

# Public Health

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 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 M.P.H. 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.

**Michael E. Samuels, Dr.P.H.**

*Program Chair*

*Master of Public Health (M.P.H.)*

## **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 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 60-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 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 3.0 (4.0 scale).
6. Completion of Virtual Admission Interview, completion of essay, and submission of two professional references.
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) will be 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
8. Technology requirements are outlined at [www.atsu.edu/shm/admissions/requirements](http://www.atsu.edu/shm/admissions/requirements).

## Program Statistics

Classroom Size .....	22
Average Student Age.....	38
Cumulative Graduate GPA.....	3.75
Length of Program .....	15 courses, 3 electives, 60 credit hours

## 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

Tuition .....	\$1,640 per course*
Application fee .....	\$60, non-refundable*

Tuition is charged per course, not per credit hour. SHM tuition rates are competitive. Tuition is to be paid in full on or before the first day of classes. Students are responsible for the purchase of their classroom materials, Internet Service fees, and computer hardware and software fees. 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

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](http://www.atsu.edu). Veterans Administration (VA) benefits may also be used.

## Accreditation

A.T. Still University is accredited by the Commission on Institutions of Higher Education 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 Public Health Curriculum

## *Online Learning*

### Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours.

**HMP 700 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.

**EPI 750 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.

**MPH 651 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. The integrated terminal project is introduced during this course.

**MPH 735 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.

**BIO 745 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.

**ENV 775 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.

**MPH 785 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.

**MPH 860 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.

**HMP 842 Human Resource Management:** The course examines the building and management of a working human resources strategy. It introduces motivation, personality, leadership, and total quality theories. It explores the application of these theories to the management of individuals and groups. Organizational culture, job analysis, recruitment, retention, selection, placement, training, compensation, and organizational development are presented as a management continuum. The analysis of environmental, economic, and legal constraints and their impact on human resources strategies is presented. Management tools for improving human resource practices and productivity are introduced.

**MPH 870 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.

**MPH 815 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.

**HEd 864 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.

## 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 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 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**

**HMP 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.

**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. 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. The course traces the philosophical heritage and analyze 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 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.

**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](mailto: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.



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

Associate Dean

[dhunsaker@atsu.edu](mailto:dhunsaker@atsu.edu)

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.



**Michael E. Samuels, Dr.P.H.**

Program Chair

msamuels@atsu.edu

Michael E. Samuels, Dr.P.H., has served as adjunct professor and chair of the Health Administration and Public Health programs at the School of Health Management and Public Health since May 2000. He is the emeritus endowed chair and distinguished scholar in rural health policy and professor of Family and Community Medicine at the University of Kentucky College of Medicine.

Dr. Samuels earned his bachelor's in political science from Guilford College, his master's in public administration from George Washington University, and his Dr.P.H. in public health administration from the University of North Carolina. He is a former professor and chair of Health Services Policy and Management at the School of Public Health, University of South Carolina, and director of the South Carolina Rural Health Research Center. He is a nationally known health services researcher with a long record of supported research and numerous journal articles on rural health and health professions.

Dr. Samuels has served in numerous leadership capacities, including principal assistant to Surgeon General C. Everett Koop, and has earned numerous awards in recognition of his contributions to the field of health management and policy.

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