

# University Catalog

2022-23 Academic year  
Effective June 1, 2022

**ATSU** | A.T. Still  
University  
FIRST IN WHOLE PERSON HEALTHCARE



Learn more at [atsu.edu](https://atsu.edu)

## Contents

<b>Welcome .....</b>	<b>7</b>	<b>Dental Medicine, DMD .....</b>	<b>61</b>
Catalog Effective Date .....	7	Length of Program .....	61
Academic Calendar .....	7	Tuition and Fees .....	61
Contact Us .....	7	Admissions .....	61
<b>ATSU Information .....</b>	<b>8</b>	Minimal Technical Standards for Admission and Matriculation .....	63
Mission Statement .....	8	Auditing a Module .....	64
Tenets of Osteopathic Medicine .....	8	Grading .....	64
ATSU - One University, Seven Schools .....	8	Academic Progress Committee .....	65
University Accreditation .....	9	Caution and Probation Policy .....	67
Program Accreditation .....	9	Student Academic Promotion & Graduation Requirements ..	69
State Approvals .....	9	Curriculum .....	76
ATSU Board of Trustees .....	10	<b>Orthodontics, MS .....</b>	<b>86</b>
ATSU Financial Disclosure .....	10	Length of Program .....	86
<b>ATSU Faculty Listing .....</b>	<b>10</b>	Tuition and Fees .....	86
Arizona School of Dentistry & Oral Health Faculty .....	10	Admissions .....	86
Arizona School of Health Sciences Faculty .....	14	Grading .....	87
College for Healthy Communities Faculty .....	22	Graduation Requirements .....	87
College of Graduate Health Studies Faculty .....	22	Curriculum .....	87
Kirksville College of Osteopathic Medicine Faculty .....	26	<b>Arizona School of Health Sciences .....</b>	<b>93</b>
Missouri School of Dentistry & Oral Health Faculty .....	28	About ATSU-ASHS .....	93
School of Osteopathic Medicine in Arizona Faculty .....	30	Contact ASHS .....	94
<b>ATSU Policies .....</b>	<b>33</b>	ATSU-ASHS School Policies .....	94
University Student Handbook .....	33	<b>Athletic Training, DAT .....</b>	<b>99</b>
Non-discrimination Policy .....	33	Length of Program .....	99
Admissions Policies .....	44	Tuition .....	99
Student Policies .....	45	Admissions .....	99
Financial Information .....	52	Graduation Requirements .....	99
Payment Information .....	52	Curriculum .....	99
Refund Information .....	53	<b>Audiology, AuD .....</b>	<b>109</b>
Federal Direct Student Loans .....	54	Length of Program .....	109
Military Tuition Assistance .....	56	Tuition and Fees .....	109
Veterans Educational Benefits .....	56	Admissions .....	109
<b>Arizona School of Dentistry &amp; Oral Health .....</b>	<b>59</b>	Graduation Requirements .....	110
About ATSU-ASDOH .....	59	Curriculum .....	110
Program Accreditation .....	59	<b>Audiology [Post-Professional], AuD .....</b>	<b>117</b>
State Licensing .....	59	Length of Program .....	117
Vision, Mission and Core Values .....	59	Tuition and Fees .....	117
Contact ATSU-ASDOH .....	60	Admissions .....	117
ATSU-ASDOH School Policies .....	60	Graduation Requirements .....	118

Post-Professional Doctor of Audiology Program		Graduation Requirements .....	151
Online Non-Degree .....	118	Curriculum .....	151
Curriculum .....	119		
<b>Medical Science, DMSc .....</b>	<b>123</b>	<b>Occupational Therapy, MS.....</b>	<b>155</b>
Length of Program .....	123	Length of Program .....	155
Tuition .....	123	Philosophy of the Occupational Therapy Program .....	155
Admissions .....	123	Accreditation .....	155
Graduation Requirements.....	124	Tuition and Fees.....	155
Grading.....	124	Admissions.....	155
Technology Requirements.....	125	Graduation Requirements .....	156
Program Policies.....	125	Program Goals and Outcomes .....	156
Academic Standards, Guidelines, and Requirements		Academic Progression Transfer Policy: MSOT to OTD Program.....	157
Academic Standing .....	126	Curriculum .....	157
<b>Occupational Therapy, OTD .....</b>	<b>131</b>	<b>Physician Assistant Studies, MS .....</b>	<b>161</b>
Philosophy of the Occupational Therapy Program .....	131	Length of Program .....	161
Accreditation.....	131	Tuition and Fees.....	161
Length of Program.....	131	Admissions.....	161
Tuition and Fees.....	131	Minimal Technical Standards .....	162
Admissions .....	131	Graduation Requirements .....	162
Graduation Requirements.....	132	Curriculum .....	162
OTD Program Goals and Outcomes .....	132		
OTD Program Administrative Transfer Policy.....	133	<b>Speech-Language Pathology, MS.....</b>	<b>170</b>
<b>Physical Therapy, DPT.....</b>	<b>138</b>	Length of Program .....	170
Program Mission Statement.....	138	Tuition and Fees.....	170
Length of Program.....	138	Admissions.....	170
Tuition and Fees.....	138	Graduation Requirements .....	171
Admissions .....	138	<b>Clinical Decision Making, Graduate Certificate .....</b>	<b>175</b>
Minimal Technical Standards.....	139	Length of Program .....	175
Graduation Requirements.....	140	Tuition and Fees.....	175
Curriculum.....	140	Admissions.....	175
		Certificate Requirements .....	175
<b>Physical Therapy [Post-professional], DPT.....</b>	<b>146</b>	Curriculum .....	175
Length of Program.....	146	<b>Education, PA Post-Professional</b>	
Tuition .....	146	<b>Graduate Certificate .....</b>	<b>177</b>
Admissions .....	146	Length of Program .....	177
Graduation Requirements.....	147	Tuition and Fees.....	177
Curriculum.....	147	Admissions.....	177
Non-Degree Option - online.....	147	Certificate Requirements .....	177
		DMSc Transfer Credit: Certificate-to-Doctorate .....	177
<b>Athletic Training, MS.....</b>	<b>151</b>	Curriculum .....	177
Length of Program.....	151	<b>Leadership and Education, Graduate Certificate.....</b>	<b>179</b>
Tuition .....	151	Length of Program .....	179
Admissions .....	151		

Tuition .....	179
Admissions .....	179
Certificate Requirements .....	179
Leadership and Education Certificate Program Outcome...	179
<b>Leadership, PA Post-Professional Certificate.....</b>	<b>181</b>
Length of Program .....	181
Tuition and Fees.....	181
Admissions .....	181
DMSc Transfer Credit: Certificate-to-Doctorate.....	181
Certificate Requirements .....	181
Curriculum.....	181
<b>Orthopaedics, Graduate Certificate.....</b>	<b>183</b>
Length of Program .....	183
Tuition .....	183
Admissions .....	183
Certificate Requirements .....	183
Orthopaedics Certificate Program Outcome.....	183
<b>Rehabilitation, Graduate Certificate.....</b>	<b>185</b>
Length of Program .....	185
Tuition .....	185
Admissions .....	185
Certificate Requirements .....	185
Rehabilitation Certificate Program Outcome .....	185
<b>Sport Neurology and Concussion, Graduate Certificate .....</b>	<b>187</b>
Length of Program .....	187
Tuition .....	187
Admissions .....	187
Certificate Requirements .....	187
Sports Neurology & Concussion Certificate Program Outcome .....	187
<b>Neurologic Physical Therapy Residency .....</b>	<b>189</b>
Length of Program .....	189
Tuition .....	189
Admissions .....	189
Curriculum.....	190
<b>Orthopedic Physical Therapy Residency.....</b>	<b>191</b>
Length of Program .....	191
Tuition .....	191
Admissions .....	191
Curriculum.....	191

<b>College for Healthy Communities .....</b>	<b>194</b>
Facility, Equipment, & Materials at ATSU-College for Healthy Communities .....	194
Contact ATSU-College for Healthy Communities.....	194
Program Accreditation.....	194
State Licensing.....	195
Certification/Licensure .....	195
Technical Standards for Admissions, Matriculation, & Graduation.....	195
Program Policies .....	196
<b>Physician Assistant Studies (Central Coast), MS.....</b>	<b>203</b>
Length of Program .....	203
Tuition and Fees.....	203
Admissions.....	204
Graduation Requirements .....	205
Curriculum.....	206
<b>College of Graduate Health Studies .....</b>	<b>210</b>
About ATSU-CGHS .....	210
Contact ATSU-CGHS .....	210
ATSU-CGHS School Policies.....	211
<b>Education, EdD .....</b>	<b>217</b>
Length of Program .....	217
Tuition and Fees.....	217
<b>Health Administration, DHA.....</b>	<b>219</b>
Program Mission Statement.....	219
Length of Program .....	219
Tuition and Fees.....	219
<b>Health Education, DHEd.....</b>	<b>222</b>
Length of Program .....	222
Tuition and Fees.....	222
<b>Health Sciences, DHSc .....</b>	<b>224</b>
DHSc Purpose Statement .....	224
Length of Program .....	224
Tuition and Fees.....	224
<b>Nursing, DNP .....</b>	<b>229</b>
Nursing Program Purpose .....	229
Vision and Values.....	229
Learning Outcomes.....	229
Length of Program .....	229
Tuition and Fees.....	229

HIPAA Training.....	229	<b>Exercise and Sport Psychology,</b>	
Graduation Requirements.....	229	<b>Graduate Certificate .....</b>	<b>252</b>
<b>Education, MEd.....</b>	<b>231</b>	Master of Science in Kinesiology Certificates.....	252
Program Mission Statement.....	231	Tuition and Fees.....	252
Learning Outcomes.....	231	<b>Fundamentals of Education,</b>	
Length of Program.....	231	<b>Graduate Certificate.....</b>	<b>253</b>
Tuition and Fees.....	231	Tuition and Fees.....	253
<b>Health Administration, MHA.....</b>	<b>233</b>	<b>Geriatric Exercise Science,</b>	
Program Mission Statement.....	233	<b>Graduate Certificate.....</b>	<b>254</b>
Length of Program.....	233	Tuition and Fees.....	254
Tuition and Fees.....	233	<b>Global Health, Graduate Certificate .....</b>	<b>255</b>
Curriculum.....	233	Tuition and Fees.....	255
<b>Health Sciences, MHSc .....</b>	<b>236</b>	<b>Health Professions, Graduate Certificate.....</b>	<b>256</b>
MHSc Purpose Statement .....	236	Program Mission Statement.....	256
Length of Program.....	236	Learning Outcomes.....	256
Tuition and Fees.....	236	Length of Program .....	256
<b>Public Health, Dental Emphasis, MPH.....</b>	<b>239</b>	Tuition and Fees.....	256
Department Mission Statement .....	239	<b>Leadership and Organizational Behavior,</b>	
Length of Program.....	239	<b>Graduate Certificate .....</b>	<b>257</b>
Tuition and Fees.....	239	Tuition and Fees.....	257
Curriculum.....	239	<b>Public Health Emergency Preparedness and</b>	
<b>Public Health, Dental Emphasis with a Dental</b>		<b>Disaster Response, Graduate Certificate .....</b>	<b>258</b>
<b>Public Health Residency,</b>		<b>Public Health Workforce Preparedness,</b>	
<b>MPH &amp; Graduate Certificate .....</b>	<b>242</b>	<b>Graduate Certificate .....</b>	<b>259</b>
Length of Program.....	242	<b>Public Health, Graduate Certificate.....</b>	<b>260</b>
Tuition and Fees.....	242	<b>Sports Conditioning, Graduate Certificate .....</b>	<b>262</b>
Curriculum.....	242	Tuition and Fees.....	262
<b>Public Health, MPH .....</b>	<b>243</b>	<b>Kirkville College of Osteopathic Medicine.....</b>	<b>264</b>
Department Mission Statement .....	243	About ATSU-KCOM .....	264
Length of Program.....	243	Program Accreditation and Complaints.....	264
Tuition and Fees.....	243	ATSU-KCOM Mission Statement .....	264
<b>Kinesiology, MS.....</b>	<b>246</b>	Contact ATSU-KCOM .....	265
Length of Program.....	246	ATSU-KCOM School Policies .....	265
Tuition and Fees.....	246	<b>Osteopathic Medicine, DO .....</b>	<b>268</b>
<b>Adaptive Sports, Graduate Certificate .....</b>	<b>250</b>	Length of Program .....	268
Tuition and Fees.....	250	Tuition and Fees.....	268
<b>Corrective Exercise &amp; Orthopedic Rehabilitation,</b>		Admissions.....	268
<b>Graduate Certificate .....</b>	<b>251</b>	Minimal Technical Standards for	
Tuition and Fees.....	251	Admission and Matriculation.....	270
		Graduation Requirements .....	271
		Class Rank.....	272

Physical Health Services .....	272	Academic Standards, Guidelines, and Requirements .....	299
Mental Health Counseling Services.....	272	Curriculum.....	300
Career Counseling.....	272	<b>School of Osteopathic Medicine in Arizona .....</b>	<b>311</b>
Academic Standards.....	272	About ATSU-SOMA.....	311
Professional Liability, Supplemental Accident, and Disability Insurance Coverage .....	273	Program Accreditation.....	311
ATSU-KCOM Attendance Policy & Guidelines .....	274	State Licensing.....	311
ATSU-KCOM Student Promotion Board .....	275	ATSU-SOMA Mission Statement .....	312
HIPAA and OSHA Training.....	276	Contact ATSU-SOMA.....	312
COMLEX-USA Policy .....	276	ATSU-SOMA School Policies .....	313
Predoctoral Fellowship.....	277	<b>Osteopathic Medicine, DO .....</b>	<b>321</b>
Curriculum.....	277	Length of Program .....	322
<b>Biomedical Sciences, MS .....</b>	<b>285</b>	Tuition and Fees.....	322
Program Mission Statement.....	285	Admissions.....	322
Length of Program.....	285	Grading .....	324
Tuition and Fees.....	285	Student Performance Committee.....	325
Admissions .....	285	COMLEX Policies.....	327
Statement of Diversity and Inclusion.....	286	Class Rank.....	329
Minimal Technical Standards.....	286	Graduation Requirements .....	329
Graduate Program Committee .....	287	Completion of Degree .....	329
Academic Probation .....	287	Curriculum.....	329
Graduation Requirements.....	288	<b>First Quarterly Addendum.....</b>	<b>341</b>
Academic Standards, Guidelines, and Requirements .....	288		
Curriculum.....	288		
<b>Missouri School of Dentistry &amp; Oral Health .....</b>	<b>292</b>		
About ATSU-MOSDOH .....	292		
ATSU-MOSDOH Mission Statement .....	292		
Program Accreditation.....	292		
Contact ATSU-MOSDOH .....	293		
School Policies.....	293		
<b>Dental Medicine, DMD .....</b>	<b>294</b>		
Length of Program.....	294		
Tuition and Fees.....	294		
Admissions .....	294		
Minimal Technical Standards for Admission and Matriculation.....	295		
Grading.....	296		
Academic Standing.....	298		
Class Rank.....	298		
Student Academic Promotion .....	298		
Graduation Requirements.....	299		
Degree Completion .....	299		



# Welcome

Welcome to the A.T. Still University family! It is an exciting time to be part of this dynamic, growing University, and I am pleased you have chosen to pursue your dreams with us. There is no place like ATSU. Students, faculty, staff, Board of Trustees, and communities work together to achieve outcomes only possible through extraordinary teamwork and alliances. At ATSU you will experience the benefits of rural and urban perspectives on healthcare, a commitment to whole person and whole community health, a family approach to nurturing student learning and personal growth, interprofessional experiences, and an inclusive and collaborative environment.

May your time at ATSU be filled with professional success and a great sense of accomplishment as you learn to become tomorrow's healers and healthcare leaders.

Yours in service,  
Craig M. Phelps, DO, '84  
President

P.S. Do you have an idea to make ATSU a better place to learn? Email your idea to ATSU Idea Box at [ideas@atsu.edu](mailto:ideas@atsu.edu), and I will personally respond.

## Catalog Effective Date

The effective date of the 2022-23 Catalog is June 1, 2022. This catalog expires on May 31, 2030.

The curriculum outlined within this catalog represents the requirements for students beginning their program of study during the 2022-23 academic year and remains valid for the duration of the student's academic experience.

## Academic Calendar

View the 2022-23 [University academic calendar](#).

## Contact Us

### ATSU Campus Locations

#### Missouri Campus

800 W. Jefferson Street  
Kirksville, MO 63501  
660.626.2121

#### Arizona Campus

5850 E Still Circle  
Mesa, AZ 85206  
480.219.6000

#### California Campus

1075 E. Betteravia Rd., Ste.201  
Santa Maria, CA 93454  
805.621.7651

### ATSU Admissions

Residential Admissions  
866.626.2878 ext.2237  
[admissions@atsu.edu](mailto:admissions@atsu.edu)

Arizona School of Health Sciences  
Online Admissions  
877.469.2878  
[onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu)

College of Graduate Health Studies  
Online Admissions  
877.626.5577  
[cghsonlineadmissions@atsu.edu](mailto:cghsonlineadmissions@atsu.edu)

### ATSU Human Resources

HR - Missouri Campus  
Donna Wyatt  
Assistant Vice President of Human Resources  
660.626.2790  
[dbrown@atsu.edu](mailto:dbrown@atsu.edu)

HR - Arizona Campus  
Tonya Fitch  
Director of Human Resources  
480.219.6007  
[tfitch@atsu.edu](mailto:tfitch@atsu.edu)

### ATSU Academic Affairs

Norman Gevitz, PhD  
Senior Vice President for Academic Affairs  
660.626.2726  
[ngevitz@atsu.edu](mailto:ngevitz@atsu.edu)

### ATSU Student Affairs

Lori Haxton, MA  
Vice President for Student Affairs  
660.626.2236  
[lhaxton@atsu.edu](mailto:lhaxton@atsu.edu)

The A.T. Still University (ATSU) Catalog provides students with important information about policies, procedures, requirements, and services. Students are required to read, understand, and adhere to the provisions of the Catalog. An updated version of the Catalog is published each academic year. The yearly update (and any subsequent updates during the academic year) supersedes all prior editions and provides the latest rules, policies and procedures to create the most up-to-date student reference.

The provisions of the Catalog do not constitute an irrevocable contract between ATSU and its students since plans, policies, requirements, and services may be altered from time to time. Therefore, ATSU reserves the right to amend modify, add, or delete information within the Catalog at any time without advance notice. The content, assessment methods, grading scale, and method of delivery of courses may sometimes need to be modified from what is stated in this Catalog and courses may even be delayed or cancelled.

Students are also required to thoroughly review the University Student Handbook for important additional policies, procedures, requirements, and services.

A.T. Still University's policy prohibiting discrimination, harassment, and retaliation (ATSU Policy #90-210), may be found in its entirety within the ATSU Policies section.



The University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

# ATSU Information

## 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.

## Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of body, mind, and spirit;
2. The body is capable of self-regulation, self-healing, and health maintenance;
3. Structure and function are reciprocally related; and
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.
5. Application of these tenets is whole person healthcare.

## ATSU - One University, Seven Schools

Established in 1892 by Andrew Taylor Still, DO, the founder of osteopathy, A.T. Still University of Health Sciences (ATSU) began as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences comprised of a growing community with a rich history in education and osteopathic healthcare. Today, ATSU offers master's degrees across allied health disciplines and doctorates in osteopathic medicine, dental medicine, athletic training, audiology, health administration, health education, health sciences, medical science, nursing, occupational therapy, and physical therapy.

ATSU provides graduate and professional programs in healthcare fields across three campuses in Kirksville, Missouri; Mesa, Arizona; and Santa Maria, California, on more than 200 acres with seven prestigious schools. Learning environments include residential and online medical degree opportunities as well as community-based partnerships worldwide. ATSU has more than 800 full-time employees dedicated to its not-for-profit mission and an average annual enrollment of over 3,900 students from 20 countries.

ATSU is renowned for its preeminence as a multidisciplinary healthcare educator. The University is focused on integrating the founding tenets of osteopathic medicine and the advancing knowledge of today's science. ATSU continually earns distinctions as the graduate health sciences university with best-in-class curriculum and a community outreach mission to serve the underserved. The University has a rich history of leadership in healthcare education and correlated research.

ATSU instills in students the compassion, experience and knowledge required to address the whole person and shape healthcare in communities where needs are greatest. Inspired to influence whole person healthcare, ATSU graduates contribute to the future of integrated care while also leading with a selfless passion in the communities they serve.

## Arizona School of Dentistry & Oral Health *Mesa, AZ*

Arizona's first dental school, the Arizona School of Dentistry & Oral Health (ATSU-ASDOH) began addressing the nation's oral healthcare needs in 2003. ATSU-ASDOH students are encouraged to become caring, community-minded healthcare leaders, serving those in need. Students learn through a strong foundation of critical inquiry, evidence-based practice, research, cultural competency, an orientation to prevention, and interdisciplinary healthcare experiences.

## Arizona School of Health Sciences *Mesa, AZ*

In 1995, A.T. Still University's Arizona School of Health Sciences (ATSU-ASHS) began educating compassionate allied healthcare professionals while integrating the tenets of osteopathic medicine and advancing whole person care. With residential and online offerings, ATSU-ASHS' programs include athletic training, audiology, medical science, occupational therapy, physical therapy, physician assistant studies, and speech language pathology.

## College for Healthy Communities *Santa Maria, CA*

In January 2022, the Institutional Actions Council of the Higher Learning Commission announced approval of the University's formal request for a third campus, A.T. Still University's College for Healthy Communities (ATSU-CHC), located in Santa Maria, California. The Central Coast Physician Assistant (CCPA) program, which began in fall 2021, became ATSU-CHC's founding program with an inaugural class of 90 students for its 24-month residential master's degree.

## College of Graduate Health Studies *Kirksville, MO*

In 1999, A.T. Still University's College of Graduate Health Studies (ATSU-CGHS) began educating and preparing current and future health professionals for leadership positions in a variety of healthcare settings. ATSU-CGHS' goal is to provide comprehensive and relevant health studies instruction through high quality, innovative online education.

## Kirksville College of Osteopathic Medicine *Kirksville, MO*

Established in 1892 as the first college of osteopathic medicine, A.T. Still University's Kirksville College of Osteopathic Medicine (ATSU-KCOM) has a rich history of leading comprehensive medical education, research, and healthcare. ATSU-KCOM's graduates represent a diverse group of osteopathic physicians practicing in every state and several foreign countries.

## Missouri School of Dentistry & Oral Health *Kirksville, MO*

Established in 2013, A.T. Still University's Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) offers an innovative curriculum with an emphasis on public health, leadership, and



practice. ATSU-MOSDOH addresses the oral healthcare disparities in Missouri and across the nation. In addition to the issues of oral health and skills of dentistry, students learn from and are encouraged to become caring, community-minded healthcare providers.

## School of Osteopathic Medicine in Arizona Mesa, AZ

A.T. Still University's School of Osteopathic Medicine in Arizona (ATSU-SOMA) was established in 2006 and comprises a team of clinicians, educators, and students who share a passion and commitment for whole person healthcare. Using a unique 1+3 model, ATSU-SOMA partners with community health centers across the United States to place students in clinical settings within their second year of study.

## University Accreditation

A.T. Still University is accredited by the Higher Learning Commission - 230 S. LaSalle Street, Suite 7-500 - Chicago, IL 60604 – [info@hlcommission.org](mailto:info@hlcommission.org) - 800.621.7440. The Higher Learning Commission is recognized by the U.S. Department of Education.

## Program Accreditation

The following agencies have accredited various programs at ATSU:

- The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
- The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- The American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE)
- The Commission on Accreditation of Athletic Training Education (CAATE)
- The Commission on Accreditation in Physical Therapy Education (CAPTE)
- The Commission on Dental Accreditation (CODA)
- The Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA)
- The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- The Council on Education for Public Health (CEPH)

## State Approvals

Degree-granting authority for ATSU-ASDOH, ATSU-ASHS, and ATSU-SOMA has been given by the Arizona State Board for Private Postsecondary Education. At the Arizona campus, if the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, phone 602.542.5709, website address: [www.ppse.az.gov](http://www.ppse.az.gov).

Students with complaints or concerns are encouraged to first utilize the University's internal complaint or review policies as noted in student's school section of the Catalog or University Student Handbook. If the issue cannot be resolved internally,

students may also file a complaint with the appropriate state agency your current state of residence listed at <https://www.atsu.edu/about-atsu#complaint-resolution>.

A.T. Still University is an institutional participant in the National Council for State Reciprocity Agreement (NC-SARA) initiative. Our listing can be found under our main campus, A.T. Still University of Health Sciences in Missouri at <http://www.nc-sara.org/states/mo>.

## ATSU Board of Trustees



Herb Kuhn  
Chair  
Lohman, MO

Isaac Navarro, DMD, MPH, '08  
Vice Chair  
Visalia, CA

Michelle Mayo, PhD  
Secretary  
Durham, NC

Rosie Allen-Herring, MBA  
Washington, D.C.

Danielle Barnett-Trapp, DO, '11  
Glendale, AZ

Reid W. Butler, JD  
Phoenix, AZ

Marco Clark, EdD  
Notre Dame, IN

Jonathan Cleaver, DO, FAOCD, FAAD, FASMS, '08  
Kirksville, MO

Reid Downey  
Atlanta, GA

Linda Eremita, MUA  
Pittsburgh, PA

Alan Morgan, MPA  
Stafford, VA

Kim Perry, DO, MBA, MHCM, FACEP, FACOEP, '92  
St. Louis, MO

Lynnette Sells, DO, FAOASM, '82  
Alpharetta, GA

Floyd Simpson III, MBA, CFP, CFA  
Philadelphia, PA

Bertha Thomas, BPhil  
Kirksville, MO

Felix M. Valbuena, Jr, MD, DABFNM, FFAFO  
Bloomfield Hills, MI

## ATSU Financial Disclosure

A.T. Still University of Health Sciences does not have a pending petition in bankruptcy, nor is the institution operating as a debtor in possession, nor has the institution filed a petition within the last five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

## ATSU Faculty Listing



The faculty listing is updated as part of the first quarterly addendum each year.

### Arizona School of Dentistry & Oral Health Faculty

Rawah A. Alammari, PhD, MS  
Assistant Professor  
ASDOH Pre-Doc Education

Heather R. Andrew, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Eric S. Bjerke, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Michelle M. Bordges, RDH  
Adjunct Faculty  
ASDOH Pre-Doc Education

Jean M. Brady, MA, RDH  
Instructor  
ASDOH Pre-Doc Education

Jonathan J. Brennan, MD, DMD, MPH  
Associate Dean of Innovation and Curriculum; Assistant Professor  
ASDOH Administration

Gary P. Brigham, DDS, MSD  
Adjunct Faculty  
ASDOH Orthodontics Education

Carleigh R. Canterbury, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Anthony C. Caputo, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Sonja A. Carl, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Clark Chen, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Jeffrey T. Cohen, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Richard J. Cohen, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Wayne Cottam, DMD, MS  
Vice Dean; Associate Professor  
ASDOH Administration

Vance S. Cox, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Joseph Creech, DDS  
Director of Pediatrics; Associate Professor  
ASDOH Pre-Doc Education

Russell Crockett, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Paul G. Culver, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Daniel L. Custis, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Christopher J. DeMoss, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Luke W. Denton, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Sandra L. DeVita, RDH, BSN  
Instructor  
ASDOH Pre-Doc Education

Roberto E. DiVito, DDS, PLLC  
Adjunct Faculty  
ASDOH Pre-Doc Education

Earl Duffy, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Rachel L. Duffy, DMD, MPH  
Assistant Professor  
ASDOH Pre-Doc Education

MaiLy T. Duong, DMD, MPH, MAEd, FAGD, FSCD  
Associate Director of Special Needs; Associate Professor  
ASDOH Pre-Doc Education

Tamer El-Gendy, DMD, BDS, MS  
Director of Prosthodontics; Professor  
ASDOH Pre-Doc Education

Ryan H. Engelberg, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Robert T. Erickson, DDS, MS  
Director of Radiology; Associate Professor  
ASDOH Pre-Doc Education

Karen M. Fallone, RDH  
Instructor  
ASDOH Pre-Doc Education

Irwin Feinberg, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Philip J. Fernandez, PhD  
Adjunct Faculty  
ASDOH Orthodontics Education

Andrew Forman, DDS, MS  
Adjunct Faculty  
ASDOH Orthodontics Education

Barbara B. Giancola, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Patricia H. Glick, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Ellen Gohlke, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Michael S. Goodman, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Saul E. Grajales, DMD, MSD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Victoria G. Green, MS, RDH  
Instructor  
ASDOH Pre-Doc Education

Terri G. Hanger, RDH, MEd  
Instructor  
ASDOH Pre-Doc Education

Laurence A. Harlan, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Eric J. Harris, DDS  
Director of Dental CCU; Assistant Professor  
ASDOH Pre-Doc Education

Emily J. Hawkins, RDH  
Adjunct Faculty  
ASDOH Pre-Doc Education

Catherine A. Helzer, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Alfredo I. Hernandez, DDS  
Associate Professor  
ASDOH Pre-Doc Education

Richard Y. Hernandez, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

David E. Hoffman, DMD  
Adjunct Faculty  
ASDOH Orthodontics Education

Roy P. Hoxea, DDS  
Director Dental CCU; Assistant Professor  
ASDOH Pre-Doc Education

Brandon Holyoak, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Scott E. Howell, DMD, MPH  
Directory of Public Health/Teledentistry; Associate Professor  
ASDOH Pre-Doc Education

Alice W. Hsieh, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Eugene F. Jasper, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Michael L. Johnson, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Heather Johnson, RDH, MED  
Co-Director Dentistry in the Community; Instructor  
ASDOH Pre-Doc Education

Janet L. Jordan-Richmann, DDS  
Adjunct Faculty  
ASDOH Orthodontics Education

Matthew B. Kahn, DDS, MS  
Director ASDOH AEGD Clinical; Assistant Professor  
ASDOH Pre-Doc Education

Sabah Kalamchi, DDS  
Director of Oral & Maxillofacial Surgery; Professor  
ASDOH Pre-Doc Education

Zinaida Kaleinikova, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Sara E. Karlin, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Suliman A. Kasssieh, DDS, MS  
Adjunct Faculty  
ASDOH Orthodontics Education

Mark A. Kerr, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Eric B. Kosel, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Satish S. Kumar, DMD  
Director Periodontics; Professor Tunure  
ASDOH Pre-Doc Education

Michael LaCorte, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Michael P. Lazarski, DMD, MPH  
Adjunct Faculty  
ASDOH Pre-Doc Education

Anna Lee, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

William B. Leibow, DDS, MSD  
Director of Endodontics; Assistant Professor  
ASDOH Pre-Doc Education

Alyssa S. Levin, DDS, MS  
Adjunct Faculty  
ASDOH Orthodontics Education

Robert D. Levine, DDS  
Director Dental CCU; Assistant Professor  
ASDOH Pre-Doc Education

Kimberly Lovell, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Timothy L. Lukavsky, DDS  
Assistant Director Special Needs; Assistant Professor  
ASDOH Pre-Doc Education

James Lynskey, PT, PhD  
Adjunct Faculty  
ASDOH Pre-Doc Education

William M. Madaio, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Tannaz Z. Malekzadeh, DMD, MAEd  
Assistant Professor  
ASDOH Pre-Doc Education

Katie L. Martin, DMD, MPH, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Erin Maruska, DMD, MPH  
Assistant Professor  
ASDOH Pre-Doc Education

Natasha Y. May, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Elizabeth McCarthy, MEd, BSDH, AZEFDA  
Instructor  
ASDOH Pre-Doc Education

Katie V. Meier, RDH, BS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Neisha Merrell, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Victoria G. Michaels, LCSW  
Director of ASDOH BRITE Program; Instructor  
ASDOH Pre-Doc Education

Mindy Z. Motahari, DMD  
Assistant Dean Comprehensive Care; Assistant Professor  
ASDOH Administration

Janet L. Nihill, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Matthew Pagani, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Michael K. Papademetriou, MS, DMD  
Clinical Director Orthodontics; Associate Professor  
ASDOH Orthodontics Education

Jeffery L. Parent, DDS  
Associate Dean for Patient Care & Clinic Education; Assistant  
Professor  
ASDOH Administration

Jae H. Park, DMD, MSD, MS, PhD  
Director Orthodontics; Professor Tenure  
ASDOH Orthodontics Education

David J. Parks, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Bharat S. Patel, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Seena B. Patel, DMD, MPH  
Director, ASDOH Oral Medicine; Associate Professor  
ASDOH Pre-Doc Education

Diane C. Paz, DBH, MEd, RDH  
Instructor  
ASDOH Pre-Doc Education

Maureen E. Perry, DDS, MPA  
Associate Dean, Advanced Education & Strategic  
Partnerships; Professor  
ASDOH Administration

Jonetta A. Podmanik, RDH, MEd  
Instructor  
ASDOH Pre-Doc Education

Klud Razoky, DDS  
Associate Dean, Pre-Clinical Education & Simulation- Clinic  
Operations; Associate Professor  
ASDOH Administration

Bobbie L. Repp, RDH-AP, BS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Robert S. Roda, DDS, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Treven B. Rollins, DMD  
Adjunct Faculty  
ASDOH Orthodontics Education

Barnett R. Rothstein, DMD, MSD  
Adjunct Faculty  
ASDOH Orthodontics Education

Cliff H. Running, DDS  
Adjunct Faculty  
ASDOH Orthodontics Education

Ferdinand G. Ruocco, DDS  
Director of Dental CCU; Assistant Professor  
ASDOH Pre-Doc Education

Phillip J. Santucci, DDS  
Adjunct Faculty  
ASDOH Orthodontics Education

Rebecca Schaffer, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Heather N. Schneider, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Austin Shackelford, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Thomas S. Shipley, DMD, MS  
Adjunct Faculty  
ASDOH Orthodontics Education

Marc Shlossman, DDS, MS  
Associate Professor  
ASDOH Pre-Doc Education

Azfar Siddiqui, BDS, DMD, MSc  
Adjunct Faculty  
ASDOH Pre-Doc Education

Darrell Sims, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Steven R. Sluyk, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Larisa R. Smith, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Rick M. Smith, DDS, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Richard L. Sparks, DDS, MS  
Adjunct Faculty  
ASDOH Orthodontics Education

Ann E. Spolarich, RDH, PhD  
Assistant Dean Research; Professor  
ASDOH Administration

Lindsay G. Springer, DMD, MPH, MS  
Assistant Professor  
ASDOH Pre-Doc Education

George B. Spruce, DDS, MPH  
Assistant Dean for American Indian Affairs; Assistant  
Professor  
ASDOH Administration

Dale N. Steiner, DMD  
Director of Dental CCU; Assistant Professor  
ASDOH Pre-Doc Education

Oksana Stoj, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Robin Sutton, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Timothy Taylor, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Yvette M. Thornton, RDH, MPH  
Co-Director Dentistry in the Community; Instructor  
ASDOH Pre-Doc Education

Hanann Tomeh, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Robert M. Trombly, DDS, JD  
Dean; Professor  
ASDOH Administration

Colleen Trombly, RDH, MHSA  
Assistant Professor  
ASDOH Pre-Doc Education

Judy K. VanGheluwe, DDS, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Jessica Walker-Livingston, BSDH, RDH, AP  
Adjunct Faculty  
ASDOH Pre-Doc Education

Mitzi M. Wasden, DDS, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Richard C. Westergard, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Lynne M. Whitcomb, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Bruce A. White, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Sharla S. Wilde, RDH, BS  
Instructor  
ASDOH Pre-Doc Education

Angela S. Wilson, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Spencer G. Wilson, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Janet Woldt, PhD, MS  
Associate Dean Academic Assessment; Associate Professor  
ASDOH Administration

Leila Zadeh, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Xingzhong Zhang, DDS, MSD, PhD  
Assistant Professor  
ASDOH Orthodontics Education

## Arizona School of Health Sciences Faculty

Andrew P. Albrecht, DPT  
Adjunct Professor  
Physical Therapy

Francesca G. Alexander, PA-C  
Adjunct Professor  
Physician Assistant

Jennifer L. Allen, PT, DPT, OCS, SCS, CHT  
Adjunct Professor  
Athletic Training Program

Heather C. Allen, DPT, MPT  
Adjunct Professor  
Post Professional PT

Bart Anderson, DHSc, AT, ATC  
Professor  
Athletic Training Program

Lacey M. Andrews, MS, BS  
Instructor  
Occupational Therapy

Julie K. Arndt, PT  
Adjunct Professor  
Physical Therapy

Howard E. Asaki, PA-C  
Adjunct Professor  
Physician Assistant

Jason Avakian, PT, DScPT  
Adjunct Assistant Professor  
Physical Therapy

Jarett J. Axelrod, DPT, IAMT  
Adjunct Professor  
Physical Therapy



Cailee Bacon, PhD, ATC  
Associate Professor  
Athletic Training Program

Shelley P. Baltodano, AuD  
Adjunct Assistant Professor  
Audiology

Jessica B. Basha, DPT  
Adjunct Professor  
Physical Therapy

Ralph C. Bay, PhD  
Professor  
Interdisciplinary Health Science

Kari S. Bernard, PA-C, PhD  
Associate Director of Research & Capstone Activities;  
Associate Professor  
Doctor Medical Science PA

Jessica D. Best, DPT  
Adjunct Professor  
Physical Therapy

Annette Bettridge, MS, PA-C  
Assistant Professor  
Physician Assistant

Erika L. Biggs, PA-C  
Adjunct Professor  
Physician Assistant

Kayla D. Black, DPT, PT, CCS  
Adjunct Assistant Professor  
Physical Therapy

Rachel E. Blackburn, DPT  
Adjunct Professor  
Physical Therapy

Kellie H. Bliven, PhD, ATC  
Director of Clinical Anatomy; Professor Tenure  
Interdisciplinary Health Science

Erica M. Bodie, AuD  
Adjunct Assistant Professor  
Audiology

Elton Bordenave, PhD, MED  
Associate Professor  
Audiology

Lori Bordenave, PT, DPT, PhD  
Department Chair Physical Therapy; Associate Professor  
Physical Therapy

Gregory D. Borgmeyer, AuD  
Adjunct Assistant Professor  
Audiology

Bettie B. Borton, AuD  
Adjunct Assistant Professor  
Audiology

Carolyn R. Bower, AuD  
Adjunct Assistant Professor  
Audiology

Jenny C. Bradley, DPT  
Adjunct Professor  
Post Professional PT

Lauren E. Braley, DPT  
Adjunct Faculty  
Physical Therapy

Gabriel Brooks, PT, DPT, MSPT, SCS, MTC  
Adjunct Faculty  
Physical Therapy Orthopedic Residency Program

Sara D. Brown, MS, ATC  
Adjunct Professor  
Athletic Training Program

Amy M. Brugge, EdD ATR ATC  
Adjunct Professor  
Athletic Training Program

Tabitha C. Parent-Buck, AuD  
Department Chair; Audiology; Professor Tenure  
Audiology

Ann Lee Burch, PT, EdD, MPH  
Dean; Associate Professor  
ASHS Administration

Karen Bustillo, PT, OCS  
Adjunct Professor  
Physical Therapy

Jeffrey D. Butler, DO  
Adjunct Professor  
Physician Assistant

Andrew S. Bzowyckyj, PharmD, BCPS, CDE  
Adjunct Assistant Professor  
Audiology

Janina J. Carter, AuD, CCC-A  
Adjunct Assistant Professor  
Audiology

James Cawley, MPH, PA-C  
Adjunct Professor  
Advanced Pa (Non Degree)

Maria Centeno Vazquez,  
Director of Speech Language Pathology; Associate Professor  
Speech Language Pathology

Michael E. Champion, DHS, PA-C, MSc, MBA, MMSc, MEd  
Adjunct Assistant Professor  
Doctor Medical Science PA

Avinash S. Chandran, PhD, MS  
Adjunct Assistant Professor  
Athletic Training Program

Kyle Cherney, PT, DPT, OCS  
Adjunct Professor  
Physical Therapy

Cynthia Churgin, FNP, CNM, PA-C  
Adjunct Professor  
Physician Assistant

Monica I. Cioffi, DPT, PT, MS  
Adjunct Professor  
Post Professional PT

Chad A. Clements, MS, ATC  
Associate Professor  
Interdisciplinary Health Science

Tess L. Coon, PA-C  
Adjunct Assistant Professor  
Physician Assistant

Rachel F. Cornwell, AuD  
Adjunct Assistant Professor  
Audiology

Alisha M. Crabtree, MAEd, MS, PA-C  
Adjunct Professor  
Physician Assistant

Wilson Craghead, PA-C  
Adjunct Professor  
Physician Assistant

Karen E. Crawford, MEd  
Adjunct Professor  
Advanced Pa (Non Degree)

Francis Crosby Jr., DHSc, MPAS, PA-C  
Adjunct Professor  
Doctor Medical Science PA

Christina M. Cuka, DSc, DPT  
Assistant Professor  
Physical Therapy

Rebekah F. Cunningham, PhD  
Adjunct Associate Professor  
Audiology

Maria C. Daab, DPT, MPT  
Adjunct Professor  
Post Professional PT

Patricia Dabrowski, AuD  
Director of Clinical Education; Associate Professor  
Audiology

Randy Danielsen, PhD, PA-C Emeritus  
Director DMSc; Professor Tenure  
Doctor Medical Science PA

Richard E. Davis, EdD  
Adjunct Faculty  
Doctor Medical Science PA

Lora Davis, PT, DPT, MS  
Adjunct Professor  
Physical Therapy

Melinda M. Delbridge, MS  
Instructor  
Occupational Therapy

Sondra M. DePalma, DHSc, PA-C, CLS, CHC, DFAAPA, FNLA,  
AAC  
Adjunct Assistant Professor  
Doctor Medical Science PA

Kimberly DeVore, MS, PA-C  
Director of Clinical Education; Assistant Professor  
Physician Assistant

Kara Dewease, AuD  
Adjunct Assistant Professor  
Audiology

Thomas B. Dewey, DAT, ATC, CSCS  
Adjunct Teaching Assistant  
Athletic Training Program

Rachel Diamant, PhD, OTR/L, BCP  
Adjunct Professor  
Occupational Therapy

Michelle O. DiBaise, DHSc, PA-C, DFAAPA  
Department Chair; Program Director; Professor  
Physician Assistant

Skyler J. Dixon, PT, DPT  
Adjunct Faculty  
Physical Therapy

Tonya L. Doty, MS  
Adjunct Professor  
Occupational Therapy

David Doublestein, PT, PhD, CLT, Cert MDT, LLCC  
Assistant Professor  
Physical Therapy

Nilma Z. Elias-Santiago, PT, DPT  
Adjunct Professor  
Post Professional PT

Tracy A. Ellison, PT, DPT, NCS  
Assistant Professor  
Physical Therapy

Anne W. Ensor, PT, DPT, WCS  
Adjunct Professor  
Post Professional PT

Alison C. Essary, DHSc, MPHE, PA-C  
Adjunct Professor  
Doctor Medical Science PA

Robert M. Evans, DMSc, PA-C  
Adjunct Associate Professor  
Physician Assistant

Jolie C. Fainberg, MA  
Adjunct Assistant Professor  
Audiology

Susan Falsone, PT, MS  
Associate Professor  
Athletic Training Program

Deanne Fay, PT, DPT, PhD  
Director of Program; Professor Tenure  
Physical Therapy

Timothy O. Fearon, PT, MS  
Adjunct Professor  
Physical Therapy

Sabrina A. Finklea-Strickland, MSN, FNP-BC, PHN, FCN  
Assistant Professor  
Physician Assistant

Larry P. Fisher, PA-C, MPAS, DHSc  
Adjunct Assistant Professor  
Doctor Medical Science PA

Krista M. Fitzgerald, AuD  
Adjunct Assistant Professor  
Audiology

Alexandra M. Fulleman, PA-C  
Adjunct Professor  
Physician Assistant

Brandi M. Fulwider, OTD, MS  
Assistant Professor  
Occupational Therapy

Mara E. Funke, MPH  
Adjunct Professor  
Occupational Therapy

John M. Galbraith, OTD, MS  
Adjunct Instructor  
Occupational Therapy

Kelsey J. Garcia, PhD, ATC  
Assistant Professor  
Interdisciplinary Health Science

Gloria D. Garner, AuD  
Adjunct Assistant Professor  
Audiology

Rachel E. Geoghegan, DAT, MSHRD  
Adjunct Faculty  
Athletic Training Program

Michael J. Gerg, DOT, OTR/L, CHT, CEES, CWCE  
Adjunct Assistant Professor  
Occupational Therapy

