

# Dental Public Health Residency

Master of Public Health – Dental Emphasis  
With a Dental Public Health Residency Certificate  
program guide



A.T. STILL UNIVERSITY  
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU

### **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

### **Graduate Health Studies Mission**

The ATSU-College of Graduate Health Studies program's learner-centered model prepares primarily entry and mid-level healthcare leaders seeking to advance their education and careers in health administration. Our graduates are prepared to become highly competent administrators who adhere to the osteopathic traditions of whole person healthcare, which is consistent with the overall university mission.

### **Graduate Health Studies Vision**

The ATSU Health Administration program will be a renowned learner-centered program where faculty, students, and administration work together to make a meaningful difference in healthcare and positively affect the lives of all the people we serve.

### **Graduate Health Studies Values**

**Leadership:** We value a commitment to leadership through modeling and mentoring strong leadership skills for our students, faculty, and staff through the commitment to ethics, respect, vision, and lifelong learning.

**Ethics:** We value the highest ethical principles of integrity and honesty in all of our interactions.

**Respect:** We value diversity and difference of opinions by modeling compassionate and respectful behavior.

**Vision:** We value critical thinking and the generation of ideas through innovation and analysis.

**Lifelong learning:** We cultivate lifelong learning by demonstrating the value of acquiring knowledge, skills and abilities, and seeking continuous professional development.

### **Department of Public Health Mission**

The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve under-served populations to decrease health disparities locally, nationally, and globally.

### **Department of Public Health Vision**

The department will be the preeminent academic preparation for public health professionals. We will provide a contemporary and flexible curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health and wellness.

### **Department of Public Health Values**

**Leadership:** We value leadership development for our students, faculty, and staff and encourage participation in community and professional service.

**Integrity:** We value the highest ethical principles of fairness and honesty in all of our interactions.

**Scholarship:** We value critical thinking and the generation of ideas through innovation and analysis.

**Diversity:** We value differences among people and their personal and professional perspectives.

**Interprofessional education:** We value the combined contributions of our educational community and work to achieve an environment of teamwork and collaboration.

**Innovation:** We value the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.

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## From the Chair



Welcome to the ATSU College of Graduate Health Studies MPH Program. As you progress through our multi-disciplinary, competency-based curriculum, you will gain the skills and knowledge necessary to be a leader in public health. Our competency based MPH program includes practical application of content, training, and assessment that closely align to high professional standards fostering critical analysis. Every MPH full-time faculty has a doctorate degree and is an expert in their respective field; each has extensive public health practice in and expertise educating adult learners online. Our faculty create a supportive and collaborative environment for our diverse student body. The flexible online MPH program allows you to balance personal, professional, and academic responsibilities while working toward your degree. ATSU has a 120 year history as an esteemed university. Come let our history shape your future!

Mary-Katherine Smith, DrPH, MPH, MCHES, CPH, COI  
*Department Chair and Associate Professor*  
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## **A.T. Still University**

Established in 1892 by the founder of osteopathy, A.T. Still, 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, College of Graduate Health Studies, and Missouri School of Dentistry & Oral Health.

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

### **College of Graduate Health Studies**

The College of Graduate Health Studies (CGHS) offers master's degrees in health administration and public health; and doctoral degrees in health administration and health education. CGHS educates and prepares current and future professionals for management positions in a variety of healthcare settings via comprehensive online programs.

### **Curriculum**

CGHS'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 College 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 a qualifying 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) at the qualifying degree institution. *Candidates with a GPA below 3.0 may apply by completing an additional essay during the application process to explain factors that precipitated a student's low GPA and how and why a student will be successful in a program.* Students who did not attend an institution where a GPA system was used are required to petition the program chair.
6. National Boards Part I and II scores.
7. A current resume.
8. Completion of essay and three professional references.
9. 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. Students who have graduated from a regionally accredited four year university or college in the United States are exempt from this requirement.

The following are the minimum required score based on test type:

- a. CBT - minimum total score of 213 (min. 22/Reading Skills section; min. 26/Writing Skills section)

- b. iBT - minimum total score of 80 (min 22/Reading Skills section; min. 24/Writing Skills section)
  - c. PBT - minimum total score of 550 (min. 57/Reading Skills section; min. 61/Writing Skills section)
10. ATSU does not provide assistance in securing visas. All residents possess a visa. All residents must live in the US during the length of the residency.
  11. Applicants are selected by an admission committee.
  12. Completion of background check, using a vendor selected by ATSU. CGHS requires criminal background checks on degree seeking students to ensure the safety of patients and employees. The checks are conducted by an ATSU selected vendor. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. Applicants who fail to disclose anything on their application that is returned on their background check report will have that finding reviewed by an University Official.

