Health Education

program guide

For students starting Fall 2012

A.T. Still University
School of Health Management | ATSU

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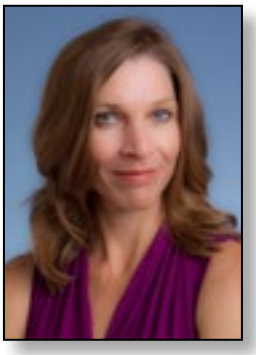
ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.



From the Chair

Health education improves the health of people. It enhances the quality of life of individuals, groups, and communities by influencing knowledge, skills, and behavior. Health educators are trained to use a special set of tools to ultimately improve people's health status, and ATSU helps future health educators develop this set of tools.

Health educators work in schools, universities, government, industry, healthcare settings, and other community organizations. They might be responsible for a multitude of tasks from program development to coalition building to social marketing. Whatever your preferred setting or responsibility, ATSU's graduate health education program prepares you to be a professional health educator who can help to improve the health status and quality of life of people.

Erin Breitenbach, PhD
Program Chair
Doctor of Health Education (DHEd)

A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, MD, DO, ATSU began as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences. Today, ATSU is comprised of six schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, School of Health Management, and Missouri School of Dentstry & Oral Health.

ATSU offers more than 20 master's degrees across allied healthcare disciplines; doctorates in health education, health sciences, physical therapy, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathic medicine (DO).

School of Health Management

The School of Health Management offers master's degrees in health administration and public health; and a doctoral degree in health education. SHM educates and prepares current and future health professionals for management positions in a variety of public health and healthcare settings via comprehensive online programs.

Doctor of Health Education Curriculum

SHM's DHEd program complements the University's mission of encouraging its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the whole individual while helping to create the best health educators in the world. This program is one of few online doctorate degrees in health education and challenges students to examine the current state of health education and their individual roles and responsibilities within it. This program integrates directed readings and web-based instruction and discussions. SHM uses mission-driven, context-based curriculum design and assesses student learning through authentic embedded assessments.

About the DHEd Program & Dissertation

- Career options for DHEd graduates may include:
  - Professor of health education at a college or university
  - Director of a health and wellness program
  - Director of community health services
- A student's dissertation committee consists of three experts: a dissertation committee chair (an ATSU faculty member) and two other dissertation committee members (one ATSU faculty member and one member who is a content expert external to ATSU and chosen by the student) who must be approved by the DHEd program chair.
- The DHEd program of study is typically three years in length (length of time to complete the program may vary depending on how many dissertation courses are required to complete the dissertation). The first two years in the program are spent taking courses other than the dissertation and the dissertation process begins the third year. The dissertation course is taken until the student finishes the dissertation process. The maximum allowable time to complete the program is seven years.

- Required prior to graduation is completion of the CHES/MCHES exam, submission of two articles to industry respected or authoritative resources for publication, and submission of one abstract for presentation at a conference.

Requirements for Admission

1. Master's degree or higher from an accredited university recognized by the Council for Higher Education Accreditation in health education or a related field, or master's degree or higher from an accredited university recognized by the Council for Higher Education Accreditation in an unrelated field plus three years work experience in health education or a related field. Applicants who graduated from a university outside the United States must provide a degree equivalency evaluation.
2. Completed admissions application.
3. Official transcript from degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
4. Non-refundable application fee submitted with application.
5. Minimum Cumulative Grade Point Average (CGPA) of 3.0 (4.0 scale).
6. Completion of essay and attainment of two professional references.
7. Test of English as a Foreign Language (TOEFL) for applicants when English is not their first language. The Computer Based Test (CBT), Internet Based Test (iBT), or the Paper Based Test (PBT) are accepted. The following are the minimum required score based on test type:
   - CBT - minimum total score of 213
     ›Min. 22/Reading Skills section | ›Min. 26/Writing Skills section
   - iBT - minimum total score of 80
     ›Min. 22/Reading Skills section | ›Min. 24/Writing Skills section
   - PBT - minimum total score of 550
     ›Min. 57/Reading Skills section | ›Min. 61/Writing Skills section
8. Applicants are selected by an admission committee.
9. Completion of required online orientation course and background check.

Note: After admission to the program, completion of an orientation course is required in order to begin the program.

