

Public Health

program guide

For students
enrolled Effective
Fall 2013, Block 1



A.T. STILL UNIVERSITY
SCHOOL OF HEALTH MANAGEMENT

ATSU

Table of Contents

Mission Statements 1

From the Chair 2

A.T. Still University 3

School of Health Management 3

Curriculum 3

Requirements for Admission 3

Program Statistics 4

Application Information 4

Tuition and Expenses 4

Financial Assistance 4

Accreditation 4

Course Descriptions 5

Program Electives 6

Administration 10

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 and community health and well-being, and addressing health disparities locally, nationally, and globally.

The MPH program has adopted the values of SHM, which are reflected in all its programs.

- Students – Our primary commitment is to enhance the intellectual, personal, and professional growth of our students. This is accomplished by providing a challenging curriculum, a highly qualified faculty, and strong academic support. We also are committed to providing online education that is flexible, on-demand, innovative, and utilizes sound education technologies and techniques.
- Faculty – Our commitment is to support faculty by providing them with institutional resources to effectively deliver education through ongoing faculty development.
- Program staff – Our commitment is to invest in staff in order to be successful in our mission. This investment, through training and employee involvement, is aimed toward preparing staff to support the educational challenges of our students and faculty for SHM's long-term viability.
- Excellence – Excellence is the standard for all that we do and is achieved by serving our students and faculty with programming and services that are reliable, of quality, and efficient. We are committed to continuously seek and implement new teaching methods and technologies, as well as maintain applicable school accreditation.
- Integrity – Integrity is the cornerstone of who we are. We will provide education with the highest ethical and legal standards, conducting ourselves with honesty, fairness, and sincerity in all our activities.

The MPH program has six goals it strives to meet:

1. Recruit and retain qualified, diverse, and committed students.
2. Provide a challenging learning environment that facilitates scholarship.
3. Provide instruction responsive to the needs of the public health workforce.
4. Provide a quality faculty and staff committed to life-long learning.
5. Conduct scholarly research that advances interdisciplinary public health.
6. Plan, develop, implement, and evaluate programs designed to meet community needs.

From the Chair

Thank you for considering SHM's MPH program. Our courses use real-life examples and contemporary literature to immerse you in public health. To borrow from the ATSU Mission Statement, the MPH program is innovative and focuses on public health education for and about the whole person, and how that person fits within their community. Whether you work in a community health center, health department, educational facility or non-profit organization — or desire to work in any of these settings — what you learn will be of practical value in your work place or in your career. The skills you learn can be applied now to help you make a better tomorrow for the community in which you live.

You will complete your entire curriculum from your hometown — no travel is required at any time during your coursework. All courses are online, enabling you to balance your professional and personal life with your education.

Please join us as you interact with other students and faculty members, exploring public health concepts and issues based in contemporary and past research and practice. Learn also from the experiences of an institution with a 119-year history of whole-person healthcare.

Mike Jackson, PhD, MPH
Professor and 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 prepares students for leadership in the field of public health. This 64-credit-hour, 15-course program meets the needs of busy professionals, allowing them to choose electives best fitting their interests. 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 assessments.

It includes a culminating supervised practicum project in a public health setting emphasizing evaluation and service delivery planning or operations, resolving a management problem, or evaluating a program component.

Requirements for Admission

1. Bachelor's degree, or higher, from an accredited university recognized by the Council for Higher Education Accreditation. 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.....	15
Average Student Age	38
Cumulative Graduate GPA.....	3.75
Length of Program	15 courses, 2 electives, 64 credit hours

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.....	\$450 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. Scholarship and financial assistance opportunities are listed on the SHM web page at 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 Curriculum

Online Learning

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours unless otherwise stated. Courses are presented in order of a typical student Academic Degree Plan.

Introduction to Public Health Concepts: This course is a comprehensive introduction to public health within the context of the U.S. healthcare system. Contents include the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, the role and mission of public health organizations, and an overview of current public health concepts, models, and 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.

Epidemiology: This course examines 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.

Public Health Policy and Politics: This course discusses the structure of the political process in health policy making. It covers the political roles of selected health professionals and the legislative, executive, and judicial branches of government in health policy. This course provides practical mechanisms to intervene on behalf of programs or institutions.

Fundamentals of Research in Public Health: Life-long learning is an integral skill in the healthcare industry. The ability to become a life-long learner depends on sustainable assessment skills. In this course we will focus on developing and enhancing your skills related to search strategies, problem statements, literature reviews, and proposal preparation.

Public Health Systems Policy and Management: This is a survey course providing an overview of the policy process as applied to health. Similarly, it provides introductory content dealing with how public health and other health organizations are organized and managed.

