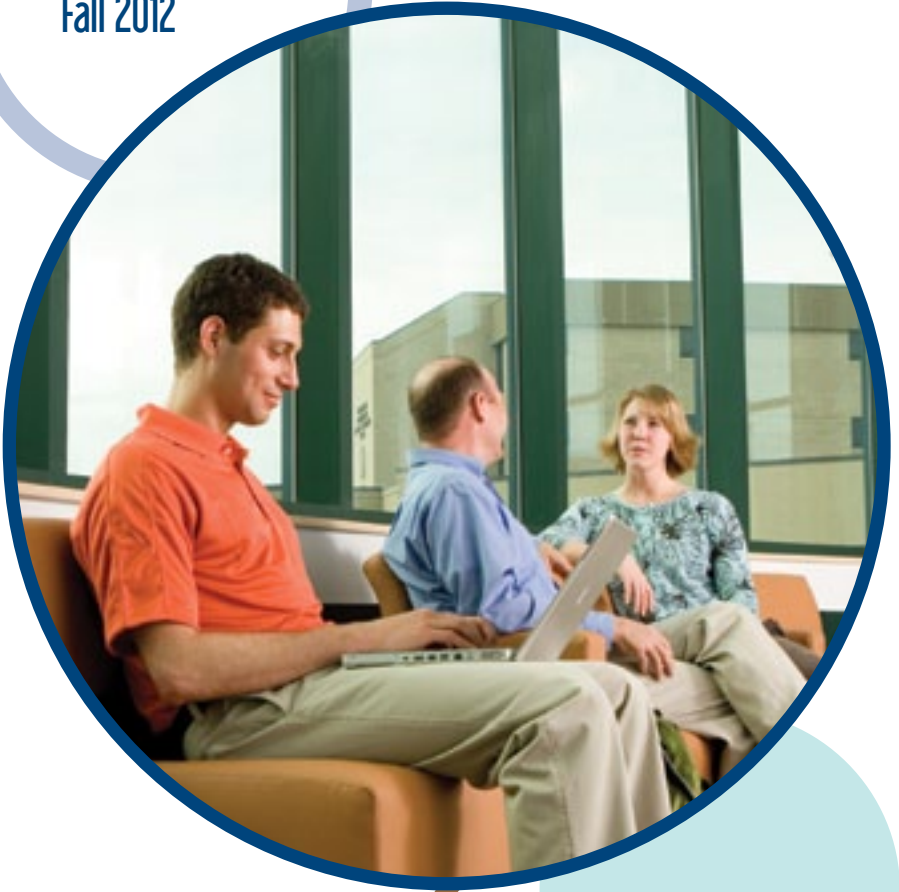


Health Education

program guide

For students
enrolled before
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, Ph.D.

Program Chair

Doctor of Health Education (D.H.Ed.)

A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, M.D., D.O., 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 five schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, and School of Health Management.

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 (D.M.D.); and the doctor of osteopathic medicine (D.O.).

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 healthcare settings via comprehensive online programs.

Doctor of Health Education Curriculum

SHM's D.H.Ed. 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 the health sciences 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. The School uses mission-driven, context-based curriculum design and assesses student learning through authentic embedded assessments.

About the D.H.Ed. Program & Dissertation

- Career options for D.H.Ed. graduates may include:
 - ♦ Professor of health education at a college or university
 - ♦ Director of a health and wellness program
 - ♦ Director of community health services
- Students may take between two and four years, on average, to complete the D.H.Ed. program of study.
- A student's dissertation committee consists of three experts: a dissertation committee chair (an assigned ATSU faculty member) and two outside dissertation committee members (chosen by the student).
 - ♦ Outside committee members must be approved by the D.H.Ed. program chair during the student's first quarter of study.
- This program integrates the dissertation process with coursework.
 - ♦ The dissertation is an applied dissertation, which means it involves the design, implementation, and evaluation of a work- or community-related intervention.
 - ♦ A problem statement reflecting the dissertation's purpose must be approved by the student's dissertation committee prior to continuing the dissertation process.

