D.  
Program Director

## **ADMISSION REQUIREMENTS**

As prerequisites for acceptance to the Doctor of Public Health by dissertation, participants should have completed the equivalent of a recognized graduate degree in an appropriate field of study, have research training, and have several years of meaningful professional experience. Participants are expected to be proficient in English language skills or provide other assurances of effective language support throughout the program. Participants must have access to a computer, appropriate software, email and Internet, and academic library resources.

## **DEGREE REQUIREMENTS**

Participants pursuing the doctorate degree by research shall complete a seven-phase process (equivalent to 52 credits above the Master's degree in traditional doctoral program) including three doctoral research tutorials, a comprehensive review, and a dissertation project. The doctoral research tutorials are intended to assure the participants have the skills and knowledge to examine the existing scholarly literature, design an effective advanced research study, carry out the project, analyze the data and present the findings in a publishable quality manuscript. The comprehensive review includes written and oral components that permit faculty to determine if the participant has sufficient preparation to proceed to the research phase of the program. The dissertation process includes preparation of a formal dissertation proposal, completion of the dissertation project, and preparation of the manuscript for review by the doctoral committee review. Participants complete an oral review of dissertation as a conclusion of the degree process.

As a minimum degree requirement, doctoral participants must maintain enrollment at Akamai University for at least one and one-half calendar years. Although a maximum period of six years is allowed to complete the program, most doctoral participants are fully capable of finishing their programs within three years. No transfer credit shall be applied to this degree, as it is based upon a seven-step quality review process.

At each phase of the doctoral process, in order to progress to the next phase, written approval by the University doctoral committee is required. To remain in good standing, participants must demonstrate effective progress toward achieving quality standards at each phase. Upon successful completion of the process, participants are awarded the Doctor of Public Health degree.

## **DEGREE PROCESS**

Phase 1: Dissertation Tutorial I - Basic Research Methods

Phase 2: Dissertation Tutorial II - Literature Review

Phase 3: Dissertation Tutorial III - Research Presentation

Phase 4: Doctoral Comprehensive Review

Phase 5: Dissertation Proposal Process

Phase 6: Conduct of Dissertation Project

Phase 7: Oral Review of Dissertation

### **Phase 1: Basic Research Methods**

The first tutorial instructs the participant in foundational theories, principles, and practices specific to the proposed dissertation research, thus clarifying the underlying principles and justifications that support the proposed concept for research. As a minimum element of this tutorial, participants must complete suitable courses selected from the appropriate Center research offerings. Participants must pass a quality review examination conducted by the graduate committee, and if deemed essential, complete additional research methodology coursework to satisfy preparation requirements.

### **Phase 2: Literature Review**

This second research tutorial is designed to guide the participant in conducting a thorough and effective search of the scholarly literature in relation to a project of research. Participants examine the quality of existing scholarly literature in their field of research and participate in a quality review under the guidance of the doctoral committee.

### **Phase 3: Research Presentation**

The third tutorial is intended to guide the participant in understanding the requirements for effective written argument, referencing and citations of the scholarly literature, and presentation of the findings from research and participate in a quality review under the guidance of the doctoral committee.

### **Phase 4: Doctoral Comprehensive Review**

Upon satisfactory completion of the doctoral research tutorials, the participant will be authorized to schedule the comprehensive review. The senior member of the doctoral committee will direct the written and oral components of the review. The written portion is open book style with selected essay questions requesting creative responses that reach for the higher levels of understanding. Answers should be drawn from the scholarly literature as well as applications within the professional business environment. Proper referencing of the scholarly literature is expected. The oral component of the review shall be completed by conference between the participant and committee members and is intended to encourage an open discussion of the written essay responses.

### **Phase 5: Dissertation Proposal Process**

During this phase of the process, participants prepare a formal proposal related to their concept for research. The proposal is completed under the direction of the doctoral committee and prepared according to published University guidelines, which shall be provided to the participant.

### **Phase 6: Conduct of Dissertation Project**

Following approval of the dissertation proposal, participants will begin their research project. The dissertation may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the dissertation is chosen, the resulting project must demonstrate mastery of a body of knowledge in the field and represent a meaningful and original contribution to the betterment of the profession. The dissertation project may be conducted by quantitative, qualitative, or participatory action research. The body of the dissertation manuscript should exceed 75 double spaced, typewritten pages and be structured according to a set of approved research and manuscript guidelines provide by the University. Dissertations that take the form of a scholarly project must follow the guidelines provided by the University for such projects.