Meryl A. Glenn, OTD, MS, OTR/L, CBIS  
Instructor  
Occupational Therapy

John A. Graves, DPT  
Adjunct Professor  
Physical Therapy

Suzanne Greenwalt, DPT, MS  
Adjunct Professor  
Post Professional PT

Heather I. Guerra, AuD  
Clinic Director of Student Engagement for the AFA Balance &  
Hearing Institute; Assistant Professor  
Audiology

Jyothi Gupta, PhD  
Department Chair; Program Director; Professor Tenure  
Occupational Therapy

Feigi S. Halberstam, AuD  
Adjunct Assistant Professor  
Audiology

Troy D. Hale, AuD  
Associate Professor  
Audiology

Janice F. Hamilton, PA-C, MPAS  
Adjunct Associate Professor  
Physician Assistant

Evan M. Hansen, PT, DPT  
Adjunct Faculty  
Physical Therapy

Nicolette A. Harris, MD, MPH, FAAFP  
Director AT - Student Recruitment; Assistant Professor  
Interdisciplinary Health Science

Jessica W. Hayes, PT, DPT  
Assistant Professor  
Physical Therapy

Alan M. Haynie, RRT  
Adjunct Faculty  
Physician Assistant

Elizabeth H. Heick, PT, CWS  
Adjunct Professor  
Post Professional PT

Katherine K. Hench, PT, DPT, NCS  
Adjunct Assistant Professor  
Physical Therapy

Rebecca J. Hlavac, MS  
Instructor Anatomy  
Interdisciplinary Health Science

Cheri A. Hodges, PT, DPT  
Associate Professor  
Physical Therapy

Brian V. Hortz, PhD, ATC  
Adjunct Professor  
Athletic Training Program

Brittney L. Hulsey, MS, MS, PA-C  
Assistant Professor  
Physician Assistant

Malgorzata Imundi, PT, MS, MBA  
Adjunct Professor  
Physical Therapy

Sara Jagger, AuD  
Adjunct Assistant Professor  
Audiology

Colette M. Januszewski, PT, DPT  
Adjunct Faculty  
Physical Therapy

Amie M. Jasper, DPT  
Adjunct Professor  
Post Professional PT

Garrett J. Johnson, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Michelle L. Johnson, DPT  
Adjunct Professor  
Physical Therapy

Katherine M. Jones, MA, OTR/L, CLT-LANA  
Assistant Professor  
Occupational Therapy

Jason D. Karstens, PT, DPT  
Adjunct Faculty  
Physical Therapy

Pamela V. Kays, PT, DPT, EdD  
Director of Curriculum; Assistant Professor  
Physical Therapy

Day D. Keller, PA-C  
Adjunct Professor  
Physician Assistant

Dana Kernan, PT, DPT, ATC, MTC  
Adjunct Professor  
Physical Therapy

Angela C. Kiselyk, EdD, MS PA-C  
Director of Progression and Retention; Assistant Professor  
Physician Assistant

Amisha Klawonn, PT,DPT,OCS,FAAOMPT  
Adjunct Professor  
Physical Therapy Orthopedic Residency Program

Alison Klossner, PT, DPT  
Adjunct Professor  
Post Professional PT

Kristin R. Knight, MS  
Adjunct Assistant Professor  
Audiology

Linda J. Knutson, PA-C, MEd  
Adjunct Faculty  
Physician Assistant

Adair N. Kredit, MPT  
Adjunct Professor  
Physical Therapy

Jamie Kuettel, PT, DPT, NCS, GCS  
Director of Progression & Retention; Assistant Professor  
Physical Therapy

Kevin R. Kupferer, PA-C, DHS, MsCI  
Adjunct Assistant Professor  
Doctor Medical Science PA

Kenneth C. Lam, ScD, ATC  
Professor  
Interdisciplinary Health Science

Katherine E. Larson, PT, DPT, OCS  
Adjunct Professor  
Physical Therapy

John L. LaRue, PT, DPT, CSCS  
Adjunct Assistant Professor  
Physical Therapy

Robin R. Latto, MPH, PA-C  
Adjunct Professor  
Physician Assistant

R Laursen, MS, ATC  
Adjunct Professor  
Athletic Training Program

Mary K. Laxton, DHSc, PA-C, DFAAPA  
Adjunct Assistant Professor  
Doctor Medical Science PA

Lauri Lazarus, PT  
Adjunct Professor  
Physical Therapy

Jedediah E. Lee, PT, DPT, OCS, SCS  
Adjunct Assistant Professor  
Physical Therapy

Joy D. Levine, PhD, DPT  
Adjunct Assistant Professor  
Post Professional PT

Sarah A. Limberg, MS, PA-C  
Adjunct Professor  
Physician Assistant

Virginia L. Little, PhD, MS  
Director of Research; Assistant Professor  
Physical Therapy

Elizabeth Lopez-Murray, DHEd, PA-C  
Adjunct Professor  
Advanced Pa (Non Degree)

Chandrika Lotwala, DPT, PT  
Adjunct Professor  
Physical Therapy

Melanie M. Lyon, MS, PA-C  
Adjunct Faculty  
Physician Assistant

Linda S. MacConnell, DMSc, MAEd, MPAS, PA-C  
Associate Professor PA  
Physician Assistant

James C. Manton, PT, DPT, OCS  
Director of Orthopedic Residency Program; Assistant

Professor  
Physical Therapy

Ashley N. Marshall, PhD, MEd, ATC, CES, PES  
Adjunct Faculty  
Athletic Training Program

Jessica Martinez, PhD  
Adjunct Professor  
Athletic Training Program

Renee M. Mazurek, DPT  
Adjunct Professor  
Post Professional PT

Nicole S. McCants, PT, DPT  
Adjunct Faculty  
Physical Therapy

Lisa A. McDaniel, MS, PA-C  
Adjunct Professor  
Physician Assistant

Mariel K. McDonald, MPAS, PA-C  
Adjunct Professor  
Physician Assistant

Tara L. McIsaac, PT, PhD  
Adjunct Professor  
Physical Therapy

Andrea N. McKelvy, MPAS  
Adjunct Professor  
Physician Assistant

Beatrice A. McNeff, PT, DPT  
Adjunct Professor  
Post Professional PT

Robert A. McPherson, PA-C  
Adjunct Assistant Professor  
Physician Assistant

Zarin Mehta, PhD  
Associate Professor Tenure  
Audiology

Brooke Menzie, MS, PA-C  
Adjunct Professor  
Physician Assistant

Philemon R. Merrill, PA-C, MEd  
Adjunct Professor  
Physician Assistant

Ami N. Mikhail, PA-C, MS  
Assistant Professor  
Physician Assistant

Ashley E. Miranda, PT  
Adjunct Professor  
Physical Therapy

Vanessa B. Mitchell, PA-C  
Adjunct Professor  
Physician Assistant

Leon A. Moak, DMSc, PA-C  
Adjunct Assistant Professor  
Doctor Medical Science PA

Bernard A. Muriithi, PhD  
Director of Research; Assistant Professor  
Occupational Therapy

Janet L. Mutschler, MHS  
Adjunct Professor  
Post Professional PT

Paul Nelson, MS  
Adjunct Professor  
Physical Therapy

Mary C. Ormson, AuD  
Adjunct Assistant Professor  
Audiology

John Ortiz, PhD, MA  
Adjunct Assistant Professor  
Occupational Therapy

Lindsay R. Palisca, DPT  
Adjunct Professor  
Physical Therapy

Elizabeth D. Palmer, AuD  
Adjunct Assistant Professor  
Audiology

Dana Palmer, DPT, BMRPT  
Adjunct Professor  
Post Professional PT

Adrienne R. Parry, DPT  
Adjunct Professor  
Post Professional PT

Raymond Pavlick, PhD  
Director of Didactic Education; Professor  
Physician Assistant

Stacy L. Payne, AuD  
Adjunct Assistant Professor  
Audiology

Forrest Q. Pecha, MS  
Adjunct Professor  
Athletic Training Program

Mia R. Pendergrass, AuD  
Adjunct Assistant Professor  
Audiology

David H. Perrin, PhD  
Adjunct Professor  
Athletic Training Program

Seth R. Peterson, PT, DPT, CSCS, OCS  
Adjunct Professor  
Physical Therapy

Jeanne L. Peterson, MS, PA-C  
Adjunct Professor  
Physician Assistant

Kathleen A. Petkovsky, PT, CHT  
Adjunct Professor  
Physical Therapy

Matthew L. Press, MHS, OTR/L, ATP  
Adjunct Professor  
Occupational Therapy

Monica L. Queen, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Jennifer L. Radziak, OTD, OTR/L, CHT  
Assistant Professor  
Occupational Therapy

James A. Randolph, DPT  
Adjunct Professor  
Post Professional PT

Melinda A. Rawcliffe, PA-C  
Adjunct Faculty  
Physician Assistant

Kelly M. Reavis, PhD, MPH, MS  
Adjunct Assistant Professor  
Audiology

Colin T. Rigney, PT, DPT, OCS  
Adjunct Professor  
Physical Therapy

Carrie Robinson, PT, DPT, OCS  
Assistant Professor  
Physical Therapy

Tamara L. Roehling, PT, DPT, PhD  
Director Post Professional; Assistant Professor  
Post Professional PT

Christina N. Romeo, PT, DPT, CLT  
Adjunct Assistant Professor  
Physical Therapy

Karen G. Roos, PhD, MSPT  
Adjunct Professor  
Athletic Training Program

Hayley J. Root, MS  
Adjunct Faculty  
Interdisciplinary Health Science

James R. Roush, PT, PhD, ATC, ATL  
Adjunct Professor  
Physical Therapy

Makkeda N. Rubin Deloney, DPT  
Adjunct Professor  
Physical Therapy

Lindsay M. Ruder, PA-C  
Adjunct Professor  
Physician Assistant

Maria K. Rundell, DPT, PT, NCS, MSCS  
Adjunct Faculty  
Physical Therapy Neurologic Residency Program

Andrea B. Ruotolo, AuD  
Director Post-Professional Program; Associate Professor  
Audiology

Marlene B. Salas-Provence, PhD, MHA, MA  
Vice Dean; Professor  
ASHS Administration

Cecelia R. Sartor-Glittenberg, PT, PhD, NCS  
Director of Neurologic Residency; Associate Professor  
Tenure  
Physical Therapy

Andrea Sauers, PhD  
Adjunct Professor  
Athletic Training Program

Eric L. Sauers, PhD, ATC  
Department Chair; Professor Tenure  
Interdisciplinary Health Science

Leslie Schmeltz, AuD  
Adjunct Associate Professor  
Audiology

Emily S. Schubbe, DPT  
Adjunct Professor  
Physical Therapy

Julietta R. Shapiro, PA  
Adjunct Professor  
Physician Assistant

Tania L. Shearon, MOT, CHT, PYT-C,  
Assistant Professor  
Occupational Therapy

Sarah M. Shuker, PA-C, BS  
Adjunct Professor  
Physician Assistant

Albert F. Simon, DHSc, PA-C  
Associate Director of DMSc; Associate Professor  
Doctor Medical Science PA

Kimberly G. Skinner, AuD, PhD  
Assistant Professor  
Audiology

Griffith Skjelstad, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Wayne S. Smith, DPT  
Adjunct Professor  
Physical Therapy

Victoria K. Smith, PA-C  
Adjunct Faculty  
Physician Assistant

Sara M. Sorace, PA-C  
Adjunct Instructor  
Physician Assistant



Corrie J. Stayner, MS  
Adjunct Professor  
Physical Therapy

Adam M. Story, PT, DPT, OTR/L, OTD, MTC  
OT Fieldwork Coordinator; Instructor  
Occupational Therapy

Nicole Strout,  
Adjunct Instructor  
Interdisciplinary Health Science

Julie Stylinski, MA  
Adjunct Assistant Professor  
Audiology

Kimberly S. Terrell, MS  
Adjunct Professor  
Athletic Training Program

Anna Thatcher, PT, DPT, SCS, OCS, ATC, CSCS  
Adjunct Professor  
Physical Therapy

Ashley B. Thrasher, EdD, MS  
Adjunct Professor  
Athletic Training Program

Tessa M. Tibben, DHSc, MS, PA-C  
Assistant Professor  
Physician Assistant

Toni M. Torres-McGehee, PhD, ATC  
Adjunct Assistant Professor  
Athletic Training Program

Michele Tourne, PT DPT PCS  
Adjunct Professor  
Physical Therapy

Karla M. Tuzzolino, DPT  
Adjunct Professor  
Physical Therapy

Alison R. Valier, PhD, ATC, FNATA  
Professor  
Athletic Training Program

Tamara C. Valovich McLeod, PhD, ATC  
Director; Professor Tenure  
Athletic Training Program

Jeannette D. Vaughn-Dotterer, PA-C  
Adjunct Professor  
Physician Assistant

Melanie Venne, AuD  
Adjunct Assistant Professor  
Audiology

Brian J. Vesce, DAT  
Adjunct Professor  
Athletic Training Program

Christine Vining, PhD, CCC-SLP  
Director of Speech Language Pathology Clinical Education ;

Assistant Professor  
Speech Language Pathology

Michelle R. Wagoner, DPT  
Adjunct Professor  
Physical Therapy

Michael C. Waits, DPT  
Adjunct Professor  
Physical Therapy

Stacy E. Walker, PhD, ATC, FNATA  
Adjunct Professor  
Athletic Training Program

Andrew P. Walker, PA-C  
Adjunct Faculty  
Physician Assistant

Sarah E. Walsh, MS, BS, PA-C  
Assistant Professor  
Physician Assistant

Joseph G. Weber, DHSc, MBA, MPAS, PA-C  
Adjunct Associate Professor  
Doctor Medical Science PA

Lorie L. Weber, MS, PA-C  
Assistant Professor  
Physician Assistant

Connie M. Weglarz, PT, DPT  
Adjunct Professor  
Physical Therapy Neurologic Residency Program

Amanda N. Westergard, DPT  
Adjunct Professor  
Physical Therapy

Jefferson J. Wetherington, MS, AT, ATC  
Adjunct Professor  
Athletic Training Program

Trissan D. White, AuD  
Adjunct Assistant Professor  
Audiology

Roxanne L. White, DPT  
Adjunct Professor  
Physical Therapy

Tawna C. Wilkinson, PT, DPT, PhD, PCS  
Adjunct Associate Professor  
Physical Therapy

Richelle M. Williams, PhD, ATC  
Adjunct Professor  
Athletic Training Program

Wendy E. Williams, DPT  
Adjunct Professor  
Post Professional PT

Amy E. Wing, MMS, PA-C  
Assistant Professor  
Physician Assistant

Andrew P. Winterstein, PhD  
Adjunct Professor  
Athletic Training Program

Laura S. Witte, PhD, PA-C  
Adjunct Professor  
Physician Assistant

Rebecca L. Wolf, JD, MPH, OTR/L  
Assistant Professor  
Occupational Therapy

Jodi L. Young, DPT, OCS, FAAOMPT  
Adjunct Associate Professor  
Physical Therapy

Amanda Zappler Isley, AuD  
Adjunct Assistant Professor  
Audiology

## College for Healthy Communities Faculty

Hugo Bravo-Chavez, MS, PA-C  
Associate Professor  
Central Coast Physician Assistant Program

Steve R. Clarke, MD  
Medical Director; Assistant Professor  
Central Coast Physician Assistant Program

Corey M. Cooper, BS  
Instructor  
Central Coast Physician Assistant Program

Eric G. Jahn, PA-C  
Assistant Professor  
Central Coast Physician Assistant Program

Daniel E. McDermott, DMSc, PA-C  
Associate Professor  
Central Coast Physician Assistant Program

John R. McMullen, MS, PA-C, EdD  
Department Chair; Program Director; Professor  
Central Coast Physician Assistant Program

Christina M. Snyder, MS, BS  
Assistant Professor  
Central Coast Physician Assistant Program

Cristina Tipei, PA-C  
Assistant Professor  
Central Coast Physician Assistant Program

Sara A. Wilson, MPAS, PA-C  
Associate Professor  
Central Coast Physician Assistant Program

## College of Graduate Health Studies Faculty

George M. Ackerman, PhD, JD, MBA, MS  
Adjunct Faculty  
Doctor of Health Sciences

Katherine M. Adler, DHA, FACHE  
Adjunct Faculty  
Doctor of Health Administration

Elif Aksoylu, DMD, MPH  
Adjunct Faculty  
Master of Public Health

Jeffrey L. Alexander, PhD, FAACVPR, ACSM CEP  
Associate Professor  
Doctor of Health Sciences

Donald S. Altman, DDS, DHSc, EdD. MPH, MBA, MA  
Dean  
CGHS Administration

Jayne D. Ambrose, DNP, RN  
Adjunct Faculty  
Doctor of Nursing Practice

Candace L. Ayars, PhD  
Assistant Professor  
Doctor of Health Education

Angel A. Baez Vega, PhD  
Adjunct Faculty  
Doctor of Health Administration

Jonna J. Belanger, PhD, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Marjorie Belizaire, MD  
Adjunct Faculty  
Master of Public Health

Trevor W. Bennion, DHSc, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Joshua Bernstein, PhD, CHES  
Associate Professor  
Doctor of Health Education

Anneta Bitouni, DDS, MPH, MS  
Adjunct Faculty  
Master of Public Health

Ray A. Borges, DHSc, MBA, MA  
Adjunct Faculty  
Doctor of Health Sciences

Erin K. Breitenbach, PhD, MA  
Department Chair; Associate Professor  
Doctor of Health Education

Leanna J. Brown, MBA, DNP, ACNP-BC  
Adjunct Faculty  
Doctor of Nursing Practice

Valerie A. Browne, EdD, RN, CNE  
Adjunct Faculty  
Doctor of Nursing Practice

Douglas R. Brtek, EdD  
Adjunct Faculty  
Doctor of Health Education

Holly B. Buenger, JD  
Adjunct Faculty  
Doctor of Health Administration

Travis J. Bunker, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Kerin L. Burdette, DDS, MPH  
Adjunct Faculty  
Master of Public Health

Eric H. Carver, DHSc, MPA, MABMH  
Adjunct Faculty  
Doctor of Health Sciences

Sayyid A. Cato, PhD, MA  
Adjunct Faculty  
Doctor of Health Education

Jeffrey G. Chaffin, DDS, MPH, MBA, MHA  
Assistant Professor Public Health Dental  
Master of Public Health - Dental Emphasis

Lilia A. Chavarria, EdD, MHSc  
Adjunct Faculty  
Doctor of Health Administration

Carol L. Chevalier, DHSc, MPH, MS, CSSGB CPC  
Adjunct Faculty  
Doctor of Health Sciences

Robert Clegg, PhD, MPH  
Department Chair; Associate Professor  
Doctor of Health Administration

Maurya D. Cockrell, DHed  
Adjunct Faculty  
Doctor of Health Education

Jo N. Conley, DM, MBA, BNS  
Adjunct Faculty  
Doctor of Health Administration

Derek S. Connor, DHA  
Adjunct Faculty  
Doctor of Health Administration

Brittani H. Cookinham, DPT, PT, ATC, LAT  
Adjunct Faculty  
Master of Science in Kinesiology

Kirk A. Davis, EdD, MBA, BS  
Adjunct Faculty  
Doctor of Health Education

Sohini Dhar, MPH, BDS  
Adjunct Faculty  
Master of Public Health

Kathleen D. DiCaprio, PhD  
Department Chair; Associate Professor  
Doctor of Health Sciences

Thomas A. DiDonna, DHSc, MSN, RN  
Adjunct Faculty  
Doctor of Health Sciences

Lihua Dishman, DBA, MBA  
Associate Professor  
Doctor of Health Administration

Diane Drexler, DNP, MBA, FACHE  
Adjunct Faculty  
Doctor of Nursing Practice

Sarah R. Everman, PhD  
Associate Professor  
Master of Science in Kinesiology

Helen J. Ewing, DHSc, MN, RN  
Adjunct Faculty  
Doctor of Nursing Practice

Charles M. Ferruzza, DPT  
Adjunct Faculty  
Master of Science in Kinesiology

John W. Fick, EdD, FACHE  
Associate Professor  
Doctor of Health Administration

Jimmie Flores, PhD, DM, MS  
Adjunct Faculty  
Doctor of Health Administration

Alan O. Freeman, DM  
Adjunct Faculty  
Doctor of Health Administration

Lisa J. Friedrich, MA  
Adjunct Faculty  
Doctor of Health Administration

Paul T. Frizelle, PT, DPT, MS, OCS, MTC  
Adjunct Faculty  
Master of Science in Kinesiology

Scott E. Gaines, MS, BS  
Adjunct Faculty  
Master of Science in Kinesiology

Christina L. Garcia, PhD, RN  
Adjunct Faculty  
Doctor of Nursing Practice

Carey Gaukler, MPH  
Adjunct Faculty  
Master of Public Health

Yvette S. Ghormley, PhD, MS  
Adjunct Faculty  
Doctor of Health Education

Jennifer M. Glenn, MS, BS  
Adjunct Faculty  
Master of Science in Kinesiology

Jaana T. Gold, DDS, PhD, MPH, CPH  
Professor Tenure  
Master of Public Health - Dental Emphasis

Laura Gray, PhD, EdS, MED, BA  
Adjunct Faculty  
Doctor of Health Education

Michael P. Halasy, DHSc, MS, PA-C  
Adjunct Faculty  
Doctor of Health Sciences

J M. Hamblin, DHSc, MPA  
Adjunct Faculty  
Doctor of Health Sciences

Brent Harper,  
Adjunct Faculty  
Doctor of Health Education

Larry Hearld, PHD, MHA  
Adjunct Faculty  
Doctor of Health Education

Adrienne R. Herrenbruck, PhD, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Jeremy M. Hodder, DHSc, MSc, PG Dip Law, BScN, RN  
Adjunct Faculty  
Doctor of Health Sciences

Tracy L. Hultgren, MS, BFA  
Adjunct Faculty  
Master of Science in Kinesiology

Aaron T. Hunt, PhD, MPH  
Adjunct Faculty  
Master of Public Health

Samuel Imarhiagbe, PhD  
Adjunct Faculty  
Doctor of Health Administration

JoAnn Jordan, PhD, MPH  
Adjunct Faculty  
Doctor of Health Education

Mountasser B. Kadrie, PhD  
Adjunct Faculty  
Doctor of Health Administration

Preeti H. Kamat, PhD, MPH  
Adjunct Faculty  
Master of Public Health

Gibbs Kanyongo, PhD, MA  
Adjunct Faculty  
Doctor of Health Education

Lynda T. Konecny, DHEd, DHSc, MCHES®  
Associate Professor  
Doctor of Health Education

Linda F. Koonce, DHA, MBA  
Adjunct Faculty  
Doctor of Health Administration

David M. Larson, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Laurie Latvis, DHA  
Adjunct Faculty  
Doctor of Health Administration

Joan S. Leafman, PhD  
Adjunct Faculty  
Master of Public Health

Daniel B. Leask, MBA  
Adjunct Faculty  
Doctor of Health Administration

Gregory S. Loeben, PhD, MA  
Practicum Director; Associate Professor  
Master of Public Health

Ashley S. Love, DrPH, MPH, MS, CPH  
Adjunct Faculty  
Master of Public Health

Clair A. Lunt, DHSc, MN, RN  
Adjunct Faculty  
Doctor of Nursing Practice

Donald P. MacLean, MBA  
Adjunct Faculty  
Doctor of Health Administration

Pietro Marghella, DHSc, MS  
Adjunct Faculty  
Master of Public Health

Ana Mascarenhas, DrPH  
Adjunct Faculty  
Master of Public Health

Rochelle I. Mascarenhas, MPH, BDS  
Adjunct Faculty  
Master of Public Health

Kathleen M. Mathieson, PhD, CIP  
Associate Professor  
Doctor of Health Sciences

Tracy M. Matthews, PhD, MA  
Adjunct Faculty  
Doctor of Health Sciences

Eric P. Matthews, PhD, MS  
Associate Professor  
Doctor of Health Sciences

Michael D. McCunniff, DDS  
Adjunct Faculty  
Master of Public Health - Dental Emphasis

Rodney K. McCurdy, PHD, MHA  
Adjunct Faculty  
Doctor of Health Administration

Mary-Katherine S. McNatt, DrPH, MPH, MCHES, CPH, COI  
Department Chair; Associate Professor  
Master of Public Health

Andrea Merritt, EdD, MBA, CHC, CIA, CHCO  
Adjunct Faculty  
Doctor of Health Education

Susan M. Miedzianowski, PhD, MS  
Adjunct Faculty  
Doctor of Health Administration

James D. Mikeska, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Natalie A. Milani, PhD  
Adjunct Faculty  
Doctor of Health Sciences

Christopher M. Miller, DHSc  
Adjunct Faculty  
Master of Public Health

Trisha N. Miller, PhD, MPS  
Adjunct Faculty  
Master of Public Health

Trenise Moore, DHSC, MPH  
Adjunct Faculty  
Doctor of Health Education

Jill C. Moore, MHA  
Adjunct Faculty  
Master of Public Health

Olawunmi M. Obisesan, PhD, DHEd, MPH  
Adjunct Faculty  
Doctor of Health Education

Arsenio Paez,  
Adjunct Faculty  
Doctor of Health Education

Patrick A. Palmieri, DHSc, EdS, MBA, MSN,ACNP, RN  
Adjunct Faculty  
Doctor of Health Sciences

Lisa A. Palucci, DNP, RN, NE-BC, CPHQ, CSSGB  
Adjunct Faculty  
Doctor of Nursing Practice

Karin A. Polifko, PhD, MSN, BSN  
Department Chair; Associate Professor  
Doctor of Nursing Practice

Jeromea M. Pollock, MS, BS  
Adjunct Faculty  
Master of Science in Kinesiology

Scott J. Rankin, DDS, MS  
Adjunct Faculty  
Master of Public Health - Dental Emphasis

Marni Rawiszer, MPH, BS  
Adjunct Faculty  
Master of Public Health

Matthew R. Rhea, PhD  
Professor  
Master of Science in Kinesiology

Tracie J. Rogers, PhD  
Department Chair; Assistant Professor  
Master of Science in Kinesiology

Elizabeth K. Sambach, MS  
Adjunct Faculty  
Master of Science in Kinesiology

Katherine E. Schultz, MS  
Adjunct Faculty  
Doctor of Health Education

Sabrina Segal, DBA, MBA  
Adjunct Faculty  
Doctor of Health Education

Elizabeth Segura, DNP, APRN, FNP  
Adjunct Faculty  
Doctor of Nursing Practice

Emily W. Smith, JD  
Adjunct Faculty  
Doctor of Health Administration

Phillip M. Stephens, DHSc, PA-C  
Adjunct Faculty  
Doctor of Health Sciences

Lisa M. Tavallali, PhD  
Adjunct Faculty  
Doctor of Health Administration

Melanie M. Tidman, DHSc, MA, OTR/L  
Adjunct Faculty  
Doctor of Health Sciences

James C. Townsend, DHSc, MBA/HCM, MIS  
Adjunct Faculty  
Doctor of Health Sciences

Daryl O. Traylor, MPH, MS  
Adjunct Faculty  
Master of Public Health

Cande L. Tschetter, PhD, APR  
Adjunct Faculty  
Doctor of Health Administration

John D. Vizzuso, DBA, MS  
Adjunct Faculty  
Doctor of Health Administration

Lisa A. Wallace, PhD  
Adjunct Faculty  
Doctor of Health Sciences

Sheri L. Walters, PT, DPT, MS, SCS, ATC/L, CSCS  
Assistant Professor  
Master of Science in Kinesiology

Meghan E. Wendland, DDS, MPH  
Adjunct Faculty  
Master of Public Health

Letha D. Williams, PhD, FACHE  
Adjunct Faculty  
Doctor of Health Administration

Lynette M. Williamson, EdD, MBA, BS  
Adjunct Faculty  
Doctor of Health Education

Sally M. Willis, PhD  
Adjunct Faculty  
Doctor of Health Administration

Bobbi A. Winter, DHSc, MSc, MBA, MSN, RN  
Adjunct Faculty  
Doctor of Nursing Practice

Josefine O. Wolfe, PhD, MPH  
Assistant Professor  
Master of Public Health

Ellen M. Wollman, PhD  
Adjunct Faculty  
Doctor of Health Sciences

Marjorie L. Wright, DMD, MPH  
Adjunct Faculty  
Master of Public Health - Dental Emphasis

## Kirksville College of Osteopathic Medicine Faculty

James Adams, DO  
Assistant Professor  
Anatomy

Zulfiqar Ahmad, PhD  
Professor  
Biochemistry

Suhail Akhtar, PhD, MS, BSc  
Assistant Professor  
Biochemistry

Robert W. Baer, PhD  
Professor  
Physiology

Jonathan Beary, DO  
Department Chair; Assistant Professor  
Neurobehavioral Sciences

Ralph Boling, DO  
Associate Professor  
Surgery

Michael W. Bradbury, PhD, MPhil  
Department Chair; Professor  
Biochemistry

William F. Brechue, PhD  
Department Chair; Professor  
Physiology

Kelly D. Burchett, DO  
Assistant Professor  
Surgery

Kent Campbell, DO  
Assistant Professor  
Family Med & Comm Health

Neal R. Chamberlain, PhD  
Professor  
Microbiology

Yingzi Chang, MD, PhD  
Professor  
Pharmacology

Lary L. Ciesemier, DO  
Professor  
Internal Medicine

David Cleaver, DO  
Assistant Professor  
Internal Medicine

Lloyd J. Cleaver, DO  
Professor  
Internal Medicine

James L. Cox, PhD  
Associate Professor  
Biochemistry

Roy R. Danks, DO  
Assistant Professor  
Surgery

Brian F. Degenhardt, DO  
Director Still Research Institute; Professor  
Osteopathic Manipulative Medicine

John DeLeeuw, DO  
Assistant Professor  
Internal Medicine

Brent L. Dixon, DO  
Assistant Professor  
Osteopathic Manipulative Medicine

Jonathan D. Easterwood, DO  
Assistant Professor  
Surgery

Keith S. Elmslie, PhD  
Department Chair; Professor Tenure  
Pharmacology

Belinda R. Fender, MD  
Associate Professor  
Internal Medicine

Valena Fiscus, DO, MPH  
Assistant Professor  
Internal Medicine

Sara B. Funk, BS, PT  
Assistant Professor  
Anatomy

Timothy Geisbuhler, PhD  
Associate Professor Tenure  
Physiology

Maura B. Gerdes, DO  
Assistant Professor  
Internal Medicine



David Goldman, JD, DO, FCLM  
Associate Professor  
Neurobehavioral Sciences

Shana Greven, DO  
Assistant Professor  
Osteopathic Manipulative Medicine

Melanie S. Grgurich, DO  
Assistant Professor  
Family Med & Comm Health

Byunghee H. Han, PhD  
Associate Professor  
Pharmacology

Julie M. Hessler, DO  
Assistant Professor  
Family Med & Comm Health

Jeremy J. Houser, PhD  
Associate Professor  
Anatomy

Shawnee L. Kellison, FNP-BC  
Instructor  
Family Med & Comm Health

Farid Khalafalla, PhD  
Associate Dean Academic Affairs; Assistant Professor  
KCOM Academic Affairs

Jonathon R. Kirsch, DO  
Associate Professor  
Osteopathic Manipulative Medicine

Peter Kondrashov, PhD  
Department Chair; Professor Tenure  
Anatomy

Tatyana Kondrashova, PhD  
Associate Professor Tenure  
Family Med & Comm Health

James T. Lam, DO  
Assistant Professor  
Kirksville Family Medicine

Margaret A. Lemley, DO  
Dean; Professor  
KCOM Administration

Eric R. Lesh, DO  
Assistant Professor  
Kirksville Family Medicine

Patricia Lodato, PhD  
Assistant Professor  
Microbiology

Shanu Markand, PhD  
Assistant Professor  
Anatomy

David S. Middlemas, PhD  
Associate Professor  
Pharmacology

Saroj Misra, DO  
Associate Dean Clinical Education; Associate Professor  
KCOM Clinical Affairs

Yohei Norimatsu, PhD  
Associate Professor Tenure  
Physiology

Tim D. Ostrowski, PhD  
Professor  
Physiology

Jordan Palmer, DO  
Assistant Professor  
Family Med & Comm Health

Priscilla Phillips, PhD  
Associate Professor  
Microbiology

Pandurangan Ramaraj, PhD  
Associate Professor  
Biochemistry

Robert P. Schneider, DO  
KCOM Residency Supervisor; Assistant Professor  
Kirksville Family Medicine

Patricia S. Sexton, DHEd  
Associate Dean KCOM Curriculum; Professor Tenure  
KCOM Medical Education

William L. Sexton, PhD  
Professor  
Physiology

Vineet K. Singh, PhD  
Professor  
Microbiology

Karen T. Snider, DO  
Assistant Dean KCOM Curriculum; Professor  
KCOM Medical Education

Eric Snider, DO  
Department Chair; Associate Professor Tenure  
Osteopathic Manipulative Medicine

Brent D. Speak, DO  
Department Chair; Assistant Professor  
Surgery

David V. Spencer, DO  
Adjunct Assistant Professor  
Osteopathic Manipulative Medicine

Billy W. Strait, DO  
Associate Professor  
Osteopathic Manipulative Medicine

Melissa Stuart, PhD  
Department Chair; Professor Tenure  
Microbiology

Robert J. Theobald, PhD  
Professor  
Pharmacology

David Todd, DO  
Adjunct Assistant Professor  
Osteopathic Manipulative Medicine

Lex Towns, PhD  
Professor  
Anatomy

Caroline M. VanSickle, PhD, MA  
Assistant Professor  
Anatomy

Rekha Yesudas, PhD, MPhil, MS, BS  
Assistant Professor  
Pharmacology

Bruce Young, PhD  
Professor  
Anatomy

## Missouri School of Dentistry & Oral Health Faculty

Hesham H. Abdulkarim, BDS, MSD, ICOIF, ICOIM  
Assistant Professor  
MOSDOH Clinical Education

Michael F. Abels, DDS  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Denise Adegoke, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Shahnaz B. Ahmed, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Richard D. Allinson, DDS  
Assistant Professor  
MOSDOH Education

Hussein Al-Wakeel, DDS  
Assistant Professor  
MOSDOH Education

Andre K. Artis, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Paul W. Aubrey, DDS  
Assistant Professor  
MOSDOH Education

Melissa Ausmus, RDH  
Adjunct Instructor  
MOSDOH Education

Michael J. Backer, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Graziela R. Batista, DDS, PhD  
Assistant Professor  
MOSDOH Education

Mikal Bell Sr., DMD, MS  
Adjunct Faculty  
MOSDOH Clinical Education

Grishondra L. Branch-Mays, DDS, MS  
Senior Associate Dean Academic Affairs; Professor  
MOSDOH Administration

Heidi M. Butts-Wiegand, DMD, MSD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Aaron Campbell, DDS, MS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Robert Collinge, DDS  
Adjunct Assistant Professor  
MOSDOH Education

Brandon Crivello, DMD  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Joan M. Davis, RDH, PhD  
Assistant Dean Research; Professor  
MOSDOH Administration

Steve K. Dawson, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Lawrence Doerr, DDS  
Adjunct Professor  
MOSDOH Clinical Education

David S. Dunivan, DMD  
Assistant Professor  
MOSDOH Clinical Education

Hashim G. Elmshiti, PhD, MS  
Assistant Professor  
MOSDOH Clinical Education

Forrest Farr, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Amanda L. Fitzpatrick, DDS  
Adjunct Assistant Professor  
MOSDOH Education

Elie Freilich, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Charles D. Fuszner, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

David E. Greaves, DDS  
Director of Specialty; Assistant Professor  
MOSDOH Clinical Education

Matthew D. Greaves, DDS, MS  
Director of Lead CCU; Assistant Professor  
MOSDOH Clinical Education

Michael R. Greaves, DDS  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Patricia E. Inks, RDH, MS  
Director of DIC/ICSP; Assistant Professor  
MOSDOH Administration

Poonam Jain, BDS, MS, MPH  
Vice Dean; Professor  
MOSDOH Administration

Emily A. Kennedy, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Maria W. Kim, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Prashanth Konatham Haribabu, DDS, MSD, MDS  
Assistant Professor  
MOSDOH Clinical Education

Gerard Krueger, DDS, MS, FACP  
Assistant Professor  
MOSDOH Clinical Education

Jenna F. Lew-Feit, DMD  
Adjunct Faculty  
MOSDOH Clinical Education

Gary C. London, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Marsha L. Marden, DMD  
Assistant Professor  
MOSDOH Clinical Education

Ignacio Marquez, DDS, MS  
Director of Dental CCU; Associate Professor  
MOSDOH Clinical Education

Dwight E. McLeod, DDS, MS  
Dean; Professor  
MOSDOH Administration

Richard G. Meier, DDS  
Adjunct Professor  
MOSDOH Clinical Education

Romana Muller, RDH, BA, MSDH  
Assistant Professor  
MOSDOH Clinical Education

Ammar Musawi, BDS, MDS  
Assistant Dean MOSDOH Simulation Clinic & Pre Clinical  
Education; Associate Professor Tenure  
MOSDOH Administration

Hamid Nurrohman, PhD, DDS  
Associate Professor  
MOSDOH Education

Hanan Omar, BDS, MSC, PhD  
Associate Professor  
MOSDOH Education

Adepitan Owosho, DDS, FAAOMP, FAAOM, DABOMP  
Director of Integrated Human Sciences; Associate Professor  
MOSDOH Education

Marzban G. Patel, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Puja N. Patel, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Jaymin J. Patel, BDS  
Assistant Professor  
MOSDOH Clinical Education

Ali Pourian, DDS, MS  
Adjunct Assistant Professor  
MOSDOH Education

Shaista Rashid, BDS, MS, MPH  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Avanija Reddy, DMD, MPH  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Robert A. Reti, HBSC, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Robert Schmidt, DDS  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Whitney N. Schmitz, BS  
Adjunct Instructor  
MOSDOH Education

Karl E. Shanker, DDS  
Assistant Professor  
MOSDOH Clinical Education

Herbert P. Silva, DMD  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Thomas L. Taylor, DDS  
Adjunct Professor  
MOSDOH Education

David E. Urbanek, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Anthony Van Soest, DMD  
Adjunct Professor  
MOSDOH Education

Richard J. Vargo, DMD  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Akshay A. Vij, DDS  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

Eric S. Von Hoven, DMD  
Adjunct Assistant Professor  
MOSDOH Clinical Education

John J. Wahle, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Eric S. Waldman, DMD  
Adjunct Faculty  
MOSDOH Clinical Education

Robert M. Waxler, DMD, MS  
Assistant Professor  
MOSDOH Clinical Education

Roger Zacher, DDS  
Adjunct Assistant Professor  
MOSDOH Clinical Education

Ahmed Zarrouh, DDS, DSc, BDS  
Director of Dental CCU; Assistant Professor  
MOSDOH Clinical Education

## School of Osteopathic Medicine in Arizona Faculty

Christina K. Adams, MD  
RDME; Assistant Professor  
Clinical Education

LeAnn Allgood, MD  
Assistant Professor  
Anatomy

Jacob A. Allgood, DO  
Department Chair; Associate Professor  
Clinic Science Education

Roger S. Andersen, DO  
Assistant Professor  
Clinic Science Education

Eboni E. Anderson, DHEd, MSW, MEd, MA, BA  
Director Community Oriented Primary Care; Assistant Professor  
Public Health

Regina Asaro, DO  
RDME; Associate Professor  
Clinical Education

Eve A. Ashby, DO  
RDME; Assistant Professor  
Clinical Education

Kimberly S. Au, MD  
RDME; Assistant Professor  
Clinical Education

Shipra Bansal, MD  
Assistant Professor  
Clinic Science Education

Thomas B. Bennett, DO  
Assistant Professor  
Clinic Science Education

Christina Bereda, DO  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Richard E. Broder-Oldach, DO  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Victoria L. Bryant, PhD  
Assistant Professor  
Basic Medical Science Education

Damian J. Bundschuh, DO  
Assistant Professor  
Osteopathic Principles & Practice

Thomas Byrnes, DO  
Assistant Professor  
Osteopathic Principles & Practice

Anna Campbell, PhD  
Department Chair; Associate Professor  
Anatomy

Nicholas Caputo, DO  
Assistant Professor  
Clinic Science Education

Jeffrey Castrillon, DO, MS  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Sharon E. Chu, MD, MPH  
RDME; Assistant Professor  
Clinical Education

Christopher M. Cirino, DO, MPH  
RDME; Assistant Professor  
Clinical Education

Mark Coty, PhD  
Assistant Dean Curriculum Integration; Associate Professor  
SOMA Administration

Tala Dajani, MD, MPH  
Assistant Professor  
Clinic Science Education

Natasha M. Davis M.D., MD  
RDME; Assistant Professor  
Clinical Education

Deane C. DeFontes, MD  
RDME; Assistant Professor  
Clinical Education

David W. Dixon, DO  
Adjunct Faculty  
Clinic Science Education

Lisa Drummond, DO  
RDME; Assistant Professor  
Clinical Education

Richard B. English, MD, MHA  
RDME; Assistant Professor  
Clinical Education

Lindsey B. Faucette, DO, FAAFP  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Mark Fischione, MD  
Professor  
Clinic Science Education

Ruth M. Garcia-Carrasquillo, MD, FAAP  
RDME; Assistant Professor  
Clinical Education

Laura J. Grady, DO  
Assistant Professor  
Clinic Science Education

Andrew D. Grass, PhD  
Assistant Professor  
Anatomy

Kendra M. Gray, DO  
Assistant Professor  
Clinic Science Education

Kamalani K. Hanamaikai, DO  
Adjunct Faculty  
Anatomy

Jeffrey Hansen, PhD  
Associate Professor  
Basic Medical Science Education

Lafe Harris, DO, MS  
Adjunct Faculty  
Osteopathic Principles & Practice

Stephanie B. Hartline, DO  
RDME; Assistant Professor  
Clinical Education

Deborah M. Heath, DO  
Professor  
Osteopathic Principles & Practice

Derek Higgins, DO  
Assistant Professor  
Osteopathic Principles & Practice

Jonathan W. Hodgson, DO  
Adjunct Professor  
Clinic Science Education

Gregory C. Hollick, DO  
Assistant Professor  
Osteopathic Principles & Practice

Erin S. Honsa, PhD  
Assistant Professor  
Basic Medical Science Education

John X. Hu, MD, PhD  
Associate Professor  
Anatomy

Michael R. Hubbard, DO  
Assistant Professor  
Clinic Science Education

Benjamin E. Ihms, DO  
Assistant Professor  
Clinic Science Education

Breanne Jaqua, DO, MPH  
Assistant Professor  
Clinic Science Education

Britani Javed, DO, FAAP  
Assistant Professor  
Clinic Science Education

Angela C. Jimenez, MD, FAAP  
RDME; Assistant Professor  
Clinical Education

Andy C. Jou, DO, FACEP  
Assistant Professor  
Clinic Science Education

Jacob Kaiser, DO  
RDME Assistant Professor  
Osteopathic Principles & Practice

Terri Kakugawa, DO  
Clinical Assistant Professor  
Osteopathic Principles & Practice

James F. Keane, DO, MEd  
Assistant Professor  
Osteopathic Principles & Practice

Lawrence R. LeBeau, DO  
Department Chair GME; Assistant Professor  
Graduate Medical Education

Maurice M. Lee, MD, MPH, FAAFP  
Assistant Professor  
Clinic Science Education

Robert Lewis, PhD  
Assistant Professor  
Basic Medical Science Education

Joy H. Lewis, DO, PhD, FACP  
Department Chair; Professor  
Public Health

Inder Raj Singh Makin, MD, PhD  
Professor  
Basic Medical Science Education

Melchiorra M. Mangiaracina, DO  
Assistant Professor  
Osteopathic Principles & Practice

Joel P. Mascaro, DO  
Assistant Professor  
Clinic Science Education

Lauren S. McCarver, MD  
Assistant Professor  
Clinic Science Education

Frederick W. McDonald, DO  
Assistant Professor  
Clinic Science Education

Erin McFadden, MD  
RDME; Assistant Professor  
Clinical Education

Thomas McNeillis, DO, MS, FACOG  
Assistant Professor  
Osteopathic Principles & Practice

Bradley J. Meek, DO  
Assistant Professor  
Clinical Education

Erin D. Messer, PharmD, MBA  
Assistant Professor  
Basic Medical Science Education

Ruth Michaelis, MD  
Clinical Assistant Professor  
Clinical Education

Anthony T. Mistretta, DO  
Assistant Professor  
Osteopathic Principles & Practice

Angelique Mizera, DO  
Assistant Professor  
Osteopathic Principles & Practice

Jeffrey W. Morgan, DO, FACOI  
Associate Professor  
Clinic Science Education

Christine M. Morgan, EdD  
Assistant Professor  
Graduate Medical Education

Robert Q. Murillo, MD  
Assistant Professor  
Clinic Science Education

Sharon J. Obadia, DO  
Associate Dean Clinical Education; Associate Professor  
SOMA Administration

John H. Olson, PhD  
Professor  
Anatomy

Sharon H. Ong, DO  
Clinical Assistant Professor  
Clinical Education

Catherine Patrick, DO  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Janelle J. Pieros, DO  
Clinical Assistant Professor  
Osteopathic Principles & Practice

Faith L. Polkey, MD, MPH, FAAP  
RDME; Assistant Professor  
Clinical Education

Barbara A. Polstein, DO  
Assistant Professor  
Osteopathic Principles & Practice

Milton P. Pong, PhD  
Associate Professor  
Basic Medical Science Education

Jeffrey C. Proudfoot, DO, FACOEP  
Assistant Professor  
Clinic Science Education

Carolina Quezada, MD  
Clinical Assistant Professor InternalMed  
Clinical Education

Lorree A. Ratto, PhD  
Department Chair SOMA Humanities and Simulation; Associate  
Professor  
Medical Simulation

Steven Ritter, DO, MBA, MAS  
RDME; Assistant Professor  
Clinical Education

Debosree Roy, PhD  
Assistant Professor  
Public Health

Denise R. Sackett, DO  
Associate Professor  
Clinic Science Education

Ellen H. Savoini, PhD, MSc  
Associate Professor  
Anatomy

Frederic N. Schwartz, DO  
Senior Advisor to Dean; Professor  
SOMA Administration



Aline Sengchannavong, DO  
RDME; Assistant Professor  
Clinical Education

Catherine A. Shanahan, MD  
Chair RDME; Associate Professor  
Regional Director Medical Education

Ramakant Sharma, MD  
Adjunct Professor  
Clinic Science Education

Valerie L. Sheridan, DO  
Dean; Assistant Professor  
SOMA Administration

Timothy Shipley, PhD  
Associate Professor  
Basic Medical Science Education

David W. Shoup, DO  
Professor  
Osteopathic Principles & Practice

Harvey Simon, MD, JD, FAAP  
Associate Professor  
Clinic Science Education

Mark C. Sivakoff, MD  
Associate Professor  
Clinical Education

Thomas B. Stason, DO  
Assistant Professor  
Osteopathic Principles & Practice

Grace Stewart, MD  
Assistant Professor  
Clinic Science Education

Hardhipriya Sudarsanam, MD  
Assistant Professor  
Clinic Science Education

Victoria Troncoso, DO  
Department Chair; Associate Professor  
Osteopathic Principles & Practice

Lisa M. Tshuma, DBH, PA-C, MPA  
Assistant Professor  
SOMA Administration

Rupal S. Vora, MD, FACP  
Assistant Dean SOMA Student Achievement; Assistant  
Professor  
SOMA Administration

Saudamini D. Wadwekar, MD  
Assistant Professor  
Clinic Science Education

Ray A. Wagner, MD, MS, FAAP  
Clinical Assistant Professor  
Clinical Education

Lisa D. Watts, DO  
Associate Professor  
Clinical Education

Christina M. Weaver, DO  
Assistant Professor  
Clinic Science Education

Kate E. Whelihan, MPH  
Instructor  
Public Health

Ebony B. Whisenant, MD  
Associate Professor  
Public Health

Earla J. White, PhD, MED  
Department Chair Undergraduate Medical Education; Associate  
Professor  
Undergraduate Medical Education

Gene M. Winfield, DO  
Associate Professor  
Clinic Science Education

Robert C. Woodbury, DO  
Assistant Professor  
Osteopathic Principles & Practice

Wojciech M. Zawada, PhD  
Department Chair; Professor  
Basic Medical Science Education

## ATSU Policies

### University Student Handbook

The ATSU University Catalog and University Student Handbook both contain policies relevant to all students. Please check the ATSU Student Handbook for additional information and as referenced throughout this Catalog. The ATSU Student Handbook may be accessed by selecting the University Student Handbook from the drop-down menu at the top of any page. Users may return to the University Catalog by selecting the Catalog from the same drop-down menu.