In the event the required background check with the ATSU vendor occurred within the last 12 months, another background check is not required. Students currently enrolled in another ATSU program and matriculating into a CGHS program are not required to complete a background check.

13. Technology requirements: All ATSU students are required to own a computer system. Minimum system requirements vary depending on program.

**Application Information**

Applications are available online at [www.atsu.edu/application/cghs](http://www.atsu.edu/application/cghs) or you may contact an online enrollment counselor at 877.469.2878 or [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu).

**Tuition and Expenses**

Tuition.....	\$478 per credit hour*
Resource and Technology Fee.....	\$150 per quarter*
Application fee.....	\$70, non-refundable*

CGHS tuition rates are competitive. Tuition is to be paid using the appropriate payment option (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, computer hardware, and software. Contact your admissions representative at 877.626.5577 or [onlineinquiry@atsu.edu](mailto:onlineinquiry@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 CGHS web page at [www.atsu.edu/master-of-public-health-dental-emphasis-degree](http://www.atsu.edu/master-of-public-health-dental-emphasis-degree). Veterans Administration (VA) benefits may also be used.

**Accreditation**

A.T. Still University is accredited by the Higher Learning Commission, 230 S. LaSalle St.; Ste. 7-500; Chicago, IL 60604, phone: 800.621.7440.

## Dental Public Health Residency

### *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.

**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 community-based programs and how best to implement and evaluate these programs. Students work with a local organization/institution/agency to implement a comprehensive oral health plan.

**Research II:** This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on research methods, selection of data, the proper management of data, and the use of statistical software appropriate for the study. Students will also prepare and submit a research project application to the appropriate institutional review boards. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

**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.

**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)

**Research III:** This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

**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.

**Research IV:** This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

**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.

**Leading Healthcare Organizations:** This course focuses on healthcare administration, including the management process, descriptions of the managerial functions, managerial roles, motivation, and communication. In addition, this course will provide students with an understanding of leadership and ethics in healthcare administration in the context of the U.S. healthcare system. Codes of professional conduct and ethical policy statements will be reviewed from the American College of Healthcare Executives.



## Administration



**Don Altman, DDS, DHSc , MPH, MBA, MA**  
Dean, College of Graduate Health Studies  
[daltman@atsu.edu](mailto: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  
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Katherine Adler, DHA, FACHE, is the Associate Dean for Assessment and Student Success at the College of Graduate Health Studies. 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.

Doctor 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.



**Mary-Katherine Smith, DrPH, MPH, MCHES, CPH, COI**

Associate Professor and Chair, Public Health

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Mary-Katherine Smith is currently an Associate Professor with A.T. Still University's College of Graduate Health Studies, MPH Program. Dr. Smith holds a Doctorate of Public Health with an emphasis in Social and Behavioral Sciences from the University of North Texas Health Science Center in Fort Worth, a Masters in Rural Public Health from Texas A&M University Health Science Center School of Rural Public Health, and a Bachelors in Biology from Texas A&M University. She is also a Master Certified Health Education Specialist (MCHES), and Certified in Public Health (CPH). Dr. Smith has extensive experience in Epidemiology, Program Planning, Community Health, and Public Health Preparedness; with experience working in the non-profit sector, government sector as well as in Academia. She has been teaching in the online environment since 2007, and has completed and obtained her Online Teaching Certificate from Sloan-C and is currently working toward her Certificate in Online Instruction.

Prior to becoming a full time academic, she was the first full time pandemic program planner in the state of Texas at Dallas County Health and Human Services. Key activities included enhancing existing surveillance systems for seasonal influenza, educating community leaders through created lectureships and programs, and provide consulting services for agencies in developing their own business continuity and continuity of operations plans. Prior to her employment for Dallas County she worked as a Community Health Facilitator for Catholic Charities in the Diocese of Fort Worth, focusing on community health education and outreach.

Dr. Smith has published multiple research articles in Pandemic Planning and Emergency Preparedness, as well as in the use of Social Media in Education Diverse Populations; she also presents regularly at National Conferences on rural border health issues, social media and water scarcity as a public health issue, this includes presentations at APHA and NRHA. She has also served as a national spokesperson for the American Heart Association as well as former chairman of the American Heart Association Cultural Health Initiatives Tarrant County Task Force. She is a member of the National Society of Public Health Education and the U.S. and Texas Public Health Associations, as well as the National Rural Health Association.

In her spare time she enjoys riding horses and traveling. Dr. Smith lives in Texas with her husband and young son.