Requirements for Admission

1. D.H.Ed. requires a work environment to implement the program's dissertation requirements.
2. Master'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.
3. Completed admissions application.
4. Official transcript from degree-granting institution.
5. Non-refundable application fee submitted with application.
6. Minimum Cumulative Grade Point Average (CGPA) of 3.0 (4.0 scale).
7. Completion of Virtual Admission Interview, completion of essay, and submission of two professional references.
8. 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
 - Minimum of 22 on Reading Skills section
 - Minimum of 26 on Writing Skills section
 - iBT - minimum total score of 80
 - Minimum of 22 on Reading Skills section
 - Minimum of 24 on Writing Skills section
 - PBT - minimum total score of 550
 - Minimum of 57 on Reading Skills section
 - Minimum of 61 on Writing Skills section
9. Technology requirements as outlined at www.atsu.edu/shm/admissions/requirements

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

Program Statistics

Average Classroom Size	18
Average Student Age.....	42
Average Cumulative Graduate GPA.....	3.98
Length of Program	17 courses, 3 electives, 94 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.....	\$1,705 per course*
Dissertation fee	\$300*
Activity fee	\$150 per quarter*
Application fee	\$60, non-refundable* (not covered by financial aid)

Tuition is charged per course, not per credit hour. 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. The dissertation fee is charged to students who have completed all courses except their dissertation course and continue working with their dissertation. 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. 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 of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle St., Suite 2400, Chicago, IL 60602, phone 800.621.7440.

Health Education 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.

Doctor of Health Education

HEd 930 Applied Dissertation: The applied dissertation is the cumulative project for the D.H.Ed. program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. *(18 credit hours)*

HEd 916 Practical Research Planning and Design I: The ability to become a life-long learner depends on sustainable assessment skills. This course focuses on developing and enhancing your skills related to research strategies, problem statements, literature review, proposal preparation, and how they relate to your applied dissertation.

HEd 800 Integrity and Ethics in Leadership: This course focuses on ethics and achieving integrity and compassion in leadership.

HEd 801 Educational Governance, Organizational Dynamics, and Social Change: This course focuses on the achievement of educational goals through the use of key decision-makers and financial resources for effective school business administration. Another focus is organizational change within the governance of educational institutions and healthcare management. Key insights of the change process are examined from school business administration research.

HEd 806 Health Behavior Theory and Research: Strategies designed to efficiently and effectively communicate written research results are presented and analyzed. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

HEd 600 Foundations of Learning: This course focuses on educational history, theory and concepts, teaching styles, learning styles, and educational philosophy as it relates to education in the health professions.

HEd 917 Practical Research Planning and Design II: The technical aspects of successfully preparing and defending an applied dissertation are covered and linked together. Scientific, developmental, and evaluative research methodologies are reviewed. Data analysis and interpretative techniques are discussed in terms of their relationships to these various methodologies.

HEd 911 Finance and Budgeting: This course examines the financial concepts and theories that influence higher education. Topics reviewed include revenue sources, budgeting techniques/controls, legislative impact, risk management, and resource reallocation among others. Students need Microsoft Excel® for this course.

HEd 922 Quantitative and Qualitative Research Methods: This course provides students with a comparison of quantitative and qualitative research models for conducting research. Various strategies for selecting experimental and quasi-experimental designs, using statistical software, and other resources to conduct research are discussed. SPSS® statistical software is required.

HEd 601 Instructional Design: This course focuses on the use of a systematic process based on learning theory, to plan, design, and implement effective instruction for health professions education.

HEd 602 Student Assessment: Topics covered in this course are authentic assessment, performance-based assessment, and instruction-based assessment as it is used in health professions education.

HEd 603 Faculty Evaluation: This course looks at the processes involved in developing, implementing, and monitoring a comprehensive faculty evaluation system. Students need Microsoft Excel® for this course.

