

# Health Administration

program guide



A.T. STILL UNIVERSITY  
SCHOOL OF HEALTH MANAGEMENT

ATSU

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## ATSU Mission Statement

Consistent with the University’s heritage as the founding school of osteopathic medicine, the mission of A.T. Still University is to educate students to become competent healthcare professionals who continuously develop and demonstrate compassion, integrity, and ability while advancing osteopathic principles and philosophy. The institution is committed to scholarly inquiry that anticipates and addresses society’s healthcare needs. The University encourages its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the interaction of body, mind, and spirit.



## **From the Chair**

The future of healthcare administration is best summed up by the Bureau of Labor Statistics: “Healthcare and social assistance, including public and private hospitals, nursing and residential care facilities, and individual and family services, will grow by 25.4 percent and add four million new jobs [by the year 2016]. Employment growth will be driven by increasing demand for healthcare and social assistance because

of an aging population and longer life expectancies.”

This rapid growth will create outstanding opportunities for healthcare managers and administrators in a variety of direct care settings such as hospitals, medical practices, long-term care facilities, outpatient care centers, and emergency clinics. There will also be opportunities in health insurance companies, electronic medical records services, health services research, and government agencies. It is an exciting time for you to pursue a career in managing America’s healthcare system.

The M.H.A. program at A.T. Still University’s School of Health Management is committed to healthcare management that places emphasis on patient centered care based on our more than 115-year experience in holistic health and our concern for the total patient. This program provides the core skills of business management in the context of the health and medical environment and with the knowledge and skills for a life learning experience in a career that can make a better world by making a difference.

**Katherine M. Adler, DHA, FACHE**

*Program Chair*

*Master of Health Administration (M.H.A.)*

## **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, physical therapy, health sciences, and audiology; the doctor of dental medicine (D.M.D.); and the doctor of osteopathy (D.O.).

## **School of Health Management**

The School of Health Management offers master's degrees in health administration, health education, geriatric health, 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.

## **Master of Health Administration Curriculum**

SHM's master's degree program in health administration prepares students for leadership in the field. Graduates earn their health administration degree online and enter a fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that there will be 45,000 annual job openings for medical and health services managers between 2002 and 2012, making the Master of Health Administration significant for those interested in career advancement. 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.
4. Non-refundable application fee submitted with application.
5. Minimum Cumulative Grade Point Average (CGPA) of 2.5 (4.0 scale).
6. Completion of SHM 101 New Student Orientation with a score of 80 percent or higher.
7. Test of English as a Foreign Language (TOEFL) for applicants when English is a second 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
  - IBT - minimum total score of 80
  - PBT - minimum total score of 550

## **Program Statistics**

Student to Faculty Ratio . . . . . 1:18  
Average Student Age . . . . . 37  
Average Cumulative Graduate GPA. . . . 3.73  
Length of Program . . . . . 18 courses, 18-42 months

## **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**

To apply to the School of Health Management, a \$60 non-refundable application fee is required. Tuition is charged per course, not per credit hour. Tuition is to be paid in full 10 days prior to the start of classes. Federal Financial Aid is available to students who qualify. Students are responsible for the purchase of their classroom materials, Internet service fees, and computer hardware and software fees. SHM tuition rates are competitive. Contact your admissions representative at 866.331.8444 or [shmonlineadmissions@atsu.edu](mailto:shmonlineadmissions@atsu.edu) for more information. All fees are subject to change.

## **Financial Assistance**

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 of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle St., Suite 2400, Chicago, IL 60602, phone 800.621.7440.

# Master of Health Administration Program Curriculum

## *Online Learning*

### Course Descriptions

Course descriptions, course durations, and related information are subject to change.

**MHA 652a Fundamentals of Research in Health Administration:** 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 focus on developing and enhancing skills related to search strategies, problem statements, literature review, and proposal preparation.

**MHA 652b Fundamentals of Research in Health Administration II:** This course emphasizes synthesis of component skills learned in MHA 652a and prepares students to engage the total research process. During this course, students complete a proposal for a new program, grant request, or marketing plan.

**SHM 700.4 Health Services in the U.S., 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 is described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

**MHA 722 Administration of Healthcare Organizations:** This course focuses on health service managers, the management process, descriptions of management functions, managerial roles, organizational culture and philosophy, leadership, motivation, and communication. Quality management is featured, as well as a practical approach to service, process, function, roles, culture, philosophy, leadership, motivation, and communication.

**MHA 732 Healthcare Information Systems:** This course examines the development and use of information systems in healthcare organizations. Topics include examination of clinical and administrative MIS systems and models; collecting, storing, and retrieving data to support management activities; and the use of MIS in the areas of strategic planning and quality management. Students develop an understanding of health information regulations, laws, and standards. This course also examines the current and emerging use of technologies in healthcare.

**MHA 742 Healthcare Finance:** This course provides a practical approach for non-financial managers, introducing key financial concepts and examining their application to business environments. This course integrates finance, economic theory, and accounting principles. Real world examples are provided to guide budgeting, forecasting, and everyday financial management responsibilities. Microsoft Excel® is a course requirement.

**MHA 752 Health Administration Law & Ethics:** Non-legal professionals develop a concrete foundation in healthcare law and ethics, as well as practical approaches to improving the excellence and delivery of healthcare. Critical thinking skills are honed as students review issues such as Sarbanes-Oxley, privacy of medical information, and other current case law issues.

