



Program Handbook

Doctor of Philosophy (Ph.D.) in Public Health

Texila American University, Zambia

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## **1. Introduction**

Public health is concerned with the protection, preservation and promotion of the health of communities and populations. Public health professionals therefore need to be appropriately trained to respond to the various community health problems. Through training and acquisition of relevant knowledge and skills in a multidisciplinary manner, public health professionals will understand how to identify and approach issues affecting populations, be able to develop appropriate strategies for resolving them, and monitor their implementation. The School of Public Health (SPH) thus provides opportunities for such training, as well as for research for public health practice.

Students enrolled in the Doctor of Philosophy (Ph.D) programme will be able to choose one area of concentration or specialization as follows

1. Epidemiology
2. Health Policy and Management
3. Population, Family and Reproductive Health
4. Disaster Management & Emergency Preparedness
5. Health Economics and Financing
6. Social and Behavioral Health

## **2. Rationale**

The Public Health sector has undergone a significant transformation over time with new and emerging public health challenges including issues such as new and neglected tropical diseases, climate change, and infections that rapidly spread across the globe. In developing countries, challenges of poverty coupled with poor nutrition, inadequate water supply and poor sanitation persist with the attendant poor health consequences, especially communicable diseases. On the other hand, as standards of living improve particularly in urban settings, cases of non-communicable diseases such as hypertension, diabetes and heart disease are increasing. In developing countries such as Zambia, there still exist lack of infrastructure to deal with public health issues adequately, and where such infrastructure exists, it may not be easily accessed. Poor access to health care services is in most cases coupled with lack of trained and skilled health care workers.

Public health practice is aimed at protecting and improving the health of individuals, communities and greater populations locally, regionally and globally. Public health

practitioners are at the forefront of preventing health problems from occurring or reoccurring and mitigating the effects when problems do occur. It follows therefore that the more qualified and skilled public health professionals there are the more the chances of successfully combating and mitigation disease and health conditions.

At the same time new technologies such as the Geographic information systems (GIS) are being developed to help ma disease occurrences and outbreaks. These issues provide students the opportunity to obtain high level training in a broad range of public health fields in order to provide appropriate responses and to seek new insights into these problems.

The Doctor of Philosophy (PhD) in Public Health by Texila American University Zambia provides students the opportunity to obtain high level training in a broad range of public health fields in order to provide appropriate responses and to seek new insights into various health problems. Additionally, the PhD will provide the necessary knowledge and skills for individuals who may wish to pursue careers in academics, government, industry, or community health agencies.

### **3. Aims of the programme**

The Ph.D. programme aims to equip the student with the knowledge and skills to deal challenges of understanding and adapting scientific knowledge in order to achieve public health improvements. It also aims to prepare students to think critically as scientists as well as to be able to develop and communicate public health strategies to address public health challenges locally and globally.

By the end of the Programme of study leading to the Doctor of Philosophy degree in Public Health, the student will be able to:

1. Apply research methods to address health related issues to demonstrate ability to apply Public Health principles derived from public health sciences to adequately address prevailing health challenges in the community and globe.
2. Explore, critique, and apply evidence-based information from multiple sources to public health issues.
3. Propose theory-based strategies to promote inclusion and equity within public health programs, policies, or systems.



4. Communicate evidence-based public health information in different ways and formats.
5. Demonstrate skills in designing and conducting original research in Public Health that will impact global Communities.

#### 4. Programme Learning Outcomes

The key learning outcomes of this programme are,

1. Examine and evaluate the role of cultural, social, and behavioral determinants of health and health disparities and how these impact public health
2. Synthesize advanced socio-ecological theory, research methodology and statistical procedures to design, implement and evaluate public health research and interventions.
3. Formulate policy changes needed to support and sustain public health interventions.
4. Synthesize research results for the purpose of verbal and written communication, instruction and dissemination.
5. Distinguish and prioritize individual, organizational, and community concerns, assets, resources and deficits relevant to public health interventions and policy change.

#### 5. Level of Qualification and Articulation in the Zambia Qualifications Framework

ZQF level: **10**

##### **EXAMPLE:**

At this level, it is expected that the graduate shall:

##### **Foundational Competence :**

- Systematic acquisition and understanding of a substantial and complex body of knowledge which is at the forefront of an academic discipline or area of professional practice.

- Creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extending the forefront of the discipline, and merit publication.

**Practical Competence :**

- Create, conceptualise, design and implement an investigation for the generation of new knowledge and/or adjust the design of the investigation in the light of unforeseen problems.
- Make expert judgements on complex issues in specialized fields, often in the absence of complete data, and communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- Undertake pure/applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

**Reflexive Competence :**

- Possess qualities, ethics and transferable skills necessary for utilisation in varied contexts requiring the exercise of full personal responsibility and largely autonomous initiative in complex and unpredictable situations.
- Demonstration of intellectual independence, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar.
- Undertake extended learning with a view to continuous generation of new knowledge.