HEd 915 Educational Technology: How educational technology and computing are currently affecting health education and how they will continue to do so in the future are the major focuses of this course. The effects of rapidly changing technology on instructional design, educational media, and the implementation and evaluation process are investigated. Best practices and potential issues are also explored.

HEd 910 Educational Law: This course looks at the laws that affect the conduct of higher education as well as information on a range of emerging issues including sex discrimination, hate speech, academic freedom, athletic scholarships, animal research, and environmental laws. Related ethical issues are also explored and interwoven. The general principles of ethics are analyzed using healthcare examples.

HEd 913 Fund Raising/Endowment Management: The concepts, methods, and language of the professional fund raiser and manager are investigated. This course covers the history of philanthropy, campaigns, donor-centered fundraising, and ethical practices. Also covered are fund raising budgeting, fiscal planning, and endowment management.

HEd 914 Proposal Preparation: In this course, the best practices of various proposal preparations are analyzed and integrated. Topics include preparing case statements for upper management, writing for development, and grant preparation. In addition, we investigate how controlled expansion can be achieved by involving the community, donors, and interested third parties.

HEd 918 Education Program Planning and Evaluation: Theory and practice of developing health programs including strategic planning, community analysis and needs assessment, setting goals and objectives, implementation strategies, program evaluation, and grant writing are covered in this course.

Program Electives

A.T. Still University's School of Health Management requires students to complete their program of study by selecting three 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 all courses from within 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

HMP 850 Community Health Assessment: Needs and capacity assessment strategies are designed for people planning to practice within the fields of public health, health promotion, or health education. Students take an in-depth look at individual, group, and self-directed assessment strategies. This course gives students an opportunity to practice learned skills, decipher what assessments are best for a given situation, and learn how to implement their new skills within their professional environments.

HMP 851 State and Local Health Planning: This course reviews the role of social and community factors in both the onset and solution of public health problems. It also identifies critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions. This course shows students how to interpret results of statistical analyses found in public health studies and to recognize the importance of epidemiology for informing scientific, ethical, economic, and political discussions of health issues.

HMP 852 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 will 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 Policy

HMP 853 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.

HMP 868 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.

HMP 855 Public Health History: This course examines the health of human populations from a historical perspective and investigates the science of improving human health. Case studies are provided that 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

HMP 856 Community Based Healthcare: The development and maintenance of a community-based healthcare model is 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.

HMP 857 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.

HMP 858 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.

Education Research

HMP 859 Multivariate Analysis of Learning: This course examines factor analysis, profile analysis, discriminatory analysis, and multidimensional scaling as applied to student learning research. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

HMP 860 Research Design and Analysis: Principles of research design applications are discussed. Design and analysis of non-experimental research, laboratory experiments, field experiments, field studies, and survey research are examined. Quasi-experimentation analysis and design issues for field research are explored and evaluated. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

Curriculum and Instruction

HMP 862 Quality Assurance and Accountability: This course provides an overview of the various quality assurance theories and policy systems in the U.S. higher education system. Topics of quality programming, including the development of goal achievement and outcomes, value-added assessment, and the impact of quality on reputation are discussed. This course traces the philosophical heritage and analyzes the strengths and weaknesses of quality assurance policy systems such as accreditation, rankings and ratings, outcomes, licensure, program reviews, follow-up studies, and total quality management.

HMP 863 Instructional Technology in Course Development: This course examines the use of instructional technology and its application to course development. An overview of the various technological tools for instruction are provided. Topics include historical, theoretical, and philosophical applications of instructional technology, and a review and evaluation of success in an instructional technology case study are provided.

HMP 864 Diversity and Multiculturalism in Curriculum Development: This course provides students with a theoretical foundation and practical application for effective use of strategies that promote curriculum development reflecting various cultural learning styles and the diverse characteristics of students. The multicultural curriculum should provide all students with opportunities to develop a better sense of self.

Executive Coaching

HMP 865 Ethical and Professional Principles of Executive Coaching: This course provides an overview of coaching, its history, value, and appropriate uses within the realm of health management. Various types of coaching and the creation of environments conducive to coaching are covered. Basic coaching skills are addressed.