Community 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. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

Environmental Health Sciences: This course provides an introduction to ecology and ecological principles and 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 Practicum: This course requires 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. This eight-quarter credit hour practicum requires 240 contact hours in a supervised public health environment. (*8 credit hours, pass/fail*)

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

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.

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.

Health Education Concepts: Social and epidemiological basis of health education overviews are provided. Tools are developed for assessment of community, institutional, and individual educational needs. Planning, implementation, and evaluation of health education programs designed to develop and reinforce positive health promotion and prevention practices are explored.

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 elective courses from the same focus grouping or may choose to further customize their learning experience by selecting courses from varying focus groups. All electives are four credit hours.

Health Program Planning

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 course 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 effective 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 effective 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.

Administration

Michael Jackson, PhD, MPH

Professor and Chair, Public Health

mjackson@atsu.edu

Mike Jackson, PhD, MPH, is professor and department chair of public health for A.T. Still University's School of Health Management.

He earned his BS in public health education from Central Michigan University, MPH in health behavior and health education from the University of Michigan School of Public Health, and PhD in community health education from Southern Illinois University.

Prior to joining ATSU, he served as professor of public health and program director for the American Public University System (APUS), where he directed the online programs and faculty and students in associate, bachelor's, and master's degree programs. Previous to that position, he served for nearly five years as dean of APUS' School of Public Service and Health.

Dr. Jackson's other teaching and administration experience includes serving as assistant professor of health sciences at Western Illinois University, state specialist for health education at the University of Missouri Extension, associate professor and vice chair at the University of Oklahoma College of Public Health, associate professor and director of health and exercise science at Truman State University, and associate professor and graduate coordinator at Western Illinois University. He also served as a health educator for a local health department in Michigan, a public health educator for the Illinois Department of Public Health, and executive director for the Hult Health Education Center in Illinois.

Dr. Jackson has a record of accomplishments in research, publishing, grant writing, and project administration. He has been involved in strategic planning and visioning activities and is familiar with university and professional accreditation activities. His topics of interests are health services and the underserved, as well as public health education and training for community health.

Katherine M. Adler, DHA, FACHE

Associate Professor

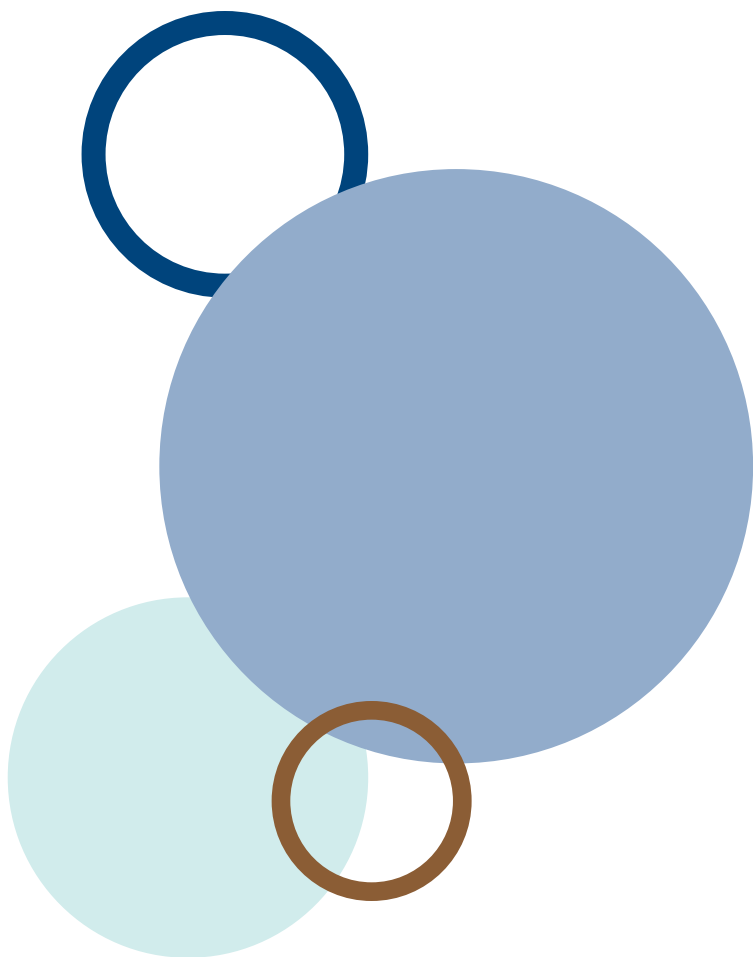
Associate Dean of Academic Success and Assessment

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.



866.331.8444 | shmonlineadmissions@atsu.edu | www.atstu.edu

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