Program Statistics

Average Classroom Size 10
Average Student Age.....44
Average Cumulative Graduate GPA.....3.86
Average Cumulative Entrance GPA.....3.68

—2010-11 Academic Year

Program Length

16 courses plus 2-4 dissertation courses, or 74-84 credit hours

► A student must take a minimum of two dissertation courses and typically will take four dissertation courses to complete the dissertation. A student may take more than four dissertation courses but the length of time to complete the program may not exceed seven years.

Application Information

Applications are available online at www.atsu.edu, or you may contact an online enrollment counselor at 877.626.5577 or shmonlineadmissions@atsu.edu.

Tuition and Expenses

Tuition..... $460 per credit hour*
Activity fee..... $150 per quarter*
Application fee..... $70, non-refundable*
(*not covered by financial aid*)

SHM tuition rates are competitive. Tuition is to be paid in full (or all financial aid award letter steps completed for the appropriate term) 14 calendar days prior to the first day of class. Students are responsible for the purchase of their Internet service fees and computer hardware and software fees. Contact your admissions representative at 877.626.5577 or shmonlineadmissions@atsu.edu for more information.

*All fees are subject to change.

Financial Assistance

Federal Financial Aid is available to students who qualify. Financial assistance opportunities are listed on the SHM web page at www.atsu.edu/financial_aid/SHM-Doctorate.htm. Veterans Administration (VA) benefits may also be used. For additional information, visit www.atsu.edu/registrar/veterans_benefits.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission,
a commission of the North Central Association of Colleges and Schools,
230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604
phone: 800.621.7440.

Doctor of Health Education Curriculum

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours, unless otherwise specified.

Doctor of Health Education

Dissertation*: The dissertation is the cumulative project for the DHEd program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. *(5 credit hours)*

*A series of DHED9500 courses (DHED9500, DHED9510, DHED9520, DHED9530) are taken until the dissertation is completed; a minimum of DHED9500 and DHED9510 are required, and typically four dissertation courses (DHED9500-DHED9530) are taken to complete the dissertation. The dissertation must be completed within seven years of beginning the program.

Advanced Health Education: Students examine health education and how to use social, environmental, behavioral, and epidemiological concepts to develop effective methods for needs assessments and strategies for planning, implementing, and evaluating theoretically- and evidence-based health education programs.

Health Education Ethics and Leadership: Students examine ethics and how character contributes to achieving integrity, compassion, and leadership, in the practice, promotion and advocacy for health education and the health education profession. Students develop a personal plan for establishing integrity and compassion in leadership and professional growth and service to advance the health education profession.

Theory in Health Education Research and Application: Students are provided an overview of popularly employed theories in health education. The social ecological perspective is used as an organizing framework and the interconnections among theories are emphasized. Besides identifying major constructs, hypothesized relationships, and assumptions of theories, students critically assess the strengths and limitations of theories as well as evaluate theory use in health education and promotion research. Students apply theory to explain health behaviors and identify intervention strategies. Ethical issues in the practice of health promotion (i.e., health communication and social marketing) are examined.

Health Education Practices: Students examine effective methods for collaboration and implementing community and public health efforts at the local, state, and national levels. Incorporated and imbedded within the course content and assignments are ethical issues, multicultural comparisons, and diversity exploration.

Advanced Community Public Health Assessment: Students examine the advanced individual, group, and community health needs and capacity assessment strategies and how these strategies can be used to determine and develop goals and effective implementation and collaboration efforts in community health programs.

Health Education Program Planning: Students develop skills in the use of theoretical frameworks; formative, outcome, and impact data; needs assessments; outlining of goals and objectives; best practices; steering committees; time lines; proposal preparation; strategic planning; budgeting; and advocacy for health education and the health education profession in the planning of health education programs.

Cultural Competence in Health Education and Health Promotion: Students examine the importance of cultural competence, explore various dimensions of culture (e.g., race and ethnicity, spirituality, complementary and alternative medicine, sexual orientation, aging), understand how culture is associated with health and disparities, and explain what health education and promotion professionals and healthcare organizations might do to provide culturally sensitive and responsive programs and services. Students are prepared to ensure cultural competence when they interact or work with individuals from diverse cultural backgrounds.

Public Health Administration and Policy: Students examine both the administrative aspects of public health as well as the development of public health policies. Public health administration recognizes and incorporates both financial resources and non-financial resources at the local, state, and national levels. Public health policies are designed to advocate for policy changes within the context of the political process around health policy making and the political roles of the legislative, executive, and judicial branches of government are explored. Practical mechanisms for framing issues to influence policy makers and guiding effective advocacy for public health and for the public health education profession are discussed.