### Non-discrimination Policy

*Prohibition of Discrimination, Harassment, and Retaliation (ATSU Policy #90-210)*

#### Purpose

The purpose of this general order is to provide an employment and a learning environment at A.T. Still University of Health Sciences ("ATSU" or "University") free from discrimination, harassment, and retaliation and ensure compliance with Title IX of the Education Amendments Act of 1972, the Violence Against Women Act Reauthorization of 2013, Title VII of the Civil Rights Act of 1964, and all other applicable national, state, and local laws. Discrimination, harassment, or retaliation by anyone—managers, administrators, supervisors, co-workers, students, or non-University personnel, including clients, vendors, and

suppliers—on the basis of race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, veteran status, or any other status protected by applicable law, is a violation of University policy and prohibited by ATSU. This policy ensures compliance with law, emphasis on a fair and equitable learning and work environment, and fair process for all concerned.

This policy, and excerpts from it, appears within many ATSU publications, both online and in print. For the most up-to-date version of this policy, refer to <http://atsu.edu/prohibition-of-discrimination-harassment-and-retaliation>.

## Policy

ATSU does not discriminate on the basis of race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, veteran status, or any other status protected by applicable law. Dating violence, domestic violence, sexual assault, stalking, harassment, and retaliation are forms of discrimination prohibited by ATSU under this policy.

Any person who witnesses or has knowledge of incidents of discrimination, harassment, retaliation, or any other situation prohibited by this policy, should report such information to persons listed in this general order. All who make a good faith report are protected from adverse action or retaliation under provisions of this policy and by ATSU Policy No.10-216: Whistleblower. Good faith reports, even if erroneous, will not result in punitive action. Deliberately false and/or malicious accusations of discrimination and harassment are just as serious an offense as discrimination or harassment and will be subject to appropriate disciplinary action. If ATSU has actual knowledge of reports by multiple individuals regarding discrimination, harassment, or retaliation by the same respondent, the Title IX coordinator (or designee) will initiate investigation into the reports, regardless of the participation level of one or more of the reporting parties.

### *Internal complaints regarding potential violations of the Clery Act, Title IX, or Title VII*

To report violations of ATSU's nondiscrimination policies, request information, or for assistance filing a police report, contact the following persons:

#### *For Students*

##### **Mesa, Arizona campus**

Michael Zajac  
Associate VP for Student Affairs  
Deputy Title IX Coordinator  
5845 E. Still Circle  
Mesa, AZ 85206  
480.219.6026  
[michaelzajac@atsu.edu](mailto:michaelzajac@atsu.edu)

##### **Kirkville, Missouri campus**

Lori Haxton  
Vice President for Student Affairs  
Deputy Title IX Coordinator  
800 W. Jefferson St.  
Kirkville, MO 63501  
660.626.2236  
[lhaxton@atsu.edu](mailto:lhaxton@atsu.edu)

##### **All sites**

John Gardner  
Director of Title IX and Training  
Title IX Coordinator  
800 W. Jefferson St.  
Kirkville, MO 63501  
660.626.2113  
[titleix@atsu.edu](mailto:titleix@atsu.edu)

### *Employees, members of the public, or beneficiaries should contact:*

##### **Mesa, Arizona campus**

Tonya Fitch  
Director of Human Resources  
Deputy Title IX Coordinator  
5845 E. Still Circle  
Mesa, AZ 85206  
480.219.6007  
[tfitch@atsu.edu](mailto:tfitch@atsu.edu)

##### **Kirkville, Missouri campus**

Donna Brown  
Assistant VP for Human Resources  
Deputy Title IX Coordinator  
800 W. Jefferson St.  
Kirkville, MO 63501  
660.626.27922  
[dbrown@atsu.edu](mailto:dbrown@atsu.edu)

##### **All sites**

John Gardner  
Director of Title IX and Training  
Title IX Coordinator  
800 W. Jefferson St.  
Kirkville, MO 63501  
660.626.2113  
[titleix@atsu.edu](mailto:titleix@atsu.edu)

To anonymously and confidentially report situations or behavior prohibited by this policy, call the 24-hour service at 1.855.FRAUD-HL or use the secure online reporting form at [fraudhl.com](http://fraudhl.com). Reference company ID ("ATSU") when making a report.

## Crime reporting options

##### **Mesa, Arizona campus**

Emergency, Off-Campus: 911  
Emergency, On-Campus: 911  
Security, Off-Campus: 480.341.9075  
Security, On-Campus: \*7  
Police: 480.341.9075, opt. 2

##### **Kirkville, Missouri campus**

Emergency, Off-Campus: 911  
Emergency, On-Campus: 9-911  
Security, Off-Campus: 660.349.9513/660.626.2380  
Security, On-Campus: 33  
Police: 660.785.6945

##### **St. Louis Dental Center**

Emergency, Off-Campus: 911  
Emergency, On-Campus: 4444  
Security, Off-Campus: 314.914.8568  
Security, On-Campus: 314.814.8568  
Police: 314.231.1212

If you are in an area without an identified ATSU facility, please contact 911 to report a crime or seek police assistance.

## On-campus, confidential resources available for students

ATSU Behavioral Health & Wellness Counseling Services ([http://atsu.edu/counseling\\_services](http://atsu.edu/counseling_services))

### Mesa, Arizona campus

Art Davalos-Matthews  
Behavioral Health & Wellness Counselor  
480.219.6170  
[amatthews@atsu.edu](mailto:amatthews@atsu.edu)

### Kirkville, Missouri campus

Sarah Thomas  
Behavioral Health & Wellness Counselor  
660.626.2751  
[sarahthomas@atsu.edu](mailto:sarahthomas@atsu.edu)

Phil Jorn  
Behavioral Health & Wellness Counselor  
660.626.2138  
[philjorn@atsu.edu](mailto:philjorn@atsu.edu)

Regulatory complaints regarding potential violations of the Clery Act, Title IX, or Title VII may be directed to:

### Title IX and Clery Act

U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, Suite 320  
Kansas City, MO 64106  
816.268.0550  
816.268.0559 fax  
[ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov)

### Title VII

U.S. Equal Employment Opportunity Commission  
Robert A. Young Federal Building  
1222 Spruce Street, Room 8100  
St. Louis, MO 63103  
800.669.4000  
314.539.7894 fax  
800.669.6820 TTY

## Resources

Off-campus counseling and victim support are available through:

National Sexual Assault Hotline – 800.656.4673  
Mesa Victim Services Unit (Arizona) – 480.644.4075

Employees may access the Employee Assistance Program (EAP) by calling 877.622.4327 or by visiting [mycigna.com](http://mycigna.com)

## Policy definitions

**Advisor** – A person selected by the complainant or respondent to be present at interviews or the hearing process. Advisors may not answer questions on behalf of their party. Advisors pose questions on behalf of their party in the hearing setting. Advisors may not contact the other party except in the hearing setting. A party may request from the Title IX coordinator for more than one advisor if there is a support need, such as a disability accommodation. Evidence from a healthcare professional, or similarly situated expert, of a support need will be required.

Advisors will present themselves in a professional manner. Investigators, hearing board chairs, and other institutional officials may remove an advisor from the process if the advisor's behavior is abusive, belligerent, or otherwise inconsistent with a professional nature. A party will be able to replace his/her advisor if removed.

**Appellate panel** – A group of trained ATSU employees from the Grievance and Equity Response Team (GERT) who reviews appeals of findings from the Title IX Grievance Process or General Discrimination Grievance Process.

**ATSU community member** – A person participating in or attempting to participate in an ATSU education program as an employee, student, prospective student, alumni, or similarly positioned individual.

**Coercion** – Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear s/he does not want to engage in certain sexual activity, wants to stop, or does not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

**Complainant** – An ATSU community member who alleges his/her educational or employment rights were infringed upon based on class-based (race, sex, gender, etc.) discrimination or harassment.

**Investigation** – A process conducted by unbiased investigators to gather and synthesize evidence while providing analysis of the credibility of evidence. In the General Discrimination Grievance Process, investigator(s) will make a determination of in violation or not in violation of policy. In the Title IX Grievance Process, the investigator(s) will not make a determination of in violation or not in violation, but instead, determine the facts to be considered by the hearing panel.

**Consent** – Consent is knowing, voluntary, and clear permission by word or action to engage in sexual activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss him/her back (if you want to) without the need to explicitly obtain his/her consent to being kissed back. Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

**Finding** – The determination of the hearing panel (Title IX Grievance Process) or investigators (General Discrimination Grievance Process) regarding a violation of policy based on the preponderance of the evidence standard.

**Force** – Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion intended to overcome resistance or produce consent (e.g., "Have sex with me, or I'll hit you." "Okay, don't hit me, I'll do what you want.").

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced.

Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

**General discrimination** – Discrimination or harassment not defined or covered under Title IX regulations and the Title IX Grievance Process.

**Grievance and Equity Response Team (GERT)** – A team of trained ATSU employees who serve as advocates, investigators, hearing panel members, and appellate panel members within the grievance process. GERT membership is maintained and trained by the Title IX coordinator.

**Hearing panel** – A group of trained ATSU employees (usually three) from the GERT who hear and conduct a proceeding to determine a finding regarding a formal complaint of discrimination in the Title IX Grievance Process.

**Incapacitation** – A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. Incapacitation occurs when someone cannot make rational, reasonable decisions, because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of the sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk. This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs. Incapacitation should be evaluated from the ability of the respondent to know of the incapacitation.

**Preponderance of evidence** – The standard of evidence used in this policy. This standard indicates it is more likely than not of a finding of either in violation or not in violation of policy.

**Recipient** – The institution receiving federal funding. In this policy, the recipient is ATSU.

**Respondent** – Party accused of violating ATSU policy.

## General overview of grievance processes

The general overview of grievance processes is a simplified guide. For specific information about each process, please review the actual processes, Title IX Prohibited Conduct and Grievance Process and General Discrimination Prohibited Conduct and Grievance Process below.

### Initial review of complaints

Reports of discrimination and harassment made under this policy will be reviewed under a multipronged approach.

1. Initially, reports will be reviewed as to whether they fall under Title IX Final Rule published in the Federal Register, May 19, 2020.
2. If a formal discrimination complaint at any point is dismissed as a potential violation under the Title IX Grievance Process (See Title IX Prohibited Conduct and Grievance Process.), it will be reviewed as a potential violation under the General Discrimination Grievance Process (See General Discrimination Prohibited Conduct and Grievance Process.).
3. Components of discrimination or harassment, which indicate a potential violation of both the Title IX and

General Discrimination Grievance Process, will be considered under the Title IX Grievance Process. If no Title IX violation is found, the complaint may be considered under the General Discrimination Grievance Processes.

4. Promotion and progress boards are not involved in the hearing, investigation, sanctioning, or appeal process.

### Title IX Grievance Process summary

1. Any formal complaint will be reviewed first to determine if there are grounds for immediate dismissal (See Title IX Prohibited Conduct and Grievance Process B.2.). If the formal complaint is dismissed under the Title IX Grievance Process, it may be reviewed under the General Discrimination Grievance Process.
2. If there are no grounds for dismissal, there will be notice of investigation provided to both the complainant and respondent.
3. Both parties will have opportunities for supportive measures.
4. A formal resolution process will begin, which includes an investigation by an impartial investigator(s), a hearing before an impartial hearing panel, the opportunity to present witnesses and evidence, the opportunity to cross-examine the other party's witnesses, and the opportunity to appeal.
5. Parties have the opportunity to move from a formal resolution process to an informal resolution process in some instances based on the nature of the complaint.
6. In the formal resolution process, the hearing panel decides on policy violation and sanctions.
7. Both parties have the opportunity to appeal a dismissal or a finding. If an appeal has standing under the policy, an appellate panel will rule on the appeal. Written notice will be provided to the parties following the appellate panel report.

### General Discrimination Grievance Process summary

1. A discrimination and harassment complaint, which is not sex related or dismissed under the Title IX Prohibited Behavior and Grievance Process, will be reviewed under the General Discrimination Grievance Process.
2. Initial steps include a meeting between the investigator and the complainant and implementation of reasonable supportive measures, as requested.
3. If it is determined that if all alleged facts are true there would still be no policy violation, the complaint will be dismissed, and the investigator will produce a report stating such conclusion.
4. If there is a determination of a potential policy violation, notice will be provided to the respondent and appropriate supportive measures provided.
5. An investigation by an unbiased investigator(s) will begin.
6. Written notice to both parties of the investigation findings, including determination of responsibility, sanctions, and available appeal procedures, will be provided to both parties. Both parties have the right to appeal the decision of the investigator to an appellate panel, provided the appeal has standing under this policy. The appellate panel's decision will be communicated to the parties in writing.

## Title IX Prohibited Conduct and Grievance Process

This process applies to ATSU community members in their dealings with each other within the educational program of ATSU. If through this process, any University employee or student is found in violation of this policy, then s/he will be subject to corrective action up to and including termination or dismissal. University employees or students may be disciplined,

up to and including termination or dismissal, for engaging in behavior disrespectful, disruptive, or otherwise prohibited by this policy, regardless of whether such behavior constitutes harassment prohibited by law. Patient complaints related to discrimination or harassment will be addressed under ATSU Policy No. 30-103: Patient Complaints.

#### Prohibited conduct under Title IX

Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, based on or relates to an individual's sex (including pregnancy), which occurs within the U.S. as a part of the recipient's program or activity to a person who participates in a recipient's program or is attempting to participate in a recipient's program and such conduct has the effect of creating a hostile environment, constitutes quid pro quo harassment, or constitutes sexual assault, dating violence, domestic violence, or stalking.

**Hostile environment:** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive it effectively denies a person equal access to the recipient's education program or activity or alters the conditions of employment from both a subjective (the alleged victim's) and an objective (a reasonable person standard) viewpoint.

Determination of whether an environment is "hostile" will be based upon circumstances, including:

1. Conduct's frequency;
2. Conduct's nature and severity;
3. Whether the conduct was physically threatening;
4. Whether the conduct was humiliating;
5. Conduct's effect on the alleged victim's mental or emotional state;
6. Whether the conduct was directed at more than one person;
7. Whether the conduct arose in the context of other discriminatory conduct;
8. Whether the conduct unreasonably interfered with the alleged victim's educational or work performance;
9. Whether the statement is an utterance of an epithet, which engenders offense in an employee or student or offends by mere discourtesy or rudeness;
10. Whether the speech or conduct deserves the protections of academic freedom or the First Amendment of the U.S. Constitution; and
11. Whether the conduct impacts the educational or work environment, regardless of the location of the actual harassment, discrimination, or retaliation.

Examples of prohibited conduct include, but are not limited to, jokes, epithets, slurs, insults, negative stereotyping, written or graphic material (including emails), or any threatening or intimidating acts that denigrate or show hostility toward an individual and relate to sex (including pregnancy), gender, or gender identity.

Prohibited behavior also includes any unwelcome behavior of a sexual nature, including sexual advances and propositions; requests for sexual favors; sexual jokes, comments, suggestions, or innuendos; foul or obscene gestures or language; display of foul, obscene, or offensive printed or visual material; unwelcome physical contact of a sexual nature, such as bodily contact with the breast, groin, or buttocks; patting, pinching, hugging, or brushing against another individual's body; and any other unwelcome verbal, non-verbal, physical, or visual conduct of a sexual nature where:

1. Submission to such conduct is an explicit or implicit condition of employment or education; or

2. Submission to or rejection of such conduct is used as a basis for employment-related or academic-related decisions, such as a promotion, discharge, performance evaluation, pay adjustment, discipline, work assignment, or any other condition of employment or career or academic development; or
3. Such conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, abusive, or offensive working or educational environment.

#### Quid pro quo harassment

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. A person having power or authority over another constitutes sexual harassment when submission to sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's educational or employment progress, development, or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational or employment program.

#### Sexual assault, dating violence, domestic violence, and stalking

Sexual assault, defined as:

1. Sex offenses, forcible – Any sexual act directed against another person, without the consent of the complainant, including instances where the complainant is incapable of giving consent. This includes attempts to commit any of the following acts.
  2. Forcible rape – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the complainant.
  3. Forcible sodomy – Oral or anal sexual intercourse with another person, forcibly and/or against that person's will, or not forcibly or against the person's will (non-consensually) in instances where the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
  4. Sexual assault with an object – To use an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will, or not forcibly or against the person's will (non-consensually) in instances where the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
  5. Forcible fondling – The touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
6. Sex offenses, nonforcible – Nonforcible sexual intercourse. This includes attempts to commit any of the following acts.
7. Incest – Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by state law.
8. Statutory rape – Nonforcible sexual intercourse with a person who is under the statutory age of consent where the violation occurs.

Dating violence, defined as: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the



relationship, type of relationship, and frequency of interaction between the persons involved in the relationship. For purposes of this definition,

1. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
2. Dating violence does not include acts covered under the definition of domestic violence.

Domestic violence, defined as: A felony or misdemeanor crime of violence committed by a:

1. Current or former spouse or intimate partner of the complainant;
2. Person with whom the complainant shares a child in common;
3. Person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; or
4. Person similarly situated to a spouse of the complainant under the state or local domestic or family violence laws.
5. Any other person against an adult or youth complainant who is protected from that person's acts under state or local domestic or family violence laws.
6. Domestic violence does not apply to those who are roommates, but do not meet other components of the definition.

Stalking defined as: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. Fear for the person's safety or the safety of others; or
2. Suffer substantial emotional distress.

For the purposes of this definition,

1. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
2. Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant.
3. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

Additional sex-based complaints of discrimination or harassment, which are mandated by state law, federal court decisions, or state court decisions to have a hearing as a part of the grievance process, will follow the Title IX Prohibited Conduct and Grievance Process.

1.

#### **Title IX grievance procedures**

Any individual, who feels s/he has witnessed or experienced behavior prohibited by this policy or who has questions, concerns, or information regarding violations of this policy, should immediately report the circumstance(s) or incident(s) to his/her supervisor or one of the contact persons described in this policy. Once a report is shared with the Title IX coordinator or deputy Title IX coordinator, the complainant will be notified in writing of his/her ability to file a formal complaint. All University employees are required to report any knowledge of violation of this policy, with the limited exception of licensed professional mental health counselors and other persons with a professional license requiring confidentiality who are working within that license.

Those doing confidential research approved by ATSU's Institutional Review Board are not required to report instances of harassment, discrimination, or retaliation reported to them within the specific scope of research. However, researchers must contact the Title IX coordinator to receive guidance on

providing the research subject with information on reporting and access to supportive measures and interim remedies.

If a complainant does not wish for a formal complaint to move forward, the Title IX coordinator (or designee) may move forward and submit a formal complaint if there is a compelling risk to health or safety of individuals or the community based on a risk assessment. The risk may be based on pattern, predatory behavior, abuse of minors, use of weapons, and/or violence.

Upon receipt of a formal discrimination or harassment complaint based on sex, the University will conduct an initial assessment of the formal complaint to determine whether it indicates a possible violation of this policy.

If a report is made, the Title IX coordinator (or designee) will review the report in an initial meeting with the complainant. Objectives of this initial meeting will be to reduce the report to writing, stop the harassment, prevent its recurrence, and take steps to remedy its effects in the interim.

A report must be made in writing to the Title IX coordinator or a deputy Title IX coordinator to initiate an initial assessment, which may lead to an investigation.

A complainant may receive supportive measures without submitting a formal complaint in writing. Supportive measures include, but are not limited to, academic, housing, co-curricular activity, and employment adjustments, temporary no-contact orders, and other steps to stop the behavior and prevent its occurrence in the interim.

The Title IX coordinator (or designee) will review the formal complaint to determine if there is a need to dismiss it as a Title IX violation and refer it to the General Discrimination Grievance Process.

Mandatory dismissal under Title IX will occur because:

1. Alleged behavior did not occur within the U.S.
2. Alleged behavior did not occur within the education program or activity (including buildings or property controlled by recognized student organizations), and/or the respondent is not within ATSU's jurisdiction.
3. Alleged behavior did not meet the definition of sexual harassment, sexual assault, stalking, domestic violence, or dating violence in the policy.
4. Complainant was not participating or attempting to participate in the educational program or employment of the recipient.

Discretionary dismissal by ATSU may occur when:

1. Complainant wishes to withdraw the formal complaint (if the complainant notifies the Title IX coordinator, in writing, of this wish).
2. Respondent is no longer enrolled or employed by the recipient.
3. There are specific circumstances preventing ATSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If a federal or state court requires a hearing for sex- or gender-based offenses, then dismissal under B.2.a.3.a and B.2.a.3.b do not apply.

Reports are reviewed, investigated, and heard by GERT members. In some instances, an outside party may be contracted to complete some or all of the roles in the grievance process.

1. GERT is made up of the Title IX coordinator, deputy Title IX coordinators, and other employees trained to serve in a variety of roles within the grievance process.

2. GERT members receive annual training. This training may include the following topics, processes, and skills, but is not limited to: 1) Training topics: definition of sexual harassment, scope of the recipient's education program or activity, impartiality, how to avoid prejudging of facts, conflicts of interest, bias, issues of relevance as it relates to questions and evidence (specifically as how it relates to sexual predisposition or prior sexual behavior), 2) Processes: how to conduct an investigation, hearing, appeal, and an informal resolution, and 3) Skills: ability to use technology in a live hearing, writing of investigative reports, and writing of hearing and appeals decisions.
3. GERT members are required to attend annual training. Training is posted on [atsu.edu/titleix](http://atsu.edu/titleix).

If, following initial review of the complaint, it is determined no potential policy violations exist, the Title IX coordinator (or designee) will produce a report stating such conclusion, including all elements of the initial meeting and supportive measures taken.

If, after an initial meeting between the Title IX coordinator (or designee) and a complainant, it is determined any part of this policy may have been violated, the complainant may choose to utilize a formal or informal process to address the complaint:

Whether a formal or informal complaint, the respondent and complainant will receive notice of the accusations with:

1. Applicable policies with specific sections of violation identified
2. Notice of details of allegation(s)
3. Identities of parties involved
4. Date(s) of incident(s)
5. Location(s) of incident(s)
6. A statement that the respondent is presumed not in violation of policy
7. Access to applicable policies
8. A reminder of the expectation for truthfulness in the process

Informal resolution - Typically used for less serious offenses and when the respondent is willing to accept responsibility for some or all of the alleged violation(s). The complainant and respondent must agree to informal resolution in writing.

An informal resolution is available to the parties at any time up until a determination has been made within a formal process. Any party involved within an informal resolution may stop it at any time up until an agreement is achieved and request a formal resolution process.

Informal resolution process:

1. Parties engage in a dialogue regarding the accusations through a trained facilitator (often the Title IX coordinator). This may be in person, through shuttle diplomacy, or some other manner.
2. Respondent may accept responsibility for all or some of the allegations.
3. Sanctions and remedies are determined by the parties through dialogue and not by ATSU.
4. Parties come to a written resolution which will be maintained on record by the Title IX coordinator.

Both parties may have an advisor of their choice present for the informal resolution.

ATSU will provide both parties in an informal resolution with written notice of the reported misconduct and any sanctions or remedies that may result from the process.

If an informal resolution process is initiated and then stopped, information shared during the informal resolution discussion or process may not be used in the formal resolution process.

Parties who begin an informal resolution and request to return to a formal resolution for any reason will not be able to return to the informal resolution process.

An informal resolution cannot be conducted between an employee and student. Informal resolutions may only be utilized in employee/employee or student/student complaints.

Parties who reach an agreement through an informal resolution waive their appeal rights.

A resolution within the informal resolution process is made with the agreement of non-disclosure, and the resolution is binding. Either party who violates the resolution may be in violation of additional policies. Once the agreement is made, there cannot be a formal process resolution.

Formal resolution - Investigation and a hearing before neutral, impartial panel members, subject to appeal and final determination. Remedies to restore those impacted will be implemented upon a finding of a policy violation.

Investigation

1. Length of investigations is based on a number of factors and variables, including nature and detail of complaint received, complexity of investigation, and cooperation level of parties and witnesses.
2. Investigations will be completed within a prompt and reasonable timeframe dependent on the context and facts related to the complaint.
3. Parties will be regularly updated as to projected timeline for completion of the investigation. During the process, parties will be given timely notice of any meetings at which either or both may be present. Parties will have equal opportunity to present witnesses and provide evidence. Both parties have the opportunity to have an advisor of their choice. If either party does not have an advisor during the investigative process, ATSU will provide an advisor for him/her, if s/he would like. During the hearing process, an advisor is required and will be provided to the parties if they do not have one. It is advised supervisors of the parties should not be advisors. If a supervisor of the respondent is the advisor of choice for either party, the supervisor will not be involved within the sanctioning process. Parties' advisors may not contact investigators, Title IX coordinator, hearing panel members, or appellate panel members directly. All contact should be initiated and carried out by the parties themselves.
4. Investigators will be assigned from the GERT in an effort to provide the most fair and impartial process.
5. If a respondent withdraws from the University during the investigation process, s/he will not be permitted to re-enroll until disposition of the case, and a notation will be placed on his/her transcript.
6. At the conclusion of the investigation process, the investigation report and evidence collected will be submitted to the Title IX coordinator (or designee), in order to share the report with the parties and provide the report and evidence for the hearing panel.
7. A draft of the investigative report will be provided to the parties. The parties will have 10 business days to respond in writing to the draft report.
8. After receiving responses to the draft report or waiting 10 business days and there is no response, investigators will

review additional material provided by the parties and compile the final investigation report.

9. The final investigation report will be provided to the parties, who will have 10 business days to respond to the final investigative report in writing prior to the beginning of the hearing process.
10. In addition to the final report, parties will receive all evidence collected in the investigative process.

#### Hearing

The hearing will be conducted live, although some hearings may be conducted virtually depending on case circumstances. Parties will be notified of the hearing time and date no fewer than 10 business days in advance. Notification will include a description of violations of policy; date, time, and location of the hearing; rules of the hearing, and hearing panel members. Rescheduling of the hearing is at the hearing panel chair's sole discretion. In the case of multiple respondents, there may be joint or separate hearings, and the notice will so indicate.

The panel chair will conduct the hearing.

The hearing panel will be selected from GERT, who have not previously been involved in the case and have no known bias. Any objections to hearing panel members must be raised in writing to the Title IX coordinator no fewer than five days prior to the hearing. Removal or changing of a hearing panel member is at the discretion of the Title IX coordinator (or designee).

Prior to the hearing, a pre-hearing conference will be held to discuss procedural expectations with the parties, answer questions, and resolve any contested areas of process. Issues of relevance regarding lines of questioning and evidence are best decided in the pre-hearing conference rather than during the hearing. The pre-hearing conference will not be recorded.

Hearing panel will review the witness testimony, investigator report, and other submitted evidence in order to make a decision of the respondent being in violation or not in violation.

Hearing will proceed at the scheduled time, unless rescheduled by the panel chair. Absence of parties, witnesses, or advisors will not postpone a hearing.

Both parties may choose to submit an impact statement. The impact statement must be provided to the Title IX coordinator at least one day prior to the hearing. The impact statements will be held by the Title IX coordinator; if the respondent is found responsible at the hearing, impact statements will be provided to the hearing panel for its use during the sanctioning phase.

Hearing panel will begin the hearing with an assumption of not in violation on behalf of the respondent. As evidence is introduced, the hearing panel will evaluate credibility of the evidence until all evidence is presented to develop a finding.

Hearing panel will use "preponderance of evidence" standard of evidence when determining whether there is a violation of policy. Order of the hearing:

1. Welcome and explanation of the process
2. Presentation of investigative report by the investigator
3. Witnesses for complainant and complainant's testimony
4. Witnesses for respondent and respondent's testimony
5. Witnesses requested by hearing panel
6. Conclusion of hearing and notification of timeline for finding

Investigators will present their investigation report during the hearing. The investigative report will not make an indication of findings, but share evidence found during the investigation.

Investigators are not to share an opinion regarding whether or not a violation occurred.

Parties are entitled to provide witnesses at the hearing. Parties may submit witness lists. Any witness lists must be submitted to the Title IX coordinator no fewer than five business days in advance of the hearing. Witnesses, not submitted five business days prior to the hearing, may not be permitted to participate. The hearing panel chair will notify all parties of the shared witness list no fewer than two business days prior to the hearing. The investigator must have previously questioned all witnesses (If an in-person or virtual questioning is not possible, written response to questions may be accepted as an investigator interview.). It is the parties' responsibility to ensure their witnesses are present at the hearing.

Hearing panel will ask its questions of each witness prior to direct questioning and cross-examination by the parties' advisors. If a party's advisor does not arrive for the hearing, ATSU will provide an advisor to conduct direct and cross-examination questions provided by the party.

Parties, by their advisors, may question their own witnesses and cross-exam witnesses submitted by a different party. Advisors for parties will conduct questioning, and not the parties themselves. Advisors are to submit their questions from a seated position and in a professional tone. Any witness who does not submit to cross-examination cannot have testimony, previous interviews, or correspondence considered in the decision-making process. Witnesses and parties who make themselves available to cross-examination, but are not asked cross-examination questions, will have their statements and evidence submitted to the hearing panel. If a party or witness does not respond to some or any cross-examination questions, none of their previous statements, statements made by others quoting them, or evidence submitted in any part of the grievance process (investigation, hearing, evidence gathering, etc.) may be considered in the decision-making process.

After each question is posed by the advisors for the parties, the witness will wait for the hearing panel chair to indicate the question should be answered. The hearing panel chair has absolute discretion to determine which questions are relevant and may decline to pose or permit certain questions based on relevance. Rationale for not permitting certain questions must be provided within two business days to the submitting party. Questions are usually not allowed because of lack of relevance, repetition, or because they are abusive in nature.

Parties and witnesses are expected to respond to the hearing panel chair's approved questions submitted by the advisors and hearing panel. If a party or witness does not respond to all questions determined relevant by the hearing panel chair, it will be considered the party or witness did not cooperate in the hearing process. A party does not need to be present for an advisor to ask direct and cross-examination questions of witnesses.

Each party also has the opportunity to submit inculpatory evidence (evidence indicating the respondent violated policy) or exculpatory evidence (evidence indicating the respondent did not violate policy) to the hearing panel. The hearing panel chair has absolute discretion in admitting evidence and may deny consideration of evidence by the hearing panel. Rationale for omitting evidence must be submitted within two business days to the submitting party.

Unless the Title IX coordinator (or designee) determines it is appropriate, no one will present information or raise questions



concerning: (1) incidents not directly related to the possible violation, unless such incidents evidence a pattern; (2) sexual history of the parties (Though there may be a limited exception with respect to pattern, sexual history between parties, or where evidence regarding the complainant's sexual history is offered to prove a person or persons, who are not the respondent, engaged in the reported misconduct, if relevant; or (3) character of the parties. While previous conduct violations by the respondent are not generally admissible as information about the present allegation, investigators may supply the hearing panel with information about previous findings to consider as possible evidence of pattern and/or predatory conduct. Witnesses may only be present for the part of the hearing in which they are questioned.

There will be no observers of the hearing and no more than one advisor per party at the hearing. If a party has need for a supplemental advisor related to a disability or language translation, it may be allowed based on a review of documentation. The need for a support advisor related to a disability or language translation must be arranged prior to the hearing with the Title IX coordinator (or designee).

The hearing will be recorded only by the Title IX coordinator (or designee) and only for potential use in appeals. There are to be no other recordings by the parties or anyone else. If there is an appeal, the recording may be reviewed by the parties and their advisors in a controlled setting to be determined by the Title IX coordinator (or designee). No copies of the recording will be provided.

Deliberations will occur with only the hearing panel and the Title IX coordinator (or designee) present. The Title IX coordinator (or designee) is only present to clarify questions. The hearing panel will make the final decision. Deliberations are not recorded.

Simultaneous written notice to the parties describing hearing findings, including determination of responsibility and sanctions and available appeal procedures, will occur within five business days of the hearing. Any delay within the notification of findings and sanctions will be communicated to the parties simultaneously.

All ATSU employees who are not named as respondents must cooperate fully with any investigations and hearings.

1. Exception - Employees acting under a professional license, which provides privilege (i.e., behavioral health & wellness counselors)
2. Employees who have a professional license, which provides privilege, but are not acting under that license, do not have privilege (i.e., a healthcare provider serving in a professor role).
3. Academic information protected under the Family Educational Rights and Privacy Act (FERPA) is available to investigations as legitimate educational interest.

Complainant, respondent, and appropriate officials will be given timely and equal access to information to be used during informal and formal disciplinary meetings and hearings. Complainants and respondents are able to gather their own evidence and may discuss the allegations in the process of gathering evidence.

#### **General Discrimination Prohibited Conduct and Grievance Process**

This process applies to all University employees and students in their dealings with each other and to all University employees and students in their dealings with third parties. Patient complaints related to discrimination or harassment will be

addressed under ATSU Policy No. 30-103: Patient Complaints. If through this process, any University employee or student is found in violation of this policy, then s/he will be subject to corrective action up to and including termination or dismissal. University employees or students may be disciplined, up to and including termination or dismissal, for engaging in behavior disrespectful, disruptive, or otherwise prohibited by this policy, regardless of whether such behavior constitutes harassment prohibited by law.

#### **General discrimination prohibited conduct**

Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, that is based on or relates to an individual's race, color, religion, ethnicity, national origin, sexual orientation, age, disability, veteran status, or any other status protected by applicable law, and has the effect of creating a hostile environment which:

1. Has the effect of unreasonably interfering with an individual's work or student's performance.
2. Has the effect of otherwise adversely affects an individual's employment or educational opportunities.

A hostile environment is any situation in which there is harassing conduct sufficiently severe, pervasive, or objectively offensive to alter the conditions of employment or limit, interfere with, or deny educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (a reasonable person's standard) viewpoint.

Determination of whether an environment is "hostile" will be based upon circumstances, including:

1. Conduct frequency;
2. Conduct's nature and severity;
3. Whether conduct was physically threatening;
4. Whether conduct was humiliating;
5. Effect of conduct on the alleged victim's mental or emotional state;
6. Whether conduct was directed at more than one person;
7. Whether conduct arose in the context of other discriminatory conduct;
8. Whether conduct unreasonably interfered with the alleged victim's educational or work performance;
9. Whether the statement is an utterance of an epithet, which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;
10. Whether the speech or conduct deserves the protections of academic freedom or the First Amendment of the U.S. Constitution.
11. Examples of prohibited conduct include, but are not limited to, jokes, epithets, slurs, insults, negative stereotyping, written or graphic material (including emails), or any threatening or intimidating acts denigrating or showing hostility toward an individual and relate to race, color, religion, ethnicity, national origin, sexual orientation, age, disability, veteran status, or any other status protected by applicable law.

#### **Discrimination, harassment, and retaliation grievance procedures**

Any individual who feels s/he has witnessed or experienced behavior prohibited by this policy or who has questions, concerns, or information regarding violations of this policy must immediately report the circumstance(s) or incident(s) to his/her supervisor or one of the contact persons described within this policy.

Upon receipt of a discrimination, harassment, or retaliation report, the University will conduct a prompt, thorough, and impartial review, evaluating all relevant information and documentation relating to the report

1. If a report is made, ATSU's Title IX coordinator (or designee) will review the report in an initial meeting with the reporting party. Objectives of this initial meeting will be to reduce the report to writing, stop the harassment, prevent its recurrence, and take steps to remedy its effects in the interim.
2. If, following the initial review of the complaint, it is determined no potential policy violations exist, the Title IX coordinator (or designee) will produce a report stating such conclusion, including all elements of the initial meeting and interim remedial steps taken.
3. Interim remedial steps may include academic or work adjustments, no contact orders, temporary suspension of the responding party, or any other reasonable measure to facilitate the end and prevention of harassment or discrimination.
4. If, after an initial meeting between ATSU's Title IX coordinator (or designee) and a reporting party, it is determined any part of this policy may have been violated, a full investigation will be conducted. Investigators from GERT will be assigned. Investigators will be appropriately trained and will not have a conflict of interest or bias against the reporting or responding party. In some instances, an outside party may be contracted to complete some or all of the roles in the grievance process.
5. Parties will be regularly updated as to projected timeline for completion of investigation. During the process, the reporting party and responding party will have equal opportunity to present witnesses and provide evidence. Reporting party, responding party, and appropriate officials will be given timely and equal access to information to be used during informal and formal disciplinary meetings and hearings.
6. All ATSU employees, who are not named as responding parties, must cooperate fully with any investigations.
  1. Exception - Employees acting under a professional license which provides privilege (i.e., behavioral health & wellness counselors).
  2. Employees who have a professional license, which provides privilege, but are not acting under that license, do not have privilege (i.e., a healthcare provider serving in a professor role).
  3. Academic information protected under FERPA is available to investigations as legitimate educational interest.
7. Investigators use "preponderance of evidence" standard when determining whether or not there is a violation.

## Sanctions

1. Sanctions are determined by the hearing panel (within the Title IX Grievance Process) or recommended by the investigators (within the General Discrimination Grievance Process).
2. Sanctions for student violations of ATSU Policy No. 90-210 may include, but are not limited to a reprimand, disciplinary warning to be added to the student's permanent file, educational sanctions, required counseling, limitations in activities, probation, suspension, dismissal, revocation of diploma, student organizational sanctions, and other context appropriate sanctions.
3. Sanctions for employee violations of ATSU Policy No. 90-210 may include, but are not limited to, disciplinary warning to be added to the employee's permanent file, performance management improvement process, required counseling,

probation, additional training, suspension with or without pay, loss of annual pay increase, loss of oversight or supervisory responsibility, demotion, dismissal, and other context appropriate sanctions.

4. ATSU community members who share employee and student status may be sanctioned under either or both status.
5. Sanctioning is guided by the ATSU Policy No. 90-210 sanctioning guide.

## Appeals

1. Parties will have the right to appeal within five business days of receiving the findings and sanctions or the report's dismissal. If the appeal is not timely or substantively eligible, the original decision will stand, and the decision will be final. The party requesting the appeal must show error as the original findings and sanctions are presumed to have been decided reasonably and appropriately. The only grounds for appeal are:
  1. A procedural irregularity affecting the outcome of matter.
  2. To consider new evidence, unavailable during the original hearing or investigation, which could substantially impact the decision in the matter. A summary of this new evidence and its potential impact must be included.
  3. Title IX personnel had a conflict of interest or bias affecting the outcome of the matter.
2. Appeals must be submitted for review to the Title IX coordinator (or designee) to determine standing. Appeals with standing will be forwarded to a panel of trained GERT members.
3. Upon receipt of a written appeal, an appellate panel consisting of up to three GERT members will be selected to rule on the appeal.
  1. Appeals decisions are to be deferential to the original hearing body, making changes to the finding only where there is clear error and to the sanction only if there is a compelling justification to do so. An appeal is not an opportunity for appeals officers to substitute their judgment for that of the original hearing body merely because they disagree with the finding and/or sanctions.
  2. Any sanctions, excluding termination, employment transfer, or expulsion, imposed at the conclusion of an investigation will remain in effect during the appeals process. Termination, employment transfer, expulsion, or dismissal will be treated as a suspension from the conclusion of the application of sanctions to the conclusion of the appeal process. If employment termination, employment transfer, or expulsion are upheld in the appeal process, such sanction will be instituted immediately at the conclusion of the appeal.
  3. The appellate panel will rule on the appeal within 15 business days. Any extension of time beyond 15 business days will be communicated to both parties along with an updated timeframe for the ruling. If an appeal is granted, direction will be provided by the appellate panel regarding next steps. Appellate panel may:
    1. Remand case to the original hearing panel.
    2. Remand case to a new hearing panel.
    3. Remand case back to the original investigators.

4. Remand case to a new set of investigators.
5. Make no change to the decision or sanction.

## Anti-retaliation

The University will not retaliate against, nor permit retaliation against, any individual who opposes discrimination or harassment, makes a complaint of discrimination or harassment, and/or participates or cooperates in a discrimination or harassment investigation, proceeding, or hearing.

Examples of retaliation:

1. After a whistleblowing incident, an employee may suddenly find him/herself being assigned to different duties or even moved into a different position. The new role often involves duties below the employee's capabilities or even demeaning in nature. Supervisor may make the new role as difficult as possible by harshly critiquing results or implementing unreasonable time constraints for completing projects. Supervisor may also limit access to resources the employee needs to complete his/her assigned tasks.
2. Employers may retaliate by excluding the employee from normal activities, attempting to create a sense of isolation. Supervisor may refuse to invite the employee to an important meeting or a social activity, such as a group luncheon or outing. Supervisor may also exclude the employee from training sessions that could enhance the employee's job performance or opportunity for advancement. Exclusion may occur by relocating the employee to an area where there is little contact with other workers.

## Amnesty

Amnesty for drug/alcohol possession and consumption violations

1. ATSU strongly encourages students and employees to report potential violations of this policy. Therefore, good faith reporters to appropriate authorities regarding potential violations will not face University disciplinary action for their own drug/alcohol possession or consumption in connection with the reported incident.
2. Amnesty for persons making a report in good faith does not include substance abuse counseling and/or rehabilitation, which may be necessary for employees or students with clinical responsibilities or patient contact.

