

For students  
enrolled effective  
Fall 2013 Block 1

# Public Health Dental Emphasis

program guide



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.

Public Health Program Mission Statement

To prepare public health professionals for leadership in advancing public health, promoting individual health and well-being, and addressing health disparities locally, nationally, and globally.



## **From the Chair**

Thank you for considering SHM's dental MPH program. Our courses use real-life examples and contemporary literature to truly immerse you in dental public health. This program is a unique opportunity for working professionals who wish to expand their knowledge related to public health functions and how that knowledge impacts the dental profession.

In our program, you will complete the entire curriculum from your hometown – no traveling at any time during your coursework; all courses are online, enabling you to balance your professional and personal life with your education. Also, for dentists who are interested in becoming board eligible in dental public health, our accredited program is a great start toward eligibility.

**Don Altman, DDS, DHSc, MPH, MBA, MA**

*Professor and Program Chair, Public Health-Dental  
Department Chair, Public Health*

## **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 Dentistry & Oral Health.

ATSU offers more than 20 master's degrees across allied healthcare disciplines; doctorates in health education, physical therapy, health sciences, 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 professionals for management positions in a variety of healthcare settings via comprehensive online programs.

## **Curriculum**

SHM's online master's degree in public health with a dental emphasis prepares students who have an interest in the dental industry for leadership in the field of public health. This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. The School uses mission-driven, context-based curriculum design and assesses student learning through authentic embedded assessments.

## **Requirements for Admission**

1. Bachelor's degree or higher from an accredited university. 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 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.

## Program Statistics

Classroom size.....	16
Average student age .....	32
Average cumulative graduate GPA.....	3.71
Length of program .....	13 core courses, 2 elective courses, 64 credit hours

## Application Information

Applications are available online at [www.atsu.edu](http://www.atsu.edu), or you may contact an online enrollment counselor at 866.331.8444 or [shmonlineadmissions@atsu.edu](mailto:shmonlineadmissions@atsu.edu).

## Tuition and Expenses

Tuition .....	\$450 per credit hour*
Activity fee .....	\$150 per quarter*
Application fee .....	\$70, non-refundable*

SHM tuition rates are competitive. Tuition is to be paid in full two weeks prior to the first day of classes. Students are responsible for the purchase of their classroom materials, Internet service fees, and computer hardware and software fees. Contact your Enrollment Counselor at 877.859.2045 or [shmonlineadmissions@atsu.edu](mailto:shmonlineadmissions@atsu.edu) for more information.

\*All fees are subject to change.

## Financial Assistance

Federal financial aid is available to students who qualify. Scholarship and financial assistance opportunities are listed on the SHM web page at [www.atsu.edu](http://www.atsu.edu). Veterans Administration (VA) benefits may also be used.

## 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 Street; Suite 7-500; Chicago, IL 60604, phone: 800.621.7440.

# Master of Public Health – Dental Emphasis Curriculum

## *Online Learning*

### Course Descriptions

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

**Introduction to Dental Public Health:** This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

**Behavior Sciences and Educational Concepts:** An overview of the theoretical model and research methodologies used in health education research/programs is provided. This course explores the integration of culture, language, and literacy when designing, implementing, and evaluating dental public health programs.

**Biostatistics for Dental Research:** Key statistical tools and concepts used by managers in dental public health are examined. Concepts covered include descriptive statistics, inferential statistics, probability, hypothesis testing, and regression analysis.

**Dental Healthcare Policy and Management:** This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

**Dental Epidemiology:** General principles of epidemiology, including research methods, study designs, sampling, data analysis, interpretation of data, and application of findings to dental public health policy, are explained. This course closely examines distribution and determinants of oral disease such as caries, periodontal disease, and oral cancer.

**Community-Based Programs – Development:** This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs. Students work with a local organization/institution/agency to develop a comprehensive oral health plan for a community.

**Practical Dental Research, Planning, and Design:** Students develop and implement a dental public health research project, enhancing their skills related to search strategies, problem statements, literature review, protocol preparation, and how they relate to their research projects.

