

Doctor of Health Education

program guide



A.T. STILL UNIVERSITY
COLLEGE OF GRADUATE HEALTH STUDIES

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.

College of Graduate Health Studies Mission

The College of Graduate Health Studies is a student-centered online school, focused on academic excellence and innovation. We are dedicated to preparing leaders in the health professions for socially responsible practice, policy, and research to improve prevention, wellness, and access to care.

College of Graduate Health Studies Vision

The College will be the preeminent online school for leaders in the health professions. 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.

College of Graduate Health Studies 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 a continual and aggressive push to develop new and efficient mechanisms for learning, teaching, and technological delivery.



From the Chair

The demand for skilled health professions educators is increasing. Innovations in curriculum, instruction and assessment strategies, adherence to quality assurance principles and standards, and accreditation requirements have led to an increased need for skilled health professions educators and researchers. Health care professionals may wish to obtain a doctorate degree in order to transition to a career in leadership and scholarship in health professions education. Health professions educators work in universities and colleges, government, industry, healthcare settings and other community organizations. Career options for DHEd graduates may include professors at a college or university in a multitude of health professions, health care leaders, health researchers, or directors of health education departments and programs. They might be responsible for a multitude of tasks from curriculum development and teaching to conducting research. ATSU's doctoral health education program prepares students to be professional health professions educators and researchers.

Erin Breitenbach, PhD
Program Chair
Doctor of Health Education
ebreitenbach@atsu.edu

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, 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 education, health sciences, physical therapy, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathic medicine (DO).

College of Graduate Health Studies

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

Doctor of Health Education Curriculum

The Doctor of Health Education (DHEd) 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 patient while helping to create the best health professions educators in the world. This program is for health professionals wanting to advance their careers in education, leadership and scholarship. We provide graduates with the knowledge and skills to become successful educators, leaders and researchers in the health professions. Our graduates are trained to perform with the highest ethical standards and sensitivity to cultural diversity. This program is one of few fully online doctorate degrees in health professions education and challenges students to examine the current state of health professions education and their individual roles and responsibilities within it. This program integrates web-based instructions, directed readings, and discussions among students and faculty. The College uses mission-driven, problem-based curriculum design and assesses student learning through authentic embedded assessments. Students complete a doctoral research project (DRP) within a structured approach that allows for faculty and student feedback along the way.

About the DHEd Program & Doctoral Research Project (DRP)

- Career options for DHEd graduates may include:
 - Professor at a college or university in a multitude of health professions
 - Director of health education department or program
 - Director of community health services
 - Health professions clinical educator
- A student's doctoral research project (DRP) trains students in the application of research to professional practice. The DRP consists of five courses taken after the completion of the core courses.
- The DHEd program of study is 2 ½ years in length. The first 1 ¼ years in the program is spent taking core courses, followed by another 1 ¼ years taking the DRP series of courses. A total of 10 core courses and five DRP courses are taken. The maximum allowable time to complete the program is seven years.

Requirements for Admission

1. Master's degree or higher from an accredited university recognized by the Council for Higher Education.
2. Completed admissions application.
3. Official transcript from degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
4. Non-refundable application fee submitted with application.
5. Minimum Cumulative Grade Point Average (CGPA) of 2.5 (4.0 scale) at the qualifying degree institution. Students who did not attend an institution where a GPA system was used are required to petition the program chair.
6. A current resume.
7. Completion of essay.
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. 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:

- CBT - minimum total score of 213
Min. 22/Reading Skills section | Min. 26/Writing Skills section
 - iBT - minimum total score of 80
Min. 22/Reading Skills section | Min. 24/Writing Skills section
 - PBT - minimum total score of 550
Min. 57/Reading Skills section | Min. 61/Writing Skills section
9. Completion of background check, using a vendor selected by ATSU. CGHS requires criminal background checks on 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 a University Official.
 10. Technology requirements as outlined at: <https://sites.google.com/a/atsu.edu/its/student-resources/student-technology-requirements>

Program Length

15 courses, or 55 credit hours. Each core course is 3 credit hours; each doctoral research project course is 5 credit hours.

Application Information

Applications are available online at <https://www.atsu.edu/application/cghs/> or you may contact an online enrollment advisor at 877.469.2878 or onlineinquiry@atsu.edu.

Tuition and Expenses

Tuition	\$650 per credit hour*
Technology and Resource Fee.....	\$150 per block*
Application fee.....	\$70, non-refundable*
	(not covered by financial aid)

Tuition is charged per course. Tuition is to be paid in full (or all financial aid award letter steps completed for the appropriate term, or an appropriate payment plan selected) 14 days prior to the first day of classes. 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 onlineinquiry@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 CGHS web page at www.atstu.edu/financial_aid/CGHS-Doctorate.htm. Veterans Administration (VA) benefits may also be used. For additional information, visit http://www.atstu.edu/registrar/veterans_benefits.htm.