Instructional and Educational Technology in Health Education Program Development: Students examine the use of instructional technology including application of instructional technology in health education and promotion programs and how educational technology and computing currently affect health education and promotion. Effective methods and techniques of health communication are also examined.

Evaluation of Health Education Programs: Students examine the evaluation of community health services, health education programs, health communication programs, health status, and health behavior. Effective strategies for developing and implementing health education process, impact, and outcome evaluation and measuring goals and objectives are examined.

Epidemiology: Students examine the study of disease in populations from a public health perspective. Topics include research methods, study designs, sampling, data analysis, interpretation of data, and application of findings for public health policy.

Biostatistics: Biostatistics is the study and development of statistical, mathematical, and computational methods applied to biological, health, and human sciences. Biostatisticians play a key role in the design, conduct, and analysis of research studies in areas of health and disease, and create and apply methods for quantitative research in health-related fields. Topics covered include data description, probability, distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression, and analysis of variance. Additional topics include an introduction to statistical computing and data management, non-parametric statistical methods, and demographic measures.

Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

Qualitative Research Methods: This course provides students with a conceptual overview of qualitative research and hands-on opportunities to conduct qualitative research. Topics include defining qualitative research and conducting a qualitative study (e.g., designing the study, collecting and analyzing data, and reporting results).

Research Planning and Design I: The ability to become a life-long learner depends on sustainable assessment skills. In this course, the focus is on developing and enhancing skills related to research strategies, problem and purpose statements, research questions, formulation of hypotheses, literature review, proposal preparation, and how they relate to the dissertation.

Advance Biostatistics: Students examine linear models that are popular in many areas of study. Specific topics that will be covered include correlation, simple linear regression, multiple regression, indicator variables, analysis of covariance, model selection procedures, one- and two-factor analysis of variance, and logistic regression. The course focus is on general understanding and applications with limited theory. SPSS statistical software is required.

Research Planning and Design II: Students focus on identifying, defining, and measuring variables. Topics include distinguishing among types of social research, identifying relevant variables from qualitative research, defining variables, developing questionnaires (including item development and measurement scale development), determination of psychometric qualities (e.g., assessing reliability and validity), using surveys in data collection, and evaluating research quality.

Suggested Course Sequence

Year 1 – Quarter 1 *(Total 8 Credits)*
Advanced Health Education 4
Theory in Health Education Research and Application 4

Year 1 – Quarter 2 *(Total 8 Credits)*
Health Education Ethics and Leadership 4
Health Education Practices 4

Year 1 – Quarter 3 *(Total 8 Credits)*
Advanced Community Public Health Assessment. 4
Health Education Program Planning. 4

Year 1 – Quarter 4 *(Total 8 Credits)*
Cultural Competence in Health Education and Health Promotion 4
Public Health Administration and Policy 4

Year 1 – Total Credit Hours 32

Year 2 – Quarter 1 *(Total 8 Credits)*
Instructional and Educational Technology in Health Education
Program Development 4
Evaluation of Health Education Programs. 4

Year 2 – Quarter 2 *(Total 8 Credits)*
Epidemiology 4
Biostatistics 4

Year 2 – Quarter 3 *(Total 8 Credits)*
Qualitative Research Methods 4
Research Planning and Design I 4

Year 2 – Quarter 4 *(Total 8 Credits)*
Advance Biostatistics 4
Research Planning and Design II 4

Year 2 – Total Credit Hours 32

Year 3 – Quarter 1 *(Total 5 Credits)*
Dissertation *(required)* *5*

Year 3 – Quarter 2 *(Total 5 Credits)*
Dissertation *(required)* *5*

Year 3 – Quarter 3 *(Total 5 Credits)*
Dissertation *(if needed)*. *5*

Year 3 – Quarter 4 *(Total 5 Credits)*
Dissertation *(if needed)*. *5*

Year 3 – Total Credit Hours . . . . . varies

*An average of 4 dissertation courses are taken in order to complete the dissertation.

Administration

Don Altman, DDS, DHSc , MPH, MBA, MA
Dean, School of Health Management
daltman@atsu.edu

Don Altman, DDS, DHSc, MPH, MBA, MA holds a dental degree as well as master's degrees in public health, business administration, and bioethics. He also has a doctorate in Health Sciences. He is a diplomat of the American Board of Dental Public Health and has worked in the dental public health field for more than 29 years.