**Community-Based Programs – Implementation and Evaluation:** This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs. Students work with a local organization/institution/agency to develop a comprehensive oral health plan for a community.

**Public Health Practicum:** Completion of a project in an approved supervised public health setting emphasizing evaluation and service delivery, planning, or operations resolving a management problem or evaluating a program component is required. This is an eight-quarter credit hour practicum requiring 240 contact hours in a supervised public health environment. (8 credit hours)

**Environmental Health Sciences:** This course introduces ecology and ecological principles and examines how human population pressures affect them. Man's impact on biotic and abiotic components of the earth is examined, as well as environmental factors affecting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors, and their impact on various ecosystem components and man.

**Public Health Biology:** This course explains the role of biology in the ecological model of population-based health. This course integrates the general biological and molecular concepts into public health and looks at how biological, chemical, and physical agents affect human health.

**Professionalism and Ethics in Dental Public Health:** This course looks at how to apply ethical principles to dental public health program planning, implementation, and evaluation. It describes the legal and ethical bases for dental public health and dental services.

**Financing Dental Care:** This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

## Program Electives

A.T. Still University's School of Health Management requires students to complete their program of study by selecting two elective courses that are of interest to them or meet their career needs. Electives are grouped by areas of focus. Students may choose to take both courses from within the same focus grouping, or may choose to further customize their learning experience by selecting courses from varying focus groups

## Health Program Planning

**Community Health Improvement Planning:** This course will focus on evidence-based decision making in health improvement planning. The *Guide to Community Preventive Services* and the Community Health Resources database will be integral to the course. Students will learn how to identify the current health policies and systems in place in the community; how to develop a community action plan to improve the policies and environment to form safe and healthy communities; and how to identify and involve stakeholders in the process.

**Identifying Community Health Needs:** This course focuses on the community health needs assessment process. Students will learn the various methods and tools currently used to identify the health status indicators and available assets to be used to respond to important health problems and risks at the community level. As part of this course, students will have hands-on experience collecting primary and secondary data, and then analyzing and evaluating it.

**Evaluation of Community Health Services:** Evaluation of health promotion programs in a variety of settings serve as a guide for the development and evaluation of health promotion programs that give students an opportunity for practical application in their work environment. Analysis and evaluation of a health program and its success after implementation are the focus of this course.

**Health Services in the US: A Lifespan Approach:** This course provides a comprehensive introduction to the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. This course includes the mission of public health, models of health promotion and disease prevention, and determinants of health and health services utilization. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

## Health Policy

**Public Health Finance and Policy:** This course is an application of policy analysis to the financing of public health in the United States. It examines healthcare from a public policy perspective to understand the underlying social and economic issues that frame the political finance debates.

**International Health Policy:** This program provides an overview of international public health issues with an emphasis on economically less developed countries in the areas of diseases, programs, health systems, and health policies and the various approaches nations adopt to deal with them. It explores the public health problems facing low- and middle-income countries today and identifies their three greatest global challenges: reproductive health, infectious disease, and nutrition.

**Public Health History:** This course examines the health of human populations from a historical perspective and will investigate the science of improving human health. Case studies are provided that will focus on the roots of contemporary public health knowledge and health policy. Topics include responses to epidemics, racial and economic disparities in healthcare services, the development of policy infrastructures, and global health.

## Geriatric Health

**Community Based Healthcare:** The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community-based healthcare programs.

**Cultural Change in Geriatrics:** Cultural changes have affected the perceptions of aging and its impact on intergenerational relationships. This course examines the impact those cultural changes may have on the future direction of the healthcare industry.

**Death and Dying, Life and Living:** Learners review death, dying, and bereavement. During the exploration of these topics, this course also covers the developmental perspective, legal and moral issues, and current events.