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.

Doctor of Health Education Curriculum

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are three credit hours, unless otherwise specified.

Transformative Leadership and Ethics: Students will be provided an introduction to the organization and governance of health care organizations, colleges, and universities. Faculty, academic and administrative contexts, and organizational cultures within which students may be employed will be explored. Topics discussed include organizational theory, employee evaluation, ethics, institutional effectiveness, and accreditation.

Cultural Competence and Multicultural Education: Students examine the influence of diversity, culture, ethnic origin, and societal change on educational and health care institutions. Students will learn how to teach and lead in the continuously changing global environment. Students explore how language, gender, race, tradition, education, economic structure, societal transitions, and global events affect how educational and organizational philosophies are developed. In addition, this course will concentrate on multicultural teaching and learning.

Technology and Educational Transformation: Students will examine how technology has transformed health care and educational environments. Topics include how to integrate technology into instructional design and how to evaluate the effectiveness of technology. Copyright, fair use, and the Teach Act will be discussed, and students will have the opportunity to experiment with some of the latest technology tools.

Finance and Budgeting*: Students will examine financial concepts and theories that influence the budgets of higher education institutions. Topics include potential revenue sources, budgeting techniques, effect of legislative action on budgets of higher education institutions, cost sharing concepts, reallocation concepts, and downsizing.

Healthcare Economics and Financial Management*: Students will use key financial and economic principles to examine executive level decisions relative to capitalization, credit ratings, debt capacity, alternate funding sources, business plan development, and overall organizational finance strategy. The concepts will be considered from both non-profit and for-profit healthcare organizational perspectives.

Quantitative Research: Students will be provided with an overview of the types of quantitative designs and statistical techniques. Students will learn about descriptive statistics; sampling techniques; statistical inference including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Students will be required to do hands-on activities, and interpretation of data will be emphasized.

Innovative Teaching Strategies in the Health Professions: Students will learn about traditional and emerging learning theories in pedagogy and andragogy. Topics discussed include student-centered learning, heutagogy, Pedagogy 2.0 and 3.0, problem-based learning, and transformative learning. Emphasis will be placed on teaching and learning in the face-to-face, hybrid, and online learning environments.

Qualitative Research: Students will develop a theoretical framework for qualitative research. Topics include how to conduct various types of qualitative research projects through interviews, observations, and open-ended data, as well as how to analyze and report results. Students will conduct, analyze, and report qualitative data.

*Students take either Finance and Budgeting (focused on institutions of higher education) or Healthcare Economics and Financial Budgeting (focused on healthcare organizations), depending on their area of interest.

Instructional Design and Program Planning: Students will examine the use of a systematic process-based on learning theory to plan, design, and implement effective instruction for health professions education. Students will use educational taxonomies for the creation of instructional objectives for traditional and competency-based programs, and they will learn techniques for mapping curriculum.

Student Assessment: Students will learn how to create authentic assessments within a health curriculum. Best practices in assessment will be discussed, and students will create problem-based, competency-based, and transformative assessments that provide them with critical thinking and career-specific skills to facilitate training and education in the workplace.

Educational Program Evaluation: Students will be introduced to educational program assessment and evaluation. Topics include meeting health programmatic accreditation requirements, creating academic institutional effectiveness plans, program creation and revision, curricular evaluation, and strategic program assessment at the college and university level. Other topics discussed include evaluating certification and licensure pass rates, retention and attrition statistics, and integrating advisory board guidance into educational programs.

Doctoral Research Project

Proposal Preparation for DRP 5 credits

Literature Review for DRP 5 credits

Research Design for DRP 5 credits

Data Analysis for DRP 5 credits

Publication of DRP 5 credits

The Doctoral Research Project (DRP) consists of five 5-hour courses that develop a research project from the stages of proposal to dissemination. The research project is a research based effort in an area chosen by the student. The goal of the DRP is to advance practical knowledge in health professions education based on research and analysis. Each student will be assigned a faculty member to approve the project and provide mentorship and supervision throughout the process.

Administration



Don Altman, DDS, DHSc, MPH, MBA, MA
Dean, College of Graduate Health Studies
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 31 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 the Dean of the College of Graduate Health Studies, and is also a professor and Director of Public Health and Research at ATSU's Arizona School of Dentistry & Oral Health. Prior to his role as Dean, Dr. Altman served as Chair, Department of Public Health and program chair for the dental MPH program.

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
kadler@atsu.edu

Katherine Adler, DHA, FACHE, is the Associate Dean for Assessment and Student Success at the College of Graduate Health Studies. She began teaching for the college 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.



Erin Breitenbach, PhD

Program Chair

Doctor of Health Education

ebreitenbach@atsu.edu

Erin Breitenbach, PhD, assumed the role of Health Education program chair in August 2009. Dr. Breitenbach has served as an instructor for CGHS since 2008.

Educated at the University of Texas at Austin, she received her BA 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.