

Doctoral Program in Public Health

■ Doctor of Philosophy in Public Health

Program Educational Objectives

The program fosters advanced public health specialists with specialized knowledge related to the promotion of the physical, mental, and social well-being of people and the quality of their lives, cross-disciplinary knowledge in related fields, and research skills to solve a variety of health problems faced at a global level, such as the ultra-low birthrate and the aging society.

Graduate Profile	Individuals who have a sufficient specialized and interdisciplinary knowledge, and research and education skills related to the promotion of the physical, mental, and social well-being of people and the quality of their lives and who can contribute to public health administration and community, school, occupational, and global health.
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Diploma Policy

The degree of Doctor of Philosophy in Public Health is commenced to those who have fulfilled the requirements for the completion of the Doctoral programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. Research skills: Ability to set contemporary and future research questions based on the latest expertise in the field of public health, and to carry out research plans independently.	① Can the student identify contemporary and future issues in the field of public health based on the latest expertise ② Can the student independently carry out a research plan for the research topic set

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	Competences	Evaluation perspectives
Knowledge and Skills	7. Expertise: Advanced and specialized knowledge in the field of public health and interdisciplinary expertise in related sciences.	① Does the student have advanced and specialized knowledge in the field of public health? ② Does the student have interdisciplinary expertise in related sciences?
	8. Ethics: Ethical awareness and knowledge appropriate for a researcher in the field of public health, and in-depth ethical knowledge of the specific field of study.	① Does the student have in-depth ethical knowledge in the field of public health? ② Does the student have a sense of ethics and ethical knowledge about the specific field of their major?
	9. Interdisciplinary application skills: Ability to apply interdisciplinary knowledge and skills related to public health to the solution of contemporary and future problems.	① Is the student addressing contemporary and future issues in public health from an interdisciplinary perspective? ② Is the student attempting to apply interdisciplinary and comprehensive approaches to solving contemporary and future issues in public health?
Guidelines for Assessing Learning Outcomes	Learning outcomes are evaluated using the Study Record, while the acquisition of competences outlined in the Degree Conferral Policy is assessed using the Competence Evaluation Form. Regarding learning outcomes, academic advisors evaluate them with their students at the end of each semester based on the Study Record, and the Program Council confirms each student's learning outcomes. Regarding competence, students' self-assessments and evaluations by their academic advisors are conducted at the end of the first year, the end of the second year, and upon completion, based on the Competence Evaluation Form. These are reviewed by the Program Council and the Thesis Examination Committee.	
Evaluation Criteria for Degree Theses/ Dissertations	After satisfying the requirements stipulated in the Graduate School Regulations of the University of Tsukuba, the dissertation review committee, consisting of one primary examiner and at least three secondary examiners, must confirm that the dissertation meets the following evaluation criteria, and the final examination must result in a passing grade. <ol style="list-style-type: none"> 1. In public health, which is an interdisciplinary and multidisciplinary field of study, the student must be able to develop an original and novel theme based on relevant previous research. 2. The background, objectives, methods, results, discussion, and conclusions of the research should be logically organized in the form of a dissertation. 3. To be recognized as contributing to the solution of health issues by obtaining results of high social contribution through appropriate research methods in public health. 4. The research must be fair and free from ethical problems. 	

Curriculum Policy

The program provides education and research guidance for students to acquire interdisciplinary expertise related to the promotion of the physical, mental, and social health of people and the quality of their lives and to develop advanced research competence, ethics, and problem-solving skills through a multidisciplinary cross-section of human, physical, and medical sciences at the Graduate School in collaboration with the National Institute of Public Health.

<p>Curriculum Design Framework</p>	<p>Students learn theories and research methods in a wide range of specialized fields, such as pedagogy, psychology, physical education, health science, nursing, and medicine, through a cross-disciplinary faculty structure consisting of faculty members from the humanities, physical education, medicine and medical science, and the National Institute of Public Health. In this way, students will acquire interdisciplinary specialized research skills and problem-solving abilities related to public health from multiple perspectives of individuals, society, and the environment.</p> <ul style="list-style-type: none"> - Students study theories and research methods in public health and related fields and acquire interdisciplinary perspectives for population health through the Foundation Subjects (Special Lecture on Public Health I, II, III, IV, V, and VI, a total of 6 credits). - Students acquire cutting-edge expertise in specialized fields through the Seminar in Public Health Science (3 credits), and acquire advanced research methods and ethics through the Research in Public Health Science (3 credits). Additionally, students acquire interdisciplinary research skills and problem-solving abilities through instructions by multiple academic advisors.
<p>Teaching and Learning Methods</p>	<p>Students will receive guidance from multiple instructors in a systematic and continuous manner according to the standard course flowchart, aiming for completion (degree acquisition) in three years, the standard years of study.</p> <ul style="list-style-type: none"> - In the first year, students develop a research plan for their dissertation, go through a research ethics review, and begin their research. - In the first and second year, students acquire interdisciplinary knowledge in various fields through “Special Lecture on Public Health I, II, III, IV, V, and VI” . - In the second year and thereafter, students acquire cutting-edge knowledge and research methods in their specialized fields through “Seminar on Public Health” and “Research in Public Health”. In addition, they receive guidance from their advisors on the preparation of their dissertations, and actively make presentations at conferences and submit papers. - Immediately after admission, at the end of each academic year, and at the time of application for dissertation review, students are required to submit a Competence Evaluation Form (self-evaluation of his/her level of achievement regarding the knowledge and abilities outlined in the Diploma Policy, which is confirmed by their academic advisors). - Students are required to submit a study record (a record of academic achievements and research progress to be confirmed by their academic advisors) every semester until passing the midterm review meeting. - Students make a presentation at the midterm examination, preliminary examination, dissertation examination, and doctoral dissertation presentation.

Admission Policy

Desired Student Profile	Students must have a deep interest in public health and related sciences and a willingness to work on scientific clarification and problem solving from an interdisciplinary perspective. Individuals who aim to solve various global-scale issues through advanced specialized knowledge and technology, and who contribute to the field both domestically and internationally.
Student Selection Process	Selection will be based on the ability to conduct research, practice, and international collaboration, and will include written examinations in specialized fields and English, as well as an oral examination based on the research plan, for a comprehensive evaluation.

Learning Support Framework

Academic Support	To assist students with full-time jobs, and given the effectiveness of repeated learning, the advanced foundation subjects offered by this program are delivered via on-demand or online (synchronous) formats. Financial support is provided for English proofreading and publication fees when submitting an academic paper. A student support team has been established within the program to address students' learning needs.
Opportunities for Peer Interaction	We provide students with several opportunities to interact with other students during orientation and presentation sessions. At the interim review sessions, peer review is conducted among students for academic exchange.
Opportunities for Student-Faculty Interaction	To enhance research capabilities for both faculty and students, we implement student-participatory faculty development (FD) programs. We also provide students with opportunities for dialogue with faculty to improve teaching and learning environments. Furthermore, students can interact with faculty across disciplinary boundaries through gatherings held by the Graduate School.

Approaches to Assuring and Enhancing Educational Quality

The Curriculum and Faculty Development (FD) Committee is established to continuously review and improve the curriculum based on the results of student course evaluation surveys and student academic performance, and to conduct FD to improve the quality of education. The Program Council verifies the validity of the curriculum and the appropriateness in academic supervision.