## Free speech and academic freedom

1. Faculty and other academic appointees, staff, and students of the University enjoy significant free speech protections guaranteed by the First Amendment of the U.S. Constitution.
2. This policy is intended to protect members of the University community from discrimination, not to regulate protected speech.
3. This policy will be implemented in a manner recognizing the importance of rights to freedom of speech and expression.
4. The University also has a compelling interest in free inquiry and collective search for knowledge, and thus, recognizes principles of academic freedom as a special area of protected speech.
5. Consistent with these principles, no provision of this policy will be interpreted to prohibit conduct legitimately related to

course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums.

6. Freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct violating federal or state antidiscrimination laws.

## Record retention

ATSU will maintain copies of the following documents/records relating to this policy in accordance with ATSU's record retention schedule.

1. Each sexual harassment investigation report and evidence gathered;
2. Final determination letters and disciplinary sanctions imposed upon respondent;
3. Audio or audiovisual recordings or transcript of live hearings;
4. Remedies provided to complainant in order to restore or preserve equal access to education programs or activities;
5. Any appeal and the result therefrom;
6. Informal resolution agreements;
7. Supportive measures offered in response to a report or formal complaint of sexual harassment;
8. Written basis explaining ATSU was not deliberately indifferent in its response to reports for formal complaints of sexual harassment, which is often a conclusion of the investigation report and hearing panel report;
9. ATSU will retain all materials used to train Title IX coordinators, investigators, and any person who facilitates an informal resolution process;
10. Documentation for reasons why supportive measures were not provided and why it was reasonable in light of known circumstances.

## Responsibility

All ATSU employees - Employees are required to report instances of discrimination, harassment, or retaliation to the Title IX coordinator or deputy Title IX coordinators and cooperate fully in an investigation when not named as a respondent.

All ATSU employees and students –

1. Employees and students are required to comply with the requests of the Title IX coordinator (or designee) in implementing supportive or interim measures and sanctions.
2. Employees and students who are not named as responding parties must cooperate fully with investigations and hearing panels.

Assistant vice president of human resources and director of human resources – These employees are responsible for responding to and monitoring all complaints of discrimination, harassment, or retaliation from employees, members of the public, or beneficiaries.

Vice president for student affairs and associate vice president for student affairs – These employees are responsible for responding to and monitoring all complaints of discrimination, harassment, or retaliation from students.

The Title IX coordinator – This employee is responsible for facilitating appropriate sex- and gender-based harassment and discrimination awareness, prevention, training, monitoring, reporting, investigation, and resolution at ATSU.

# Admissions Policies

## Advanced Standing

Advanced Standing may be granted to individuals enrolling in select professional, post-professional or graduate programs. Advanced Standing, if granted, is based on a review of prior learning that may include successfully completed academic coursework at another degree-granting institution; other relevant programs/courses taken in the workplace, from professional organizations or in other training contexts where appropriate certification is available; and/or documented applicable work experiences.

A maximum of 65% of the total number of credits toward the degree may be granted for advanced standing (unless otherwise stated in an institutional agreement). Specific credit maximums, advanced standing requirements and required documentation vary by program.

To be considered for advanced standing, submit the completed Application for Advanced Standing Credit (pdf) to the program director with all required supporting documentation. Check the catalog for specific program requirements/forms/portfolio instructions.

In order for advanced standing applications to be considered, the following criteria must be met for each type of prior learning required by a program:

For academic coursework: (for each course considered unless otherwise stated in an institutional agreement)

- Official transcript documenting successful completion of course(s).
- Course syllabi or copy of course catalog with course description.
- Course is a professional or graduate level course from a regionally accredited university in the United States. (Graduates of non-US accredited universities may need transcript/syllabi review by a recognized external agency and/or program-administered testing to establish equivalency. See program-specific requirements in catalog.)
- Course clearly meets the defined goals and objectives of a specific course being offered by ATSU.
- Student earned a minimum of a B in the course.
- Course was taken no more than 7 years prior to the transfer of credit application completion date.
- Course must be equivalent to or greater than the amount of credit assigned to the specified ATSU course.

For other courses or programs:

- Continuing education course/seminar/program descriptions, proof of completion and certification awarded.

For work experience:

- Letter from employer/s specifying nature and extent of program-related work experiences.

The appropriate ATSU program director will review the application and make a determination within 30 days of receiving the completed application packet. Once a decision is made by the program director, the application and all accompanying materials will be forwarded to the Enrollment Services Office for final review. Once signed and approved by

the Enrollment Services Office, the advanced standing status will be processed.

## Transfer Credit

The following criteria must be satisfied in order for transfer of credit application to be considered:

- Submit the completed transfer of credit application to the program chair and include the following:
  - Course syllabi or copy of course catalog with course description.
  - Official transcript documenting successful completion of transfer course(s).
- Course is a graduate level course from a regionally accredited university in the United States.
- Course clearly meets the defined goals and objectives of a specific course being offered by ATSU.
- Student earned a minimum of a B in the course.
- Course was taken no more than 7 years prior to the transfer of credit application completion date.
- The transferring course must be equivalent to or greater than the amount of credit assigned to the specified ATSU course.
- No more than 45% of the program's total credits can be accepted as transfer credit (unless otherwise stated in an institutional agreement).

The required form may be found here: Transfer and Associated Credit Request (pdf).

The appropriate ATSU program director will review the application and make a determination within 30 days of receiving the completed application packet. Once a decision is made by the program director, the application and all accompanying materials will be forwarded to the Enrollment Services Office for final review. Once signed and approved by Enrollment Services, the transfer credit will be processed.

## Transferability of ATSU Credits

The transferability of credits earned at A.T. Still University of Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at A.T. Still University of Health Sciences will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at A.T. Still University of Health Sciences to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at A.T. Still University of Health Sciences will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Re-Admission Policy & Procedures

In most instances, students withdrawing from ATSU, regardless of the reason, must apply for re-admission. To apply for re-admission, the applicant should submit the Application for Re-Admission (pdf) to Enrollment Services at least one month in advance of the time the applicant wishes to re-enroll (three months are preferred). The Admissions Committee will consider the applicant and may ask for letters of reference, medical documentation, etc., and will review the student's credentials on file with ATSU Enrollment Services. The Admissions Committee



has the right to conduct interviews, secure documentation, evaluate past grades/performance, etc. Since the reason each applicant left is unique, the information required by the Admissions Committee may vary. The Admissions Committee has the right to reject an applicant's request for re-admission. The Admissions Committee will consult with the dean of the college/school to establish placement and academic conditions for re-admission. If a background check is required for your program of study, a new background check will be required.

Former students who have been withdrawn or dismissed from ATSU for greater than two years may be required to complete the admission process used for all new applicants.

## Criminal Background Checks

Criminal background checks are required for students enrolling in residential programs or online programs with a clinical component. Background checks are conducted by a vendor selected by ATSU. The student is responsible for the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. Matriculants with a positive criminal background screen will be reviewed. Any arrests, fines, charges (pending and/or dropped), or convictions that occur after a criminal background check is filed must be reported to the Vice President of Student Affairs within 5 days of the occurrence. A new background check is required if a student defers their admission, takes a leave of absence, or withdraws for any reason and one year has elapsed. If a current ATSU student is admitted to a new program and it has been a year or more from the last date of attendance, a new background check is required. The criminal background check policy development and approval is shared by the Vice President for Student Affairs and the Senior Vice President for Academic Affairs.

## Student Policies

### Matriculation

A student is considered matriculated when a faculty/staff member has confirmed they began attendance during the first week of the term. At that time the student's status is changed to active in the Anthology Student system and they will be considered officially enrolled within the University.

In accordance with the Code of Federal Regulations (CFR 668.21), all institutions must establish students began attendance by documented participation at the beginning of each term in order to receive Title IV aid. This time period is referred to as census. If census is not established by the end of the day Sunday, of the first week, all Title IV funds must be returned and the student will be withdrawn from their course(s). As a graduate institution, ATSU is not an attendance taking institution.

### State of Legal Residence Verification

All students must verify their state of legal residence in the Anthology Student Portal prior to matriculation, in compliance with State Authorization Reciprocity Agreements (SARA). Failure to comply may result in a hold on the student record until the verification has been completed.

### Update Address/Location

ATSU defines location as the local address at which the student resides. ATSU requires students to verify and/or update address/location every 6 months. This update will occur through a prompt immediately after authenticating to the ATSU Portal. Students need to provide both local and permanent addresses and phone numbers. The information collected will be used in instances of a medical or other emergency or if a student is deemed missing. To restrict your contact information to only those who need to know the information (University staff, emergency response personnel, etc.) students may do so by placing a restriction on directory information. To learn more about directory restrictions visit <https://www.atsu.edu/department-of-student-affairs/enrollment-services/my-academics#ferpa-student-privacy>.

Address/location updates can be made at any time by following the instructions located here:

<https://www.atsu.edu/department-of-student-affairs/enrollment-services/my-profile#contact-information>.

### ATSU Credit Hour

This policy sets forth the definition for determining credit hours at A.T. Still University. The purpose of this policy to provide consistency within each program in the calculation of credit hours for didactic (including online), laboratory and clinical courses. ATSU has adopted the semester credit hour. This policy is in adherence with the Higher Learning Commission Policy FDCR.A.10.020-Assignment of Credits, Program Length, and Tuition.

In calculating credit hours, one hour of credit is awarded for:

- 15 instructional hours with anticipated student activity of 2 additional hours per instructional hour for reading, preparing assignments, etc. which is equivalent to 45 hours of student activity.
- 30 course lab hours
- 1 week of clinical rotation
- 60 research hours

### Enrollment Status

This policy sets forth the definitions for determining student enrollment status. Eligibility to receive federal financial aid and in-school loan deferment requires students to be enrolled at a minimum of half-time status. Federal guidelines permit graduate schools to establish their own enrollment status definitions.

Enrollment status for programs following the ATSU semester system:

- **Full-Time:** 9 credit hours or more per semester
- **3/4 Time:** 7-8 credit hours per semester
- **1/2 Time:** 5-6 credit hours per semester
- **Less than 1/2 Time:** 4 credit hours or less per semester

Enrollment status for programs utilizing the quarter system:

- **Full-Time:** 9 quarter credit hours per term
- **1/2 Time:** 5 quarter credit hours per term

### Continuous Enrollment

Students must maintain continuous enrollment until completion of all graduation requirements. Maintaining continuous enrollment and payment of the associated tuition charge acknowledges both the student's own academic efforts in completion of degree requirements without having to reapply to

the University and the student's use of University resources, including facilities and faculty services.

Continuous enrollment must be for a minimum of one-hour credit in the appropriate course designated by the department or school. When no suitable credit registration is available, students may fulfill the continuous enrollment requirement by registration in Continuous Graduate Enrollment CGE700, for no academic credit. Tuition for CGE700 will be charged at the rate of \$400/per quarter or \$800/semester. The appropriate charge will be assessed for each quarter/semester that the student maintains enrolled until all degree requirements are completed. Tuition assessed under this policy will not be pro-rated. Leave of Absence statuses are not considered enrolled and therefore will not be charged this fee.

## Good Standing

A.T. Still University students are considered in good academic standing if their Anthology "School Status" is listed as Active, Active-Fellowship, or NDS-Attending or reported as defined specifically by the requesting body. A student's status may be verified by contacting Enrollment Services at [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu).

## Code of Academic Conduct

Students are expected to conduct themselves in a manner befitting the learned and honorable profession which they are entering. This code is directed to the expectation of academic honesty. While students have an obligation to assist fellow students in meeting the common goals of education, they have an equal obligation to maintain the highest standards of personal integrity.

In general, violations of the Code of Academic Conduct shall initially be investigated and handled by the Dean of the College/School or their designee. The following will be considered violations of the institution's Code of Academic Conduct:

- Cheating, in general, on any required academic activity. This includes, but is not limited to, collaborating with another student or students during an academic exercise without the consent of the instructor, claiming credit for the work or efforts of another without proper citation, failing to submit one's own work or efforts, submitting the work of others as one's own, attempting to have oneself represented by another person in group activities (including discussion forums and work groups), falsifying or creating records to complete an academic exercise, including clinical requirements (falsification of histories, physicals, laboratory tests, rotation records, etc.), internships, assignments, etc.;
- Failure to appear before the University when called to offer testimony, and failure to testify fully and truthfully during any such appearances;
- Misrepresenting facts for the purpose of gaining admission, enrollment, or academic advancement, or aiding another person in such misrepresentation;
- Providing or receiving unauthorized assistance during any test or examination, representing or attempting to have oneself represented by another in the taking of an examination, preparation of a paper, or other academic activity;
- Plagiarizing, or presenting the work of another as one's own. This includes copying of another person's ideas or words, interspersing one's own words within another's work, paraphrasing another's work without appropriate

attribution, fabricating sources of data, and other uses of another's ideas or words without acknowledgment;

- Misuse of University technology and networking resources;
- Misusing confidential materials. It is an offense to knowingly or recklessly procure, distribute, or receive any confidential materials such as pending examinations, tests/quizzes, or assignments from any source without the proper, written consent of the course instructor.
- Submitting academic work for which academic credit has already been earned, when such submission is made without instructor authorization;
- Failure to report any of the above violations to the appropriate Dean, College/School Administrator, Vice President of Student Affairs or their designee.

## Course Drop

### *Residential Programs*

Course drops must be approved and submitted by the Program Chair and submitted prior to the last day to withdraw.

### *Online Programs*

Students are encouraged to contact the academic program to review their academic plan and options when dropping a course. To drop a course, the student must submit a Course Add/Drop Request. A student is not considered officially dropped from a course until this form is submitted and a drop acknowledgment from Enrollment Services is received. The date of the drop will be the date the form is submitted.

Following is an outline of the grade assigned to students who drop a course. Questions concerning this policy should be directed to Enrollment Services.

- **Last day to withdraw without a W appearing on the transcript:** First week of the registration period
- **Last day to withdraw (W grade will be assigned):** Up to 60% of registration period

## Absence Policies

### *Short Term Absence*

Students who anticipate missing class for a scheduled medical or personal event, or experience an unexpected emergency absence of 5 consecutive class days, must work directly with the Dean's/Designated Office for approval and to make arrangements to make-up any work missed. For program specific information please refer to instructions located in the school section of the catalog.

### *Extended Absence – Contract Required*

For students who request consideration for a longer absence (defined as a period of time from 6 to 15 consecutive class days) the Extended Absence may be considered.

This request must first be approved by the individual program's dean or designee. Please note a signed contract is required to complete the process. This contract provides structure, uniformity, and communication between student, faculty, program administration, and all Student Services departments.

The contract must be signed and approved by all parties at least 14 days prior to the anticipated absence, or within 48 hours of the onset of an emergency or unexpected circumstance.

No more than one extended absence contract is allowed within a 30-day period. Multiple requests for extended absence contracts within the same academic term will require additional review by the program Dean.

Any absence that will extend beyond the 15th day will require request for approval under the Student Leave Policy. If the official Student Leave request is not approved and the student does not return within the time frame outlined in the Extended Absence Contract, the student will be administratively withdrawn from the program and must re-apply for admission.

The required form may be found here: [Extended Absence Request Form](#)

## Student Leave Policy

For students who anticipate being unable to participate in all course requirements or activities for a period of time beyond 15 consecutive class days, the student must petition for a leave. Leave approval is subject to individual program policies. A Dean may petition on the student's behalf for a leave for students who are experiencing personal or medical circumstances but refuse to petition for a leave and they believe it is in the best interest to go on leave when they have been determined to be a potential threat to themselves or others.

A leave may be requested for medical (physical or mental), including maternity, personal, military deployment (a copy of military orders must be provided), or other, which must be specified. When requesting a medical leave, the student must include documentation from their healthcare provider identifying the condition and anticipated time needed for the leave.

If approved, a leave may be granted for up to 1 year. If the student does not return within the time frame outlined in the leave, the student will be administratively withdrawn from the program and must re-apply for admission. Students taking leave for medical reasons must provide a medical release prior to their return.

In order to return from the leave, a student must notify Enrollment Services of their intent to return in writing within a time frame specified by the Dean. Enrollment Services will then work with the program to facilitate the return to classes or clinical rotations.

The student will not be eligible for financial aid while on leave and no enrollment will be reported to defer student loans. An Enrollment Services appointment will be required prior to leave approval.

A leave notation will appear on the transcript for the term in which the leave began.

The required form may be found here: [Student Leave Request Form](#)

## Withdrawal from School

Students withdrawing from their program must fill out the program withdrawal form located on the ATSU portal (under Resources > Academic Resources). Upon form submission, the student's program has two business days to contact the student to discuss the withdrawal. After two business days, the

withdrawal will be processed with an official withdrawal date recorded as the initial submission date of the withdrawal form.

Reasons why a student might withdraw may include:

- **Medical Withdrawal**—Students may have a medical reason that requires a withdrawal. Students may apply for re-admission. The Admissions Committee will determine acceptance, and the dean of the college/school will determine placement in the event of acceptance.
- **External Graduate Student Fellowship Withdrawal**—Students who have completed the first two years of a residential program may request to leave ATSU to pursue educational opportunities, such as PhD programs or research fellowships, grants, etc. Advanced study withdrawal may be considered by the Dean of the College/School for a maximum of one year with renewal. Re-admission is guaranteed provided: (1) the student has remained in compliance with ATSU's Codes of Academic Conduct and Behavioral Standards while on leave; (2) the student makes satisfactory academic progress at the sponsoring institution, and (3) the student meets the technical standards for admission. Applicants for an advanced study withdrawal will be required to supply appropriate documentation as determined by the University. Students seeking Advanced Study Withdrawal should initially meet with the Dean of the College/School to discuss the appropriateness of the request. For additional information and required paperwork, please see the External Graduate Student Fellowship Policy located in the ATSU section of the University Catalog.
- **Military Withdrawal**—Students whose military obligations may necessitate a period of absence from the academic program when they are called to extended active duty. Re-admission is guaranteed pending proof of compliance with minimal technical standards and the Codes of Academic and Behavioral Conduct. A committee comprising of the Dean of the applicable school, the university CFO, and Vice President for Student Affairs will determine the appropriate actions needed when a Service member ceases their attendance due to a military service obligation. This decision will take into consideration the unique circumstances for each individual Service member. A copy of military deployment orders must be provided.
- **Personal Withdrawal**—Students who wish to voluntarily leave ATSU for personal reasons. Students withdrawing from ATSU must apply for re-admission.
- **Administrative Withdrawal**—A.T. Still University reserves the right to administratively withdraw students for non-compliance with University policy; non-attendance or participation as required by the student's academic program; failure to fulfill financial, academic or legal obligations; or failure of the student to initiate the official withdrawal process.

Students who are administratively withdrawn will be notified of the action in writing by the University official initiating the withdrawal.

Violations of the University's Code of Academic Conduct or Code of Behavioral Standards will not be addressed under the Administrative Withdrawal policy. Please refer to the University Student Handbook – Disciplinary Sanctions section for additional information.

Following is an outline of the grade assigned to students who withdraw. Questions concerning this policy should be directed to Enrollment Services.

Withdrawal Timeframe	Transcript Outcome
First 7 calendar days of course	Course will not appear on transcript
First 60% of the course	Course appears on transcript with a grade of "W"
Last 40% of the course	Course appears on transcript with the grade earned in the course

## Grading

Note: For residential cohort based programs, modules completed will have grade earned while modules not completed will receive W grade up to 60% of the registration period.

ATSU programs utilize the following grading scale; effective June 1, 2018. This includes the 2018 incoming classes at ATSU-ASDOH, ATSU-ASHS, ATSU-KCOM, and ATSU-MOSDOH. Students that were enrolled prior to June 1, 2018 will continue to be graded using the grading scale found in the 17-18 Catalog. Students that return after withdrawing from their program or switch classes for any reason will be graded using the new University grading scale.

Grade	Value
A	90-100%
B	80-89%
C	70-79%
RC	70% - Grades awarded for remediation of a failing grade in any course will be RC (i.e., remediation to C)
F	69% and below

The following grades do not affect a student's grade point average (GPA).

Grade	Value
H	Honors
HP	High Pass
P	Pass
LP	Low Pass
RP	Remediated Pass
C*	Indicates course was repeated and not included in the GPA

F	Fail does not impact GPA for Pass/Fail courses only
F*	Indicates the course was failed and then repeated
I	Incomplete - indicates that the course requirements have not been completed (See Incomplete Grade Policy below.)
IP	In Progress - a placeholder grade used for courses extending beyond the term or are ongoing (i.e., Rotations, Clerkships, Fieldwork, Dissertation, Thesis)
AU	Audit
W	Withdraw
AC	Advanced Credit
TR	Transfer Credit
NC	No Credit
Grades followed by #	Indicates grades that are not included in the GPA calculation

## ATSU Incomplete Grade Policy

A grade of Incomplete (I) is a temporary grade that may be assigned at the instructor's discretion due to extenuating circumstances such as illness, military obligations, or death in the family. A student must be passing the course to be eligible for an incomplete. When an instructor issues an incomplete grade, the student will have a maximum of 4 weeks post-course to complete all course requirements. If additional time is necessary, the Extended Incomplete Agreement Form (pdf) must be completed and submitted to Enrollment Services. Courses that are not assigned a grade within 4 weeks, and do not have an Extended Incomplete Form on file, will be assigned an 'F' for the course.

## Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described by the school. Appeals of academic decisions are as follows:

### Course Grades

Students who wish to file an academic appeal concerning a course grade must do so by contacting the instructor/course director in writing within 14 calendar days from posting of the final grade in the Anthology Student Portal.

A student may appeal the decision of the instructor/course director to the academic chair for review if new or significant information is revealed after the instructor/course director's



decision or if the student believes that due process (the administration of justice according to established rules and principles) was not followed. The appeal must be submitted to the academic chair in writing within 14 calendar days of receipt of the instructor/course director's decision.

A student may appeal the decision of the academic chair for failing grades only to the Dean or Dean's designee for review if new or significant information is revealed after the academic chair's decision or if the student believes that due process was not followed. The appeal must be submitted to the Dean or Dean's designee in writing within 14 calendar days of receipt of the academic chair's decision.

The final level of appeal for a failing course grade is the Dean of the school. The decision reached by the Dean or Dean's designee represents the highest level of due process available in the University for appealing a failing course grade.

All responses to appeals will be provided by ATSU within 7 calendar days.

### ***Promotion and/or Dismissal Decisions***

Each school outlines the process for appealing a promotion or dismissal decision. The highest level of appeal within the school is the Dean or Dean's designee. Should a student wish to appeal a Dean's decision regarding promotion or dismissal, a formal appeal may be made to the Senior Vice President for Academic Affairs (SVPAA).

The SVPAA's review of such appeals, however, shall be limited to matters of process, procedure and fairness.

### ***Grounds for Appeal to the SVPAA***

A formal appeal may be brought to the SVPAA if based upon one or more of the following grounds:

1. Procedural error or violation of official policy during the decision-making process or judgments improperly based upon non-academic criteria.
2. New information not available for consideration when the promotion or dismissal decision was rendered and sustained during due process within the School or College, up to and including the Dean's decision.

### ***Process for Appeal to the SVPAA***

1. The appeal must be in writing, and must be received by the SVPAA's office within 7 calendar days of receipt of the Dean's decision letter.
2. The appeal must be signed and clearly describe the decision in question and must state (from the list above) the specific grounds justifying the appeal. All documentation supporting the appeal must be provided by the appellant at the time of written notification of appeal to the SVPAA. If the grounds for appeal are other than those stated above, the appeal will not be considered and the student will be informed of such in writing within 7 calendar days of the receipt of the appeal.
3. The SVPAA may request additional information/documentation from the Dean and/or the appellant as he/she deems appropriate and, at his/her discretion, may interview the student and such other persons as the SVPAA desires. Should the SVPAA request additional information or interviews, the decision deadline will be moved to 7 calendar days after receipt of requested information.
4. The SVPAA, after review and consideration of the materials submitted and any oral presentations by the parties, shall

render the final decision and notify the student in writing within 7 calendar days.

5. The student may be allowed to register for courses during the pendency of the appeal, understanding that he/she will be dropped retroactively if the dismissal is upheld.

The decision reached by the SVPAA represents the highest level of due process available in the University for the appeal of promotion or dismissal decisions.

## **External Graduate Student Fellowship Policy**

Fellowships can enhance the educational experience of graduate students by allowing them to pursue studies according to their own interests and needs. An approved external graduate student fellowship application must be on file prior to beginning the fellowship. No fellowships will be allowed to count retroactively. In order to apply for an approved external fellowship, a student must be in good academic standing and have completed the first two years of a residential program. All A.T. Still University policies apply while on fellowship. Fellowship applications are available in the Dean's Office. A student may select from the following fellowship status options and must designate the selected option on the external fellowship application. Students are responsible for understanding all potential implications their selection may have on their academic status, financial aid, and associated charges.

Options:

- **Receive ATSU academic credit:** Fellowship information must be supplied to the dean of the college or school who will determine ATSU fellowship credit hours based on a number of factors including: length of time in weeks, estimated contact hours, and fellowship deliverables. All fellowships receiving ATSU academic credit will receive a Pass/Fail grade. The dean may consider the fellowship as a substitution for elective requirements. Tuition will be charged based on program specific billing. Once credit hours have been determined, please contact the Controller's Office for billing questions. Students receiving ATSU academic credit may be financial aid eligible. Once credit hours have been determined, please contact Enrollment Services for financial aid questions. Please check with your program to determine if the fellowship will have any impact to your estimated graduation date requiring an extended schedule.
- **No ATSU academic credit received but remains as an active ATSU student:** Fellowship information must be supplied to the dean of the college or school who will approve the student's time away and establish a deadline for re-enrollment in ATSU coursework. If the student does not return within the specified time frame, the student will be moved to a withdrawn status. The student will be assessed a \$100 retention fee per semester or a \$50 retention fee per quarter or block. The student is enrolled in a 0 credit continuous graduate enrollment course and does not meet the minimum half-time enrollment requirements to be considered for financial aid. Please contact Enrollment Services for questions regarding loan repayment. If the student receives academic credit for the fellowship at another academic institution, the student may submit a transfer credit request to the dean of the college or school and the credit may be considered for transfer to ATSU and designated on the student's ATSU transcript. The final transfer of credit will be processed upon re-enrollment in ATSU coursework. If the student does not receive academic credit for the fellowship, the student may submit fellowship information to the dean of the college or school

and the dean may approve a notation on the ATSU transcript that the student was not enrolled for the specified period of time due to an external fellowship. The notation will appear upon re-enrollment in ATSU coursework.

- **No ATSU academic credit received and withdraws from ATSU:** Fellowship information must be supplied to the Dean of the College/School who will approve the student's time away and place the student in an inactive status. A time frame for re-enrollment will be stated and if the student does not return within the specified time frame, the student will be moved to a withdrawn status. A student in an inactive status is not considered enrolled and cannot be considered for financial aid purposes. Please contact Enrollment Services for questions regarding loan repayment. If the student receives academic credit for the fellowship at another academic institution, the student may submit a Transfer Credit Application to the dean of the college or school and the credit may be considered for transfer to ATSU and designated on the student's ATSU transcript. The final transfer of credit will be processed upon re-enrollment in ATSU coursework. If the student does not receive academic credit for the fellowship, the student may submit fellowship information to the dean of the college or school; and the dean may approve a notation on the ATSU transcript that the student was not enrolled for the specified period of time due to an external fellowship. The notation will appear upon re-enrollment in ATSU coursework. A student must formally withdraw by submitting the withdraw link (Please refer to the University Catalog – Withdrawal from School section for additional information).

The A.T. Still University External Graduate Student Fellowship Application must be completed and submitted for any of the above options to be put into effect.

## Textbooks

There are differences between ATSU's schools in the methods by which textbooks are secured. Due to these variables, students should communicate directly with their program for textbook information.

## Student Records

### *Transcripts and Records*

Permanent education records maintained by the University are the responsibility of the Registrar. Transcripts of academic records will contain only information regarding academic status. In cases where disciplinary action leads to the student's ineligibility for re-enrollment into the University (suspension or expulsion), disciplinary action will become a part of the permanent academic record. Disciplinary records or information from such records will be made available to persons outside of the University only on the formal written request of the student involved or as otherwise allowed by law or regulation.

Academic records and financial aid records or information from such records will be used by University personnel who have legitimate responsibility for this student's personal welfare and when necessary to the discharge of their official duties.

Per ATSU Policy No. 10-209, ATSU Record Retention Policy, ATSU academic transcripts are maintained permanently by the University and admission application records are maintained for 5 years after graduation or last day of attendance.

Financial assistance records will be maintained by the University only so long as the student (or graduate) has a promissory note or notes outstanding through a University loan program. Except for the purpose of official audits, financial assistance records will be made available to persons outside the University only upon the formal written request of the student (or graduate) involved or as otherwise allowed by law or legislation.

Student health records will be maintained by the University as prescribed by professional ethics and federal and state laws.

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), students will be permitted to review their educational records within 45 days of written request to Enrollment Services. Also, students may restrict disclosure of directory information by completing a "Nondisclosure of Directory Information Form" available from Enrollment Services. The FERPA restriction will remain in effect until Enrollment Services is notified in writing to remove the restriction. The following items are designated as "Directory Information": name, primary address, telephone number, email address, dates of attendance, class year (if applicable), enrollment status (i.e. full-time/part-time), previous institution(s) attended, program(s) of study, awards, honors, degree(s) conferred (including dates), class roster, class schedule, photographs, expected graduation date, and limited release of date of birth. DOB will only be released to official agencies as required for matching student records or as a validation of positive identification when furnished by a person making an inquiry.

In compliance with FERPA regulations, an official or unofficial transcript of record will be transmitted to a second or requesting party only on written request of the current or former student. The required transcript release may be authorized through the National Clearinghouse's online transcript services website: <http://www.getmytranscript.org>. If a student who has completed more than one academic program at ATSU submits a transcript request, the transcript records for all programs will be issued.

All employees of ATSU are required to read and sign the ATSU Staff Handbook which addresses FERPA. Annually employees are asked to review FERPA and the online FERPA tutorial during the annual employee training. In addition, Enrollment Services will periodically send FERPA reminders and information through a variety of distribution methods.

Students who have not discharged their financial and other obligations to this University shall not have transcripts or recommendations made available until such obligations are met.

If the University has knowledge that a student or graduate is in default on a federal, state, outside agency, or institutional loan or service obligation, the University will withhold all official transcripts, National Board scores, and letters of recommendation for internships, residencies, employment, staff privileges, specialty certification, and licensing. Students who fail to satisfactorily discharge their obligations to the University prior to the date of graduation and who have failed to do so following graduation shall not have the privilege of having transcripts, other records, or recommendations sent to any institution or entity until such debts are paid.

Questions concerning records and grades should be brought to Enrollment Services, 660.626.2019 or [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu).

## Professional Rights, Responsibilities, and Conduct

### *Copyright Infringement Policies and Sanctions (Including Computer Use and File Sharing)*

The use of copyrighted materials for instructional purposes must be done in compliance with U.S. copyright law. For information on the correct use of copyrighted materials, please see the A.T. Still Memorial Library Copyright Guide at <http://guides.atsu.edu/copyrightguide>.

Unauthorized distribution of copyrighted materials, unauthorized peer-to-peer file sharing, and illegal downloading or unauthorized distribution of copyrighted materials using the University's information technology system, are considered violations of the institution's Code of Academic Conduct. Students found guilty of such behavior are to be subject to sanctions including, but not limited to, reprimand, probation, suspension, dismissal, disciplinary consultation, as well as other sanctions deemed appropriate by the University.

Unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities, which are summarized below.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## Student Health Insurance

A.T. Still University requires all students enrolled in a residential program to maintain active health insurance coverage. All ATSU students must either enroll in the ATSU student sponsored health plan or submit a waiver to receive approval for use of another acceptable health coverage plan.

HSA Consulting, Inc. (HSAC) is the group administrator for the student health plan and will verify waiver information to ensure all students are in compliance with A.T. Still University health insurance requirements. As the group administrator HSAC will assist students with plan questions, address changes, claims assistance and obtaining ID cards.

For more information on details of the plan, University requirements, enrollment, or completing the waiver process; please visit: [www.app.hsac.com/atsu](http://www.app.hsac.com/atsu).

HSA Consulting, Inc. is available by phone, 888.978.8355, or email [atsu@hsac.com](mailto:atsu@hsac.com), for any additional questions regarding the waiver/enrollment process or the student health insurance plan.

Failure to maintain continuous health insurance coverage may result in disciplinary action including possible suspension and/or dismissal.

## COVID-19 Vaccine Policy for Students

The COVID-19 vaccine and boosters and personal protective equipment currently available in the United States are highly effective at preventing COVID-19, and the vaccine and boosters prevent serious illness even in those who do get COVID-19. To best ensure the safety of A.T. Still University (ATSU) students, this COVID-19 Personal Protective Equipment and Vaccine Policy requires all students enrolled in ATSU programs to be vaccinated and wear masks in clinical settings.

### **POLICY**

#### Requirements

#### Personal Protective Equipment

All ATSU students (vaccinated and unvaccinated) are required to wear face masks when in the clinical setting. Clinical settings at ATSU include simulation labs, osteopathic manipulation labs, and any other group activity where there is a patient or a simulated patient.

For purposes of this Policy, the Missouri School of Dentistry & Oral Health's St. Louis Dental Center is considered a clinical setting and masks are required at all times.

#### Vaccine and Booster

All ATSU residential students are required to be fully vaccinated (which includes any recommended boosters). This vaccination requirement applies to all residential students attending ATSU. This requirement does not apply to programs that are fully online.

This vaccination requirement applies equally to those who have already had COVID-19.

Any vaccine authorized for use in the U.S. is acceptable. The full number of doses of the relevant vaccine plus the vaccine booster must be completed for compliance with this Policy.

Proof of full vaccination, including a vaccine booster for those eligible, is required and must be submitted to the dean or clinical affairs office of the respective school/college.

Additional vaccine or booster requirements may be imposed based on guidance from the Centers for Disease Control.

### **Exemptions**

Students may request an exemption from the requirement to be fully vaccinated for medical or religious reasons per the following process:

- Students who are not able to be fully vaccinated for a medical reason may seek a medical exemption. The process to request a medical exemption will require the student or employee to provide supporting documentation from a health care provider.
- Students may seek a religious exemption and will be required to provide sufficient information to support the request.

Any student granted an exemption will be required to sign an ATSU Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

Exemption Request forms are available in the respective school/college dean or clinical affairs office.

Students who have not received the vaccine and booster and have not received an exemption may be subject to disciplinary actions or other requirements or restrictions to support community health.

*Students who have already been approved for a medical or religious exemption do not have to reapply to be exempt from the booster requirement or further COVID-19 vaccine requirements.*

## Financial Information

### Tuition and Fees

Program-specific tuition and fee information is available within the Catalog under each program. Supporting information that is relevant to all programs is listed below.

#### *Tuition and Fees for Extended Graduations and Retakes*

##### Residential Program Tuition and Fees

1. Students with an academic plan that includes an extended graduation date that originated in the predominantly didactic or pre-clinical years, and requires students to be enrolled in one or more credit hours, will pay 50 percent of normal tuition for each term enrolled in the additional year. Students will also pay 100 percent of normal educational supply fees and may have to pay an equipment fee depending on the program for each extended term. The student will be enrolled in an appropriate course(s) with appropriate credit hours. In addition to course(s) with credit hours, students may be enrolled in courses with zero credit hours. Zero credit courses allow a student to remain enrolled at the University while not actively pursuing coursework for credit. Examples of zero credit courses include continued work on dissertations, practicums, or work related to board preparation and is used when all required credit coursework has been completed. The charges will be assessed on a term basis.
2. Students with an academic plan that includes an extended graduation date that originated in the predominantly clinical or rotation years, and requires students to be enrolled in one or more credit hours, will pay a percent of the tuition being charged to the students enrolled in the final year of the academic program. This percentage is determined by the program. Students will also pay 100 percent of normal educational supply fees and may have to pay an equipment fee depending on the program for each extended term. The student will be enrolled in an appropriate course(s) with appropriate credit hours. In addition to course(s) with credit hours, students may be enrolled in courses with zero credit hours. The charges will be assessed for each term that the student maintains enrollment until all requirements are completed, the student withdraws from the program, or the student is dismissed from the program. Charges will not be pro-rated.
3. Students with an academic plan that includes zero credit hours will pay \$800 per term/\$400 per quarter plus 100

percent of normal educational supply fees for each extended term. Students may have to pay an equipment fee depending on the program. This will meet the University's requirement of continuous enrollment. The charges will be assessed for each term that the student maintains enrollment until all requirements are completed, the student withdraws from the program, or the student is dismissed from the program. Charges will not be pro-rated.

4. Students required to repeat a course or rotation may pay a per-credit-hour rate as determined by the University. Charges will not be pro-rated. No discounts are offered on repeat courses per ATSU Policy No 20-106.
5. When a student returns from an approved leave of absence during a term, tuition and educational supply fees may be pro-rated for students enrolled for less than 60 percent of the term length. Students may have to pay an equipment fee depending on the program.

This policy will in no way cause the student to pay less than the entire cost of the program.

##### Online Program Tuition and Fees

1. Students with an academic plan that includes an extended graduation date will continue to be charged the full per-credit-hour rate according to their program.
2. Students required to repeat a course will be charged the full per-credit-hour rate according to their program. No discounts are offered on repeat courses per ATSU Policy No 20-104 and ATSU Policy No 20-106.

## Payment Information

### Tuition Payment Policy (ATSU Policy #50-112: Student Account Collection)

All ATSU programs' tuition, educational supply, and equipment fees are due and payable by the first day of each term. The finance office will receive tuition payments and make refunds as necessary.

Students enrolled in online programs may opt for a payment agreement with 50% due the first day of the term and the remaining 50% due 5 weeks after the first day of the term. An administrative fee will be charged each academic term for this payment plan. For programs that have payment per program, payment in full is due prior to the start of the program or per the payment agreement on a quarterly payment schedule. The finance office will receive tuition payments and make refunds as necessary.

Lenders will be requested to forward all funds to the University by electronic funds transfer (EFT). Where necessary, lenders will be requested to make checks co-payable to the University and the student. The finance office will process such funds on a bi-weekly basis and post to the student's account. Funds credited in excess of the tuition, late charges (where applicable), educational supply fee, and short term advances will be refunded to the student.

Primary Care Loan and other institutional award funds will be applied directly to the student's account with any overpayment refunded to the student or returned to the lender to prevent an over award.

Students who apply for Direct Loans (subsidized and/or unsubsidized), or GRAD PLUS will not be subject to the late payment fee if the student is eligible for the loan for which he/she applies.



If a student chooses a lender which disburses funds by check only, the student must make a tuition payment within three (3) business days after notification the loan check is available.

A late payment fee will be assessed on past due amounts at the rate of eighteen percent (18%) per annum, beginning the fourth (4th) business day after the due date. A service charge of \$25 for returned checks will be assessed. Any waiver of the late payment fee applies only to the amount applied for on eligible loans or payable from approved third-party sources.

Students owing balances for the previous academic term will be required to pay past due amounts and late charges before registration for the next term.

The University will withhold all official transcripts under the following circumstances:

1. There is an outstanding balance due the University for tuition, fees, short term advances, or any other amount due the University unless satisfactory arrangements have been made.
2. There is a default on any student loan obtained through the University.
3. In the event it becomes necessary to engage an attorney and/or collection agency to secure collection of any debt owed to the University by a student or former student, fees charged for these services will be the responsibility of the debtor.

In the event an ATSU scholar award recipient does not complete their education at ATSU, the scholar award must be repaid to the University under one of the following options:

1. Repayment in full within three (3) months of the date of withdrawal/dismissal with no interest charge.
2. If not paid in full, the balance is due in twelve (12) monthly installments plus interest based on the prime rate at a local Kirksville bank as of the date of withdrawal/dismissal and will begin accruing on same date.
3. If a repayment agreement is not established or becomes sixty (60) days past due, the remaining balance will be referred to a collection agency, and the former student will be responsible for all related costs the University incurs that are associated with collecting the debt.

## Debts Owed to ATSU

Fees and expenses charged by an attorney or collection agency to secure payment of any debt owed to ATSU by a student or former student will be the responsibility of such student or former student.

## Refund Information

### Tuition Refund Policy

A.T. Still University adheres to a fair and equitable refund policy consistent with the requirements established by the U.S. Department of Education. This policy applies to students who officially withdraw from any program or course while attending the University. In order to officially withdraw, students must complete either an ATSU Withdrawal/Exit Process form (please contact your academic advisor) or an ATSU Course Add/Drop Request. The following information also applies to students who are administratively withdrawn or dismissed from a program.

### Refund Policy for Residential and Pay per Credit Programs

Students who withdraw by the end of the seventh calendar day of the term will receive a 100% refund of tuition, educational supply and technology fees. Equipment fees will be waived if the equipment is returned to the school in the condition in which the student received it.

For students withdrawing after the seventh calendar day of the term, ATSU will determine the amount of tuition, fees and equipment charges (if any) incurred by the student by calculating how many calendar days attended in the payment period divided by the total number of calendar days in that same payment period. A student who withdraws after the 60% point of the term will not be entitled to a refund. Students will be eligible for a refund of Title IV aid based on this formula.

### Student Refund Example

A student withdraws after 51 calendar days, but paid for 153 calendar days. The student would have incurred 33.3% of educational costs. Therefore, ATSU would refund 66.7% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 153 calendar days = \$17,280.00
- Calendar days attended by the student = 51
- $51/153 = 33.3\%$  (Percentage of educational costs incurred by the student)
- $33.3\% \text{ of } \$17,280 = \$5,754.24$  (Educational costs incurred by the student)
- $\$17,280 - \$5,754.24 = \$11,525.76$
- Amount of the ATSU refund= \$11,525.76

### Refund Policy for Dropped Course

An online pay per credit student who drops a course in the current term (but remains actively enrolled) will be subject to the following refund policy:

Student drops a course between calendar days 1-7 of the course	100% refund
Student drops a course between calendar days 8-14 of the course	50% refund
Student drops a course on or after the 15th calendar day of the course	0% refund

### Refund Policy for Programs Charged in Full at the Beginning of the Program

Students who withdraw prior to logging into the first course will receive 100 percent refund of tuition minus a \$250 administrative fee.

Students who withdraw prior to completing the first course will receive 100 percent refund of tuition minus a \$500 administrative fee.

Students who withdraw after completing the first course or thereafter will receive a prorated refund minus a \$500 administrative fee.

## Refund Policy for the California Central Coast Physician Assistant Studies Program

Students who withdraw by the end of the seventh calendar day of the term will receive a 100% refund of tuition, educational supply and technology fees. Equipment fees will be waived if the equipment is returned to the school in the condition in which the student received it.

For students withdrawing after the seventh calendar day of the term, ATSU will determine the amount of tuition, fees and equipment charges (if any) incurred by the student by calculating how many calendar days attended in the payment period divided by the total number of calendar days in that same payment period. A student who withdraws after the 60% point of the term will not be entitled to a refund. Students will be eligible for a refund of Title IV aid based on this formula.

## Federal Direct Student Loans

The information contained in this section is referring specifically to Title IV, Federal Direct student loan opportunities available to students at ATSU. This information is required for students who apply for and accept Title IV, Federal Direct student loans. More information about Federal Direct student loans and other types of aid may be found on the Enrollment Services website.

When a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

## Satisfactory Academic Progress for Federal Financial Aid

According to the United States Department of Education regulations (34CFR 668.16 and 668.34), all students receiving Title IV funds must meet and maintain a set of academic standards that demonstrate they are meeting satisfactory academic progress. Satisfactory academic progress (SAP) is measured in terms of qualitative (grade-based) and quantitative (time-based) standards and must be measured regardless of whether the student received financial aid for the terms and credits measured. Academic progress will be checked for all students annually after spring grades are posted. Students on SAP Probation or SAP Probation w/Academic Plan will be reviewed for compliance at the end of each term.

### Qualitative Measure

The qualitative, or grade-based measure of a student's progress is measured by reviewing a student's cumulative grade point average or comparable norm. The minimum cumulative GPA or comparable norm students must maintain to remain eligible to apply for Title IV financial aid at A.T. Still University is as follows:

- Programs operating on a 4.0 scale (A, B, C, etc.): SAP is evaluated annually after the spring term. A student's cumulative GPA after the spring term must meet the minimum cumulative GPA requirement set by their program for the catalog year for which their SAP is evaluated. For example, students evaluated in the spring of the 2022-23 academic year will be assessed using the GPA requirements of the 2022-23 University Catalog.