Dr. Altman has taught dentists and dental hygienists in the classroom for many years and has been teaching online since 2006. He has taken a general MPH curriculum and developed a program for individuals interested in dental public health. Dr. Altman is not only the Chair, Department of Public Health and program chair for the dental MPH program, but is also an associate professor and Director of Public Health and Research at ATSU's Arizona School of Dentistry & Oral Health.

He previously worked for local and state governments as well as private industry. His areas of interest include professionalism and ethics, community-based dental programs, leadership for the dental professional, and quality assurance.

Katherine M. Adler, DHA, FACHE
Associate Professor
Associate Dean of Academic Success and Assessment
kadler@atsu.edu

Katherine Adler is the Associate Dean for Assessment and Student Success at the School of Health Management. She began teaching for SHM in 2006, became the program chair for Health Administration in 2009, program chair for Public Health in 2010, and became Associate Dean in 2012.

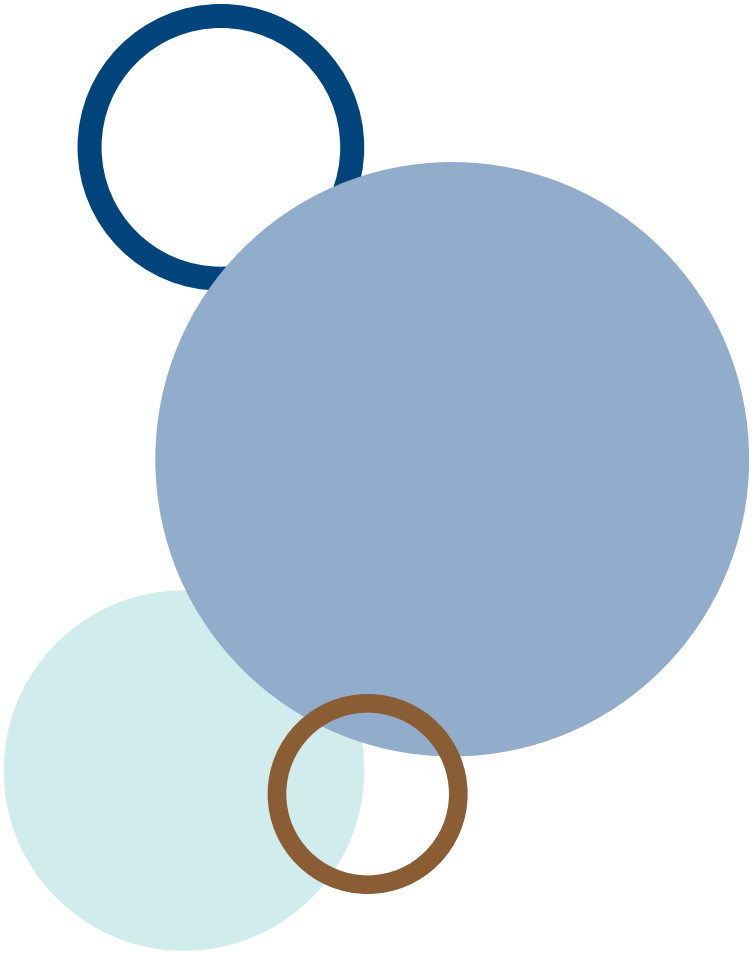
Dr. Adler holds a Doctorate in Healthcare Administration and Leadership from the Medical University of South Carolina. She has over 25 years of varied experience in the not-for-profit health care industry, spending the bulk of her career working at safety-net hospitals in urban Detroit.

During her tenure in administrative roles, Dr. Adler worked closely with physicians in medicine and surgery, having direct oversight over those departments and subspecialties, and gained extensive knowledge in public health, epidemiology, social and behavioral sciences and environmental health sciences. Through her formal training and work, Dr. Adler has a strong background in health services administration as well as public health. She is a patient advocate, understands the plight of the underserved and underinsured and has worked to incorporate patient centered care into the curriculum with the understanding that prevention and whole person care are the key to a healthy community and society.

Erin Breitenbach, PhD
Program Chair
ebreitenbach@atsu.edu

Erin Breitenbach, PhD, assumed the role of Health Education program chair in August 2009. Dr. Breitenbach has served as an instructor for SHM since 2008.

Educated at the University of Texas at Austin, she received her BA in kinesiology in 1991 before achieving her master's and doctorate degrees in health education, the latter in 1998. Putting her education into practice, she conducted academic research on health education, using it to coordinate health education outreach programs for a managed care program. Her experience also includes clinical cancer research for a National Cancer Institute-designed comprehensive cancer center, as well as for a private oncology clinical research center.



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