**6. Program Structure**

YEAR 1			
YEAR		COURSE TITLE	CREDIT POINTS
Year 1	PPH1101	Introduction to Public Health Practice	20
	PPH1102	Applied Epidemiology	20
	PPH1103	Social and Behavioral Health	10
	PPH1104	Applied Biostatistics	20
	PPH1201	Environmental Health	10
	PPH1202	Principles of Applied Epidemiology	20
	PPH1203	Research Methodology	20
			Total
YEAR 2			
YEAR		COURSE TITLE	CREDIT POINTS

Year 2	PPH2101	Population and Family Health	20
	PPH2102	Health Economics and Health Financing	20
	PPH2103	PhD Seminar I	30
		Elective in Area of Concentration	20
	PPH2201	PhD Seminar II	30
		Total	120
<b>YEAR 3</b>			
<b>YEAR</b>		<b>COURSE TITLE</b>	<b>CREDIT POINTS</b>
Year 3	PPH3101	Public Health Management	10
	PPH3102	PhD Seminar III	30
	PPH3103	PhD Seminar IV	30
	PPH3104	PhD Thesis Submission and Défense (Viva Voce)	50
		Total	120

**Total Programme Credits : 360**

**Electives choices :**

S.NO	Course Code	Course Name	Credit Hours
1	PPH4101	Advanced Epidemiology and Infectious Diseases	20
2	PPH4102	Community Health Education and Health Promotion	20
3	PPH4103	Maternal, Child, Adolescent and Reproductive Health	20

**ELECTIVE IN AREA OF CONCENTRATION**

Electives must be approved by the Supervisor in consultation with the Doctoral Research Committee and must be confirmed in advance

**SEMINAR I**

Students will be required to develop and present their proposal in their respective fields at a one-day seminar. Students will be assisted by faculty in the development of the proposal.

**SEMINAR II**

Students will present a synopsis of the preparatory work done on their chosen research project with focus on research design, sample size, sampling techniques, data collection and data analysis tools. This will allow the school to apply remedial actions where necessary, before the student proceeds further with the research.

**SEMINAR III**

This seminar will be aimed at ascertaining the progress the students have made in their research

projects. This will afford the school the opportunity to track students' progress on the course.

#### **SEMINAR IV**

Students will present their theses, with emphasis on the research question or questions they were addressing, the findings and recommendations.

#### **DISSERTATION/THESIS**

All doctoral candidates are expected to complete and defend a dissertation that is a significant contribution to their field of interest, and suitable for publication in reputable peer-reviewed journals.

### **7. Academic Delivery Plan**

Texila American University Zambia is providing quality education with its state-of-the-art infrastructure, best learning methodology and technology enabled academic services.

- Uniquely Designed Learning Methodology
- Outcome Based Academic Delivery
- Continuous Academic Support
- Enhanced Learning Management Systems
- Technology Enabled Services

### **8. Assessment and Examination**

The main purpose of assessment is to provide information about the present attainment to guide teaching and learning in the future, in other words, assessment can be an instrument for educational progress. To determine the learner's ability, motivate learners to study, provides information on individual students experience and achievement and to provide and to guide for future learning.

#### **Assessment Procedures:**

**Formative Assessment:** which consists of 40 Marks and standard policy which comprises of Assignments, Seminars, Presentations and thesis, dissertation standards should confirm the TAU Zambia academic manual. Formative assessment shall be conducted online.

**Summative Assessment:** which consists of 60 Marks, final examination for all the courses shall be conducted online. For Ph.D. program students are expected to present a project research assignment for the required modules.



Assessment	Weightage
<b>Formative Assessment</b>	
Unit Tests (MCQ's), Assignments, Seminars, Presentations	<b>40%</b>
<b>Summative Assessment</b>	
Final Paper (MCQ's)	<b>60%</b>
<b>TOTAL</b>	<b>100%</b>

## Examinations

- Internal assessment comprises of 40 % and Final assessment comprises of 60% weightage.
- A candidate has to pass both internal assessment and external assessment.
- Candidate should secure at least 50 % of total marks in internal as well as external examination to clear each Trimester / Semester.

## 9. Facilities for Programme Delivery

TAU has excellent facilities for the program delivery designed keeping in mind the needs of the student in all means.

### Classroom:

All our classrooms are well equipped with Hi tech facilities like specially designed classroom projector with computer with uninterrupted network connection. Our entire classrooms are centralized air-conditioned with good lighting. Comfortable seating arrangements are made for student's comfort. We have well equipped and designed computer laboratory with more than 60 computers and one dedicated Server connection for use. To strengthen our Information and Communication technology we have authorized CISCO networking systems.

Research policy: TAU-Zambia has a separate research policy to develop and maintain state of the art technology, resources (research grants/scholarships etc.), facilities and personnel to

support educational and advanced research for both students and faculty.