### **Phase 7: Oral Review of Dissertation**

Once the participant has prepared the dissertation manuscript, the senior member of the doctoral committee will schedule the formal review process and act to conduct both the formal physical review of the manuscript and oral review of the dissertation project.

Following receipt of the research manuscript, it usually takes the three member doctoral committee four to six weeks to complete the physical review and prepare questions and commentary for later discussion. The oral review is carried out by personal conference and is designed to allow detailed investigation of the underlying review of the literature, the dissertation methodology, and the mechanics of the project, presentation of the findings, and conclusions and recommendations.

One outcome of the dissertation review process is a set of final expectations directing the participant through the remaining tasks for completing the dissertation manuscript. Once

the final manuscript is approved, the participant will submit the formal document to an approved bindery and later arrange for the bound dissertation to be shipped to the University headquarters in Hawaii for permanent archival storage. Upon the participant's completion of the final tasks, and receipt of the needed records and documentation, the University will issue a letter of completion to the participant. It will then make preparation for issuance of the transcript of record and diploma certificate.

## **DESCRIPTION OF DOCTORAL TUTORIALS**

### **RES 641: Doctoral Research Tutorial II: Research Methodology (12 credits equivalent)**

The second research tutorial is designed to guide students in building effectiveness in research design, data gathering and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor's guidance.

It is possible that the doctoral Committee Chair will require the student to complete formal research preparation coursework, such as:

- RES 500: Survey of Research Methods (3 credits)
- RES 504: Introductory Research Statistics (3 credits)
- RES 506: Advanced Research Statistics (3 credits)
- RES 508: Qualitative Research (3 credits)
- RES 510: Participatory Action Research (3 credits)
- RES 512: Effective Data Analysis (3 credits)
- RES 520: Social Science Research Methods (3 credits)
- RES 524: Techniques in Transpersonal Research (3 credits)
- RES 526: Biological Illustration (3 credits)
- RES 527: Biological Modeling (3 credits)
- RES 528: Environmental Science Research Methods (3 credits)
- RES 529: Calculus for Environmental Science (3 credits)

### **RES 642: Doctoral Research Tutorial I: Literature Search (12 credits equivalent)**

The first research tutorial is designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement.

It is possible that the Dissertation Committee Chair will require or allow the student to complete formal coursework, such as the following, to reinforce the literature review:

- PHA 500: Graduate Readings in Public Health (3 credits)
- PHA 501: Principles of Epidemiology (3 credits)
- PHA 502: Public Health Practices (3 credits)
- PHA 503: Health Policy (3 credits)
- PHA 504: Principles of Environmental Health (3 credits)
- PHA 505: Disease Prevention and Management (3 credits)
- PHA 506: Environmental Health and Disease Prevention (3 credits)
- PHA 507: Recognizing and Preventing Occupational Diseases (3 credits)
- PHA 509: Health Promotion (3 credits)
- PHA 545: Leadership in Healthcare Organizations (3 credits)

**RES643: Doctoral Research Tutorial III: Referencing and Presentation (12 credits equivalent)**

The third research tutorial is designed to help students construct proper citations and referencing of the literature and effectiveness in describing the findings and stating the conclusions and recommendations from their study. Students complete a report discussing the methods to be used for citation and referencing of the literature, explaining guidelines for effective presentation of findings, conclusions and recommendations.

Under the guidance of the Committee Chair, students will select an effective publication manual and other resources in support of an effective dissertation. Examples of effective publication manuals include:

- American Psychological Association. Publication Manual of the American Psychological Association. 5th ed. Washington: APA, 2001. Print.
- American Management Association. The AMA Style Guide for Business Writing. New York: AMACOM, 1996. Print.

**RESEARCH OPTIONS**

Doctoral students in Public Health may undertake research in either of the following areas of focus:

- Public Health Administration
- Hospital Administration
- Healthcare Safety Management
- Complementary and Alternative Medicine
- Integral Health Studies
- Health Policy and Management
- International Health
- Management Information Systems for Healthcare
- Healthcare Facilities Management
- Environmental Health
- Disease Prevention and Control
- Applied Health Science
- Toxicology
- Community Health Education

## **DOCTORAL COMMITTEE EXPECTATIONS**

Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The Committee is comprised of a primary, secondary and tertiary mentor, each with a assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree.