- Students in a program that does not specify a minimum cumulative GPA requirement must meet a minimum 2.00 cumulative GPA to maintain SAP.
- Programs operating on a Pass/Fail scale (P, HP, H, LP & RP grades): As pass/fail grades do not have a numeric value assigned, the calculation used for the quantitative measure will also measure the qualitative measure for programs operating solely on pass/fail grades. The credit hours earned will be compared to the credit hours attempted [ $\text{credit hours earned} \div \text{credit hours attempted}$ ] with students needing to achieve 67% or higher. ATSU recognizes the 67% threshold as at or above the same academic expectations of each program and therefore a comparable norm.

### Additional Grading Considerations

Courses that have a grade of incomplete or in progress at the time Enrollment Services calculates SAP will not be included in the GPA calculation. When the incomplete or in progress grade has been replaced with the final grade, this course will be included in the GPA calculation at the first SAP review following the final grade entry.

Transfer grades of TR and Withdraw grades of W do not calculate into GPA calculation. Repeated courses are only calculated into the GPA on the most recent attempt.

### Quantitative Measure

#### Pace of Progression

The quantitative, or time-based measure of a student's progress is measured by reviewing a student's pace of progression. Every student's pace of progression is measured at each standard review time by calculating the [ $\text{credit hours earned} \div \text{credit hours attempted}$ ]. Federal financial aid recipients must maintain a 67% minimum completion rate for attempted credit hours. Credit hours for a course are earned by completing and passing the class. Dropped, failed, and remedial courses for which no credit is received do not count towards credit hours earned but do count toward credit hours attempted. Courses dropped during the add/drop period will not be counted in credits attempted.

### Additional Grading Considerations

Courses that have a grade of incomplete or in progress at the time Enrollment Services calculates SAP will not be included in the pace of progression calculation. When the incomplete or in progress grade has been replaced with the final grade, this course will be included in the pace of progression calculation at the first SAP review following the final grade entry.

Pace of Progression Example 1:

- A student has completed four courses that are 3 credit hours each. The student successfully passed three of those courses and failed the fourth course. The student has attempted 12 credit hours, but has only earned 9 credit hours. This student's calculation would be  $9 \div 12$ , or a 75% completion rate, and they would still be meeting the SAP minimum requirement. Their SAP status would be SAP Met which continues their eligibility to receive Title IV loans.

Pace of Progression Example 2:

- A student has completed three courses that are 4 credit hours each. The student successfully passes one of the three courses. The student attempted 12 credit hours, but has only earned 4 credit hours. This student's pace of progression calculation would be  $4 \div 12$ , or a 33% completion rate. This student would not be meeting the SAP minimums, and would be moved to SAP Suspension

status. Students on SAP Suspension lose their eligibility to receive Title IV loans unless an appeal is granted.

### Maximum Time Frame

Financial aid recipients must complete an educational program within a time frame no longer than 150% of the published length of the educational program. All attempted, withdrawn, failed, repeated, and/or transferred credit hours that apply to a student's program count toward this maximum time limit.

Maximum Time Frame Example:

- A student pursuing a doctorate degree requiring 120 credit hours may attempt up to 180 credit hours before financial aid eligibility is suspended ( $120 \times 150\% = 180$ ).

### Additional Grading Considerations

Courses that have a grade of incomplete or in progress at the time Enrollment Services calculates SAP will not be included in the 150% calculation. When the incomplete or in progress grade has been replaced with the final grade, this course will be included in the 150% calculation at the first SAP review following the final grade entry.

### SAP Statuses

ATSU's Enrollment Services will conduct a SAP review annually after the spring term. During this review, each student's cumulative GPA and pace of progression will be assessed and determine the student's SAP status. Each SAP status is defined below.

- **SAP Met:** Students meeting the required GPA and with at least a 67% pace of progression will have a SAP status of SAP Met. This entitles the student to continued eligibility for Title IV aid.
- **SAP Suspension:** Students who fail to meet the GPA and pace of progression requirements are placed on SAP suspension for the Fall term and are not eligible for Title IV financial aid until their GPA and/or pace of progression return to the minimum requirements. These students will receive written notification to their ATSU email account of their failure to comply and that future Title IV financial aid will be canceled. This status can be appealed.

### Appealing a SAP Suspension

Students who have earned a SAP Suspension status may submit a written appeal to Enrollment Services for reinstatement of eligibility. Appeals must be received within 1 week of the notification of SAP Suspension status or before the 15th day of each following month. Eligibility for Title IV aid will remain suspended at least until the appeal is reviewed. The appeal will be based on the student's GPA and pace of progression at the time of SAP Suspension status. Retroactive appeals may be granted for a payment period(s) in the current award year only.

Occasionally, extenuating circumstances contribute to their inability to meet the requirements for satisfactory progress. Extenuating circumstances include, but are not limited to, the following:

- Death of an immediate family member
- Severe injury or illness of the student or an immediate family member
- Emergency situations such as fire or flood
- Legal separation from spouse or divorce
- Military reassignment or required job transfers or shift changes

Students who have extenuating circumstances may appeal by completing and submitting the SAP Suspension Appeal Form, provided in the SAP Suspension notification email, to [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu). A student will be notified if additional supporting documentation is required. The completed appeal form and supporting documentation will be presented to the SAP Committee for consideration. The student will be notified via ATSU email of the SAP Committee's decision and recommendations.

A student whose appeal is denied will remain on SAP Suspension and therefore will be ineligible to receive Title IV financial aid until eligibility is reestablished by completing courses without Title IV financial aid in one or more payment periods at ATSU. Regaining eligibility requires the cumulative GPA and/or pace of progression meet the required SAP minimums.

### SAP Probation

If a student appeals their SAP Suspension status and the appeal is approved, that student is put on SAP Probation for one payment period. A student may receive Title IV financial aid while on SAP Probation. If a student fails to meet SAP standards during the term of SAP Probation, their status will move to SAP Suspension, losing their eligibility to receive Title IV aid until that time that they return to meeting the SAP standards. Students may request an additional appeal if the reason for the continued academic issue is different from the reason used for any prior appeal.

### SAP Probation with an Academic Plan

If the SAP Committee determines that the student needs more than one payment period to meet SAP standards, the Committee may elect to place the student on SAP Probation with an Academic Plan. This plan will include a goal date that the student should be able to return to meeting SAP standards. Student progress will be assessed at the end of each payment period to determine if the student is meeting the requirements of their SAP academic plan. If it is determined that a student is not making the necessary progress, the student may be moved back to SAP Suspension status. Students may request an additional appeal if the reason for the continued academic issue is different from the reason used for any prior appeal.

### Reinstatement

Federal financial aid may be reinstated when one of the following conditions has been met:

- The student completes courses without federal aid in one or more payment periods at ATSU until the cumulative GPA and/or pace of progression percentage meet the required standard, OR
- The student files an appeal and the SAP Committee approves the appeal. The student must maintain the requirements set via appeal and with the SAP Probation or SAP Probation with Academic Plan status. It is the student's responsibility to notify Enrollment Services when reinstatement conditions have been met.

### Return of Title IV Funds Formula

If a Title IV recipient withdraws during a payment period, the institution will calculate the amount of Title IV funds unearned by the student and return the funds to the lender.

Enrollment Services will be notified of an official withdrawal through the census date, add/drop, withdrawal or administrative withdrawal processes. The date of the notice will be the official withdrawal date. In the instance where the student does not notify ATSU of their intentions to withdraw, Enrollment Services will work with the program to identify, and use as the official withdrawal date, the last date the student attended classes.

The amount of unearned Title IV funds is determined by dividing how many calendar days are remaining in the payment period by the total number of calendar days in the payment period. Unearned Title IV funds will be returned to the lender, up to 60% of the payment period for which the student was charged tuition/fees and equipment charges. After 60% of the payment period, the student will have earned all Title IV funds for that payment period and no financial returns or refunds will be made.

For example, if a student paid tuition, fees, and equipment charges (if applicable) with Title IV funds for 174 calendar days, but withdrew after 87 calendar days, the percentage of Title IV funds earned will be 50.0%. Unearned Title IV funds will be 50.0%, as well. Therefore, ATSU will return 50.0% of all Title IV funds to the lender. (Please note: The federal funds may not cover institutional charges due to ATSU at withdrawal. So, the student may owe a balance to ATSU upon withdrawal.)

- Tuition, fees, and equipment charges paid with Title IV funds for 174 calendar days = \$37,000.00
- Student enrolled for 87 calendar days out of 174
- $87/174 = 50.0\%$  (Percentage of Title IV funds unearned)
- $50.0\%$  of \$37,000.00 = \$18,500.00 (Unearned Title IV funds)
- Amount ATSU returns to the lender = \$18,500.00

The Return to Title IV calculation (R2T4) and the return of any corresponding funds owed will be completed within 45 days of the date ATSU determined a student has withdrawn. Credit balances will be disbursed as soon as possible, and no later than 14 days after the R2T4 calculation. If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must work with Student Accounts to pay the balance.

The funds must be paid back to the federal loan programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Perkins Loan (if applicable)
3. Federal GradPLUS Loan

## Post-withdrawal Disbursement

If the R2T4 calculation determines a student is eligible for a post-withdrawal disbursement, or funds that they have earned but have not yet received, the student will be notified via email within 30 days of the possible disbursement and given 14 days to respond and accept or decline some or all of the offer. Accepted loan amounts will be disbursed and immediately applied to any outstanding balance owed. Any credit balance resulting from the post-withdrawal disbursement, after the outstanding balance has been paid, will be scheduled for deposit into the student's personal account as soon as possible, but no later than 180 days from the date ATSU determined the student withdrew.

## Military Tuition Assistance

For assistance with utilizing your military tuition assistance benefits, please contact the Finance Office by email at [studentaccounts@atsu.edu](mailto:studentaccounts@atsu.edu) or by phone at 866.626.2878 ext. 2533. Tuition Assistance (TA) is a Department of Defense (DoD) program. VA does not administer TA. Some students may be

prohibited from simultaneously receiving education benefits from VA and TA benefits from the military.

Steps for Applying for Tuition Assistance:

1. All prospective TA students must first speak with their unit Education Service Officer (ESO), a military counselor, or visit their local installation Education Center regarding their desire to use Federal Tuition Assistance. Service members must coordinate with ESO's and receive approval before they begin using Federal Tuition Assistance.
2. After obtaining the proper approval, visit the TA portal for your respective branch and create an account.
3. You may now contact your A.T. Still University representative to schedule your coursework.
4. Log into your branch portal account and request tuition assistance for each of your classes. You'll need to have your A.T. Still University billing statement and your class schedule in digital form to upload onto the portal if/when prompted.
5. Revisit the portal routinely in the days and weeks following your request. Once your request is approved, you will receive a TA authorization statement.
6. Email your TA authorization statement to A.T. Still University Student Accounts, [studentaccounts@atsu.edu](mailto:studentaccounts@atsu.edu).

All TA vouchers must demonstrate approval was received prior to start of the course.

## Return of Tuition Assistance (TA) Funds

- All Tuition Assistance (TA) Funds will be returned directly to the military service, not to the service member.
- Up to the start date, 100% of all TA funds will be returned to the appropriate military service when the service member fails to: begin attendance, start a course (regardless if the student starts other courses), or the course is cancelled.
- All Tuition Assistance (TA) funds will be returned according to the University's institutional refund policy.

A committee comprising of the dean of the applicable school, the university CFO, and Vice President for Student Affairs will determine the appropriate actions needed when a Service member ceases their attendance due to a military service obligation. This decision will take into consideration the unique circumstances for each individual Service member, with the goal of no student debt for the returned portion.

## Veterans Educational Benefits

A.T. Still University is approved by the Missouri and Arizona State Approval Agencies to certify the enrollment of students eligible to receive VA educational benefits.

A.T. Still University of Health Sciences, in compliance with The Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, will not impose any penalty on a covered individual due to the individual's inability to meet his or her financial obligations to ATSU due to the delayed disbursement of funding from VA under chapter 31 or 33.

For the purposes of certifying VA Benefits, the University will determine enrollment status.

For assistance with utilizing veterans educational benefits at ATSU, please contact a School Certifying Official via Enrollment Services by email at [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu) or by phone at 660.626.2019.

## Review of Prior Training Requirement



In the instance where a program accepts transfer credit, this institution will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate.

Many of ATSU's programs require students to provide copies of their official transcripts from all colleges and universities attended as one of the admissions requirements. Student veterans that have been accepted to a program that does not require transcripts from all colleges and universities attended will have to provide these copies to their School Certifying Official. These transcripts beyond the required documents for admission may be unofficial copies.



ASDOH

**ATSU** | Arizona School of  
Dentistry & Oral Health

# Arizona School of Dentistry & Oral Health

Dear Students,

First, let me welcome you to what has been acknowledged as one of the most innovative dental schools in America – the Arizona School of Dentistry & Oral Health (ATSU-ASDOH).

We are committed to community service and addressing the health needs of the underserved. Our efforts to promote whole person health care in an environment of compassion and collegiality define us. You have been selected to be a valued member of the ATSU-ASDOH family because of your heart, intellect, and integrity. Please know that your pathway to success is both challenging and rewarding.

You are now members of the ATSU-ASDOH community that requires your best efforts to demonstrate professionalism through integrity, empathy, and collegiality. Your actions need to reflect the highest standard of mature ethical behavior while developing your clinical skills. Your patients, classmates, instructors, and profession expect and deserve no less.

I wish you great success. Know that we are here to help you succeed and graduate. You have the unique opportunity to be a community leader, health care provider, and proudly be an ATSU-ASDOH graduate who will be the heart of our profession! Together we are THE difference!

Sincerely,

Robert M. Trombly, DDS, JD  
Dean, Arizona School of Dentistry & Oral Health

## About ATSU-ASDOH

### Program Accreditation

The Predoctoral Dental Education Program and the Postgraduate Program in Orthodontics program are accredited by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611-2678, Phone: 800.621.8099 extension 4653.

CODA will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission directed at the address and phone number noted above.

### State Licensing

Please see the State Licensing section under About ATSU for information related to degree-granting authority by The Arizona State Board for Private Postsecondary Education and A.T. Still University's participation in nc-SARA.

## Vision, Mission and Core Values

### Vision

ATSU-ASDOH aspires to be a leader in transforming dental education to improve the health of all communities through service, integrative whole person care and scientific inquiry.

### Mission

Educate compassionate community-minded oral health providers to lead the profession.

### Core Values

- Public Health Principles and Practice
- Respectful and Collegial Environment
- Commitment to Social Mission
- Learner Centered Education and Patient Centered Care
- Diversity and Inclusion
- Innovation
- Integrity
- Life Balance
- Lifelong Learning

## Contact ATSU-ASDOH

A.T. Still University – Arizona School of Dentistry & Oral Health  
5850 E. Still Circle  
Mesa, AZ 85206  
[www.atsu.edu/asdoh](http://www.atsu.edu/asdoh)

Robert M. Trombly, DDS, JD  
Dean  
480.248.8105  
[rtrombly@atsu.edu](mailto:rtrombly@atsu.edu)

Wayne Cottam, DMD, MS  
Vice Dean  
480.248.8154  
[wcottam@atsu.edu](mailto:wcottam@atsu.edu)

Janet L. Woldt, PhD, MS  
Associate Dean for Academic Assessment  
480.219.6182  
[jwoldt@atsu.edu](mailto:jwoldt@atsu.edu)

Jeffrey L. Parent, DDS  
Associate Dean for Patient Care and Clinic Education  
480.245.6267  
[jefferyparent@atsu.edu](mailto:jefferyparent@atsu.edu)

Klud Razoky, BDS  
Associate Dean for Preclinical Education  
480.219.6184  
[krazoky@atsu.edu](mailto:krazoky@atsu.edu)

Mindy Motahari, DMD, MEd, '08  
Assistant Dean for Comprehensive Care  
[mmotahari@atsu.edu](mailto:mmotahari@atsu.edu)

Jonny Brennan, MD, DMD, MPH, '12  
Associate Dean, Innovation and Curriculum  
480.265.8012  
[jjbrennan@atsu.edu](mailto:jjbrennan@atsu.edu)

Colleen Reidhead, MBA  
Director, Business Operations  
480.219.6186  
[creidhead@atsu.edu](mailto:creidhead@atsu.edu)

Maureen Perry, DDS, MPA, MAEd  
Associate Dean, Advanced Education and Strategic Partnerships  
Director, The Center for Advanced Oral Health  
480.248.8120  
[mperry@atsu.edu](mailto:mperry@atsu.edu)

Ann Spolarich, PhD, RDH  
Assistant Dean for Research  
480.248.8153  
[aspolarich@atsu.edu](mailto:aspolarich@atsu.edu)

Azra Baab  
Associate Director for ASDOH Admissions  
480.219.6085  
[abaab@atsu.edu](mailto:abaab@atsu.edu)

Michele Fiore  
Executive Assistant to the Dean and Vice Dean  
480.219.6140  
[mfiore@atsu.edu](mailto:mfiore@atsu.edu)

Marcia Arbizu  
Director, Integrated Community Service Partnerships and  
Continuing Dental Education  
480.219.6099  
[marbizu@atsu.edu](mailto:marbizu@atsu.edu)

## ATSU-ASDOH School Policies

### Grading

ATSU-ASDOH programs adhere to the University grading scale. See 'Grading' under the ATSU Policies section for more information.

### Immunizations

All current and matriculating ATSU-ASDOH students must be vaccinated and boosted against COVID-19 as a means to protect themselves and others.

### *Immunization Exemptions*

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the Director of ICSP an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

# Dental Medicine, DMD

## Doctor of Dental Medicine (ASDOH)

### Length of Program

The ATSU-ASDOH DMD program is a four-year residential program comprised of 309 credit hours.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee
Class of 2026, year 1	\$87,452	\$1,150	\$10,860
Class of 2025, year 2	\$87,452	\$1,150	\$11,106
Class of 2024, year 3	\$87,452	\$1,150	\$7,826
Class of 2023, year 4	\$87,452	\$1,150	\$8,494

### Admissions

#### Application Process

ATSU-ASDOH participates in the Associated American Dental Schools Application Service (AADSAS). AADSAS takes no part in the evaluation, selection, or rejection of applicants. Applications may be obtained at [www.adea.org/aadsasapp/](http://www.adea.org/aadsasapp/). Application questions should be directed to customer service representatives at 800.353.2237 or via e-mail at [csraadsas@adea.org](mailto:csraadsas@adea.org). Applications must be submitted by November 15.

Applicants meeting the minimum GPA requirements will be sent instructions to complete an online secondary application with a December 15 deadline.

#### Admission Requirements

Applicants for admission to the first-year DMD class must meet the following requirements prior to matriculation.

- Applicants must have a minimum cumulative and science grade point average of 2.5 on a four-point scale (3.0 minimum recommended). The overall and science GPA, the school(s) attended, and the rigor of the academic course load are all assessed on an individual basis.
- A formal minimum of three years college or university coursework from a regionally accredited school in the United States only (90 semester hours or 135 quarter

hours). A baccalaureate degree from a regionally accredited institution is preferred.

- All prerequisite courses must be completed prior to matriculation and must have been completed from a regionally accredited U.S. institution. It is highly recommended that science prerequisite courses be taken within 5 years of applying, and prerequisite credits for AP or CLEP tests are no longer being accepted.
  - General Biology – one year lecture and lab, minimum of 8 semester hours/12 quarter hours (zoology or microbiology are acceptable alternatives)\*
  - General Chemistry – one year lecture and lab, minimum of 8 semester hours/12 quarter hours\*
  - Organic Chemistry – one year lecture and lab, minimum of 8 semester hours/12 quarter hours\*
  - Human Physiology – 3 semester hours/4 quarter hours\*
  - Biochemistry – 3 semester hours/4 quarter hours – upper division\*
  - Physics (Algebra-based) – one year of lecture and lab, minimum of 8 semester hours/12 quarter hours\*
  - Anatomy – 3 semester hours/4 quarter hours\*
  - English Composition/Technical Writing – minimum of 3 semester hours/4 quarter hours
- Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcript confirming the required amount of coursework or undergraduate degree must be submitted by the date of matriculation.
  - Individuals who have a reason acceptable to the University for submitting transcripts after the due date (i.e., late accepts or delays by sending institutions) must submit a letter from their professor stating satisfactory completion of the course with a passing grade to ATSU-ASDOH admissions and their official transcripts to Enrollment Services by the first day of the second week of classes.
  - Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by a foreign evaluation service.

World Education Services Inc.  
P.O. Box 745  
Old Chelsea Station  
New York, NY 10113-0745  
212.966.6311  
[www.wes.org](http://www.wes.org)

Foreign Consultants, Inc.  
Credential Evaluation Services  
3000 Dundee Road, Suite 209  
Northbrook, IL 60062  
773.761.0000  
[www.foreignconsultants.com](http://www.foreignconsultants.com)

GCE, Inc.  
PO Box 9203  
College Station TX 77842  
1.800.707.0979  
[www.gcevaluators.com](http://www.gcevaluators.com)

Educational Credential Evaluators Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
414.289.3400  
[www.ece.org](http://www.ece.org)

- All applicants are required to take the US Dental Admissions Test (DAT) and submit their scores via the AADSAS site on or before December 1\* of the application year. Scores older than three years from the application date will not be accepted.
- Applicants must provide a minimum of three (3) letters of recommendation. One letter must be from a Science Faculty, Committee Member or Academic Advisor, one from a dentist, and one from a Community Service Supervisor. The letter from the Community Service Supervisor must be from a broad-based volunteer community service project in which the applicant was involved but not paid.
- ATSU-ASDOH and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. 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. A matriculant with a positive criminal background screen will be reviewed.
- Matriculants will meet the minimum technology specifications found at:  
<https://its.atsu.edu/knowledgebase/asdoh-technology-requirements/>

\*Highly recommended that science prerequisite courses be taken within 5 years of applying.

\*No longer allowing prerequisite credits for AP and CLEP (starting with the 2016-2017 application cycle).

## Transfer Student Admission

ATSU-ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## Transfer Credit

ATSU-ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## Advanced Standing Admission

ATSU-ASDOH will consider advanced standing on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## International Student Admissions

International students applying for admission to the DMD program must be a U.S. citizen or permanent U.S. resident. ATSU-ASDOH is approved to offer F-1 student visas. In addition to meeting all the general requirements for admission, applicants must be proficient in the English language, both written and spoken is required. Written and spoken proficiency in

the English language may be demonstrated by one of the following options:

- Option 1: English is your first language.
- Option 2: Graduated from a regionally accredited four year college/university in the United States with a BA/BS or graduate degree.
- Option 3: Demonstrate English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL). [www.ets.org/toefl](http://www.ets.org/toefl)
  - 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/Reading Skills section |  
Minimum of 26/Writing Skills section
    - iBT: minimum total score of 80  
Minimum of 22/Reading Skills section |  
Minimum of 24/Writing Skills section
    - PBT: minimum total score of 550  
Minimum of 57/Reading Skills section |  
Minimum of 61/Writing Skills section
- All prerequisite coursework must have been completed from a regionally accredited U.S. institution.
- Credit for advanced standing will not be given for any work completed in foreign graduate or medical schools. All students must apply for first-year status.
- International students must have permanent residency status (green card) to be eligible to receive any type of federal financial assistance.
- F-1 Visa students not having permanent residency status must provide written proof of the ability to finance their dental education prior to matriculation.

International students seeking to enter a program of study at ATSU-ASDOH must obtain an appropriate visa issued by the U.S. Government. ATSU-ASDOH is approved to issue a U.S. Department of Homeland Security Form I-20. Upon receiving the completed Form I-20 from ATSU, you will be able to apply for an F-1 student visa. Please contact Enrollment Services for more information at [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu), by phone at 660.626.2019, or visit <https://www.atsu.edu/department-of-student-affairs/enrollment-services/my-academics#f1-student-visa>.

## Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of ATSU-ASDOH and its program. Completed applications, in compliance with minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, extracurricular activities, work and life experiences, interest in dentistry and oral health, and recommendations. Applicants are evaluated on academic course work, performance on the DAT, AADSAS essay, letters of evaluation, and interviews. Demonstrated community service through volunteerism or service-oriented employment is preferred.

Personal interviews may be offered to those applicants who rank among the highest in evaluation of all admission criteria. The Admissions Committee reserves the right to accept, reject, or defer any application.

Applicants sent a letter of acceptance are granted a specified time period to notify ATSU-ASDOH of their intention to



enroll. Accepted applicants must submit the following to Admissions prior to matriculation.

1. Signed admission agreement
2. Non-refundable deposits
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor

All ATSU students must meet ATSU requirements, enroll in the ATSU student sponsored health plan, or submit a waiver and receive approval for use of another acceptable health coverage plan.

Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

## Minimal Technical Standards for Admission and Matriculation

### Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

### Categories of Technical Standards

The holder of a Doctor of Dental Medicine degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in dentistry must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual; conceptual; integrative and quantitative; and behavioral and social. These abilities and skills comprise the categories of ATSU-ASDOH's Minimum Technical Standards for Admission and Matriculation and are defined as follows:

**Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They

must be able to observe patient accurately at a distance and up close.

**Communication:** Candidates and students should be able to speak, hear, and observe patients in the English language in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team.

**Motor:** Candidates and students should have sufficient motor functions to execute movements required to provide clinical care. Such actions require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision.

**Sensory:** Candidates and students need enhanced sensory skills such as tactile discrimination and proprioception.

**Strength and mobility:** The provision of clinical treatment requires sufficient strength and mobility to maintain appropriate posture either sitting or standing for up to eight (8) hours per day.

**Visual integration:** Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of hard and soft tissues, symmetry and range of motion.

**Intellectual, conceptual, integrative, and quantitative:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

**Behavioral and social:** Candidates and students must possess and display the following: a) emotional health required for full utilization of their intellectual abilities, b) the exercise of good judgment, c) the prompt completion of all responsibilities attendant to the didactic, preclinical and clinical coursework within the program as well as to the diagnosis and care of patients, and d) the development of mature, sensitive, ethical and effective relationships with peers, faculty, staff and patients. Candidates and students must be able to: a) tolerate physically and mentally taxing workloads, b) adapt to changing environments, display flexibility, and c) learn to function in the face of uncertainties inherent in the rigors of this academic professional program; in dealings with peers, faculty, and staff; and in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, empathy, and motivation are all personal qualities that will be assessed during the admission and educational processes.

### Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774. Any actions taken by ATSU-ASDOH do not apply to clinical or licensure exams not administered by the School or University.

## Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments, or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

## Auditing a Module

Only one module per academic term may be audited by any one student. Students who audit a module are expected to attend classes on a regular basis. Successful completion of an audited module will be determined by the instructor and recorded on the student's transcript as an AU (audit). No letter grade or credit will be awarded for an audited module, and an audited module may not be changed to a module for credit or vice versa.

No tuition is charged for audited courses by currently enrolled ATSU-ASDOH students.

To be considered for auditing a module, the individual must be enrolled in an ATSU-ASDOH graduate or post-graduate program. Eligibility to audit a module is at the sole discretion of the ATSU-ASDOH administration. Requests to audit an ATSU-ASDOH module should go to the appropriate associate dean and must be approved in writing after consultation with the appropriate faculty member(s).

Individuals approved to audit a module will be notified in writing along with the specific module dates and be required to pay the associated fee.

## Non-ATSU-ASDOH Course

Requests to audit another ATSU course outside of the dental school should go to the chair of the program under which the course is offered. Requests to audit a course must be approved in writing by an ATSU-ASDOH associate dean.

## Grading

ATSU-ASDOH programs adhere to the University grading scale. Doctor of Dental Medicine program students earn a pass/fail grade for each course. Students do not earn grades for courses. Each course is linked to the 30 ATSU-ASDOH competencies that must be attained prior to graduation.

### Grading Criteria

Faculty are encouraged to use evaluation criteria, when possible, that is based on multiple methods such as examinations, quizzes, papers, projects, presentations, case studies and/or a final examination. Each course should have both formative and summative evaluation methods.

- A single assessment generally will not be worth more than 40% of the grading criteria with the exception of certain courses.
- Except for examinations and quizzes, each assessment method must have a grading criteria matrix (e.g., a grading rubric) established at the time the students are notified of the assignment.
- Mastery of course material shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).

- ATSU-ASDOH's protocol dictates that the statistical scoring method of curving (also known as grading on a curve or bell curving) will NOT be applied during calculation to yield a predetermined distribution of grades. Furthermore, ATSU-ASDOH does not round individual assessment scores or final grades.

For clinical grading, refer to the Clinical Competency Guidebook and syllabus.

Students earning a 74.9% or below will be required to remediate course content and will receive an "F". When students successfully complete the remediation process with a 75% or higher, the grade of "F" will be changed to a "RP".

If the student does not successfully complete remediation in accordance with the school policies, the grade of "F" will remain. The student must then retake the course at the student's own expense. This fee is determined by the Finance Office and is based upon a per credit equation.

### Grading Criteria for Pass/Fail Courses

Grade	Value
P	Pass – an average of 75.0% or better on individual modules within a course
F	Fail – an average of 74.9% or lower on individual modules within a course
I	Incomplete – Extenuating Circumstances

### Failing (F) Grade

Students earning a calculated score of 74.9% or below and fail (F) an individual module within a course will be required to remediate the module. If the remediation process is successfully completed, the final grade in the course will be submitted to the registrar at the conclusion of the semester as a Remediated Pass (RP). If the remediation process is unsuccessfully completed, the final grade in the course will be submitted to the registrar at the conclusion of the semester as a Fail (F) and the student will need to retake the course at their own expense.

### Incomplete (I) Grade

ATSU-ASDOH programs adhere to the University's Incomplete Grade Policy.

At the discretion of the course director, a course final grade of "I" may be temporarily recorded on a student's transcript should they experience extenuating circumstances that prevent them from completing an individual module(s) within a course. The student and course director must sign an Incomplete Agreement Form that specifically outlines module requirements and the specified amount of time in which requirements must be completed in order to receive course credit. The student may need to retake the course when it is offered again during the next academic year or as determined by the course director. Copies of the signed agreement will be placed in a student's file that resides in Enrollment Services and with the course director. Once all course requirements are successfully completed and at the conclusion of the semester, the student's "I" grade will be replaced with a "P" grade as earned in the individual module and course.



At the conclusion of the semester, a Record of Grade Change will be forwarded to Enrollment Services. If the work was not finished within the period of time specified in the agreement, the final individual module grade and final course grade will become an "F". Students earning an "F" for a course will be required to repeat the course prior to graduation. The "F" as well as the retake grade will remain on their transcript. The student must then retake the course at the student's own expense. This fee is determined by the Finance Office and is based upon a per credit equation.

## Remediation Process

All students earning a 74.9% or below in an individual module within a course (unless requesting a grade of incomplete) will be officially notified by their Course Director via email. Students earning a 74.9% or below are automatically required to participate in the remediation process and will receive an "F" grade for the individual module and will be placed on Academic Caution. The Course Director will work in conjunction with the course instructor to create a Remediation Plan unique to that student's individual needs.

At the discretion of the Course Director, students may be scheduled to complete the remediation process during student breaks, holidays, or any other dates in which the University is open for business. This may include administering assessments during Fall Break, Thanksgiving Break, Winter Break, Spring Break, and/or Summer Break. Students will always be notified in advance of their remediation schedule.

To successfully complete and pass the remediation process, students must receive an equivalent of a 75.0% or higher on their Remediation Plan. Remediation Plans may include additional assignments, examinations, quizzes, case studies, projects, oral or slide presentations and/or typed papers and are determined at the discretion of the instructor. Remediation Plan assessments should provide an opportunity for students to demonstrate comprehension of the module content and be directed toward the content areas within the course in which the student was deficient. It is the responsibility of the student to ensure they have met and passed all requirements outlined in their Remediation Plan by the determined deadlines.

The student must fulfill all the requirements outlined in the remediation plan within 60 days of not passing the module. The course director has the discretion to extend the remediation period if needed.

Students who successfully complete the remediation process with a grade of 75.0% or higher will receive a final grade of "RP" for the course. If all module remediation requirements are not successfully completed in accordance with school policies, the final individual module grade will remain an "F" and a final course grade of "F" will be recorded on the student's transcript. The student will be placed on academic probation and must then retake the course at the student's own expense. Students will be notified by the Finance Office in regards to their fee.

Students who fail when retaking a course will be referred to the Academic Progress Committee (APC) and/or may be recommended for dismissal. Students may be allowed to repeat up to two courses while in dental school. Students required to retake a third course may be recommended for dismissal.

## Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DMD program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, Academic Appeals policy.

## Academic Progress Committee

### Academic Progress Oversight Committee

**Purpose:** To assess, monitor, and facilitate the academic progress and success of students in a manner which includes the input of didactic and clinical faculty, as well as administration. The Academic Progress Committee (APC) is charged with monitoring the student's overall performance and progress towards attainment of competency. This includes the ability of the student to learn and integrate knowledge, experiences, critical thinking and problem-solving skills, communication skills, professionalism, ethical values, and technical clinical skills while caring for their patients and their communities.

Inherent in the assessment of student progress and student success is the assessment of a student's professional behavior. The profession of dentistry demands the utmost in professionalism, as dentists are required to serve others by respectfully treating patients and providing them with the best care; working humanely, attentively, and efficiently with staff; managing resources wisely; and representing the profession to the public. The many facets of professionalism include respecting others (e.g., colleagues, classmates, faculty, administration and patients); maintaining high ethical standards and unwavering integrity; and, accepting instruction. Professionalism is observed in a person's work habits, their time management skills, their attire, and adherence to rules and procedures.

### Academic Progress Committee Charge

1. Establish academic policy and procedure for the ATSU-ASDOH predoctoral dental education program consistent with those established by A.T. Still University.
2. Review the academic performance of all predoctoral dental students.
3. To make determinations on a student's academic standing and ability to meet technical standards consistent with the policies of A.T. Still University and ATSU-ASDOH.
4. To set conditions of progression in the program for students, including but not limited to:
  - Students who have demonstrated outstanding progress and abilities;
  - Students in current or potential academic difficulty;
  - Students who may not meet the ATSU-ASDOH Technical Standards;
  - Students who may lack fitness for the profession.
5. Potential committee determinations include, but are not limited to:
  - Recognition of outstanding achievement (e.g.: honors) and/or recommendations for advanced curricular opportunities;
  - Progression without restriction;
  - Progression with status of academic caution, probation, or modification/extension of program;

- Progression with conditions, which may include but are not limited to: meeting with designated faculty on a scheduled basis; restriction or suspension of clinical privileges; an individualized education plan (IEP) which may include remedial didactic, simulation or clinical activities; delayed placement on ICSP rotations; professional counseling; completion of anger management course; obtaining a medical, psychological examination; or, other conditions believed by the APC to assist the student in successfully progressing through the program;
    - Recommendation to the Dean regarding:
    - Graduation;
    - Repetition of an academic year;
    - Dismissal with the option to withdraw;
    - Dismissal;
    - Leave of absence.
6. When requested by the Dean, conduct an investigation to determine if charges that a student violated the ATSU Code of Academic Conduct or the Code of Behavioral Standards have merit and/or if they can be disposed of administratively by mutual consent of the parties involved.

### **Meetings**

The APC meets as necessary to fulfill its charge as determined by the Chair. It is anticipated at least once to review student progress during the semester and once to review student progress as of the end of the semester.

### **Composition**

Ex-Officio Members (Voting) include the Associate Dean, Academic Assessment (Chair), Vice Dean, Associate Dean, Patient Care & Clinic Education, Associate Dean, Pre-Clinical Education & Simulation Clinic Operations, and the Assistant Dean, Comprehensive Care. Ex-Officio Members (Non-Voting) include the Associate Vice President of Student Affairs. Faculty members appointed annually by the Dean, limit of 6 consecutive 1-year terms (Voting), Two D3/D4 Clinical Faculty - CCU and Specialty Representative, and Two D1/D2 Faculty - Biomedical Sciences and Pre-Clinical.

### **Quorum**

A quorum is established when a simple majority of the voting members, or their designees, are present at the meeting.

### **Protocol & Procedure**

Recommendations to the Dean for Student Dismissal, Withdrawal, Repetition of the Year or Leave of Absence: If the APC is considering recommending to the Dean that a student to be dismissed, withdraw, repeat a year, or take a leave of absence, the APC must notify the student and schedule a meeting to allow the student the opportunity to present significant information relative to the recommendation under consideration, which the committee may not otherwise possess. It should be noted that the purpose of the meeting is not to appeal any decisions (as the decision would not be made), nor is it a forum to appeal a grade or assessment. If the student chooses not to meet with the committee as scheduled, the committee may proceed with deliberation and notify the Dean of a final recommendation as appropriate.

Relationship to the Academic Progress Committee (APC): The Chairs of the D1/D2 and D3/D4 Student Success Committees (SSC) will meet with the Chair of the APC within one week after each SSC meeting. At this meeting, the chairs will determine any

student issues that should be brought to the APC for discussion or action.

## **D1/D2 Student Success Committee**

The charge of the D1/D2 Student Success Committee is to support each course instructor/director as they facilitate the academic success of their students. This committee is tasked with assessing student progress through the DS1/DS2 years. All students will be assessed regarding academic progress for the current semester according to criteria as published in each course syllabi. The D1/D2 SSC will provide a venue for feedback, discussion, and advisement related to student academic progress based on collective input from the wide variety of faculty interactions in the ATSU-ASDOH program. This may include, but is not limited to, recommendations to the Associate Dean for Pre-Clinical Education and Simulation Clinic Operations regarding:

1. Enrichment, advanced, or alternative opportunities for students who have shown outstanding abilities.
2. Student participation in research or other elective experiences.
3. Support activities or experiences for students who are at risk of failing a course.
4. Support activities or experiences for students who need improvement in one or more of the six ATSU-ASDOH Competency Domains (i.e., Foundation Knowledge; Professionalism and Leadership; Patient Management; Critical Thinking; Technical Clinical Skills; Self Assessment).
5. Development of formal Individualized Education Plans (IEPs).
6. Development of formal IEP as requested by the Associate Dean for Academic Assessment for integration of students with advanced standing (e.g., transfer students) into the clinic.
7. Refer specific student discussions to the chair of the APC for further action as appropriate.

### **Composition**

Ex-Officio Members (Voting) include the Chair, Associate Dean, Pre-Clinical Education and Simulation Clinic Operations, and the Assistant Dean, Comprehensive Care. Ex-Officio Members (Non-Voting) include the Associate Dean for Academic Assessment, and the Associate Dean for Patient Care & Clinic Education. Faculty Members Appointed by the Dean Annually (Voting) include five faculty members who are serving/have served as a course instructor in the D1 or D2 year whenever practical, including at least one faculty member who is responsible for the clinical sciences curriculum and at least one who is responsible for the biomedical sciences curriculum.

### **Meetings**

At least two meetings per semester will be scheduled by the Chair, which may be reflected on the academic calendar to review student progress during the semester and at/near the end of the semester. Other faculty members may be invited to participate in D1/D2 SSC discussions and provide feedback on student progress as determined by the Chair.

### **Relationship to the Academic Progress Committee**

The Chair of the D1/D2 SSC meets with the Chair of the APC within one week after each SSC meeting. At this meeting, the chairs will determine any student issues that should be brought to the APC for discussion or action.

### D3/D4 Student Success Committee

The ATSU-ASDOH clinic education system is designed to provide each student with a wide variety of clinical educational experiences to develop the knowledge, skills and values expected of graduate general dentists. During their clinical training, students work in their Comprehensive Care Units (CCU), where they collaborate to provide comprehensive care for their assigned patients working with their CCU Director and a variety of faculty members. Students also participate in several internal rotations to gain clinical experiences in specific dental disciplines and in the management of diverse patient populations. During Integrated Community Service Partnership (ICSP) rotations, students immerse themselves in different cultures and socioeconomic environments, providing preventive, restorative, and surgical oral healthcare in community clinics in underserved areas.

With the support of the Assistant Dean for Comprehensive Care, each CCU Director works with their assigned students to manage the scope of clinical educational experiences and monitor the student's overall performance and progress towards attainment of competency. A key responsibility for CCU Directors is to facilitate each student's ability to self-assess and to develop their individual education goals throughout their clinical program. This includes goals related to the ability of the student to learn and integrate knowledge, experiences, critical thinking and problem-solving skills, communication skills, professionalism, ethical values, and technical clinical skills while caring for their patients and their communities.

The charge of the D3/D4 Student Success Committee (SSC) is to support each CCU Director as they facilitate the academic success of their students. This committee will be tasked with assessing student progress through the DS3/DS4 clinic years. All students will be assessed regarding clinical progress for the current semester. Faculty will evaluate clinic progress according to the clinic syllabus and Clinical Education Manual. The D3/D4 SSC will provide a venue for feedback, discussion, and advisement related to student clinical progress based on collective input from the wide variety of faculty interactions in the ATSU-ASDOH Clinical program. This may include, but is not limited to, recommendations to the Associate Dean of Patient Care and Clinic Education regarding:

1. Enrichment, advanced, or alternative clinical opportunities for students who have shown outstanding abilities.
2. Student participation in ICSP rotations.
3. Support activities or experiences for students who are at risk of failing a course.
4. Support activities or experiences for students who need improvement in one or more of the six ATSU-ASDOH Competency Domains (i.e., Foundation Knowledge; Professionalism and Leadership; Patient Management; Critical Thinking; Technical Clinical Skills; Self Assessment).
5. Development of formal Individualized Education Plans (IEPs) as requested by CCU Directors, the Assistant Dean for Comprehensive Care, or the Academic Progress Committee (APC).
6. Development of formal IEP, as requested by the Associate Dean for Academic Assessment for integration of students with advanced standing (e.g., transfer students, GOHLD program) into the clinic.
7. Refer specific student discussions to the chair of the APC Committee for further action as appropriate.

#### Composition

Voting Members include the Chair: Associate Dean, Patient Care and Clinic Education, Assistant Dean, Comprehensive Care, CCU Directors: All CCU Directors who have responsibility for assigned students, Discipline Clinic Directors: Emergency/Oral Medicine, Endodontics, Non-Surgical Periodontics, Oral Radiology, Oral and Maxillofacial Surgery, Pediatric Dentistry, Periodontics, Prosthodontics, and Special Needs (SNCU), ICSP Representative, and a Behavioral Sciences Representative. Non-Voting Member(s) include the Associate Dean, Pre-Clinical Education & Simulation Clinic Operations.

#### Meetings

At least two meetings per semester will be scheduled by the Chair, which may be reflected on the clinic calendar to review student progress during the semester and at/near the end of the semester. Whenever practical, meetings will be placed in the clinic rotations so that all clinical faculty members will be able and expected to attend or designate the appropriate proxy. All student evaluations will be collected by CCU Directors from adjunct faculty prior to the meeting to facilitate discussion. Other faculty members may be invited to participate in D3/D4 SSC discussions and provide feedback on student progress as determined by the Chair.

#### Relationship to the Academic Progress Committee

The Chair of the D3/D4 SSC meets with the Chair of the APC within one week after each SSC meeting. At this meeting, the chairs will determine any student issues that should be brought to the APC for discussion or action.

### Caution and Probation Policy

The purpose of the status of Caution and Probation is to identify and provide appropriate support to dental students who are not making adequate academic progress and/or demonstrating the professional conduct required to matriculate through the DMD degree program in a timely manner.

Students who have been designated with the status of Caution or Probation by the appropriate ASDOH Academic Progress Committee (APC) or Student Success Committee\* may be directed to available support services including counseling, tutorial assistance, special scheduling, and/or other activities that may help the student improve academic performance or professional behavior. Support strategies and measurable performance/behavior goals for the student may be summarized in an Individualized Education Plan (IEP) established by committee or assigned ASDOH faculty member.

Students who are not successful in the completion of an IEP, fail to adequately progress or complete the academic or clinical portion of the program, or violate the University Academic Code of Conduct or University Code of Behavioral Standards may be subject to repetition of one or more semesters, or be dismissed from the program.

\* ASDOH student progress is monitored by the D1/D2 Student Success Committee, the D3/D4 Student Success Committee, and the Academic Progress Committee.

#### Definitions

**Caution:** Caution is a status designated by the APC or appropriate Student Success Committee which serves to notify the student that they have been identified by the faculty as being at risk to successfully complete and graduate from the DMD program with their class. The student will be informed in writing

of the rationale for the faculty's concerns which may include issues regarding the student's academic performance, behavior, conduct, and/or professionalism. Students who have received a notice of Caution are considered to be in "good standing" within the DMD program and notice of Caution is not reported to University Enrollment Services, nor is the status of Caution recorded in the student's official transcript. This notice is provided to assist the student with information and strategies on how to remain in "good standing" and matriculate through DMD program as planned, and to avoid progressing to the status of Probation, repetition of all or part of an academic year, and/or dismissal from the program.