## **Library**

A learning hub for students to satisfy their thirst for inquisitive knowledge and urge. Our huge database is filled with information which can easily help in your academic brilliance.

TAU Library is equipped with good number of relevant books for the students to refer and make use of the books for their continuous academic growth.

## **Learning Management System (LMS)**

Learning Management System is the Academic Delivery platform for student, through which lecture contents, video lectures, learning resources, assessment, project submission, grading, etc. A Learning Management System (LMS) is a web-based application through which learning content is delivered and managed. An LMS is tied to on-line and off-line training, administration, and performance management and includes functionality for course catalogs, launching courses, registering learners, tracking learner progress and assessments. An LMS combines a front-end for the learner with a back-end for administrators and instructors. This LMS seamlessly displays, in a browser interface, real-time information drawn from a database. It also allows for competency-driven assessment and course associations

ERP: Enterprise Resource Planning Portal is Campus Management System, It manages enrolled students database, exam results, faculty details, student's survey, calendar etc. All students are provided access to this portal for viewing followings: • Enrollment Status, Profile of the Student, Exam Results, Calendars, Invoice and Payment Status.

## **E-Conference:**

E-Conference is an innovative platform which provides an excellent international forum for

sharing knowledge and results. The E-Conference was conducted on the OPEN FORUM, the first of its kind. It includes Open forum, all accepted articles will be placed for discussion. Every article to be reviewed by other Authors or Reviewers. The Reviewers or Authors can place in their comments and views on the article as part of the discussion forum. The highlight of the Open forum discussion is that there is no time or place constraint.

### **E-Journal:**

E-INTERNATIONAL JOURNALS OF ACADEMIC & SCIENTIFIC RESEARCH: EIJSR

is an endeavor by the organization to overcome the barriers in the easy and fast access of research data. Our goal has been to go beyond borders in the field of academic research. There is an interactive platform where individuals can gain access to educational and scientific journals. Besides publishing journals related to various field of study, the EIJSR helps in indexing and calculation of impact factor of journals. This online journal website assists students in checking out the findings and scientific details of the latest technologies and diseases. It helps one to publish his or her findings and create awareness about it in the scientific and medical field. There is a great shortage of platforms where one can publish his thesis or findings and it has led to various discoveries and cures being shelved up.

## **10. Entrance Requirements, Curricula and Degree Regulations**

Prospective students must hold:

- Master's degree in public health or other Health related studies
- Any master's degree with a health-related professional experience with research knowledge

## **11. Career Progression :**

- On successful completion of Ph.D. degree in public Health one can progress in to professional positions in the area of Public Health

- On successful completion of Ph.D. Degree in Public Health the following are the opportunities available in Zambia and globe.
  - Senior Lecturer / Associate Professor /Professor
  - Epidemiologist /Biostatistician
  - Behavioural Scientist & Policy Developer
  - Senior Public Health Administrator / Researcher
  - Nutritionist and Epidemiologist
  - Possible Employers Include Colleges and Universities
  - Environmental Health Researcher

## 12. Degree Regulations

The student will be eligible for the award of the Doctor of Philosophy in Public Health degree, on successful completion of all the academic requirements and as per their academic standing grades.

Grade	% Mark	Descriptor
H	91-100	<b>Honors.</b> Exceptional performance demonstrating broad understanding of the subject area and excellent knowledge of the relevant literature. Exemplary discussion and analysis of results, logical organisation and ability to critically analyse and evaluate discuss concepts coupled with insight and originality.
A	81-90	<b>Outstanding.</b> Very good performance demonstrating evidence of wide reading, with clear presentation and thorough analysis & evaluation and an ability to critically evaluate and discuss the subject. Clear indication of some insight and originality. A very competent and well-presented work overall but failing short of excellence in some aspects.
B	71-80	<b>Excellent.</b> Good performance which shows good understanding of the subject and knowledge of the relevant literature. Efficient derivation of information with only minor slips. Demonstrates some relevant interpretation and critical evaluation of the subject. Good general standard of analysis, synthesis & interpretation of data.
C	61-70	<b>Good.</b> Satisfactory performance with clear presentation of subject and simple analysis but less effective evaluation of literature or synthesis of information. Requires some level of supervision but shows little ability to try and solve some problems unaided.

D	50-60	<b>Fair.</b> An average performance which shows some understanding of the subject but limited knowledge and appreciation of the relevant literature. Presentation of, analysis and presentation of results at basic level and showing little or no originality or critical evaluation. Insufficient attention to organisation and presentation of work.
F	0-49	<b>Fail .</b> A bad performance containing many errors and faults. Virtually no real understanding or appreciation of the subject and relevant literature pertaining to it. Chaotic presentation of information and in some cases incompletely presented and virtually non-existent or inappropriate or plainly wrong analysis. Discussion and interpretation seriously confused or wholly erroneous revealing basic misapprehensions.