HMP 866 Interpersonal Communication Skills in Coaching: An understanding of personal behavioral and communication styles, learning to read behavioral and communication styles of others, and the amazing power of skillful listening are the focus of this course.

HMP 867 Problem-Solving Skills in Coaching: The what, why, when, and how model for coaching is introduced. This course covers how to help others meet their goals, how to coach yourself through your own needs and goals, how to work through anger (self and others), and how to deal with a range of emotions. Influencing others with power versus persuasion and coaching groups in collaborative problem-solving situations provides students with practical skills that can be applied in any setting.

Administration



Kimberly O'Reilly, D.H.Ed., M.S.W.

Dean

koreilly@atsu.edu

Kimberly O'Reilly, D.H.Ed., M.S.W., holds a doctorate of health education and a master of social work, with a bachelor's degree in psychology and a history minor. Dr. O'Reilly is an alumna of Purdue University, Indiana University, and A.T. Still University. She practiced in the field of mental health for five years prior to entering higher education.

Since 2004, she has worked in online education teaching, creating assessment plans, developing and designing curriculum, developing programs and individualized education plans, and providing both faculty and student support services.

Dr. O'Reilly's areas of interest include improving the quality of higher education, educational technologies, bridging the gap between traditional and non-traditional educational practices, decreasing parental rights termination through proactive interventions, and improving quality of life for the terminally ill and aging populations.



Erin Breitenbach, Ph.D.

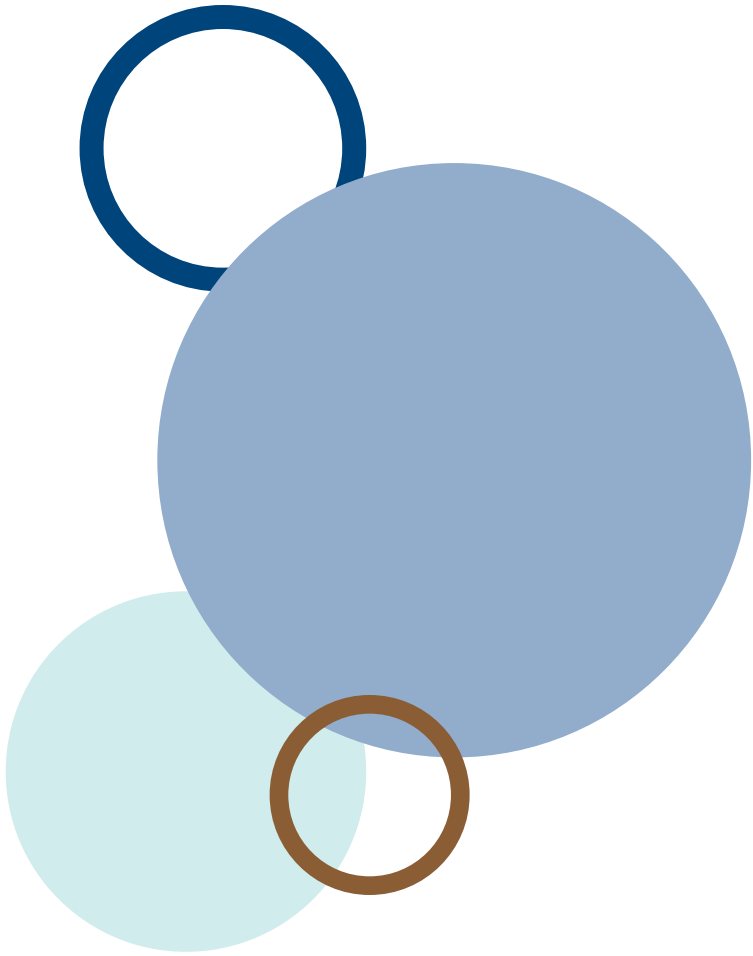
Program Chair

ebreitenbach@atsu.edu

Erin Breitenbach, Ph.D., 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 B.A. 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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