### **The Dissertation Committee**

#### Formation of Dissertation Committee

Doctoral students have a Dissertation Committee of three qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and dissertation project. When possible, at least one of the Committee members should be assigned from the school of record within the Philippines or from another college or university within the Philippines. When necessary, all members of the committee may be assigned by Akamai University or in combination with EDS Advance Academy.

#### Responsibilities of Dissertation Committee

The responsibilities of the Dissertation Committee, under the leadership of the Committee Chair, are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline for study and the assignment of faculty to provide instruction and to assist with the functions of the Dissertation Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.

- Providing final approval for the student's dissertation and overall degree program and cooperate fully in building the appropriate archival records for the University of record.

#### Doctoral Committee Appointment Schedule

The Committee Chair is appointed immediately following the doctoral student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the Dissertation Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

- The Secondary Committee Member becomes active one month prior to the commencing of the written component of the doctoral student's Final Comprehensive Examination and continues with the student's program until final completion is recorded at the school of record.
- The Tertiary Committee Member becomes active just prior to the commencing of the formal review of the doctoral student's dissertation proposal and continues with the student's program until final completion is recorded at the school of record.

#### Building the Student's Plan for Study

Immediately following registration, doctoral students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's doctoral program and the timeline for completion. The plan for study includes the following essential elements:

- The designation of the degree major for the Study Plan
- The identification of the school contacts and contact information for the schools participating in the delivery of the doctoral program.
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Dissertation Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program.

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair. Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been full processed and approved.

## **CLASS MODULE DESCRIPTIONS**

### Public Health Options

#### **PHA 500: Graduate Readings in Public Health (3 credits)**

Graduate students pursue detailed readings in the theories, principles and practices in public health. Readings in the field of public health include public health administration, disease prevention and control, health education and promotion, human nutrition, health policy, global health, environmental health, and occupational health. Public health programs also cover bioethics in healthcare, managed care, child health, international health, healthcare for the elderly, mental hygiene, population dynamics and public health, reproductive health in developing countries, and study of aging.

#### **PHA 501: Principles of Epidemiology (3 credits)**

The course gives students an exposure to basic concepts and principles of epidemiology. Students will learn how to find distribution of disease in populations, determine the causes of disease in the populations, and possible use of interventions, if any. The course provides analytical skills towards evaluation and control of epidemics and other health problems in populations. The course develops in general epidemiological approach to finding disease and initiating intervention.

#### **PHA 502: Public Health Practices (3 credits)**

This is an overview course pertaining to public health practice. There are certain public health issues (i.e. operational, policy, management, legal, regulatory), which public health practitioners face on a daily basis. This course examines those issues and more. Local, state, and federal, agencies are involved in public health. The practitioner needs to know how to coordinate the activities of these agencies. Then there is the element of health marketing and public health advocacy, which comes into play in terms of convincing and changing public opinions about some public health issues. The issue of cost, access, and quality of care is always there. The uninsured and underinsured, ethnic groups health care, minority health care are issues of concern as well.

#### **PHA 503: Health Policy (3 credits)**

The course will give an overview of the field of health policy and management. It will examine some of the major health policy issues like, cost, access, quality of care, underinsured, uninsured. Then it will examine the politics of health policy in the United States. How different interest groups (i.e. providers, insurers, managed care organizations) play their role in the development of health policies. The main focus of the course will be on health policy issues in the United States although certain international health issues facing other countries will also be examined.

#### **PHA 504: Principles of Environmental Health (3 credits)**

The course deals with basic scientific principles involved in environmental health. IT examines multiple of issues affecting human health by physical, chemical, biological, or psycho-social modifications of external environment. The courses will focus on natural and synthetic agents, which pollute air, water, food, soil, and the environment in general. The course will discuss the basic scientific principles developed by chemistry, toxicology, physiology, epidemiology, and molecular biology, behavioral and



management sciences, and apply these principles to solve environmental health problems. Some policy issues for environmental protection will also be discussed.

**PHA 505: Disease Prevention and Management (3 credits)**

This course is a guide to clinical preventive services. The course critically examines evidence for and against scores of preventive services available, and recommends interventions that are effective. The course looks into the health consequences of personal behavior (including the use of drugs, alcohol, tobacco, poor diet, lack of physical activity, for example), and recommends services available to correct such behavior. The course recommends preventive interventions (screening, immunizations, counseling) for clinical and public health practitioners. This course is beneficial to primary care clinicians, including physicians, nurses, nurse practitioners, physician assistants, public health professional and allied health professionals.

