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**ATSU Mission Statement**

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

**Public Health Program Mission Statement**

To prepare public health professionals for leadership in advancing public health, promoting individual 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

The future of public health, nationally and globally, offers the vision of a better world to people seeking to confront complex health issues, improve access to healthcare, control infectious diseases, and reduce environmental hazards, violence, injury, substance abuse, and social inequity. It is an exciting career of working with diversely trained health professionals to advance the cause of public health. It is a profession that serves others and gives the personal satisfaction that can only come with saving and improving people’s lives.

The School of Health Management is committed to public health based on our more than 118-year experience with holistic healthcare and our concern for the whole patient. The MPH program is a comprehensive preparation for health administration and policy positions in private and public health sectors throughout the world. Our program provides you with the knowledge and skills for a life learning experience in a career that can make a better world.

Letha Williams, PhD
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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.
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, submission of two professional references, and completion of required online orientation.
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:
8. Applicants are selected by an admission committee.

**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 .................................................................$437.50 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 of the North Central Association of Colleges and Schools (NCA), 230 South LaSalle St., Suite 7-500, Chicago, IL 60602, 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.

**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 descriptions 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. health system is described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

**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.

**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.

**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.

**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 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.

Public Health Financial Management: This course applies basic budget and financial management concepts and techniques to public health services. Public health budgeting and finance is presented as an integrated approach enabling public health administrators to translate resource needs into budgets and to utilize financial information to identify problems, evaluate alternatives, and recommend courses of action. Students need Microsoft Excel® for this course.

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.

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.

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.

Health Education Concepts and Applied Research: 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.

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)

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 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.
Administration

Don Altman, DDS, DHSc, MPH, MBA, MA
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Don Altman, DDS, DHSc, MPH, MBA, MA holds a dental degree as well as master’s degrees in public health, business administration, and bioethics. He also has a doctorate in Health Sciences. He is a diplomat of the American Board of Dental Public Health and has worked in the dental public health field for more than 29 years.

Dr. Altman has taught dentists and dental hygienists in the classroom for many years and has been teaching online since 2006. He has taken a general MPH curriculum and 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
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Katherine Adler is the Associate Dean for Assessment and Student Success at the School of Health Management. She began teaching for SHM in 2006, became the program chair for Health Administration in 2009, program chair for Public Health in 2010, and became Associate Dean in 2012.

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.
Dr. Williams has more than a decade of higher education experience in both teaching and administrative roles. She began with ATSU in 2010 as adjunct faculty, became a full time Associate Professor later that year, and became Chair of the MHA and MPH programs in 2012. Her professional experience includes more than 30 years in leadership positions in healthcare organizations, including the American Red Cross, as well as hospitals, long-term-care facilities, and a home care agency.

Dr. Williams’ expertise is in market strategy development, organizational change and crisis management, team building, and leadership development. Dr. Williams has championed many growth-oriented strategic plans and marketing programs, developed and led award-winning teams, and coached supervisors, peers, and students who are currently making positive contributions to their organizations and disciplines.

Dr. Williams holds a PhD in Organization and Management with a specialization in Leadership, and maintains a research interest in leadership ethics. She also holds a Master degree in Public Administration with a healthcare emphasis earned at the University of Michigan, and a bachelor degree in journalism earned at Oakland University. She previously held appointments as department chair for the accelerated business programs at Baker College, and adjunct professor at Davenport University and Trident University International.