**MHA 762 Organizational Theory, Integrity & Leadership:** Learners study organizational theory and develop an understanding of behavioral concepts necessary for effective management. Concepts studied include: perception, motivation, leadership, planning, organizational design, culture, and continuing performance with a strong emphasis on organizational behaviors. This course reviews specific issues such as perception, attitudes, stress, conflict, negotiation, group dynamics, team building and organizational change. Learners develop skills to manage these behaviors and issues along with developing an understanding of the relationship between integrity and leadership.

**MHA 802 Managerial Accounting in Health Administration:** This course examines accounting concepts used to assist managers in healthcare organizations. It focuses on accounting information and analysis to be used in decision-making processes to plan, measure, and control operations. Basic accounting skills relative to health administration are developed. Learners develop the skills necessary to understand a budget and to ask pertinent questions to revise and develop new budgets. Microsoft Excel® is a course requirement.

**MHA 803 Fundamentals of Statistics in Health Administration:** This course examines key statistical tools and concepts used by managers. Concepts covered include descriptive statistics, inferential statistics, probability, estimation, hypothesis testing, and regression analysis. Students acquire the skills to turn raw data into statistical data, understand how to discern statistical data, and know how and when to report data within their profession. Students use Microsoft Excel® as well as manual calculation methods.

**MHA 804 Managerial Epidemiology:** This course examines the study of disease in populations from a health management perspective. Topics include research methods, study designs, sampling, data analysis, interpretation of data, and application of findings for managerial health policy. Students develop an appreciation for how epidemiological principles assist in managing healthcare organizations.

**MHA 822 Essentials of Managed Healthcare:** This course provides students with an in-depth understanding of what managed care means in the context of the United States healthcare system. The history, components, and various organizational forms of managed care systems are reviewed. Potential benefits, inherent limitations, along with the legal, social, and ethical implications of managed care as a healthcare delivery system are discussed. Specific examples of managed care application in Medicare, Medicaid, Department of Defense, and Department of Veterans Affairs are provided in addition to private applications.

**MHA 832 Healthcare Economics:** This course examines applications of economic theory as it pertains to the delivery and distribution of healthcare services. It provides students a theoretical basis for decision-making in the healthcare industry by utilizing a practical approach to identifying, defining, measuring, explaining, and predicting economic issues and phenomena.

**SHM 842 Human Resource Management:** This course provides an overview of human resource management practices in organizations. The critical role that leaders face in realizing change within complex organizations is also a focus in this course. Students are exposed to a set of skills critical to guiding the organization to a successful future, including creative problem solving and innovation. This course explores the development of teams within industry, including skills such as collaboration, conflict management, empowering others, program development, and evaluations.

**MHA 852 Marketing and Strategic Planning in Health Administration:** This course reviews the development and execution of marketing techniques. It covers concepts, tools, and processes associated with marketing and strategic planning. Included is assessment of the external and internal environment, strategy formulation, plan implementation, and the marketing of healthcare services and products. Examples from a wide variety of healthcare provider applications are used.

## 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 three courses from within the same focus grouping, or may choose to further customize their learning experience by selecting three courses from varying focus groups.

## Health Program Planning

**SHM 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.

**SHM 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.

**SHM 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 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

**SHM 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.

**SHM 854 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.

**SHM 855 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

**SHM 856 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.

**SHM 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.

**SHM 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

**SHM 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.

**SHM 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.

**SHM 861 Research Writing:** 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.

## Curriculum and Instruction

**SHM 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. The 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.

**SHM 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 is 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.

**SHM 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

**SHM 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.

**SHM 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.

**SHM 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, SHM

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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.



### **Deanna Hunsaker, D.H.Ed.**

Associate Dean

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Deanna Hunsaker, D.H.Ed., holds a doctorate of health education and master of business administration. She has more than 12 years' experience working in not-for-profit public and private educational institutions as an instructor, course developer, manager of curriculum design, course designer, and financial aid administrator. She is an expert in the creation of standard operating procedures, curriculum design standards,

and training programs, as well as the development of quality control initiatives and course review processes.

Dr. Hunsaker has made several research presentations in the field of curriculum development and has served as member of several professional organizations including the Adair County United Way, the Missouri Association of Student Financial Aid Personnel Professional Development Committee, and Blackboard's Exemplary Course Program.



**Katherine M. Adler, D.H.A., FACHE**

Program Chair  
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Katherine M. Adler, D.H.A., FACHE, has served as an adjunct professor at the School of Health Management since 2006 and as chair of the Health Administration and Geriatric Health programs since fall 2009.

Dr. Adler earned her bachelor's in business administration from Walsh College, her master's in administration from Central Michigan University, and her doctorate in healthcare administration and leadership from the Medical University of South Carolina. She has more than 25 years experience in the not-for-profit healthcare industry. Prior to moving to academia, she served as administrative director of adult clinical services at a large medical center and administrative director of hematology/oncology at a large cancer center.

Dr. Adler is passionate about teaching future healthcare leaders. She is a skilled instructor in leadership skills and mentoring. Her research interests include patient-centered delivery of care and the generational differences that encompass the workplace.



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