**PHA 506: Environmental Health and Disease Prevention (3 credits)**

The course deals with different environments including personal, indoor, outdoor, community, region, or worldwide. It develops a correlation between effects and impacts of these environments and discusses their long-term and short-term effects on individuals and radioactive and hazardous waste, ionizing radiation, unhealthy food-water, environmental pollution, pest control, industrial waste, risk assessment, environmental monitoring, natural and manmade disasters. It discusses environmental health problems and how to prevent diseases caused by them.

**PHA 507: Recognizing and Preventing Occupational Diseases (3 credits)**

Besides knowing about occupational hygiene and occupational disorders, occupational health specialists need to learn about preventive strategies, economics, ergonomics, and production systems. In recent times, the safe and healthy work environment has become an integral part of quality assurance. The course relies upon preventive and social approaches to occupational health. It deals with toxicological modeling in industrial hygiene, the epidemiological approach to study occupational disorders, the importance of psychological conditions for many types of disorder, and specialist knowledge about women and work. It gives an overview of the necessity for an increased awareness of a safe work environment.

**PHA 509: Health Promotion (3 credits)**

The course emphasizes the knowledge and skills required to reduce behavioral risks. It also covers those elements that engage people more actively in their community affairs, and will enable graduates to participate effectively in the making of health and social policy, in demanding enforcement of regulations on environmental pollutants, and in organizing advocacy for new laws and regulations for an improved environment. Individual risk reduction and education of the electorate for risk reduction are both important, and the course places emphases on both.

**PHA 545: Leadership in Healthcare Organizations (3 credits)**

This course defines leadership world, addresses its importance in modern healthcare and presents the essential qualities, which characterize the effective leader. Suggestions for applying these principles in "real " management are included.

## Research Preparation Options

### **RES 500: Survey of Research Methods (3 credits)**

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

### **RES 502: Understanding Research Journal Articles (3 credits)**

This course empowers students in assessing the effectiveness of research papers from professional journals. Topics investigate the rigor or various research methods, replicability, bias and validity issues, and the appropriateness of statements of findings and recommendations from research. Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies.

### **RES 504: Introductory Research Statistics (3 credits)**

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

### **RES 506: Advanced Research Statistics (3 credits)**

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

### **RES 508: Qualitative Research (3 credits)**

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on applied qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that inform and influence qualitative research.

### **RES 510: Participatory Action Research (3 credits)**

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research in addressing major world problems.

### **RES 512: Effective Data Analysis (3 credits)**

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

### **RES 520: Social Science Research Methods (3 credits)**

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles.

Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

**RES 524: Techniques in Transpersonal Research (3 credits)**

This course offers an exploration of qualitative research methods that are specific to studies in the transformative and spiritual dimensions of human experience. Topics investigate ways of knowing such as intuition, direct knowing, emotional and bodily cues, dreaming, and other internal phenomena. Students apply transpersonal methods to the research process, and contrast transpersonal methods to traditional empirical methods.

**RES 526: Biological Illustration (3 credits)**

This course investigates in detail the skills of drawing and painting by hand or camera lucida, photographic methods, video and digital imaging in biological illustration.

**RES 527: Biological Modeling (3 credits)**

This course explores the analytical and quantitative approaches to the study of biological systems. Topics include fitting data to models, dynamics of systems, transects, random sampling, coring, volumetric measurements, tracking and global positioning. This course presents different mathematical and statistical approaches including deterministic, chaotic, stochastic as well as discrete and continuous models.

**RES 528: Environmental Science Research Methods (3 credits)**

The course investigates the application of knowledge and understanding to problems of original research in environmental studies. Topics distinguish and interpret the differences among research paradigms and methods. Students review essential principles of ecological problems and how they are approached, the minimal requirements of experimental design in ecology, trade-offs in ecological experimentation. Students analyze current literature, critique existing research methodologies and studies, develop practical research skills, and formulate approaches to scholarly research., and prepare a scholarly paper.

**RES 529: Calculus for Environmental Science (3 credits)**

This course covers the fundamental topics of derivatives and integrals with emphasis on methods and applications. It is especially directed towards environmental studies in order to provide a valuable and useful device to help solve problem.

Finishing Activities

**EXM 980: Comprehensive Examination-Doctoral Students (2 credits)**

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

**RES 985: Dissertation Proposal (4 credits)**

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

**RES 990: Dissertation (8 credits)**

This course governs the conduct of the dissertation project for the Doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

**EXM 995: Oral Defense of Dissertation-Doctoral Students (2 credits)**

This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University.