**Probation:** Probation is a status designated by the APC and serves as a warning that the dental student's academic performance or professionalism falls below the School's and University's criteria for "good standing" and therefore is reported to the University Offices of Enrollment Services and Student Affairs. Placing a student on Probation is not intended to be a punitive action, but rather reflects a serious and significant concern of the faculty, providing official acknowledgement that the student is in jeopardy of repetition of all or part of the academic year, or being dismissed if the issue at hand is not corrected. Students on Probation are expected to take steps to improve, which may include the development and successful completion of an Individualized Education Plan (IEP). Students on Probation may be required to meet regularly with support personnel including but not limited to support staff, counselors, faculty and/or administrators. Students on Probation are ineligible to participate in co-curricular and other School and University activities which require academic "good standing" as noted below in this policy. (College Parents of America, 2009, November 29). What to Do If Your College Student Is on Academic Probation. Retrieved from <https://www.collegeparentcentral.com/2009/11/what-to-do-if-your-college-student-is-on-academic-probation/>)

**Repetition of One or More Semesters:** A student who is unable to remain in "good standing" and/or fails to demonstrate adequate academic progress as determined by the Academic Progress Committee (APC) may be required to repeat one or more semesters and/or be required to participate in a modified/extended program curriculum.

**Dismissal:** Dismissal of a student occurs when the student is dismissed from the program by the Dean on an involuntary basis due to serious academic or behavioral issues as determined by the APC and is no longer enrolled in the DMD degree program.

**Dismissal with the Option to Withdraw:** Dismissal with the option to withdraw may be recommended by the APC or Dean to provide the student with a limited opportunity to voluntarily withdraw from the DMD program rather than being subject to involuntary dismissal from the program.

**Withdrawal:** Withdrawal by a student from the program occurs when a student voluntarily withdraws and is no longer enrolled in the DMD program.

Note: Students who are dismissed or withdraw from the program and subsequently are readmitted to the program will be reviewed by the APC to determine if the status of Probation is in order upon re-enrollment.

## Scope and Criteria

**Caution:** A student may be assigned the status of Caution for any one of the following reasons as determined by the APC or

appropriate Student Success Committee including but not limited to:

- Failure of an ASDOH module or required College of Graduate Health Studies (CGHS) course
- A demonstrated pattern of passing modules or courses at minimal performance levels
- A demonstrated pattern of unprofessional behavior

Note: Students with the Caution status must realize that failure to improve academic performance or unprofessional conduct may lead to the status of Probation, the repetition of one or more semesters, or Dismissal from the program.

**Probation:** A student may be assigned the status of Probation by the APC for any one of the following reasons as determined by the APC, including but not limited to:

- Failure of a total of two ASDOH modules and/or CGHS courses
- Failure of one ASDOH course
- Failure to maintain a 3.0 GPA within CGHS
- The initiation of an Individualized Education Plan
- Violations of the University Academic Code of Conduct
- Violations of the University Code of Behavioral Standards
- Failure to comply with or meet the ASDOH Technical Standards
- Accrual of 5 Professionalism Compliance Citations or a continued demonstrated pattern of unprofessional behavior
- A combination of unprofessional behavior and module/course failure
- Deficient clinical performance and/or judgement

## Guidelines for Limited Activities for Students on

**Probation:** Unless otherwise permitted by the APC, students on Probation may not:

- serve as an officer in any ATSU or ASDOH organization, or as an ambassador
- participate in ASDOH interview days
- represent ASDOH and/or CGHS in University programs and committees, e.g., the Falls Prevention program, IPE activities
- participate in ATSU- or ASDOH-and/or CGHS-related co-curricular activities (e.g., humanitarian outreach trips scheduled on the academic calendar)
- attend or represent ATSU or ASDOH and/or CGHS at conferences/events supported by ATSU or ASDOH
- be excused from curricular activities for professional development
- participate in ATSU or ASDOH and/or CGHS research programs

Note: Students previously on probation who exhibit any of the previously noted probation-worthy behaviors, may be placed back on probation, be recommended for repetition of all or part of the academic year, or recommended for dismissal from the program.

**Repetition of Semester(s) / Dismissal:** Students may be required to repeat one or more semesters by the APC or be dismissed from the program by the dean upon recommendation of the APC for any one of the following reasons that include but are not limited to:

- Failure of a third module within ASDOH
- Violations of the University Academic Code of Conduct



- Violations of the University Code of Behavioral Standards
- Failure to comply with or meet the ASDOH Technical Standards
- A continued demonstrated unresolved pattern of unprofessional behavior
- Deficient clinical performance and/or judgement

## Appeals

Academic actions by the APC and/or the Dean may be appealed as follows:

- Caution and Probation: The decision to place a student on the status of Caution or Probation may not be appealed.
- Repetition of Semester(s): The student may appeal the APC's decision for the student to repeat one or more semesters. The appeal may only be based on: 1) a procedural error by the APC or the Dean; 2) evidence of bias by an APC member; or, 3) new and significant information which was not previously considered by the APC.
- A written appeal to the Chair of the APC must occur within seven academic days (business days, excluding holidays and/or University closure dates) of the notification to the student of the decision and must contain a signature of the student (emails and faxes are acceptable). The APC will review the appeal and issue a recommendation to the Dean. The Dean will review the APC recommendation and make a final decision, which will be without further appeal, within seven academic days of receipt of the student's appeal.
- Dismissal: The student may appeal the decision by the Dean to be dismissed from the program to the ATSU Senior Vice President of Academic Affairs according to the process outlined in the ATSU policy section of the ATSU Catalog ([catalog.atsu.edu](http://catalog.atsu.edu)).

### **Removal of the Caution or Probation Status**

These guidelines are employed to assist the student in concentrating on improvement in the student's academic progress or in improving professional behavior. The Caution or Probation status of students is reviewed by the Academic Progress Committee and/or the appropriate Student Success Committee minimally at the end of each semester. The status may also be reviewed upon the request of the appropriate course director or the Associate Dean for Academic Assessment. If an IEP was developed, the APC or SSC will review whether the student has met the plan's objectives to remove or modify their status. Otherwise, to remove or modify the status of Caution or Probation, the APC will consider a variety of factors relevant to the student's situation, including but not limited to remediation of modules, improvements in academic performance, clinical performance, and/or professional behaviors.

### **Responsibilities**

- Decisions regarding Caution are communicated to the student in writing by the Associate Dean for Academic Assessment, the Chair of the D1/D2 Student Success Committee (SSC), or the Chair of the D3/D4 SSC.
- Decisions regarding Probation are communicated to the student in writing by the Associate Dean for Academic Assessment.
- Actions of Probation are communicated to the Enrollment Services and Student Affairs by the Associate Dean for Academic Assessment.

- Students may be required to meet with the APC and/or appropriate Student Success Committee to discuss their Caution or Probation status.
- Students have the option to request a meeting with the APC to discuss a recommendation to repeat one or more semesters or dismissal from the DMD program.
- Decisions regarding Dismissal are communicated to the student in writing by the Dean.

## Student Academic Promotion & Graduation Requirements

### **Student Academic Promotion and Graduation Policy**

This policy defines the academic criteria necessary for student progression and promotion from one year to the next of the 4-year program, culminating in graduation from the program. This policy applies to all ASDOH students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

#### **First Year Promotion**

Prior to being promoted from the first year to the second year of the ASDOH predoctoral dental education program, the student must successfully pass all D1 courses and maintain a cumulative GPA of at least 2.0.

#### **Second Year Promotion**

Prior to being promoted from the second year to the third year of the ASDOH predoctoral dental education program, the student must successfully pass all D2 courses and maintain a cumulative GPA of at least 2.0, as well as 2.0 in the preclinical courses. Students must also pass all preclinical competencies prior to treating patients in the clinic.

#### **Third Year Promotion**

Prior to being promoted from the third year to the fourth year of the ASDOH predoctoral dental education program, the student must successfully pass all D3 courses; and, maintain a cumulative GPA of at least 2.0.

#### **Graduation**

Prior to graduating from the ASDOH predoctoral dental education program, the student must successfully pass all D4 courses; have an overall GPA of at least 2.0; demonstrate attainment of all ASDOH competencies; complete the certificate program in public health or obtain a master in public health (MPH) degree; file all necessary graduation forms; and, attend the commencement ceremony.\*

\*Students may request the Dean's approval to be absent from the ceremony.

#### **Responsibilities**

The **Associate Dean for Academic Assessment** is responsible for:

- Ensuring that students meet the academic requirements previously noted before being promoted to the next year.
- Presenting promotion and progress issues to the appropriate Academic Progress Committee.

- Notifying students who have not been promoted to the subsequent year of the program and working with the Academic Progress Committee in developing an individualized education plan.
- Communicating all related decisions to ATSU Enrollment Services.

The **Course Directors** are responsible for:

- Ensuring that students successfully complete individual courses in cooperation with the Associate Dean for Academic Assessment.

The **Staff** is responsible for:

- Ensuring that the accurate student grade records are kept in cooperation with the Associate Dean for Academic Assessment.

The **Student** is responsible for:

- Completing each course.
- Keeping a personal record of grades received for each course.
- Contacting the course instructor and course director if courses cannot be completed within the time allotted for the course due to excused or unexcused absences.

ATSU **Enrollment Services** is responsible for:

- Officially recording the course grades that appear on student transcripts.
- Providing accurate information to the Associate Dean for Academic Assessment regarding student grades.

## Academic Standards, Guidelines, and Requirements

### Academic Integrity

The purpose of this policy is to support the ATSU-ASDOH community of students, staff and faculty in the collective commitment to maintaining academic integrity at ATSU-ASDOH. Academic integrity has been defined as, "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." Academic integrity is essential to the success of the School's mission as educators and provides a foundation for responsible conduct in ATSU-ASDOH graduates as they enter the dental profession. These fundamental values are essential to create a student-centered learning environment and patient-centered clinics, providing the value to the ATSU-ASDOH graduate's dental degree and forming the basis for the esteemed profession of dentistry.

#### *Defining Fundamental Values and Behaviors that Maintain Academic Integrity*

**Honesty:** Academic integrity requires intellectual and personal honesty in teaching, learning, research and service, and is the prerequisite for full realization of trust, fairness, respect, and responsibility. It begins with oneself and extends to others, whether in the classroom, simulation clinic, clinic or community. Dishonest behavior not only jeopardizes the welfare of the academic community and violates individual rights, it can also tarnish the reputation of ATSU-ASDOH and diminish the worth of the degrees we grant. Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept

responsibility for actions and their consequences, even at personal cost.

**Trust:** Academic integrity fosters a climate of mutual trust, encourages the free exchange of ideas and enables all to reach their highest potential. Trust is also promoted by faculty who set clear guidelines for assignments and for evaluating student work; by students who prepare work that is honest and thoughtful; and by schools that set clear and consistent academic standards. Trust enables us to collaborate to share information and circulate ideas. The ATSU-ASDOH community is based on trust, creating an environment in which all members of the community are expected to treat others – and be treated – with fairness and respect.

**Fairness:** Academic integrity establishes clear standards, practices and procedures, and expects fairness in the interactions of students, faculty, and administrators. For students, important components of fairness are predictability, transparency, reasonable expectations, and a consistent and just response to dishonesty. Fair, accurate, and impartial evaluation is essential in dental education, and fairness with respect to grading and assessment is essential to the establishment of trust between faculty and students. Faculty, staff and students each have a role in ensuring fairness, and a lapse by one member of the community does not excuse misconduct by another.

**Respect:** Academic integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas. Students and faculty must respect themselves and each other as individuals, not just as a means to an end. They must also respect themselves and each other for extending their boundaries of knowledge, testing new skills, building upon success, and learning from failure. Students show respect when they value and take advantage of opportunities to gain new knowledge, by taking an active role in their own education, contributing to discussions as well as listening to others' points of view, and performing to the best of their ability. Being rude, demeaning, or disruptive to others undermines climates of respect. Members of the faculty show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and goals.

**Responsibility:** Academic integrity upholds personal accountability and depends upon action in the face of wrongdoing. Every member of an academic community—each student, faculty member, and administrator—is responsible for upholding the integrity of education, scholarship and research. Being responsible means taking action against wrongdoing, resisting negative peer pressure, and serving as a positive example. Responsible individuals should take responsibility for their own honesty and should discourage and seek to prevent misconduct by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating. Whatever the circumstances, members of an academic community must not tolerate or ignore dishonesty on the part of others. Holding oneself and others to high standards of integrity is often challenging and requires courage.

**Courage:** An element of character that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity even when doing so involves risk of negative consequences or reprisal. Being courageous means acting in accordance with one's convictions. Like intellectual capacity,



courage can only develop in environments where it is tested. Academic communities of integrity, therefore, necessarily include opportunities to make choices, learn from them, and grow.

### Expectations

With a goal of establishing clear expectations for students and faculty, the following are provided as examples of behavior that are not consistent with ATSU-ASDOH's commitment to academic integrity including cheating, plagiarism and collusion. These examples are intended to be illustrative and not exhaustive, and are not to be read as a limitation to the School's right to discipline for infractions that are not specifically listed.

Cheating is defined as giving or receiving unauthorized aid without the consent or knowledge of the faculty, before, during or after an educational activity (e.g., an assignment, examination, quiz, paper, laboratory project, patient based competency, etc.). Examples include, but are not limited to:

- Access to Unauthorized Examination Material and Study Aids -Giving or gaining access to current or previous examination materials or study aids without the express consent of appropriate faculty member, course director, and/or examining organization. Materials include written copies or digital content of past examinations, unreleased versions, individual questions, and answer keys. This also includes the creation of unauthorized study aid materials through systematic memorization, photography, or computer "hacking", as well as the purchase or sale of such unauthorized materials.
- Receiving Unauthorized Assistance, Collaboration or Copying – Copying, collaborating or receiving unauthorized assistance during an academic exercise, whether in a proctored or online environment. Unauthorized assistance includes, but is not limited to: copying from another student's exam or paper; collaborating with another student, both in person and through digital communication; use of notes, text books, digital or online resources, etc. during an examination or educational activity unless explicitly allowed by the Course Director.
- Failure to Follow Examination Protocol-Failure to comply with directions given by the Course Director, proctor or designee who is governing a didactic, preclinical or clinical examination (e.g., removing a typodont tooth during a competency assessment; bringing cell phones, books, backpacks into the exam; failing to sit in assigned seats; leaving room without permission; failure to end exam as directed, etc.)

Plagiarism is defined as the use of another's work or ideas without acknowledgment. A fundamental assumption is that work submitted by a student is a product of his/her own efforts.

Examples of plagiarism include, but are not limited to:

- Contributions without Acknowledgment-The submission of any papers or assignments which fail to acknowledge another's work or contribution. This includes specific phrases or entire passages, sentences, paragraphs or longer excerpts, without quotation marks or documentation. One may also plagiarize by paraphrasing the work of another and/or submitting the style of another, which is retaining another writer's ideas and structure without documentation.
- Purchase of Submissions -The submission of work of another that was purchased, received as a gift, or obtained by any means.

- Project or Laboratory Submissions -The submission of a written or laboratory project which was created in whole or in part by another.
- Multiple Submissions or Self-Plagiarism-The submission of academic work for credit which has already been submitted for credit by the student in another course or module, unless explicitly allowed by the course director.

Collusion is defined as secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others and include, but are not limited to:

- Unauthorized collaboration with another person in preparing academic assignments which are offered for credit. This includes collaboration with others on written "take-home" or online examinations, or other educational activity intended to be an individual effort. This also includes allowing others to edit papers or written assignments in any substantive way.
- Deliberate misrepresentation of each individual's contributions to a project

Reporting of Prohibited Actions by Students: Consistent with ATSU-ASDOH's stated commitment to these fundamental values, every member of an academic community – each student, faculty member, and administrator – is responsible for upholding its academic integrity. As such, each is responsible to report any suspected breach by a student to the module or course director and Associate Dean for Academic Assessment as soon as possible, but no later than 10 business days, following the discovery of the breach.

### Process

1. The Associate Dean for Academic Assessment, in conjunction with the Associate Dean for Clinical Education and Student Success, will investigate any suspected breach of academic integrity by students and report these findings to the Vice Dean.
2. In the event that there is a determination that a student has acted in a manner that is in violation of these expectations of academic integrity, the individual will be subject to the appropriate academic disciplinary actions in accordance with ASDOH policy, including dismissal from the program. The Purpose and Defining Fundamental Values and Behaviors that Maintain Academic Integrity sections of this policy were adopted with modifications from The Fundamental Values of Academic Integrity 2nd Edition, The International Center for Academic Integrity, April 2014, <https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>.

### Attendance

Please refer to the Absence Policies section of the ATSU University Catalog for details regarding Extended Absences (6-15 consecutive days) and the Student Leave Policy (15+ consecutive days).

#### *Attendance in General*

Attendance of all classes, labs, and clinic sessions is expected. Specifically, students are expected to:

- Arrive early to class;
- Stay for the entire class;
- Respect the instructor's time; and
- Communicate directly with the appropriate reporting person for absences.

### ***Didactic Courses***

Students are expected to be in class and stay for the duration of the class time. Attendance is mandatory for all assessments per the policy below.

### ***Sim-Clinic Class Attendance***

Attendance is mandatory for all lectures and sim-clinic sessions. At the discretion of the course director, students who miss more than 10% of sim-clinic sessions and/or associated lectures due to approved absences involving extenuating circumstances will earn an incomplete "I" final grade and must retake the course when it is offered again or as determined by the course director.

Students who miss more than 10% of sim-clinic sessions or a course with mandatory attendance due to unapproved absences will earn a failing "F" final grade and must retake the course when it is offered again at their own expense. Please note that random attendance may be taken during the duration of the course by the instructor or other designated personnel.

### ***Assessment Attendance***

Attendance is mandatory for all assessments (e.g. exams, quizzes, test, group and individual projects and presentations). The outcome for students missing an assessment for any reason will be determined by the course director on a case-by-case basis and may include but not be limited to:

- A request to provide official documentation (doctors note clearly articulating the student's inability to attend class, proof of emergency or crisis, etc.)
- Earning a zero (0) score on the missed assessment if unapproved.
- The student being reported to the Academic Progress Committee (APC).
- A change in academic status (Academic Caution or Probation) as determined by the APC.

No call, no show absences for an assessment will result in an automatic zero (no credit) for the assessment and the student reported to the APC.

### ***Clinic Attendance***

Clinical attendance follows attendance policy and clinic syllabus language as outlined below.

The ATSU-ASDOH clinical experience is based on a curriculum that provides significant opportunities for students to develop knowledge, skills, and values to become a competent general dentist. Our learning environment is greatly enhanced by promoting peer collaboration and by maximizing direct patient care opportunities. ATSU-ASDOH students are admitted in part due to the experiences they bring to the ATSU-ASDOH community and what they can offer to their peers in seminars and clinic/simulation activities. As such, student participation in scheduled clinic/simulation activities and seminars is essential and required for all clinical courses.

The primary expectation of students when they are scheduled in the clinic is that they are prepared and available to treat all patients as assigned for the entire clinic session. This includes being prepared and on time to manage any scheduled patient(s) at the start of each clinic session and staying for the duration of any session as a provider or assisting others providing patient care.

On-call – CCU and Internal Rotation Directors have the discretion to allow students to leave the clinic and remain on call and available to return to clinic in less than 10 minutes. Please note that if an on-call student is not available as requested, it will be considered an unapproved absence.

### ***Minimum Clinic Course Attendance Requirements***

Students must attend a minimum of 90% of scheduled sessions to pass any clinical course. The Office of Clinical Education may provide students with a maximum number of days per semester that a student may be absent from the clinic and still meet the 90% attendance requirement. At the discretion of the course director, students who fail to meet the 90% attendance requirement may receive a final grade of Fail "F" or an Incomplete "I" as indicated in the course syllabus. Students will be required to remediate missed sessions or retake the course when it is offered again. If an "I" final grade has been earned, upon the successful completion of all course attendance requirements, the grade will be changed to reflect the actual grade earned in the course.

A student who does not participate in a scheduled clinic/simulation activity or seminar will be categorized as follows for the purposes of this policy:

- Approved absence;
- Alternative curricular activity;
- Unapproved absence.

### ***Approved Absences***

Any absence from scheduled clinic activities and seminars in the ATSU-ASDOH clinics for D2, D3, or D4 students must be approved by the Office of Clinical Education following published protocols, including providing documentation as requested. A student absence will typically be approved for the following reasons:

#### Unplanned or unscheduled events

- Illness and family emergency – Students who are ill or who are involved in a serious personal or family emergency may be approved for absence. Please note that students should make every effort to schedule non-urgent medical appointments at times that are not in conflict with classes or assigned clinic sessions. The Office of Clinical Education may require verification from the student's health care provider to approve an excused absence due to illness or medical appointments.
- Bereavement – Students may be approved for up to five days absence in the event of a death of a family member. The number of days will be determined by the Office of Clinical Education based on the specific circumstances of each situation.

#### Planned, scheduled events

- Non-urgent and preventative medical appointments – Students should make every effort to schedule non-urgent medical appointments at times that are not in conflict with scheduled clinic sessions, simulation lab and seminars.
- Professional meetings and invited scientific or educational presentations – Students who are serving as ASDOH representatives or when an invited presenter at a scientific or educational meeting. Please note that students choosing to attend a professional meeting will not typically be approved.
- Religious holidays – ATSU-ASDOH respects the student's need for absences due to religious holidays and cooperate

in scheduling approved absences. Please note that the absence will be approved for the actual day of observance only, and that this does not include participation in retreats, meetings, or other activities associated with the student's religious affiliation.

- Jury duty, court dates and military duty – Students with legal obligations including jury duty, subpoena and military duty.
- Post-graduate interviews and student externship programs – Post-graduate education program interviews and related formal student externships. Please note that this includes reasonable travel time, but does not include study or preparation time.
- Planned, personal time – Students may request personal time off for reasons other than those listed above up to a maximum of 5 days per semester. Approval by the Office of Clinical Education will be based on the provider needs of the clinic, the outstanding oral health needs of the student and their dental team's assigned patient pool, the student's academic progress, and adequate notice of the request.

### Participation Credit for Approved Absences

Students missing seminar, clinic or simulation time due to absence, regardless of whether it is approved, will not receive participation credit for the session. Students may be given the opportunity to earn participation credit that the discretion of the course director if the absence was approved as noted above. Please note that neither approved absence nor notification of absence excuses the student from meeting all clinic course requirements.

### Alternative Curricular Activities

Alternative curricular activities are not considered as an absence from the clinic, as they are considered part of the ATSU- ASDOH curriculum. Students who participate in alternative curricular activities without prior approval from the Office of Clinical Education will be considered to have an unapproved absence. The following may be approved as alternative curricular activities.

- ATSU-ASDOH research externships;
- ATSU-ASDOH elective enrichment courses;
- MPH Practicum;
- Clinical licensure examinations (please note that this does not include information preparation or travel time); and
- NBDE Part 1 or Part 2 (please note that this does not include study time).

### Unapproved Absences

Unapproved absences will be considered for disciplinary action by the Academic Progress Committee, with possible actions to include additional clinical assignments, repetition of a term, or dismissal from the program. Students should also consult the appropriate course syllabus to determine the ramifications of an unapproved absence on their grade and ability to pass the course.

### D3 & D4 Students at External Rotation Sites

Attendance is required at external sites during the listed business hours of the site. Furthermore, students must be in attendance for at least 90% of each rotation unless an excused absence is obtained. Situations in which a legitimate emergency exists will, of course, always be considered.

Please refer to the current ICSP Student Policy Manual for details on requesting an approval for an absence from an external rotation site.

## Immunizations

ATSU-ASDOH requires all students to provide proof of their immunizations in order to matriculate. This is necessary for the protection of the patient, students, faculty, and staff of ATSU-ASDOH and external rotation sites. It is the responsibility of the student to maintain up-to-date immunization protection. Failure to maintain year-to-date immunizations may prevent a student from entering the clinical phase of their education and/or be removed from their didactic courses until the proper documentation is received by ATSU-ASDOH. Immunizations must be verified by providing copies of immunization records from a US licensed Physician (DO or MD), Physician Assistant (PA), and/or Nurse Practitioner (NP). All copies must contain:

- Student Name
- Student Date of Birth
- Name of clinic/office immunization was received including address and phone number
- Name of provider at the clinic/office immunization was received
- Date of immunization
- Report of results for any titers

Any non-US immunization records are not acceptable. All non-US immunization records must be translated, documented and approved by a US Licensed Physician (DO or MD), Physician Assistant (PA), or Nurse Practitioner (NP).

### Diphtheria/Tetanus/Pertussis

Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or booster dose within ten (10) years prior to the beginning of the academic year and must ensure it is up to date while at ATSU-ASDOH.

- Required: One current Tdap
- Tetanus Titer Required: Yes
- Tetanus Booster Required: N/A
- Notes: Tetanus must be renewed every 10 years

### Polio

Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.

- Required: Proof of Polio immunization
- Titer Required: No
- Booster Required: N/A
- Notes: Most recent polio vaccination required

### Measles, Mumps, and Rubella

Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation and a titer completed within a year of matriculation to ATSU-ASDOH showing immunity. If the titer does not show immunity, or is equivocal, student must complete a MMR booster and provide proof of booster within 30 days of negative/equivocal MMR titer.

- Required: Proof of two immunizations
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL
- Notes: Titer/Booster must be completed within 1 year prior to matriculation

## Hepatitis B

Students must complete the 3 series of Hepatitis B immunizations along with a titer (completed no more than 1 year of matriculation) demonstrating POSITIVE result. If the titer comes back negative, or equivocal, the student must complete a booster no more than 1 year before matriculation.

- Required: Proof of three immunizations
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL
- Notes: Titer/Booster must be completed within 1 year prior to matriculation

## Tuberculosis

Student must submit a negative TB test completed 6 months before matriculation date. No expired TB tests will be accepted. If you are pregnant, please see our office for exception. Students may select TB skin test, X-Ray, or blood test.

TB screenings/testing must be updated every year for ATSU-ASDOH, no matter which test is given.

- **Two Step Skin test:** TB skin tests must show results and induration on the report. The report of skin test must include the date skin test was completed, the date skin test was read, the reading of skin test in mm, the signature of health provider who read the test, and all skin tests must have oomm reading to be considered as a negative result. If the skin test that does NOT show oomm reading, students must receive an X-Ray showing no sign of active TB.
- **X-Ray Imaging:** X-ray must have radiologist report of no active TB present. Copies of X-ray films are NOT accepted. Only use this option if you have tested positive for a two step skin TB test or have received a TB Immunization. During your 4th year, you may have to update the X-Ray option more than once if you choose to use this option as proof of a clear TB. This can be expensive, and can expose you to unnecessary radiation. X-ray report must include the name of student, name of Physician completing the report, contact information for the clinic/doctor, be on official clinic letterhead, and be signed by the doctor who completed the report. Report must show that student is clear of any sign of active TB. No radiographs or other medical reports that do not directly address TB screening of the lungs will be accepted as proof of TB testing.
- **QuantiFERON TB Gold Test (Blood test):** Blood tests must have a report showing no active TB is present. If the TB skin or blood test is positive, student must complete an X-ray and submit radiology report of no disease (copies of films are not accepted). The blood test is a blood draw option if the student does not wish to do a two step TB skin test. Report can take up to 5 days to receive and costs more than a skin test. Report must include the date of the blood draw and that blood test shows no TB disease. Report must be on official letterhead of clinic where test was completed with contact information.

## Varicella (Chicken Pox)

Must show two immunizations or doctor documentation of disease AND a positive Varicella titer. Titer must be completed no more than one year before matriculation to ASDOH. If titer is negative/equivocal, Varicella booster is required within 30 days of negative/equivocal Varicella test.

- Required: Proof of two immunizations or proof of disease by medical provider
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL

- Notes: Titer/Booster must be completed within 1 year prior to matriculation

## CPR

All incoming ATSU-ASDOH students will be required to take the CPR Course offered at ATSU-ASDOH during Orientation Week. We will not accept other CPR courses in lieu of this course.

## Influenza (Flu)

This is NOT required at matriculation. We ask that if you have a current flu shot for the current flu season to provide documentation. Students can update their flu shots on campus during the flu shot clinic in the fall or can obtain one from their private clinic/physician.

## COVID-19

All matriculating and enrolled ASDOH students must be fully vaccinated and boosted from the COVID-19 virus. Fully vaccinated status means 2-shot series of Moderna or Pfizer OR 1-shot series of Johnson & Johnson, and a COVID-19 booster when eligible. Acceptable vaccinations include the 2 shot series of Moderna or Pfizer vaccine, or the 1 shot series of Johnson & Johnson. COVID-19 vaccination cards must include the student's name, date of birth, dates of immunization and brand(s) of vaccine.

To request a medical or religious exemption, students should contact the ATSU-ASDOH Director, Integrated Community Service Partnership, whose office manages all immunization records. Exemptions will be reviewed on a case by case basis and will be subject to an approval process by the University. If the request is approved, the student will be required to comply with additional COVID-19 protocols including, but not limited to, weekly COVID testing and mask wearing while on campus. Receiving an exemption from COVID-19 immunization may make the student ineligible for some external rotations during their 4th year. Students with an exemption may be required to remain at ASDOH past their graduation date in order to complete the required external rotation graduation requirements. If the exemption request is denied, students are required to be fully vaccinated from the COVID-19 virus and submit proof of full vaccination status 30 days from the date of the denial letter.

Please note that many of ATSU-ASDOH's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

For more information, please reference The COVID-19 Vaccine Policy for Students found within ATSU Policies section of this catalog.

## Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must



acknowledge the above risks by signing and submitting to the Director of ICSP an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

## CPR Training

ATSU-ASDOH requires that all residential students obtain and maintain, at a minimum, Cardiopulmonary Resuscitation (CPR) certification. American Heart Association or American Red Cross certifications are accepted and all CPR certifications must be in-person class training. No online CPR certifications are accepted.

All matriculated students will complete CPR certifications during their 1st week (Orientation Week) with their class and renewal of CPR course will be completed with their class during seminar week of D3 year.

Prior CPR certifications will not be accepted in lieu of CPR training with your class. Non-compliance at any time during a student's enrollment may result in disciplinary action. A random sample of student records will be audited periodically to confirm continuous coverage. These Cardiopulmonary Resuscitation certification requirements can be substituted with a Basic Life Support certification.

NOTE: specific external rotation sites may not accept the student's CPR certification. Therefore, it will be the student's responsibility to obtain the correct CPR certification as required by the site.

## HIPAA Training

ATSU-ASDOH requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. Training is offered online by ATSU and must be completed during your first two months at ASDOH. This training must be completed annually.

## Student Dress Code

The purpose of this policy is to set forth guidelines for ASDOH pre-doctoral program student attire and appearance in program-related activities. The image presented through interactions with your patients will be a major influence in the acceptance of treatment by the patient. A professional practitioner's appearance is often equated by the patient with the practitioner's level of skill. Therefore, students are expected to present themselves in a manner befitting the profession of dentistry and thus are expected to maintain high standards of personal hygiene and professional appearance at all times. Further, from a health and safety standpoint, appropriate attire should minimize the potential of harboring pathogens while participating in clinic-related activities.

### *General Attire and Appearance*

Students are expected to maintain high standards of personal hygiene and professional appearance at all times while participating in University and program-related activities, regardless of location. Clean and well-kept scrubs in a designated style and color are the default attire for all classroom, lab, clinic, and community activities. See table below for examples of appropriate attire and appearance.

**ATSU-ASDOH Clinics and Simulation Clinic:** For clinic and clinic simulation activities, emphasis is on the safety of our students, staff, faculty, and patients, and to ensure that the

appearance of student dentists is reflective of other faculty and staff. Students are required to follow clinic policy as published in the ASDOH Clinic Manual, including use of appropriate Personal Protective Equipment (PPE) which is consistent with federal, state and local regulatory requirements.

### **ATSU-ASDOH External Rotations (ICSP) and Community**

**Events/Activities:** Faculty/Staff supervisors at external ICSP sites and ATSU-ASDOH Community Events may require students to modify standard attire to be consistent with site/event policies.

**ASDOH Name Badge:** ASDOH Student Name Badge must be worn at all times while on campus and for all ATSU-ASDOH activities with patients and members of the community, regardless of location.

**ATSU ID Badge:** Students are required to wear their ATSU ID Badge at all times while on campus consistent with University policy.

**ATSU-ASDOH Special Events on Campus:** Faculty/Staff supervisors for special events on campus may modify student dress code. Examples include Research Day, Give Kids a Smile, designated Friday Fun Scrub days, holidays, etc.

### **Attire and Appearance for Evenings, Weekends and**

**Holidays:** Students on campus during regular class and clinic hours should wear appropriate scrubs whether or not attending class or clinic. Students who visit campus outside of regular program hours for study or student organization meetings should be aware that our campus is utilized by multiple educational programs and by outside community organizations. High standards of personal hygiene are expected, and attire may also include casual clothing that is clean, well-kept and non-offensive.

### *Enforcement*

Noncompliance with the student dress code is considered unprofessional behavior and may prohibit the student from participating in ATSU-ASDOH classes or activities. Determination of inappropriate attire and/or appearance may be made contemporaneously by the supervising faculty member or responsible administrator for the program activity. A pattern of repeated violations of the dress code may result in academic and/or administrative actions as outlined in course syllabi or academic policy. Actions include but are not limited to failure of a module/course, loss of clinic privileges, or removal from an ICSP rotation.

### *Responsibility/Authority*

**Students:** Each student is responsible for compliance with this policy.

**Faculty/Staff:** Faculty/Staff are responsible for monitoring compliance and reporting violations to course/module directors and/or administration. Faculty Course/Module Directors are responsible for enforcement and action as it relates to their assigned course/module.

**Administration:** ASDOH administration is responsible for approval of scrub style and color, as well as policy enforcement/actions and policy interpretation. In addition, administration shares responsibility for monitoring compliance and reporting to Faculty Course/Module Directors. Clinic Administration, with the advice and recommendation of the

Infection Control Committee, is responsible to develop clinic dress policy for all faculty, staff and students that is consistent with federal, state and local regulation (e.g.: OSHA, CDC).

Please note that determination of appropriate attire and appearance may be made contemporaneously by the responsible supervising faculty member or administrator responsible for the program activity.

### ***Examples: Acceptable Dental Student Attire and Appearance***

**Scrubs:** Class assigned color; neatly pressed unaltered scrub top and bottom with approved logo; matching top and bottom; professionally properly fitting scrub tops and bottoms that aren't too tight or too loose

**Footwear:** Must be in good repair and clean; close toed solid material shoes; socks that cover exposed skin when seated

**Jewelry:** Should not interfere with laboratory or clinical activities; simple earrings - studs/small hoops; simple wedding bands and watches

**Outerwear:** Jackets, sweaters and sweatshirts with no logos or with ATSU/ASDOH logos

**Scarves:** Neat and clean; of such a length or style so as not to interfere with laboratory or clinical activities

**Hair:** Hair longer than chin length must be pulled back away from face (to keep out of patient's face); facial hair must be neatly trimmed so as not to interfere with the use of PPE

**Nails:** Neat and clean; of such a length or style so as not to interfere with laboratory or clinical activities, or cause patient discomfort

**ID Badge:** ATSU student identification (ID) badge must be worn and visible while on campus; ASDOH Student Name Badge

**In General:** Socially acceptable personal hygiene; tattoos - must be socially acceptable if visible; OSHA compliant (Clinic and Simulation Activities)

### ***Examples: Not Acceptable Dental Student Attire & Appearance (Unprofessional & Inappropriate Attire & Appearance)***

**Scrubs:** Unapproved scrub colors; mismatched tops and bottoms; scrubs with logos other than ATSU/ASDOH; materials sewn into or onto scrubs; revealing scrub bottoms

**Footwear:** Flip flops (rubber shower shoes); unkempt or dirty shoes and shoe laces; any type of sandals; exposed skin when seated, including ankles

**Jewelry:** Excessive jewelry; visible body, facial or oral piercing (earrings or single nose stud exempted)

**Outerwear:** Jackets, sweaters and sweatshirts with logos other than ATSU/ASDOH; hoodies - hoods should not be worn over head while in class or clinic

**Hair:** Bangs that obstruct vision; hair hanging past face into patient operating field;

**Nails:** Excessively long and/or dirty nails

**ID Badge:** No ID; ID not visible to patients, faculty, staff & students (under PPE is okay)

**In General:** Perfume, aftershave, or cologne should be avoided so as not to affect others in close proximity including patients; use of tobacco products should be avoided when treating patients; offensive body odor; tattoos - offensive/inappropriate; hats, hoods, or headwear of any kind, unless it serves a religious purpose

## **Curriculum**

The ATSU-ASDOH Curriculum Committee is composed of a variety of faculty members representing the four required domains: Fundamentals of Patient Management, Clinical Dentistry, Community Dentistry, Practice Management and Professional Development. The Curriculum Committee is responsible for coordination, integration, and evaluation of all domains and courses across the four-year curriculum. The Committee is responsible for directing course content and delivery methods.

The curriculum is designed in a linear form; that is, students must successfully complete the schedule of courses offered in sequence. Following is a summary of the courses required at ATSU-ASDOH. Note that the sequence and courses may change from year to year as the science of dentistry changes.

The following is a list of academic criteria necessary for student progression and promotion from one year to the next of the four-year dental school program, culminating in graduation from the program. This policy applies to all ATSU-ASDOH DMD students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

### **Curriculum: Descriptions and Credit Values**

Each domain has a course that bears its name every semester across the four years, embracing a 'spiral curriculum' to revisit topics with greater depth and intentional repetition of concepts. Below you will find a brief description of the overarching domains along with a more detailed breakdown of the content addressed in each throughout the student's educational track.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### **First Year: Fall Semester**

#### **ASDO 5000 - Fundamentals of Patient Management 1A**

**27 credit hours**

Basic Science Core Module

**Medical Microbiology and Immunology:** This submodule introduces the dental student to the biology of microbes - viruses, bacteria, fungi, protozoa, and helminthes - with an emphasis on medical microbiology. Essential microbial physiology, genetics and immunology are presented with medically important microbial infections discussed from the standpoint of etiology, epidemiology, pathogenesis, and prevention.



**Oral Microbiology:** This submodule introduces dental students to the fundamentals of oral microbiology, with a focus on oral microbial ecology, the dental plaque biofilm, the microbiology of dental caries and periodontal disease, and microbial approaches for preventing oral diseases. This submodule is designed to follow directly from Medical Microbiology and Immunology, and to build directly on the knowledge and concepts learned in those submodules. This submodule is designed to analyze major mechanisms of important oral infectious diseases and the resultant useful and harmful responses of the host. The focus is on understanding underlying processes using key example oral diseases to give depth for evaluating microbial virulence mechanisms. This basic material will help students connect with future basic science and clinical experiences, and locate and evaluate new information concerning past, present and future oral infectious diseases and their treatments. The submodule starts with an overview of oral immunology and microbiology. Then it progresses through an analysis of key oral viral and fungal diseases, followed by oral ecology and biofilms. This is followed by the microbiology of gingivitis, periodontal & endodontic diseases. The submodule ends with the microbiology of dental caries, starting with an examination of basic tooth structure (e.g., hydroxyapatite) as well as saliva composition, and their relationship to lesion development. Key aspects of the microbiology of dental caries, with emphasis on understanding oral biofilms are next addressed. Several important anti-caries therapies, both current and potential, are examined in detail. The submodule emphasizes oral bacterial biofilms and plaque-related microbial diseases.

**Craniofacial Embryology:** This submodule studies the structure, function and development of the craniofacial complex with emphasis on microscopic anatomy of the epithelia, teeth, salivary glands, tongue and tonsils.

**Craniofacial Histology:** This submodule studies the histology and basic physiology of the integument, connective tissues bone and muscle of the craniofacial complex.

**Physiology:** This submodule covers the fundamental concepts related to normal physiology that will be covered in greater detail within each body system.

**Clinical Pathology:** This submodule covers more in depth first the clinical pathology associated with each of the systems discussed in previous submodules and later relates the pathology to their effect on the body systems, oral cavity and oral conditions.

**Pharmacology:** This submodule introduces the dental student to basic principles of pharmacology and related applications to the prevention and treatment of oral and systemic diseases. The course integrates and reinforces the basic science material by combining the clinical aspects of the pathology of a certain system, its oral manifestations and dental management with the pharmacological basis for its treatment. Using patient cases to illustrate these concepts, students analyze medical histories to discuss the dental implications of the specific pathology, while emphasizing its pharmacological management.

**Metabolism:** This submodule presents the biochemical concepts and metabolic pathways involved in basic human systems. It integrates metabolic pathways with concepts of cell biology and physiology by focusing on the function on the pathways, the cellular and organ localization of the pathways, and how they are regulated and coordinated with each other.

**Genetics:** Given the extensive developments regarding the genetic basis for oral disease, dental genetics is presented to develop a basic understanding of genetics and its link to oral conditions.

**Body Systems - Musculoskeletal:** This module examines the musculoskeletal and articular systems from a gross

anatomical viewpoint focusing on the upper extremities, skull, and vertebral column. Additionally, the cranial nerves will be introduced along with the clinically-relevant gross anatomy of the thorax will be outlined and discussed. By necessity of the topic, some human physiology will also be discussed where necessary.

**Body Systems - Hematology:** The histology, function and clinical application of blood and its components are presented in this module. Immune functions of blood will be detailed in a subsequent module.

**Body Systems - Endocrinology:** The endocrine system presents the first organ-centric system. The basic anatomy, physiology, pathophysiology and clinical applications of the endocrine systems are presented.

**Body Systems - Cardiovascular:** This module will cover core principles in the complexities of the cardiovascular system in its various roles (maintenance of cardiac output, mean arterial pressure, hemostasis; and the pathophysiology of cardiovascular system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

**Dental System - Head & Neck Anatomy:** This module is a comprehensive treatment of the clinical gross anatomy of the head and neck as well as a detailed discussion of the cranial nerves applicable to the practice of dentistry.

## ASDO 5100 - Clinical Dentistry 1A

### 15 credit hours

**Introduction to Clinic:** This module is intended to be a "break" from the intense biomedical science modules during that semester and to introduce principles and concepts in dentistry fundamental to the understanding of the pre-clinical curriculum. Topics of instruction in this module include Introduction to Dental Anatomy and Terminology, History of Dentistry, Introduction to Research and Evidence Based Dentistry, Public Health, Ethics, Dental Business, Radiology, Behavioral Science, Introduction to Preventive Dentistry, and Simulation Clinic exercises to introduce the manual dexterity and basic operative skills that will be necessary for the pre-clinical courses.

**Infection Control:** Covers the topic of the use of appropriate infection control precautions to protect against transmission of blood-borne and other occupational microbial pathogens utilizing evidence-based infection control and safety policies and practices.

**Operative Dentistry (Dental Anatomy and Dental Materials):** This module will introduce the students to the basic theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop technical skills in operative dentistry through the learning of basic intracoronal preparation and restorations in single teeth, investigate evolving technology, material science, and research, perform self-assessments, and develop a their professional conduct, attitude and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment. Includes dental anatomy, which discusses the morphology and nomenclature of individual teeth of the primary and permanent dentition, as well as eruption patterns. External and internal crown and root morphology of both the permanent and primary dentitions will be presented. Dental Materials is also part of this module and will introduce students to fundamental principles and concepts of dental materials science. The four categories of materials, ceramics, composites, metals and polymers, will be discussed by giving examples of commonly used dental materials. Each material will be evaluated in terms of their molecular structure and physical, mechanical, chemical and

biological properties. These materials will subsequently be reviewed from a practical practicing viewpoint as they are later presented in specific clinical-type disciplines.

**Occlusion and Articulation:** Students are presented with descriptions and illustrations of mandibular positions and movements related to guidance by the teeth and joints and to neuromuscular mechanisms underlying mastication and swallowing. Static contacts and pathways from these contacts are presented in lecture and in laboratory exercises. Periodontal response to occlusal forces, both normal and pathologic, are related to cusp-fossa excursions and to occlusal schemes.

**Specialties - Periodontics:** This course focuses on the application of basic sciences to clinical problems in periodontology. Students will be able to focus on the classification of periodontal diseases, diagnosis and management of periodontal diseases and non-surgical and surgical treatment. Emphasis will be placed on etiology, pathogenesis, treatment modalities and therapeutic and preventive periodontics in a clinical setting. Students will be able to support their treatment decisions with evidence-based literature.

### **ASDO 5200 - Community Dentistry 1A**

**4 credit hours**

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

### **ASDO 5300 - Practice Management and Professional Development 1A**

**1 credit hours**

**Professionalism:** The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

**Cultural Proficiency:** The Cultural Proficiency Module is designed to equip students with the necessary knowledge, skills, and practices to cultivate cultural proficiency in professional dental settings. Via the use of class discussions, activities, self-reflection exercises, and other active learning techniques, students are introduced to the concept of Cultural Proficiency including its meaning, guiding principles, essential elements, the Cultural Proficiency Continuum, and barriers to cultural proficiency development. Students also learn various methods, techniques, and models to better understand the dynamics of cross-cultural interaction and to bridge communication barriers with diverse populations.