# Leadership Development and the Role of Coaching

## **An Introduction to Professional Coaching: Skills, Knowledge, and Ethics for Leaders:**

Students learn what coaching is and is not, the construct of an elective coaching alliance, the use of intuition, listening, and powerful inquiry in moving through resistance to engendering goal attainment and accountability. Students will also understand the ethics of coaching. In addition to traditional discussion forums and papers, coaching practice as part of exercises is expected, and a live oral coaching experience with the instructor is required. The objective is for students to have coach-like skills to use in leadership and management situations to improve collaboration, connection, and community within or outside a public health organization.

**Leadership, Coaching, and Interpersonal Communication Skills:** This course provides the student with an understanding of personal behavioral and communication styles and how to apply the principles of leadership and management coaching in a public health organization. The skills learned will improve active listening and dialogue that is elective in any situation. Students are provided the opportunity to review real-life coaching situations in leadership, develop a life purpose journal, and their own coaching journal.

## **Global Health**

**Global Health Issues:** Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

## **Human Resources**

**Human Resource Management:** This course provides an overview of human resource management practices in healthcare organizations. The critical role that leaders play in the hiring, supervision, motivation, evaluation, and overall management of staff members within their organizations is the focus of this course. Students are introduced to the functions of the human resource department, while more in-depth emphasis is placed on understanding how managers in general can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork, while maintaining a fair and productive working environment.

## Community Health

**Community Health and Social Media:** In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

**Public Health Informatics:** The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records.

## Administration



### **Don Altman, DDS, DHSc, MPH, MBA, MA**

Dean, School of Health Management

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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 devel-

oped 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

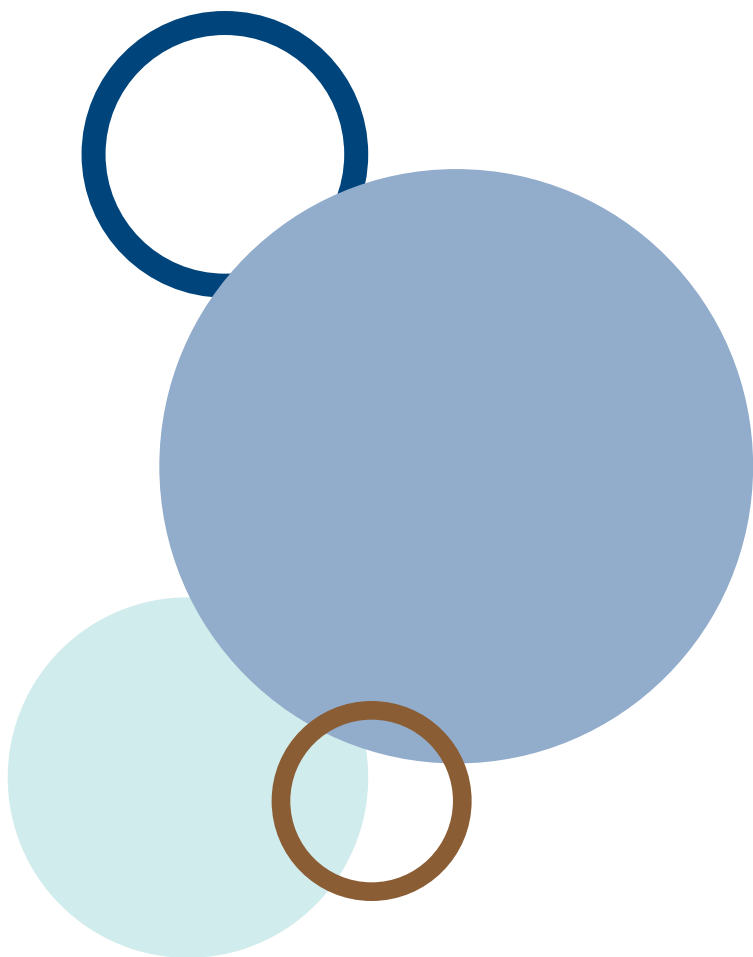
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Katherine Adler is the Associate Dean for Assessment and Student Success at the School of Health Management. She began teaching for SHM in 2006, became the program chair for Health Administration in 2009, program chair for Public Health in 2010, and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



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