## **First Year: Spring Semester**

### **ASDO 5001 - Fundamentals of Patient Management 1B**

**9 credit hours**

**Body Systems - Respiratory:** This module will cover the principles of the respiratory system with its functions (blood gases and exchange of materials with tissues; pathophysiology of respiration and pulmonary disease, etc.).

**Body Systems - Neuroscience:** This module covers the central nervous system, peripheral nervous system, cranial nerves, special sensory and autonomic nervous system which will be explored in terms of their structure, function, dysfunction, and clinical relevance to medicine and dentistry.

**Dental System - Head and Neck Anatomy:** This module is a comprehensive treatment of the clinical gross anatomy of the

head and neck as well as a detailed discussion of the cranial nerves applicable to the practice of dentistry.

### **ASDO 5101 - Clinical Dentistry 1B**

**33 credit hours**

**Introduction to Clinic:** During the orientation period, students will have initial experiences working in the clinical setting to familiarize themselves with clinic protocols, infection control procedures, ergonomics, assisting, taking and recording vitals. Students will be introduced to the rationale and application of ergonomic principles related to performing restorative dentistry when using dental auxiliaries. Students will learn the basic principles of four-handed dentistry and apply that learning in the clinical setting. There will be classroom and preclinical activity focused on strategies for maximizing the abilities of dental auxiliaries so as to provide a safe and productive clinical setting. Legal and ethical considerations of dental auxiliary training, employment and management will also be discussed.

#### **Operative Dentistry (Dental Anatomy and Dental**

**Materials):** This module will introduce the students to the basic theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop technical skills in operative dentistry through the learning of basic intracoronal preparation and restorations in single teeth, investigate evolving technology, materials science, and research, perform self-assessments, and develop a their professional conduct, attitude and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment. Includes dental anatomy, which discusses the morphology and nomenclature of individual teeth of the primary and permanent dentition, as well as eruption patterns. External and internal crown and root morphology of both the permanent and primary dentitions will be presented. Dental Materials is also part of this module and will introduce students to fundamental principles and concepts of dental materials science. The four categories of materials, ceramics, composites, metals and polymers, will be discussed by giving examples of commonly used dental materials. Each material will be evaluated in terms of their molecular structure and physical, mechanical, chemical and biological properties. These materials will subsequently be reviewed from a practical practicing viewpoint as they are later presented in specific clinical-type disciplines.

**Specialties - Radiology:** This module will describe the principles of radiographic image acquisition for intraoral and panoramic x-ray modalities, radiobiology, radiation safety, recognition of radiographic anatomy, and interpretation of radiographic pathoses.

**Specialties - Periodontics:** This course focuses on the application of basic sciences to clinical problems in periodontology. Students will be able to focus on the classification of periodontal diseases, diagnosis and management of periodontal diseases and non-surgical and surgical treatment. Emphasis will be placed on etiology, pathogenesis, treatment modalities and therapeutic and preventive periodontics in a clinical setting. Students will be able to support their treatment decisions with evidence-based literature.

**Fundamentals - Dental Anesthesia:** This module covers concepts and techniques related to the administration of local anesthetic agents and nitrous oxide. Course content includes a comprehensive review of pharmacologic agents used to obtain topical and local anesthesia, and nitrous oxide-oxygen analgesia; risk assessment performed during the medical history review; patient selection criteria for choosing appropriate pain management strategies; prevention and treatment of medical

emergencies; and patient management during anesthesia and nitrous oxide-oxygen analgesia.

**Prosthodontics - Fixed Prosthodontics:** This module presents an overview of clinical procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed. This module also includes the fixed prosthodontics lab, which presents an overview of laboratory procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed.

### **ASDO 5201 - Community Dentistry 1B** 3 credit hours

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

### **ASDO 5301 - Practice Management and Professional Development 1B** 1 credit hours

**Professionalism:** The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

**Cultural Proficiency:** The Cultural Proficiency Module is designed to equip students with the necessary knowledge, skills, and practices to cultivate cultural proficiency in professional dental settings. Via the use of class discussions, activities, self-reflection exercises, and other active learning techniques, students are introduced to the concept of Cultural Proficiency including its meaning, guiding principles, essential elements, the Cultural Proficiency Continuum, and barriers to cultural proficiency development. Students also learn various methods, techniques, and models to better understand the dynamics of cross-cultural interaction and to bridge communication barriers with diverse populations.

## **Second Year: Fall Semester**

### **ASDO 6000 - Fundamentals of Patient Management 2A** 10 credit hours

**Pharmacology:** This course expands upon the basic principles of pharmacology taught in Basic Science Core Pharmacology. Content includes the rationale for use of specific drugs, drug indications/contraindications and drug interactions of major drug classes used to treat common systemic conditions, with an emphasis on drug classes of significance to dentistry. Topics include antibiotics, analgesics, drugs used for neuropsychiatric conditions, and drugs used to manage/treat cardiovascular disease. Basic principles of toxicology are reviewed, with an application to chemotherapy and radiation therapy used to treat cancer.

**Body Systems - Gastrointestinal System:** This module will demonstrate core principles in the complexities of the Digestive System in its various roles (digestion, absorption, transport at the molecular level, motility, the mucosal immune system, pathophysiology of digestive system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

**Body Systems - Genitourinary:** This module will demonstrate core principles in the renal and urinary tract. It will cover the normal physiology, pathology, pharmacology and other details related to diseases in this area. Essentials related to male and female reproduction will also be covered.

**Dental System - Head and Neck Anatomy:** This module is a comprehensive treatment of the clinical gross anatomy of the head and neck as well as a detailed discussion of the cranial nerves applicable to the practice of dentistry.

### **ASDO 6100 - Clinical Dentistry 2A** 30 credit hours

**Introduction to Clinic:** During the orientation period, students will have initial experiences working in the clinical setting providing a variety of diagnostic, preventive, and anesthesia related procedures to each other while learning to operate and maintain the clinic equipment. Rotations through sterilization and locating equipment, supplies and the procedure for checking out equipment will also be included.

**Operative Dentistry:** This module is a continuation of the Operative Dentistry (D1) module. This module will expand the students' knowledge of the theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop properly sequenced treatment plan, develop technical skills in operative dentistry through learning more about intracoronal preparation and restorations in single teeth, develop clinical judgment, perform self-assessments, and develop their professional conduct, attitude and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment.

**Prosthodontics - Removable Partial Prosthodontics (RPD):** This module is designed to teach students a working nomenclature as well as the necessary design principles for fabricating and delivering high quality removable partial dentures (RPD'S). Students will design eight different RPD'S and learn to write laboratory work authorizations for good laboratory communication.

**Prosthodontics - Fixed Partial Dentures:** This module presents an overview of clinical procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed. This module also includes the fixed prosthodontics lab, which presents an overview of laboratory procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed.

**Specialties - Endodontics:** This course expands upon the dental pulp module in the first year and introduces endodontic treatment technique and procedures. The goal of the pre-clinical endodontic program is to prepare the student to understand, recognize, diagnose and successfully treat diseases of and injuries to the pulp and periapical tissues. Management of common clinical endodontic problems that may be encountered in the practice of general dentistry will be emphasized.

**Specialties - Radiology:** This module will describe the principles of radiographic image acquisition for intraoral and panoramic x-ray modalities, radiobiology, radiation safety, recognition of radiographic anatomy, and interpretation of radiographic pathoses.

**Prosthodontics - Complete Removable Prosthodontics:** In this module students will learn and apply the clinical skills necessary to create high quality complete dentures as well as nomenclature and concepts relevant to complete dental fabrications. This module includes the Complete Removable Prosthodontics lab, where students will learn and apply the laboratory skills necessary to create high quality complete dentures as well as nomenclature and concepts relevant to complete dental fabrications.

**Specialties - Pediatric Dentistry:** This module will introduce and examine the clinical, operative and behavior management issues relating to Pediatric dentistry.

**Specialties - Oral Maxillofacial Surgery:** This course is an introductory level didactic presentation of the fundamental concepts of oral and maxillofacial surgery. Emphasis is placed on the fundamental skills of oral surgery which apply to the practice of general dentistry.

### **ASDO 6200 - Community Dentistry 2A** 1 credit hour

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum. Students also learn fundamentals of synchronous and asynchronous Telehealth concepts including use of technologies and tools to support teledentistry use.

### **ASDO 6300 - Practice Management and Professional Development 2A** 2 credit hours

**Practice Management:** The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to

produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## Second Year: Spring Semester

### **ASDO 6001 - Fundamentals of Patient Management 2B** 24 credit hours

**Patient Management Cases - Oral Medicine:** The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data using a case-based approach to learning. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment, pharmacologic management, and treatment planning considerations for patients with common medical disorders. Emphasis is placed on studying and researching various information resources, including current clinical practice guidelines.

**Patient Management Cases - Oral Pathology:** This module provides a comprehensive overview of the variety of diseases and conditions, common and uncommon, which could be encountered in patients seen in a routine dental practice. It encompasses the application of basic principles of pathology orally as well as recognition of pathologic conditions unique to the mouth as well as oral manifestations of systemic disease. This module provides a comprehensive understanding of the etiology, pathogenesis, clinical features and treatment of the myriad of diseases/conditions affecting the oral cavity and head and neck.

**Patient Management Cases - Special Care Dentistry:** This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of special needs. These include patients with physical, medical, developmental, and cognitive conditions, which limit the patients' ability to receive routine oral care. In addition, this course will provide oral health professionals with tools to assess the needs of older adults, analyze their often complex medical, physical, and social situations, and provide optimum treatment for each individual.

**Patient Management Cases - Treatment Planning:** The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of



risk assessment and treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

**Patient Management Cases - Behavioral Science:** This module introduces and reviews the legitimacy, methods, disorders, ethics, and legal components of mental health/substance abuse disorders and social issues that impact the clinical dentist.

**Patient Management Cases - Evidence Based Dentistry:** This course integrates access to and use of evidence in support of critical decision-making. Students will demonstrate mastery through professional presentation applying concepts associated with the basis of evidence-based approach to clinical practice in answering a specific clinical question.

### **ASDO 6101 - Clinical Dentistry 2B**

**21 credit hours**

**Introduction to Clinic:** During the orientation period, students will have initial experiences working in the clinical setting providing a variety of diagnostic, preventive, and anesthesia related procedures on each other while learning to operate and maintain the clinic equipment. Rotations through sterilization and locating equipment, supplies and the procedure for checking out equipment will also be included.

**Specialties - Laser:** This module will introduce the students to the basic theory and techniques of using lasers in dentistry. They will learn a comprehensive overview of the clinical applications of lasers in contemporary dental practices. Students will learn and understand the basic laser physics, the science behind laser tissue interactions, the operation of various lasers and basic safety aspects. They will comprehend the use of lasers in oral surgery, the full range of therapeutic applications for hard tissue, the indication and contraindications for lasers in periodontal therapy as well as laser-based diagnostics, and future aspects in laser dentistry. The students will have the opportunity to apply their theoretical understanding and will practice their clinical and professional skills in simulated treatments.

**Prosthodontics - Implantology:** The implant module presents basic understanding of the biological aspects necessary for successful implant therapy.

**Specialties - TMD:** The emphasis of this course is the recognition, diagnosis and treatment of the most common temporomandibular disorders. The lectures are organized in a sequence which will allow the student to understand the concepts in diagnosis and apply that understanding to the laboratory experiences.

**Specialties - Endodontics:** This course will acquaint the student with a simulated clinical application of the principles of endodontic therapy. Procedures will be performed on extracted teeth and the progression of the student will be evaluated and monitored throughout the course. As a prerequisite, the student should have an understanding of histology, general tooth anatomy, infection, inflammation and repair. Also, knowledge of managing the medically compromised patient. and systemic diseases.

**Specialties - Radiology:** This module will describe the principles of radiographic image acquisition for intraoral and panoramic x-ray modalities, radiobiology, radiation safety, recognition of radiographic anatomy, and interpretation of radiographic pathoses

**Specialties - Periodontics:** This intermediate course focuses on the application of basic sciences to clinical problems in periodontology. Students will be able to focus on the classification of periodontal diseases, diagnosis and management of periodontal diseases and non-surgical and surgical treatment. Emphasis will be placed on etiology,

pathogenesis, treatment modalities and therapeutic and preventive periodontics in a clinical setting. Students will be able to support their treatment decisions with evidence-based literature.

**Specialties - Orthodontics:** This module will aid students in the recognition and diagnosis of basic orthodontic conditions as well as minor treatment modalities.

### **ASDO 6201 - Community Dentistry 2B**

**1 credit hour**

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum. Students also learn fundamentals of synchronous and asynchronous Telehealth concepts including use of technologies and tools to support teledentistry use.

### **ASDO 6301 - Practice Management and Professional Development 2B**

**2 credit hours**

**Practice Management:** The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## **Third Year: Fall Semester**

### **ASDO 7000 - Fundamentals of Patient Management 3A**

**7 credit hours**

**Patient Management Cases - Oral Medicine:** This module continues decision-making and problem-oriented treatment planning for adult and medically complex patients. Students will apply the risk assessment, critical thinking and treatment planning skills acquired in the previous module to case-based scenarios. Topics include pain management, hemophilia, women's health, men's health, and managing patients with multiple comorbidities. In addition, student learn basic principles of prescription writing, with application to prescribing in dentistry.

**Patient Management Cases - Oral Pathology:** This module provides a comprehensive overview of the variety of diseases and conditions, common and uncommon, which could be encountered in patients seen in a routine dental practice. It encompasses the application of basic principles of pathology

orally as well as recognition of pathologic conditions unique to the mouth as well as oral manifestations of systemic disease. This module provides a comprehensive understanding of the etiology, pathogenesis, clinical features and treatment of the myriad of diseases/conditions affecting the oral cavity and head and neck.

**Patient Management Cases - Special Care Dentistry:** This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of special needs. These include patients with physical, medical, developmental, and cognitive conditions, which limit the patients' ability to receive routine oral care. In addition, this course will provide oral health professionals with tools to assess the needs of older adults, analyze their often complex medical, physical, and social situations, and provide optimum treatment for each individual.

**Patient Management Cases - Treatment Planning:** The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment and treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

**Patient Management Cases - Behavioral Science:** This module introduces and reviews the legitimacy, methods, disorders, ethics, and legal components of mental health/substance abuse disorders and social issues that impact the clinical dentist.

**Patient Management Cases - Evidence Based Dentistry:** This course integrates access to and use of evidence in support of critical decision-making. Students will demonstrate mastery through professional presentation applying concepts associated with the basis of evidence-based approach to clinical practice in answering a specific clinical question.

### **ASDO 7100 - Clinical Dentistry 3A**

**24 credit hours**

**Clinic:** This module will introduce students to earning essential clinical experiences while working with live patients.

### **ASDO 7200 - Community Dentistry 3A**

**2 credit hours**

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

**Community Clinical Dentistry:** This is an orientation and site selection course to prepare for the community clinical dentistry experience in the fourth year.

### **ASDO 7300 - Practice Management and Professional Development 3A**

**2 credit hours**

**Practice Management:** The purpose of this module is to

convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## **Third Year: Spring Semester**

### **ASDO 7001 - Fundamentals of Patient Management 3B**

**6 credit hours**

**Patient Management Cases - Oral Medicine:** This module will review medication misuse, substance abuse and implications for managing patients with substance use disorders (SUD) in dentistry. Topics include screening, risk assessment and treatment planning for patients with opioid use disorder (OUD), alcohol use disorder (AUD), methamphetamine use disorder, and nicotine use disorder (NUD). An interprofessional approach to patient management, including collaborative practice models via primary care integration, will be used to illustrate the safe management of patients with SUD, including proper pain management and referral. Standardized patient experiences are used to support student learning.

**Patient Management Cases - Oral Pathology:** This module provides a comprehensive overview of the variety of diseases and conditions, common and uncommon, which could be encountered in patients seen in a routine dental practice. It encompasses the application of basic principles of pathology orally as well as recognition of pathologic conditions unique to the mouth as well as oral manifestations of systemic disease. This module provides a comprehensive understanding of the etiology, pathogenesis, clinical features and treatment of the myriad of diseases/conditions affecting the oral cavity and head and neck.

**Patient Management Cases - Special Care Dentistry:** This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of special needs. These include patients with physical, medical, developmental, and cognitive conditions, which limit the patients' ability to receive routine oral care. In addition, this course will provide oral health professionals with tools to assess the needs of older adults, analyze their often complex medical, physical, and social situations, and provide optimum treatment for each individual.

**Patient Management Cases - Treatment Planning:** The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-



oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment and treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

**Patient Management Cases - Behavioral Science:** This module introduces and reviews the legitimacy, methods, disorders, ethics, and legal components of mental health/substance abuse disorders and social issues that impact the clinical dentist.

**Patient Management Cases - Evidence Based Dentistry:** This course integrates access to and use of evidence in support of critical decision-making. Students will demonstrate mastery through professional presentation applying concepts associated with the basis of evidence-based approach to clinical practice in answering a specific clinical question.

### **ASDO 7101 - Clinical Dentistry 3B** 23 credit hours

**Clinic:** This module will introduce students to earning essential clinical experiences while working with live patients

### **ASDO 7201 - Community Dentistry 3B** 5 credit hours

**Service Learning (Dentistry in the Community):** Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

**Community Clinical Dentistry:** This is an orientation and site selection course to prepare for the community clinical dentistry experience in the fourth year.

### **ASDO 7301 - Practice Management and Professional Development 3B** 2 credit hours

**Practice Management:** The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to

produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## **Fourth Year: Fall Semester**

### **ASDO 8000 - Fundamentals of Patient Management 4A** 2 credit hours

**Advanced Clinic Seminar:** This module consists of seminars offered on the following topics: Dental Materials Cost Containment in Sim Clinic, Dental Materials Cost Containment, Clinic Management Cost Containment, Good Financial Hygiene, Getting Out and Staying Out of Debt, Legal Entities in Dentistry, Tax Management and Basic Financial Planning, Practice Management Accounting, Retirement Planning and Investments, Employment Issues, Risk Management/Liability Insurance, Marketing Strategies, Disability Insurance.

### **ASDO 8100 - Clinical Dentistry 4A** 14 credit hours

**Clinic:** This module will introduce students to earning essential clinical experiences while working with live patients.

### **ASDO 8200 - Community Dentistry 4A** 14 credit hours

**Community Clinical Dentistry:** Students will apply their clinical knowledge and skills in external community health centers and partnership sites to practice dentistry under the supervision of adjunct faculty.

### **ASDO 8300 - Practice Management and Professional Development 4A** 1 credit hour

**Practice Management:** The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## **Fourth Year: Spring Semester**

### **ASDO 8001 - Fundamentals of Patient Management 4B**

### 1 credit hour

**Advanced Clinic Seminar:** This module consists of seminars offered on the following topics: Dental Materials Cost Containment in Sim Clinic, Dental Materials Cost Containment, Clinic Management Cost Containment, Good Financial Hygiene, Getting Out and Staying Out of Debt, Legal Entities in Dentistry, Tax Management and Basic Financial Planning, Practice Management Accounting, Retirement Planning and Investments, Employment Issues, Risk Management/Liability Insurance, Marketing Strategies, Disability Insurance.

### ASDO 8101 - Clinical Dentistry 4B

#### 12 credit hours

**Clinic:** This module will introduce students to earning essential clinical experiences while working with live patients.

### ASDO 8201 - Community Dentistry 4B

#### 9 credit hours

**Community Clinical Dentistry:** Students will apply their clinical knowledge and skills in external community health centers and partnership sites to practice dentistry under the supervision of adjunct faculty.

### ASDO 8301 - Practice Management and Professional Development 4B

#### 1 credit hour

**Practice Management:** The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

## Certificate in Dental Public Health

All ATSU-ASDOH students receive a Certificate in Dental Public Health from the College of Graduate Health Studies (ATSU-CGHS) as part of their dental school curriculum. The certificate consists of five classes from the Master of Public Health with Dental Emphasis degree program. These courses are included in the student's ATSU-ASDOH tuition.

### PUBH 5050 - Introduction to Dental Public Health

### 3 credit hours

This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

### HLTH 6500 - Behavioral Sciences and Health Education Concepts

#### 3 credit hours

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.

### EPID 6100 - Epidemiology

#### 3 credit hours

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

### PUBH 6550 - Dental Healthcare Policy and Management

#### 3 credit hours

This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

### PUBH 5500 - Financing Dental Care

#### 3 credit hours

This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

## DMD and MPH Dual Degree Program

ATSU and ATSU-ASDOH are proud of the highly successful dual degree program available to dental school students. ATSU-ASDOH and ATSU-CGHS have joined together to offer dental students the unique opportunity to earn their DMD and MPH degrees during their four years in dental school.

The MPH with Dental Emphasis degree program is comprised of a total of fifteen courses. The opportunity to continue with the MPH with Dental Emphasis degree program can begin as early as the second year of dental school. All courses outside of the five required certificate courses for the DMD (10 additional courses) are the financial responsibility of the student.

Dual degree program highlights:

- All class work is completed 100 percent online
- Instruction incorporates directed readings, chat room discussions, and scholarly papers
- Students must complete an MPH practicum

Professionals trained in dental public health are well equipped to work in community health centers, institutes of higher education, non-profit organizations, and local, state, and national government.

For more information, please contact the Academic Advisor for the MPH with Dental Emphasis degree program at CGHS at [cghsacademicadvisors@atsu.edu](mailto:cghsacademicadvisors@atsu.edu).

- Oversees project coordination, affiliation agreements, travel arrangements and funding.

#### Office of Business Operations

- Ensures spending is within budget.

#### Office of the Associate Dean for Academic Assessment (ADAA)

- Gathers student academic qualifications.
- Facilitates selection of qualified students through the APC.

## Research Clerkships

Student Research Clerkships are designed to ensure that qualified students are selected to participate in research clerkships and that these students are minimally impacted by their absence from class or clinic when participating in such clerkships.

### Guidelines

1. Students eligible to participate in research clerkships include 01 students in their second semester as well as 02, 03 and 04 students.
2. By January 1st of each year, students express an interest in a research clerkship to the Assistant Dean for Research (ADR).
3. The ADR presents a list of interested students (with their qualifications noted below) to Office of the Associate Dean for Academic Assessment (ADAA) by February 1st to be reviewed by the Academic Progress Committee (APC).
4. The APC approves qualified students.
5. The ADAA advises the ADR of approved students by February 15th.
6. The ADR notifies students by February 28th.
7. Students work with the ADR to coordinate research projects, make travel arrangements, and manage funding issues.
8. The ADR notifies the Research Committee, the Associate Dean for Preclinical Education and Simulation Clinic Operations and/or the Assistant Dean for Comprehensive Care to coordinate dates when qualified students may be excused from class and/or clinic to work on their research projects.
9. The amount of requested time must be initially approved by the ADR to ensure minimal disruption of clinic and class time.
10. For clinical time, the Assistant Dean for Comprehensive Care must have a minimum of six (6) weeks notice prior to granting an approved absence request.

Student Qualifications for Research Clerkships:

1. Cumulative GPA of 3.0 or higher.
2. Good academic standing.
3. Has demonstrated a pattern of professional behavior.
4. Approval by the APC.

### Responsibilities

#### Assistant Dean for Research (ADR)

- Identifies interested students.
- Works with the APC to ensure qualified students are selected.
- Notifies qualified and unqualified students.

# Orthodontics, MS

## Master of Science in Orthodontics

The Postgraduate Orthodontic Program at the ATSU-ASDOH is accredited by the Commission on Dental Accreditation of the American Dental Association. The Program is 30 months in length and is composed of clinical training, didactic coursework, teaching experiences, and a research project leading to a research manuscript. ATSU-ASDOH awards a Certificate of Orthodontics & Dentofacial Orthopedics and Master's of Science in Orthodontics to those completing the program. Graduates of the program are educationally qualified to take the Phase III examination of the American Board of Orthodontics. The recommended ADA Accreditation Standards for Dental Specialty and the AAO Recommendations for Orthodontic Specialty are the basis from which the ATSU-ASDOH program was developed.

Approximately 60 percent of residents' time is devoted to clinical treatment, 20 percent to seminars and small-group classes, and the remainder to independent research and teaching. The program also provides orthodontic care for the Society of Saint Vincent De Paul as a service to the community.

Patient care begins within the first week of the program and culminates with comprehensive case treatments at the end of the final year. As part of The Center for Advanced Oral Health and in close cooperation with the Advanced Education in General Dentistry, our orthodontic program provides residents the opportunity for interdisciplinary seminars and treatment of complex cases.

The working hours of the program are 7:30 AM to 5:00 PM, Monday through Friday. Residents are expected to attend special programs that may be held in the evenings or on weekends. In addition, preparation for patient care and didactic courses, as well as research, are expected to require additional time.

Residents will:

- Attend the Tweed Study Course,
- Attend professional conferences,
- Complete rotations in TMD as well as craniofacial rehabilitation, and
- Complete a capstone research project in the field of orthodontics that will be suitable for publication in a major orthodontic journal.

The residents are also exposed to a variety of advanced treatment techniques including temporary anchorage devices (TADs), lingual braces, Invisalign®, soft-tissue lasers, digital orthodontic models and three-dimensional imaging.

Residents will take the American Board of Orthodontics (ABO) written examination prior to graduation and are strongly encouraged to complete the clinical examination and become board certified shortly after graduation. Residents can expect to start approximately 70-80 new cases during the first year of residency, plus an additional 20-30 transfers during their 30-month residency. This number might be reduced due to special circumstances such as COVID-19 pandemic.

## Length of Program

The Master of Science in Orthodontics program is 30 months in length and consists of 112.5 credit hours.

## Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year.

Class/Year	Tuition	Student Technology Fee
Class of 2024, year 1	\$90,454	\$1,150
Class of 2023, year 2	\$90,454	\$1,150
Class of 2022, year 3	\$45,226	\$576

## Admissions

### Application Process

The application process begins in mid-May of the year prior to anticipated enrollment. Applicants will need to create an account with the American Dental Education Association's (ADEA) Postdoctoral Application Support Service (PASS) and complete the online application. Accounts may be created at <https://portal.passweb.org/>. Deadline for submission is August 15 prior to the fall of anticipated enrollment. ASDOH's Postgraduate Orthodontic Program participates in National Matching Services Inc.'s Postdoctoral Dental Matching Program. Please include your match number on your PASS application. Visit the Postdoctoral Dental Matching Program at <https://www.natmatch.com/dentres/> to obtain your match number.

Contact ATSU Admissions at 866.626.2878, ext. 2237 or [admissions@atsu.edu](mailto:admissions@atsu.edu) for assistance. All materials such as transcripts, board scores, and recommendation letters must be sent to PASS. ATSU Admissions does not accept application materials directly.

The ATSU-ASDOH Postgraduate Orthodontic Program will send a secondary application to applicants via email after receipt of the PASS application. Deadline for submission of the secondary application is September 1.

### Admission Requirements

Applicants for admission to the Postgraduate Orthodontic Program must meet the following requirements prior to matriculation:

1. Doctor of Dental Medicine (DMD) or Doctor of Dental Surgery (DDS) degree or equivalent from a U.S. or Canadian dental school
2. DMD or DDS and state board licensure eligibility
3. National Board Dental Exam (NBDE) scores Part I or Integrated National Board Dental Examination (INBDE) score to apply.
  1. Passing scores for Part II will be required prior to matriculation.
4. Official GRE or ADAT scores - (GRE Code #0581). Scores older than three years prior to admissions year will not be

accepted. Send the GRE scores directly to: ATSU-ASDOH Admissions, 800 W. Jefferson, Kirksville, MO 63501

5. Official college and dental school transcripts (only if accepted).
6. Three ETS® Personal Potential Index (ETS® PPI) evaluations. Information on this form may be found at [www.adea.org](http://www.adea.org).
7. Institutional evaluation form to be submitted by the dean of the applicant's dental school.
  1. The dean may submit both a Professional Evaluation Form (PEF) and a PPI. Information on both forms may be found at [www.adea.org](http://www.adea.org).
8. Academic PEF to be submitted by the chair, the director, and faculty of the orthodontic department of the applicant's dental school.
  1. These parties can submit both a PEF and a PPI.
  2. A practicing orthodontic PEF can be used if the applicant has been out of school for 3 or more years.
9. Email a curriculum vitae to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu)
10. ATSU-ASDOH Graduate Orthodontics Program secondary application (will be sent to you after PASS application is received)
11. Application fee of \$70.00 (paid when submitting secondary application)
12. Matriculants will meet the minimum technology specifications found at: <https://its.atstu.edu/knowledgebase/asdoh-post-graduate-orthodontic-program/>

If an applicant is invited for an interview, the applicant will need to provide a summary of research.

The School maintains all current clinic compliance policies required to maintain a healthy and safe environment for our patients. A copy of these policies is available upon request.

## Transfer Student Admission

ATSU-ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## Transfer Credit

ATSU-ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## Advanced Standing Admission

ATSU-ASDOH will consider advanced standing on a case-by-case basis. Please contact Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237 for more information.

## Grading

ATSU-ASDOH programs adhere to the University grading scale.

### Grading Criteria

Faculty are encouraged to use grading criteria, when possible, that is based on multiple methods such as examinations, quizzes, papers, projects, presentations, case studies and/or a final examination. Each course should have both formative and summative evaluation methods.

- Except for examinations and quizzes, each assessment method must have a grading criterion matrix (e.g., a

grading rubric) established at the time the residents are notified of the assignment.

- Scores from each of the assessments shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).
- Course grades shall be recorded as raw scores with corresponding letter scores. Final grades for the course shall not be adjusted to a curve.

Residents earning a 79% or below will be required to remediate course content and will receive an "F". When residents successfully complete the remediation process with an 80% or higher, the grade of "F" will be changed to a "B". If the resident does not successfully complete remediation in accordance with the ATSU-ASDOH policies, the grade of "F" will remain. The resident must then retake the course at his or her own expense. This fee is determined by the Finance Office and is based upon a per credit equation.

### Grading Criteria for Pass/Fail Courses

Residents earning a score of 79% or below will be required to remediate course content and will receive an "I" for the course. When students successfully complete the remediation process, the score of "I" will be changed to a "P". Currently, most of the courses are adopting the Pass/Fail grading criteria.

### Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the MS in Orthodontics with Certificate in Orthodontics & Dentofacial Orthopaedics program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, Academic Appeals policy.

## Graduation Requirements

Students in the Postgraduate Orthodontics Program at ATSU-ASDOH must meet the following requirements for graduation. Each student must:

- Successfully complete all prescribed didactic clinical courses and modules ("P" or above)
- Take the American Board of Orthodontics (ABO) written examination (Part I)
- Present six ABO board cases
- Submit a manuscript based on original research to a peer reviewed dental journal

## Curriculum

In addition to the core courses, students must choose three electives.

### Courses: Descriptions & Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### First Year: Fall Semester



**ORTH 5000 - Research Methodology**  
**1 credit hour**

This course is the first in a sequence of four courses, the ultimate goal of which is for the student to propose, conduct, and document a research project that will make a meaningful contribution to scientific knowledge and better the health of the community consistent with the mission of the A. T. Still University. The outcome of this four-course sequence will be a publication-quality paper. In addition, students will be able to use this paper as the basis for requesting funding to carry out further research on their topic.

The Research Methodology course will inaugurate this process by providing students with a firm grounding in the process of healthcare research. This will include an understanding of the strengths and weaknesses of the basic types of research studies including case studies, case series, observational studies, clinical trials, and meta-analyses. Students will be required to explore topics and sources of data for their research projects.

By the end of this first course students will have developed and submitted a detailed proposal of their research project, including a research question or hypothesis, a review of the literature, and a data acquisition and analysis plan.

**ORTH 5008 - Biomechanics I**  
**1 credit hour**

In this course, residents will develop a working knowledge of the biomechanical principles used in orthodontic tooth movement and dentofacial orthopedics. The science of biomechanics and biomaterials applied to clinical situations will be stressed. Residents will learn to recognize favorable and unfavorable reactions to force systems, and begin to utilize principles learned in the design of optimal appliances and springs. In addition, residents will learn about the composition, properties and manipulation of modern orthodontic materials including impression materials, bonding and banding cements, ceramic, plastic and metal brackets, orthodontic wires and springs, latex and non-latex elastics, and alastic ties and chains.

**ORTH 5012 - Graduate Head & Neck Anatomy**  
**1 credit hour**

In this course, the residents will develop a working knowledge of the gross anatomy of the head and neck relevant to the practice of dentistry and in particular the resident's specific specialty (i.e., orthodontics) as well as core knowledge sufficient for appropriate consultation and collaboration with medical colleagues.

**ORTH 5013 - Cell, Oral & Developmental Biology**  
**1 credit hour**

This course provides the resident with detailed information about cell development, cell structures, membrane flow, signal transduction, apoptotic process, inheritance and early embryogenesis; oral, craniofacial and skull development.

**ORTH 5100 - Introduction to Cephalometrics**  
**1 credit hour**

In a number of dental specialties (most prominently orthodontics and oral and maxillofacial surgery), the cephalometric technique provides a standard means of description, treatment planning, evaluation, and communication. Technical ability, rather than choice of measurements, is often the limiting factor in cephalometric analysis. This course will emphasize "hands-on" experience with landmark localization, tracing, and measurement.

**ORTH 5101 - Orthodontic Clinic I**  
**10 credit hours**

The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

**ORTH 5106 - Orthodontic Literature Review I**  
**0.5 credit hours**

This course will provide residents with a sound background in current and classical orthodontic and related literature. Articles from the American Board of Orthodontics' suggested reading list are used along with current articles selected by the course director. The articles will be discussed in this course and are supplemented with articles from Orthodontic Seminars.

**ORTH 5110 - Orthodontic Seminar I**  
**5 credit hours**

This course provides the resident with basic scientific information in biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, correct routine and complex malocclusions of the growing and skeletally mature patient.

**ORTH 5114 - Orthognathic Surgery I**  
**1 credit hour**

This seminar is designed to provide the resident with the knowledge to diagnose a surgical case, take proper surgical records, develop a problems list, treatment objectives, establish a surgical treatment plan and learn how to do model surgery and construct a surgical splint.

**First Year: Spring Semester**

**EPID 6100 - Epidemiology**  
**3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

**ORTH 5001 - Data Analysis**  
**1 credit hour**

This course is designed to complement the Research Methodology course and will run concurrently with it. In the Methodology course, students will learn about the various types of research studies with the outcome of developing a proposal for a project. The Data Analysis course provides students with the tools to conduct and analyze this project. In a sense, Research Methodology will answer the question "what" and Data Analysis will provide the "how." Students will master the basics of statistical analyses as applied to the health sciences, including data presentation and summary measures, probability and probability distributions, measures of association, hypothesis testing, and modeling. Using statistical software packages, students will gain hands-on experience in analyzing data and interpreting results. Emphasis will be placed on understanding the results of an analysis, rather than simply reporting statistical output. By the end of this course, students will be able to specify the appropriate statistical analyses for their personal research



project. They will also have the skills to be discerning consumers of scientific literature and be capable of applying data analytic skills to future research endeavors.

### **ORTH 5005 - Craniofacial Growth & Development I**

**1 credit hour**

In this course, the residents will be provided with sound scientific background of physical and craniofacial growth that will allow each resident to recognize and manage patients with both normal and abnormal growth.

### **ORTH 5007 - Graduate Oral & Maxillofacial Pathology**

**1 credit hour**

The purpose of the course is to provide students a graduate level training experience in Oral and Maxillofacial Pathology. The course will serve to review and reinforce basic oral pathology learned in the pre-doctoral curriculum as well as expand and discuss more advanced and controversial topics. A portion of the course will be case based; applying principles of problem based learning where critical thinking and solving problems is emphasized. This later approach will focus on the patient's presenting signs and symptoms, and through the application of basic principles of the biomedical sciences, work toward developing a differential diagnosis, establishing a definitive diagnosis and deciding on the most appropriate course of treatment for the individual patient. The course will include the etiology, pathogenesis, clinical and microscopic features, treatment and prognosis, as well as differential diagnosis important for the practicing specialist in orthodontics.

### **ORTH 5009 - Biomechanics II**

**2 credit hours**

In this course, residents will develop a working knowledge of the biomechanical principles used in orthodontic tooth movement and dentofacial orthopedics. The science of biomechanics and biomaterials applied to clinical situations will be stressed. Residents will learn to recognize favorable and unfavorable reactions to force systems, and begin to utilize principles learned in the design of optimal appliances and springs. In addition, residents will learn about the composition, properties and manipulation of modern orthodontic materials including impression materials, bonding and banding cements, ceramic, plastic and metal brackets, orthodontic wires and springs, latex and non-latex elastics, and alastic ties and chains.

### **ORTH 5011 - Essentials of Teaching**

**1 credit hour**

In this course, residents will be introduced to various educational methodologies and philosophies in teaching and learning in order to prepare them to teach in the predoctoral program.

### **ORTH 5014 - Graduate Occlusion**

**1 credit hour**

This course will provide an overview of contemporary occlusal concepts and their evolution, establish a working knowledge of occlusion as it relates to diagnosis, treatment planning and treatment, and promote interaction among dental providers and specialists in the treatment of patients with occlusal problems and/or disturbances.

### **ORTH 5015 - Graduate Oral Radiology**

### **0.5 credit hours**

In this course, the resident will develop advanced skills in panoramic, cephalometrics radiology and Direct Dental Imaging, both intraorally and extraorally as well as Cone Technology Digital Imagery.

### **ORTH 5102 - Orthodontic Clinic II**

**10 credit hours**

The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

### **ORTH 5107 - Orthodontic Literature Review II**

**0.5 credit hours**

This course will provide residents with a sound background in current and classical orthodontic and related literature. Articles from the American Board of Orthodontics' suggested reading list are used along with current articles selected by the course director. The articles will be discussed in this course and are supplemented with articles from Orthodontic Seminars.

### **ORTH 5111 - Orthodontic Seminar II**

**5 credit hours**

This course provides the resident with basic scientific information in biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, correct routine and complex malocclusions of the growing and skeletally mature patient.

### **ORTH 5115 - Orthognathic Surgery II**

**1 credit hour**

This seminar is designed to provide the resident with the knowledge to diagnose a surgical case, take proper surgical records, develop a problems list, treatment objectives, establish a surgical treatment plan and learn how to do model surgery and construct a surgical splint.

### **PUBH 5400 - Dental Public Health Ethics**

**3 credit hours**

This course explores a variety of ethical dimensions and issues found in dental public health. The overall goal is to help familiarize students with specific examples and topics, as well as the variety of ethically relevant information that might be considered and some of the theoretical frameworks and concepts that can be utilized to help analyze and address these issues. We will also explore some of what makes public health ethics different from professional ethics, clinical ethics, medical ethics, and/or research ethics.

## **Second Year: Fall Semester**

### **MHAD 6050 - Managing Human Resources**

**3 credit hours**

The focus of this course is workforce planning, recruitment, hiring, supervision, motivation, training, evaluation, and overall leadership of staff members in healthcare organizations. Emphasis is placed on building strategies to manage both individual employees and teams of employees. Students also will study methods for handling difficult or under-

performing employees. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6070 - Managing Teams**

#### **3 credit hours**

This course takes a macro perspective in managing teams of employees. A case study approach is used to explore topics such as team development, motivation, coaching, and incentives. Students will have the opportunity to build team management plans for their own use in current or future healthcare roles.

### **MHAD 7100 - Healthcare Strategic Planning and Marketing**

#### **3 credit hours**

This course presents a general overview of the strategic planning and marketing processes in health service organizations. In comparison to operational management, this course will emphasize the planning function of health care management with an external or strategic orientation. In addition, students will be introduced to a variety of marketing topics, strategies, and creative approaches, as well as an understanding of the development and execution of marketing techniques. Examples from a wide variety of healthcare provider applications are used. This course includes a field-work assignment that can be completed in-person or virtually.

### **ORTH 5002 - Research Writing I**

#### **0.5 credit hours**

In this course, the resident will examine in practical terms the elements required for the successful publication of a medical/dental journal article or clinical case review. The ability to present information in a clear and precise manner is a prerequisite for any professional writing. Working in the context of the individual student's research paper, emphasis will be placed on proper language usage, the principles of composition, and developing a readable style. Students will explore appropriate peer-reviewed journals, including electronic publications, to which to submit their papers for publication and the specific requirements of these journals, including reference and format styles.

### **ORTH 5010 - Biomechanics III**

#### **1 credit hour**

In this course, residents will further develop their working knowledge of the biomechanical principles used in orthodontic tooth movement and dentofacial orthopedics. The application of biomechanics and biomaterials to clinical situations will be stressed. Residents will learn to recognize favorable and unfavorable reactions to force systems, and begin to utilize principles learned in the design of optimal appliances and springs.

### **ORTH 5103 - Orthodontic Clinic III**

#### **10 credit hours**

The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

### **ORTH 5108 - Orthodontic Literature Review III**

#### **0.5 credit hours**

This course will provide residents with a sound background in current and classical orthodontic and related literature. Articles from the American Board of Orthodontics' suggested reading list are used along with current articles selected by the course director. The articles will be discussed in this course and are supplemented with articles from Orthodontic Seminars.

### **ORTH 5112 - Orthodontic Seminar III**

#### **5 credit hours**

This course provides the resident with basic scientific information in biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, correct routine and complex malocclusions of the growing and skeletally mature patient.

### **ORTH 5116 - Orthognathic Surgery III**

#### **1 credit hour**

This seminar is designed to provide the resident with the knowledge and experience to diagnose, develop a problems list, treatment objectives and design an orthognathic surgical treatment plan.

## **Second Year: Spring Semester**

### **ORTH 5003 - Research Writing II**

#### **0.5 credit hours**

In this course, the resident will examine in practical terms the elements required for the successful publication of a medical/dental journal article or clinical case review. By the end of this course students will have completed and submitted their research paper. In this course, students will use their research project papers as a basis of applying for funding for a future project. This project will better the health of the community consistent with the mission of the A. T. Still University. Students will be introduced to the theory and practice of grant writing and identifying sources of funding. Using this knowledge, students will identify possible sources of funding, write grant applications tailored to the requirements of these sources, submit these applications, and follow-up as needed. Students will also learn about the history, rationale, and mechanics of institutional review boards.

### **ORTH 5006 - Craniofacial Growth & Development II**

#### **1 credit hour**

This course provides sound scientific background of physical and craniofacial growth that will allow each orthodontic resident to recognize and manage both normal and abnormal growth patients. Several specific syndromes will be presented with clinical relevance

### **ORTH 5104 - Orthodontic Clinic IV**

#### **10 credit hours**

The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

**ORTH 5109 - Orthodontic Literature Review IV**  
**0.5 credit hours**

This course will provide residents with a sound background in current and classical orthodontic and related literature. Articles from the American Board of Orthodontics' suggested reading list are used along with current articles selected by the course director. The articles will be discussed in this course and are supplemented with articles from Orthodontic Seminars.

**ORTH 5113 - Orthodontic Seminar IV**  
**5 credit hours**

This course provides the resident with basic scientific information in biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, correct routine and complex malocclusions of the growing and skeletally mature patient.

**ORTH 5117 - Orthognathic Surgery IV**  
**1 credit hour**

This seminar is designed to provide the resident with the knowledge and experience to diagnose, develop a problems list, treatment objectives and design an orthognathic surgical treatment plan.

**Third Year: Fall Semester**

**ORTH 5004 - Research**  
**6 credit hours**

This course is designed to monitor the progress made by all residents on their research project.

**ORTH 5105 - Orthodontic Clinic V**  
**10 credit hours**

The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

**Other Courses**

**Electives**

**PUBH 5850 - Community Health and Social Media**  
**3 credit hours**

In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

**PUBH 5800 - Community Health Informatics**  
**3 credit hours**

The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer

information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

**SHMG 6000 - Global Health Issues**  
**3 credit hours**

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.

**MHAD 6250 - Health Services in the US**  
**3 credit hours**

This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics. This course includes a field-work assignment that can be completed in-person or virtually.

**PUBH 6100 - Identifying Community Health Needs**  
**3 credit hours**

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.



ASHS

**ATSU** | Arizona School of  
Health Sciences



# Arizona School of Health Sciences

Students!

Welcome to the Arizona School of Health Sciences and A.T. Still University. As a new student you are joining a proud University with a long history of educating healthcare professionals ready to deliver quality, compassionate, whole person healthcare. The Arizona School of Health Sciences, one of 6 schools of A.T. Still University, has recently celebrated its 26th year. We continue to educate and graduate outstanding students through our rigorous and innovative programs within the Physical Therapy, Athletic Training, Physician Assistant Studies, Occupational Therapy, and Audiology professions. This academic year, in July, our plans include welcoming students to our new Masters in Speech Language Pathology program pending final approval by the professional accreditation body (CAA).

The Arizona School of Health Sciences currently houses 13 degree programs spanning the spectrum of graduate education in the health professions from entry level masters and doctorate degrees to post professional degrees, to residency programs. As a school we are dedicated to your success and strive to create a learning centered environment that supports you on your educational journey.

On behalf of the administration, faculty and staff, I welcome you again and wish you every success in your academic endeavors.

Sincerely,  
Ann Lee Burch, PT, MPH, EdD  
Dean, Arizona School of Health Sciences

## About ATSU-ASHS

### Program Accreditation

The Post-professional Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Ste. 5006, Round Rock, TX 78664, phone: 512.733.9700

The entry-level, residential Doctor of Audiology program (AuD) at the Arizona School of Health Sciences, a school of A.T. Still University of Health Sciences, is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association at 2200 Research Boulevard #310, Rockville, MD 20850. Phone: 800-498-2071 or 301-296-5700



The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA): ACOTE c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-1220, phone 301-652.2682. ACOTE Website: [www.acoteonline.org](http://www.acoteonline.org)

The residential Doctor of Physical Therapy program at A.T. Still University of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax St., Alexandria, VA 22314; telephone: 703-684-2782; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

The Master of Science (MS) education program in speech-language pathology at A.T. Still University-Arizona School of Health Sciences is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, Md., 20850, 800.498.2071 or 301.296.5700. If approved, the program plans to admit its first cohort of students in Fall 2022.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by A.T. Still University Arizona School of Health Sciences. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2024. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The address and telephone number of this agency is 12000 Findley Road, Suite 275, Johns Creek, GA, 30097; 770.476.1224, Fax: 770.476.1738.

### State Licensing

Please see the State Licensing section under About ATSU for information related to degree-granting authority by The Arizona State Board for Private Postsecondary Education and A.T. Still University's participation in nc-SARA.



## Contact ASHS

A.T. Still University - Arizona School of Health Sciences  
5850 E. Still Circle  
Mesa, AZ 85206  
[www.atsu.edu/ashs](http://www.atsu.edu/ashs)

Ann Lee Burch, PT, MPH, EdD  
Dean  
480.219.6061  
[aburch@atsu.edu](mailto:aburch@atsu.edu)

Marlene B. Salas-Provance, PhD, MHA, CCC-SLP  
Vice Dean & Professor  
623.251.4713  
[marlenesalasprounce@atsu.edu](mailto:marlenesalasprounce@atsu.edu)

Audiology and Speech-Language Pathology Department  
Tabitha Parent Buck, AuD  
Professor, Chair, Audiology  
480.219.6021  
[tparent@atsu.edu](mailto:tparent@atsu.edu)

Interdisciplinary Health Sciences Department  
Eric Sauers, PhD, ATC, FNATA  
Professor, Chair, Interdisciplinary Health Sciences  
480.219.6031  
[esauers@atsu.edu](mailto:esauers@atsu.edu)

Occupational Therapy Department  
Jyothi Gupta, PhD, OTR/L, FAOTA  
Professor, Chair, Occupational Therapy  
480.219.6072  
[jgupta@atsu.edu](mailto:jgupta@atsu.edu)

Physician Assistant Department  
Michelle DiBaise, DHSc, PA-C, DFAAPA  
Professor, Chair, Physician Assistant Studies  
480.219.6058  
[mdibaise@atsu.edu](mailto:mdibaise@atsu.edu)

Physical Therapy Department  
Lori M. Bordenave, PT, DPT, PhD  
Associate Professor, Program Director, Chair, Physical Therapy  
480.219.6062  
[lbordenave@atsu.edu](mailto:lbordenave@atsu.edu)

Melissa Conrad  
Executive Assistant to the Dean  
480.219.6155  
[meisenmann@atsu.edu](mailto:meisenmann@atsu.edu)

## ATSU-ASHS School Policies

The following policies or guidelines apply to all programs at ATSU-ASHS.

### General Admission Requirements

The following requirements apply to every program and must be met by every applicant to be considered for admission.

#### *Application Process*

The Arizona School of Health Sciences (ATSU-ASHS) offers many programs in the areas of athletic training, audiology, occupational therapy, physician assistants, and physical

therapy. Specific application information is included with each program.

Applicants who wish to be considered for more than one program must submit a separate application and fee, official test scores (if applicable), transcripts, and references for each health sciences program. Acceptance to ATSU-ASHS is to a specific program and is not transferable to other programs. Application materials are not transferable from one application year to another.

#### *English Proficiency*

All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University.

Written and reading proficiency in the English language may be demonstrated by one of the following options:

- Option 1 - English is my first language
- Option 2 – Graduated from a regionally accredited four-year university or college in the United States (minimum B.A. or B.S.)
- Option 3 – You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS)
  - Acceptable TOEFL minimal scores for ATSU-ASHS applications are:
    - Internet based total score = 80
  - Acceptable IELTS scores are an overall band score of 6.5

Note: some programs may require TOEFL sub score minimums. Please refer to the individual program website or catalog page to determine if sub scores are required.

The TOEFL is administered by TOEFL/TSE Services, PO Box 6151, Princeton, NJ, 08541-6151, USA (609) 771-7100. Information is available on the Internet at [www.toefl.org](http://www.toefl.org) and A.T. Still University's institutional code is 0339.

#### *International Student Admission*

All programs may accept international students. Prior to application, international applicants should review the program information in this catalog for program-specific requirements and contact the Admissions for current information on the application process.

Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree and/or course equivalency. Applicants must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree.

#### *Foreign Evaluation Services*

Below is a list of credentialing agencies. Please check with Admissions to verify which agencies are acceptable to the specific program for which you are applying. An official copy of the transcript evaluation must be provided to Admissions.

Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
414.289.3400

International Education Research Foundation, Inc.  
P.O. Box 66940  
Los Angeles, CA 90066  
310.390.6276

Josef Silny & Associates, Inc.  
7101 SW 102 Avenue  
Miami, FL 33171  
305.273.1616

World Evaluation Service Inc.  
P.O. Box 745 Old Chelsea Station  
New York, NY 10113-0745  
212.966.6311

International Credentialing Associates, Inc.  
7245 Bryan Dairy Road  
Largo, FL 33777  
727.549.8555

International Consultants of Delaware  
P.O. Box 8629  
Philadelphia, PA 19101-8629  
215.222.8454

Foreign Credentialing Commission on Physical  
Therapy  
124 West Street South, 3rd Floor  
Alexandria, VA 22314  
703.684.8406

University of Texas at Austin Robert Watkins –  
Graduate and International Admissions Center  
2608 Whitis Avenue  
Austin, TX 78712  
512.475.7409  
(Credential Reviews for Texas only)

### ***Selection of Applicants***

The Admissions Committee for each program seeks those individuals capable of meeting the academic standards of ATSU-ASHS and its programs. Completed applications in compliance with minimum admission requirements are reviewed on the basis of some or all of the following areas: the quality of academic performance, professional exposure, work and life experiences, and recommendations.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Department of their intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

### ***Transfer Credit***

Transfer credit is accepted on a case-by-case basis and per program requirements.

### ***Advanced Credit***

Advanced credit is defined at ATSU-ASHS as credit awarded in professional programs based on a prior learning assessment. Credit will be awarded for specific advanced standing categories or for listed courses in the plan of study. [Transitional] Doctor of Physical Therapy applicants must

submit requests for advanced credit using by submitting a physical therapy professional portfolio.

Petitions for advanced credit in other programs must be submitted in writing to the Admissions Department. All transcripts, admission forms, and supporting documentation must be completed and received by the University before advanced credit will be considered.

## **Minimal Technical Standards for Admission and Matriculation**

### ***Statement of Diversity and Inclusion***

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

The holder of a health sciences professional degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in Athletic Training, Audiology, Human Movement, Health Sciences, Occupational Therapy, Physical Therapy, and Physician Assistant Studies, must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for the doctoral or Master of Science degree at ATSU-ASHS must possess abilities and skills in seven identified categories, including observation; communication; motor; sensory; strength, mobility and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social. These abilities and skills are defined as follows:

**Observation:** Candidates and students must have sufficient uncorrected or corrected visual acuity, depth perception, and color perception to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a patient accurately at a distance of 20 feet and up close. Vision must be sufficient to utilize clinical instrumentation; identify dissected nerves and landmarks on anatomical structures such as the tympanic membrane; observe motion; and evaluate posture, locomotion and movement in a clinical setting. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.

**Communication:** Candidates and students must possess formal and conversational speech and language skills in English. They must be able to write, read and comprehend classroom lecture and assessment materials, technical reports, diagnostic and treatment reports and professional correspondence in English. They must be able to speak, hear (with or without the use of amplification and/or other assistive technology), and observe patients in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. They must be able to communicate effectively in oral and written form with all members of the healthcare team.

**Motor:** Candidates and students must have sufficient motor functions to execute movements required to perform laboratory exercises and provide clinical care. Such actions require coordination of both gross and fine motor movements and equilibrium, and functional use of the senses of touch and vision.

**Sensory:** Candidates and students must have functional use of sensory skills such as tactile discrimination and proprioception for classroom, laboratory and clinical experiences. Functional use of hearing and vision are also required and are described in sections above.

**Strength, mobility and endurance:** Candidates and students must have sufficient upright posture, balance, flexibility, mobility, strength and cardiovascular endurance for standing, sitting, lifting moderate weight and participating in classroom, laboratory and clinical experiences.

**Intellectual (conceptual, integrative, and quantitative):** Candidates and students must be able to engage in activities of discovery, measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

**Behavioral and social:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all academic requirements and responsibilities attendant to the diagnosis and care of patients. Candidates and students must be able to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, respect for differences, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

### ***Additional Information***

Please see the Master of Science in Physician Assistant Studies and Physical Therapy (Residential), DPT sections for program-specific minimal technical standards.

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W.

Jefferson Street, Kirksville, MO 63501,  
[disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774.

### ***Applying for Academic Adjustments***

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments, or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

## **Immunizations, Immunity, Screening and Certification for ATSU-ASHS Residential Programs**

ATSU-ASHS requires all students to provide proof of their immunizations, immunity, screening and certifications in order to matriculate and also prior to the deadline set by the program. This is necessary for the protection of the student, faculty and staff, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Non-compliance at any time during a student's enrollment could result in removal for clinical rotations, removal from didactic courses, suspension and/or dismissal. All testing and certifications are at the cost of the student. Additional immunizations, titers, or screenings may be required per individual clinical site specifications. Documents related to immunizations, immunity, screening and certification will be maintained and monitored by ATSU-ASHS Clinical Affairs Office.

Immunizations must be verified by providing copies of immunization records from a US licensed Physician (DO or MD), Physician Assistant (PA) and/or Nurse Practitioner (NP). All copies must contain:

- Student name
- Student date of birth
- Name of clinic/office immunization was received including address and phone number
- Name of provider at the clinic/office immunization was received
- Date of immunization received
- Report of results for immunity or screening

Any non-US immunization records are not acceptable. All non-US immunization records must be translated, documented and approved by a US licensed Physician (DO or MD), Physician Assistant (PA) and/or Nurse Practitioner (NP).

ATSU-ASHS Student Risk Management requirements are updated annually and therefore subject to change.

### **CPR - Certification for BLS/Basic Life Support Cardiopulmonary Resuscitation Certification**

- Certification must be the BLS Provider or Healthcare Provider level certification. Individual programs may have additional requirements.
- Must be Adult & Child AED level certification
- First Aid Certification does NOT meet this requirement

### **Hepatitis B**

- Documentation of two (2) dose series of Hepatitis-B or three (3) dose series of Engerix-B, Recombivax or Twinrix Hepatitis B vaccine. Series must be started prior to matriculation and completed per prescribed timeline, or
- Documentation of a positive blood test (titer) of immunity to Hepatitis B.

#### **MMR - Measles Mumps and Rubella**

- Documentation of two (2) dose series of MMR vaccine. Series must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of a positive of immunity to each of Measles Mumps and Rubella

#### **Physical Exam**

- Documentation of a physical exam within twelve (12) months of matriculation
- This is a pre-matriculation requirement only, however a clinical site may require additional examinations.

#### **Tuberculosis (TB) Testing**

- Documentation of a negative two (2) step PPD skin test or one (1) negative QuantiFERON TB Gold or T-Spot blood test within twelve (12) months of matriculation
- OR documentation of a normal/clear chest x-ray AND documentation of the previous positive testing results. The chest x-ray is accepted only with evidence of a prior positive skin or blood test result.
- This is an annual testing requirement.

#### **Tdap - Tetanus Diphtheria and Pertussis (Whooping Cough)**

- Documentation of one (1) adult dose of Tdap vaccine within ten (10) years of matriculation
- DPT (infant dose) or Td vaccinations do NOT meet this requirement

#### **Varicella – Chicken Pox**

- Documentation of two (2) dose series of varicella vaccine. Series must be started prior to matriculation and completed per prescribed timeline
- OR documentation of a positive immunity to Varicella
- History of this disease does NOT meet this requirement

#### **COVID-19 Vaccine & Booster**

- Documentation of completion of a series of EUA (Emergency Use Authorization) or FDA approved SARS-CoV-2 vaccine prior to matriculation
- For more information, please see The COVID-19 Vaccine Policy for Students in the ATSU Policies section of this catalog.

#### **Influenza – Post-matriculation requirement**

- Documentation of seasonal Influenza vaccination - DUE ANNUALLY BY OCTOBER 1st
- This is an annual requirement for the duration of enrollment

#### **Immunization Exemptions**

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to ATSU-ASHS Clinical Affairs Office an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

## **Injuries and Accidents**

### ***Off-campus***

Any student who sustains an injury or bloodborne pathogen exposure while on their clinical experience must notify their site preceptor as soon as possible. Student Incident Process OFF CAMPUS guidelines for treatment and reporting are provided on Google Drive/ASHS-Shared Documents. See ASHS Procedure 01-20 Needlestick & Bloodborne Pathogen for additional information.

### ***On-campus***

Any student who sustains an injury or bloodborne pathogen exposure while on ATSU campus must notify their instructor and ATSU security as soon as possible. Student Incident Process ON CAMPUS guidelines for treatment and reporting are provided on Google Drive/ASHS-Shared Documents. See ASHS Procedure 02-20 Needlestick & Bloodborne Pathogen for additional information.

## **Minimum Technology Specifications**

### ***Residential Programs***

Please review the minimum technology specifications for students accepted to ATSU-ASHS programs.

### ***Online Programs***

Please review the minimum technology specifications for students accepted to ATSU-ASHS programs.

## **Auditing a Course**

The following information pertains to currently enrolled ATSU-ASHS students.

Requests to audit a course should go to the program director or chair of the department under which the course is offered and to the program director or chair of the student's department, if different. All requests must be approved in writing.

Students may be allowed to sit in class and may participate only on a space available basis.

Students who audit a course are expected to attend classes on a regular basis. Satisfactory completion of a course for audit will be determined by the instructor and will be recorded on the student's transcript as an AU (audit) or other appropriate indicator. No letter grade will be awarded for an audited course.

An audited course may not be changed to a course for credit or vice versa.

Questions concerning the audit policy should be directed to the student's program director or department chair.



## Grading

ATSU-ASHS programs adhere to the University grading scale.

### *Incomplete Grades*

ATSU-ASHS programs adhere to the University Incomplete Grade Policy.

### *Appealing a Grade*

Students who wish to file an academic appeal concerning a course grade should visit the Academic Appeals policy located within the ATSU Policies section of the Catalog.

### *Academic Warning*

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course, program director or department chair as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor will also discuss the resources available to students for academic assistance.

### *Academic Probation*

The quality of an educational program can be measured by the academic performance of its students. With regard to academic performance, standards are set to insure that the integrity of the program and institution are maintained. Consistent with academic norms and in the exercise of professional judgment, each ATSU-ASHS department shall determine and shall provide to students (1) the standards of academic performance and (2) the standards of progression.

A student who fails to meet the department's standards of academic performance will be placed on academic probation and shall be notified of such, in writing, by the relevant department chair. Such notice shall identify the academic standards which the student has failed to meet and will advise the student that continued failure to meet such standards may result in delay in graduation or dismissal. Copies of any academic probation notice shall be sent to the Dean and Enrollment Services.

### *Academic Dismissal*

Any student who does not meet the department's standards for progression will receive a written notice of dismissal from the department chair. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The department chair's decision will be based on a recommendation from the department faculty, the student's academic record, department standards of progression and information from the student and other individuals as appropriate. The department chair will notify the student and Dean of the decision, which notice shall describe the significant facts and reasons for dismissal. The student has the right to appeal the decision as outlined in the appeal process.

### *Dismissal Appeal Process*

Dismissal by a department may be appealed, in writing, to the Dean no later than seven calendar days following receipt of notification of the department chair's decision of dismissal. Such notice of appeal from the student shall include a statement of reasons why dismissal is inappropriate. The Dean shall review the notice of dismissal, notice of appeal, significant facts and

reasons for dismissal in light of the department's standards of progression, academic norms and professional judgment. The Dean may meet in person with the student if indicated and shall notify the department chair and student of the decision no later than seven academic days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: Promotion and/or Dismissal Decisions.

## Degree Completion

Students are expected to complete their degree within the program's standard plan of study. In circumstances where additional time is needed, and with approval of the appropriate chair, students will have a maximum degree completion timeline of five (5) years for a master's program and seven (7) years for a doctoral program from the time of initial enrollment. Failure to complete a degree program within the specified period will lead to a loss of some or the entire student's previously earned course credits, or dismissal from the program.

## Required Modules

### *HIPAA Training*

ATSU-ASHS requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. ATSU-ASHS provides a detailed review of HIPAA and focuses on the patient privacy and data security issues that will have the most impact on the practice of healthcare workers. HIPAA education provides a definition and discussion of current and forthcoming HIPAA initiatives regarding patient privacy and data security, a review of reforms that have been identified for implementation and the information to help healthcare workers comply with new guidelines. Training is offered online by ATSU and must be completed prior to any clinical education.

### *Bloodborne Pathogens Training*

Universal precautions and blood borne pathogens training will be provided to ATSU-ASHS students. Universal precautions and blood borne pathogens training must be updated annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and reflect changes in technology that eliminate or reduce exposure. Universal precautions and blood borne pathogens training must be completed and documented prior to entering any clinical education.

### *Biohazards*

All faculty and students who use the anatomy laboratory will be instructed on the potential hazards and understand the steps to be taken in the event that injury or accidents occur. See Policy Manual for Hazardous Materials and Personal Safety.



# Athletic Training, DAT



## Doctor of Athletic Training - online

The Doctor of Athletic Training (DAT) program is post-professional distance learning program with a one-week on-campus Winter Institute culminating in a Doctor of Athletic Training degree. Didactic coursework in advanced areas of study can be planned to allow students to complete the program in three or four years. The DAT program is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on academic rigor, advancement of clinical practice, and an applied research experience. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

### Length of Program

The DAT program is a 36 month program comprised of 69 credits. Students can actually graduate from the 36-month program as much as 16 months earlier pending approval of transfer of credits.

### Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

<b>Tuition</b>	<b>Student Technology Fee</b>
\$604 per credit hour	\$32 per credit hour

## Admissions

### Application Deadline

Applications for the DAT program may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year, July, September, January and March. All application materials must be submitted no later than 2 months prior to the start of a course block.

### Admission Requirements

The DAT program will admit athletic training professionals with diverse professional and personal experiences who have demonstrated capacity to pursue a rigorous course of graduate study. Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience.

Proposed admission requirements include:

1. Candidates accepted for admission to the DAT program will have earned a masters or higher degree prior to enrollment from a regionally accredited institution. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification, or eligibility to sit for the BOC exam, as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers.
3. Students must demonstrate proof of state licensure (if required in your current state or country of residence). A copy of a current state license is required.
4. Candidates must have achieved a minimum overall graduate cumulative GPA of 2.75 (on a 4.0 scale).
5. One official recommendation form must be completed by an academic advisor, professor, employer, or other individual who can attest to the applicant's potential for success in the master's program. Letters from an educational consulting service will not qualify. Recommendations must be submitted for each application year.
6. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
7. Candidates must submit an application form.
8. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.

### Advanced Standing Admission

Students who have completed coursework within ATSU's Master of Science in Athletic Training or the Certificate in Clinical Decision Making in Athletic Training may be eligible for advanced standing. Students from external programs may request the faculty to review completed courses for advanced standing as per the AT Program transfer credit policy. Please contact Admissions for more information on eligible transfer credit for advanced standing.

## Graduation Requirements

To earn a Doctor of Athletic Training degree, all students must:

1. Complete all prescribed and elected courses within seven years of commencing the program
2. Maintain a minimum overall GPA of 3.0
3. Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations
4. Obtain final applied research project approval documenting completion of all applied research project requirements

## Curriculum

### *Doctor of Athletic Training Program Core Outcomes*

Upon completion of the Doctor of Athletic Training Program, students' will be able to achieve the following outcomes:

1. Demonstrate advanced clinical decision-making to determine the effectiveness of athletic training practice.
2. Demonstrate advanced knowledge and skills in orthopaedic rehabilitation.
3. Demonstrate an understanding of the characteristics of professional leadership, and evaluate and influence health policy and delivery systems, especially in the provision of athletic healthcare services.
4. Produce an applied research project that addresses a significant clinically oriented issue relevant to athletic training practice.

### ***Clinical Decision-Making Foundation/Certificate Program Outcome***

Demonstrate advanced clinical decision-making to determine the effectiveness of athletic training practice.

Objectives:

1. Implement quality improvement strategies to identify and address quality gaps for the purpose of improving patient outcomes, system performance, and professional development.
2. Demonstrate advanced clinical decision-making in athletic training practice in a manner that integrates clinical experience, patient values, and the best available evidence.
3. Demonstrate knowledge of the principles of clinical outcomes assessments and the value of these outcomes to informing patient care and advancing the athletic training profession.
4. Utilize information and technology to improve the quality of patient care, manage knowledge, mitigate error, and support clinical decision-making in athletic training practice.

### ***Winter Institute Outcome***

Demonstrate advanced knowledge and awareness of athletic health care innovation to advance leadership, higher education, patient care, and research.

Objectives:

1. Discuss and apply the theory of disruptive innovation in the contexts of athletic health care and higher education.
2. Demonstrate a critical understanding of the challenges and opportunities facing the athletic training profession with regards to higher education, patient care, and research.
3. Propose innovative solutions to advance the profession of athletic training.

### ***Applied Research Foundation Outcome***

Produce an applied research project that addresses a significant clinically oriented issue relevant to athletic training practice.

Objectives:

1. Identify appropriate research questions from clinical experience and the literature.
2. Demonstrate the ability to perform the necessary steps to conduct a research study or quality improvement initiative.
3. Formulate appropriate research questions from clinical experience and the literature and/or appropriately apply the model for improvement to conduct a quality improvement project.
4. Discuss value of qualitative and/or epidemiological research within athletic training.
5. Discuss the importance of and process to conduct practice-based research.

6. Produce appropriate materials to disseminate research information (e.g. abstract, poster, platform presentation, manuscript).

### ***Rehabilitation Track/Certificate Program Outcome***

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of rehabilitation.

Objectives:

1. Integrate the basic science of connective tissue healing (anatomy, physiology, morphology, histology, and biomechanics) into the management of musculoskeletal injuries.
2. Demonstrate advanced practice knowledge and skills in the assessment and diagnosis of movement dysfunction.
3. Develop advanced practice knowledge and skills in rehabilitation of movement dysfunction through corrective exercise.
4. Demonstrate advanced practice knowledge of transitioning from rehabilitation to sport performance.

### ***Orthopaedics Track/Certificate Program Outcome***

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of orthopaedics.

Objectives:

1. Demonstrate advanced practice knowledge and skills in the diagnoses of orthopaedic conditions.
2. Demonstrate advanced practice knowledge and skills in the management of orthopaedic conditions.
3. Demonstrate advanced practice knowledge and skills in the application and interpretation of common imaging and laboratory techniques used in the examination of orthopaedic patients.
4. Demonstrate advanced practice knowledge of common orthopaedic surgical procedures with special emphasis on subsequent rehabilitation considerations.

### ***Leadership and Education Track/Certificate Program Outcome***

Debate and apply contemporary knowledge and skills in athletic training leadership and education.

Objectives:

1. Examine the role and influence of athletic trainers on health policy and healthcare delivery systems.
2. Critically examine and apply the characteristics of leadership in athletic training within the context of becoming an advanced practice leader.
3. Analyze and debate contemporary issues in athletic training education.
4. Examine and apply best practices in clinical education and mentoring of athletic training students, young professionals, residents and fellows.

### ***Sports Neurology and Concussion Track/Certificate Program Outcome***

Demonstrate advanced practice athletic training knowledge and skills in the sub-specialty area of sports neurology and concussion.

Objectives:

1. Integrate the basic science of neurologic injury and tissue healing into the management of neurologic injuries.

2. Demonstrate advanced knowledge in the recognition, assessment, management and referral of patients with sport-related neurologic conditions.
3. Debate current issues related to the recognition, assessment, and management of activity-related traumatic brain injuries.
4. Analyze current concepts regarding the assessment, management, and referral of patients with comorbid disorders who suffer activity-related traumatic brain injury.

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. This curriculum is for students matriculating beginning in the Spring 2019 semester or after.

## Clinical Decision-Making Foundation

### ATRN 7110 - Quality Improvement and Patient Safety

#### 3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### ATRN 7120 - Evidence-Based Practice

#### 3 credit hours

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. Course objectives will be achieved through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision

Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### ATRN 7130 - Patient-Oriented Outcomes

#### 3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

### ATRN 7140 - Health Information Technology

#### 3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

## Winter Institute

### ATRN 8150 - Winter Institute: Innovation in Athletic Training

#### 5 credit hours

The four-day intensive Winter Institute is focused on Innovation to Advance Athletic Health Care. The thread of innovation is woven throughout the course with particular emphasis on innovation to advance higher education, innovation to advance patient care, and innovation to advance research. This course is designed to promote in-depth interaction between students and faculty to facilitate the development of action plans for leading innovation in athletic health care education, patient care, and research. Students will prepare a project proposal specific to their work environment to help them develop the knowledge and skills for leading innovations within their own health care facilities and institutions. The Institute faculty consists of leading innovators in athletic health care from across the country that students will have the opportunity to learn with and from. Each faculty member will lead educational sessions in their respective area(s) of expertise and will serve as small group facilitators. Students will be mixed throughout the week into three distinct small groups that meet daily, each facilitated by an internal (ATSU) and external faculty member, to maximize opportunities for extensive interactions with peers and faculty.

Study sections will be used at the beginning of each day to stimulate critical thinking and promote dialogue around the theme of the day. Project groups will meet daily to help students develop their innovative projects for leading and managing environmental change. Reflection groups will meet at the end of each day to discuss the days key points, where students experienced their greatest knowledge gains, how the information can be translated into their work setting, and what new questions may have emerged. An extensive course-reading list will be provided in advance of the face-to-face meeting and students will be required to read all course material prior to the educational sessions. In addition to the project proposal, readings, and attending the face-to-face sessions, students will be expected to complete a post-Institute assessment.

## Applied Research Foundation

### **ATRN 8010 - Research Methods & Design**

#### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 8020 - Methods of Data Analysis**

#### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 8100 - Practice-Based Research**

#### **3 credit hours**

This course aims to improve the athletic trainer's understanding of and, ability to conduct, practice-based research. Practice-based research represents the last step of the translational research continuum and is vital to the translation of evidence into routine clinical practice. In brief, practice-based research is conducted by clinicians at the point-of-care, with real patients, and during the usual course of patient care. To meet its purpose, this course will cover fundamental concepts related to practice-based research including but not limited to the clinician-scientist model, researcher-clinician partnerships, common study designs and statistical approaches, implementation and dissemination of evidence, and practice-based research networks.

### **ATRN 8120 - Athletic Injury Epidemiology**

#### **3 credit hours**

This course is designed to instruct students in basic sports injury epidemiology methods, and improve their ability to interpret the results of epidemiologic literature in order to incorporate epidemiologic findings in their clinical practice. It is intended to build upon students' existing skills in critical appraisal and evidence based practice. This course will cover basic epidemiologic methods including study design, measures of frequency and measures of comparison. Other topics will include US sports injury surveillance systems, epidemiology in the literature, and critical appraisal of epidemiologic literature. Course objectives will be achieved through readings, multimedia presentations, discussion boards and individual assignments. \*Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

or

### **ATRN 8210 - Qualitative Research Methodology**

#### **3 credit hours**

This course is designed to introduce the athletic trainer to the methods of qualitative research. As athletic training continues to identify ways to enhance the care provided to various populations, it is essential to integrate patients' perspectives and preferences during the decision-making process. To effectively do so, it is important to have an understanding of the various strategies to gather this information. This course will cover the basics of qualitative research, methods to collect and analyze qualitative data, and strategies to incorporate qualitative data to aid athletic trainers in making informed clinical decisions.

### **ATRN 9011 - Analyzing the Problem**

#### **4 credit hours**

This course is the first in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of defining a problem through project dissemination. Analyzing a problem you encounter in your practice and understanding the past and current literature around your desired project area is crucial to the development of a sound project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully analyze and define a problem, review the literature around your chosen ARP topic and write a focused review of literature, which will serve as a foundational paper for your ARP.

### **ATRN 9012 - Proposing a Solution**

#### **4 credit hours**

This course is the second in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of analyzing the problem to project dissemination. The purpose of this course is to provide you with the knowledge and skills to develop the proposal for your required ARP. The proposal is crucial for the success of your ARP, as it describes in detail the ways in which you will go about evaluating the solution to the problem or proposing the methodological details of your study. By the end of this course, you will have completed your ARP proposal and submit your completed application to the IRB, if applicable. Prerequisite: ATRN9011

### **ATRN 9013 - Implementing and Evaluating the Solution**



#### 4 credit hours

This course is the third in a series of four courses designed to assist you with the development of an applied research project through the stages of defining a problem through project dissemination. Your ability to develop an effective plan to collect, analyze/synthesize, and report your results is essential to a successful project. Therefore, the purpose of this course is to provide you with the knowledge and skills to effectively collect, analyze and report data in support of your applied research project. Prerequisite: ATRN9012

#### **ATRN 9014 - Completing and Disseminating the Project**

##### 4 credit hours

This course is the fourth and final course in a series of four courses designed to assist you with the development of an Applied Research Project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide the knowledge and skills needed to successfully complete your ARP final paper, and to identify possible strategies for the dissemination your research findings through means, such as poster and oral presentations or manuscript submission. Prerequisite: ATRN9013

#### Elective Tracks

Students complete 24 elective credits. Students can choose two of the predefined tracks or choose a 12-credit or 24-credit self-defined elective option. The elective options can include any courses from the predefined tracks and the other elective option from the applied research foundation.

#### Rehabilitation Track

#### **ATRN 7210 - Foundations of Tissue Healing**

##### 3 credit hours

This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, muscle, articular cartilage, and peripheral nerves will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

#### **ATRN 7230 - Assessment of Movement Dysfunction**

##### 3 credit hours

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be

identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

#### **ATRN 7240 - Corrective Techniques for Movement Dysfunction**

##### 3 credit hours

This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

#### **ATRN 7250 - Rehabilitation Considerations for Sport Performance**

##### 3 credit hours

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

#### Orthopaedics Track

#### **ATRN 7410 - Orthopaedic Diagnostic Evaluation**

##### 3 credit hours

This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, the back, and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical decision-making skills in injury evaluation and diagnosis. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

#### **ATRN 7420 - Orthopaedic Management**

##### 3 credit hours

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to



maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

### **ATRN 7430 - Orthopaedic Imaging and Labs**

#### **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

### **ATRN 7440 - Orthopaedic Surgical**

#### **Considerations**

#### **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

## **Leadership and Education Track**

### **ATRN 8130 - Health Policy and Systems of Delivery**

#### **3 credit hours**

This course provides a forum for exploration and discussion of current policy issues and trends in healthcare in general, and in athletic training more specifically. The course attempts to do three things: The first half of the course takes a broader approach to examine the U.S. health care system from a health policy and health politics perspective. Topics include general civics, the role of state and federal government in law and policy making, as well as organizing, financing, and delivering health care. The second half of the course will look more specifically at emerging policy issues. The second half of the course is designed to enhance the athletic trainer's understanding of legal and risk management concepts as they pertain to daily clinical practice and the administration thereof. Concepts will include: accreditation, cardiac, heat and hydration, injury prevention and sport specialization, and concussion policy analysis.

### **ATRN 8140 - Leadership and Professionalism in Athletic Training**

#### **3 credit hours**

This course offers an examination and application of theories of professionalism and leadership as they related to various

aspects of the practice of athletic training. Topics include, but are not limited to: Contemporary leadership theories, Medical professionalism, Organizational communication, Personal effectiveness and productivity, Communities of practice, Leading change, and Conflict management. The course requires students to be active participants in the learning process. We will rely on a series of readings (e.g. book chapters, classic and contemporary articles, research studies), presentations, discussions, and both reflective and authentic applied assignments to provide a deeper understanding of leadership and professionalism and their impact the athletic training profession. By the end of this course you should have the foundational knowledge and a framework for action that will allow you to make informed decisions about your own leadership roles and pursue meaningful change in both your work setting and your profession.

### **ATRN 8160 - Contemporary Issues in Athletic Training Education**

#### **3 credit hours**

This course that will explore contemporary issues in athletic training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

### **ATRN 8170 - Applied Clinical Education and Mentoring**

#### **3 credit hours**

This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education, facilitating transition to practice, and mentoring within the health professions will also be presented.

## **Sport Neurology and Concussion Track**

### **ATRN 7310 - Foundations of Sport Neurology**

#### **3 credit hours**

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

### **ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport**

### 3 credit hours

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

### **ATRN 7330 - Classification and Management of Traumatic Head Injury**

#### 3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

### **ATRN 7340 - Assessment and Management of Complex Patients with Concussion**

#### 3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

## Descriptions and Credit Values

The following is a typical course schedule for students beginning prior to Spring 2019. Additional course options may be available and listed below under Other Courses.

### Year 1

### **ATRN 7110 - Quality Improvement and Patient Safety**

#### 3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be

transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 7120 - Evidence-Based Practice**

#### 3 credit hours

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. Course objectives will be achieved through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 7130 - Patient-Oriented Outcomes**

#### 3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

### **ATRN 7140 - Health Information Technology**

#### 3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 7210 - Foundations of Tissue Healing**

#### 3 credit hours

This course is designed to enhance the athletic trainers' ability

to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, muscle, articular cartilage, and peripheral nerves will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

### **ATRN 7220 - Surgical Considerations for Orthopaedic Rehabilitation** **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section. Prerequisite: ATRN7210

### **ATRN 8150 - Winter Institute: Innovation in Athletic Training** **5 credit hours**

The four-day intensive Winter Institute is focused on Innovation to Advance Athletic Health Care. The thread of innovation is woven throughout the course with particular emphasis on innovation to advance higher education, innovation to advance patient care, and innovation to advance research. This course is designed to promote in-depth interaction between students and faculty to facilitate the development of action plans for leading innovation in athletic health care education, patient care, and research. Students will prepare a project proposal specific to their work environment to help them develop the knowledge and skills for leading innovations within their own health care facilities and institutions. The Institute faculty consists of leading innovators in athletic health care from across the country that students will have the opportunity to learn with and from. Each faculty member will lead educational sessions in their respective area(s) of expertise and will serve as small group facilitators. Students will be mixed throughout the week into three distinct small groups that meet daily, each facilitated by an internal (ATSU) and external faculty member, to maximize opportunities for extensive interactions with peers and faculty. Study sections will be used at the beginning of each day to

stimulate critical thinking and promote dialogue around the theme of the day. Project groups will meet daily to help students develop their innovative projects for leading and managing environmental change. Reflection groups will meet at the end of each day to discuss the days key points, where students experienced their greatest knowledge gains, how the information can be translated into their work setting, and what new questions may have emerged. An extensive course-reading list will be provided in advance of the face-to-face meeting and students will be required to read all course material prior to the educational sessions. In addition to the project proposal, readings, and attending the face-to-face sessions, students will be expected to complete a post-Institute assessment.

### **ATRN 8210 - Qualitative Research Methodology** **3 credit hours**

This course is designed to introduce the athletic trainer to the methods of qualitative research. As athletic training continues to identify ways to enhance the care provided to various populations, it is essential to integrate patients' perspectives and preferences during the decision-making process. To effectively do so, it is important to have an understanding of the various strategies to gather this information. This course will cover the basics of qualitative research, methods to collect and analyze qualitative data, and strategies to incorporate qualitative data to aid athletic trainers in making informed clinical decisions.

## **Year 2**

### **ATRN 7230 - Assessment of Movement Dysfunction** **3 credit hours**

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

### **ATRN 7240 - Corrective Techniques for Movement Dysfunction** **3 credit hour**

This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

### **ATRN 8010 - Research Methods & Design** **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major

considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 8020 - Methods of Data Analysis**

#### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 8130 - Healthcare Policy and Systems of Delivery**

#### **3 credit hours**

This course provides a forum for exploration and discussion of current policy issues and trends in healthcare in general, and in athletic training more specifically. The course attempts to do three things: The first half of the course takes a broader approach to examine the U.S. health care system from a health policy and health politics perspective. Topics include general civics, the role of state and federal government in law and policy making, as well as organizing, financing, and delivering health care. The second half of the course will look more specifically at emerging policy issues. This half of the semester is designed to enhance the athletic trainer's understanding of legal and risk management concepts as they pertain to daily clinical practice and the administration thereof. Concepts will include: accreditation, cardiac, heat and hydration, injury prevention and sport specialization, and concussion policy analysis. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 8140 - Leadership & Professionalism in Athletic Training**

#### **3 credit hours**

Examination and application of theories of professionalism and leadership as they relate to various aspects of the practice of athletic training. Topics include, but are not limited to, contemporary leadership theories, medical professionalism, organizational and interpersonal communication, decision-making, change, and conflict management.

## **Year 3**

### **ATRN 8120 - Athletic Injury Epidemiology**

#### **3 credit hours**

This course is designed to instruct students in basic sports injury epidemiology methods, and improve their ability to interpret the results of epidemiologic literature in order to incorporate epidemiologic findings in their clinical practice. It is intended to build upon students' existing skills in critical appraisal and evidence based practice. This course will cover basic epidemiologic methods including study design, measures of frequency and measures of comparison. Other topics will include US sports injury surveillance systems, epidemiology in the literature, and critical appraisal of epidemiologic literature. Course objectives will be achieved through readings, multimedia presentations, discussion boards and individual assignments. \*Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 9001 - Analyzing the Problem**

#### **5 credit hours**

This course is the first in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of defining a problem through project dissemination. Analyzing a problem you encounter in your practice and understanding the past and current literature around your desired project area is crucial to the development of a sound project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully analyze and define a problem, review the literature around your chosen ARP topic and write a focused review of literature, which will serve as a foundational paper for your ARP.

### **ATRN 9002 - Proposing a Solution**

#### **5 credit hour**

This course is the second in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of analyzing the problem to project dissemination. The purpose of this course is to provide you with the knowledge and skills to develop the proposal for your required ARP. The proposal is crucial for the success of your ARP, as it describes in detail the ways in which you will go about evaluating the solution to the problem or proposing the methodological details of your study. By the end of this course, you will have completed your ARP proposal and submit your completed application to the IRB, if applicable. Prerequisite: ATRN9001

### **ATRN 9003 - Implementing and Evaluating the Solution**

#### **5 credit hours**

This course is the third in a series of four courses designed to assist you with the development of an applied research project through the stages of defining a problem through project dissemination. Your ability to develop an effective plan to collect, analyze/synthesize, and report your results is essential to a successful project. Therefore, the purpose of this course is to provide you with the knowledge and skills to effectively collect, analyze and report data in support of your applied research project. Prerequisite: ATRN9002

### **ATRN 9004 - Completing and Disseminating the Project**

#### **5 credit hours**

This course is the fourth and final course in a series of four

courses designed to assist you with the development of an Applied Research Project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide the knowledge and skills needed to successfully complete your ARP final paper, and to identify possible strategies for the dissemination your research findings through means, such as poster and oral presentations or manuscript submission. Prerequisite: ATRN9003

## Other Courses

### **ATRN 8100 - Practice-Based Research**

#### **3 credit hours**

This course aims to improve the athletic trainer's understanding of and, ability to conduct, practice-based research. Practice-based research represents the last step of the translational research continuum and is vital to the translation of evidence into routine clinical practice. In brief, practice-based research is conducted by clinicians at the point-of-care, with real patients, and during the usual course of patient care. To meet its purpose, this course will cover fundamental concepts related to practice-based research including but not limited to the clinician-scientist model, researcher-clinician partnerships, common study designs and statistical approaches, implementation and dissemination of evidence, and practice-based research networks.



# Audiology, AuD

## Doctor of Audiology (Residential)

The Doctor of Audiology entry-level program at ATSU-ASHS is designed to prepare professionals to become skilled in a wide variety of diagnostic, rehabilitative, habilitative, and related areas of the profession and practice of audiology. The degree earned is the Doctor of Audiology (AuD) degree. The entry-level AuD program at ATSU-ASHS incorporates basic science education with clinical education through a combination of on-campus classes, clinical rotations, and computer-based education. Graduates will be prepared to handle the extensive scope of audiologic care, including the diagnosis and management of auditory and/or vestibular system deficits for all ages, tinnitus management, hearing conservation, and neuroaudiologic examination, as well as the management and business aspects of audiology. Graduates of the program will be eligible for state licensure in audiology.

## Length of Program

The entry-level, residential Doctor of Audiology program is a four-year post baccalaureate program that includes three years of didactic and laboratory course work and clinical experiences in addition to one year of full-time clinical rotations. Students are required to complete a minimum of 165 semester credit hours to obtain the residential AuD degree.

## Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Class of 2026, year 1	\$25,696	\$1,150
Class of 2025, year 2	\$25,696	\$1,150
Class of 2024, year 3	\$25,696	\$1,150
Class of 2023, year 4	\$24,196	\$1,150

## Admissions

### Application Deadline

Applicants for the Doctor of Audiology entry-level degree program should apply through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) by February 15. Applications should be submitted 2 to 3 weeks early to CSDCAS so the audiology program receives all documentation prior to the initial screening and selection process. All

subsequent applications will be considered on a rolling admissions basis until remaining openings are filled.

## Admission Requirements

Applicants for admission to the Doctor of Audiology entry-level program must meet the following requirements prior to matriculation. Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.

1. Applicants accepted for admission into the Entry-Level Doctor of Audiology Program will have earned a baccalaureate degree from an accredited undergraduate institution. All degree requirements must be completed and the undergraduate degree must be posted by July 1st. Applicants who do not meet this requirement, will not be reviewed.
2. Applicants must have achieved an overall undergraduate grade point average of 2.70 or an overall grade point of 3.00 in the final 60 semester hours of undergraduate study (on a 4.0 scale).
3. Applicants must have achieved a grade point average of 2.50 in undergraduate science courses (on a 4.0 scale).
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage.
5. For the 2021-2022 application cycle, the Graduate Record Exam (GRE) or other standardized tests are not required. Future applicants may be required to submit complete and official scores for one of the following tests through CSDCAS: Graduate Record Examination (GRE), Dental Aptitude Test (DAT), Optometry Aptitude Test (OAT), Medical College Admissions Test (MCAT), or Miller's Analogies Test (MAT). GRE scores must be submitted directly from ETS to CSDCAS using the code: 4547 A.T. Still University – School of Health Sciences CSDCAS. Score reports for other tests must be uploaded in CSDCAS by the applicant in the "Documents" section. The standardized test requirement will be waived for those applicants who have earned a graduate degree from an accredited institution. Test scores are required and reviewed as part of the application process; however, there are no minimum or cut-off scores used for the test data.
6. Applicants must submit three letters of recommendation through CSDCAS.
7. Applicants must submit a personal resume under "Other Documents" in CSDCAS or enter data in the Experiences, Achievements and Conferences Attended sections under "Supporting Information" in CSDCAS in place of a personal resume.
8. Applicants must complete all prerequisite courses by the end of the quarter or semester prior to matriculation.
9. Applicants who are considered potential candidates will be required to participate in an interview. Personal interviews conducted on-site are preferred; however, interviews also may be conducted by telephone or video conferencing.
10. All students are required to demonstrate proficiency in English when applying to the ATSU-ASHS. You can find information on the methods by which you can demonstrate your English Proficiency in the General Admission Requirements section under English Proficiency.
11. Applicants who wish to be considered for more than one program must submit a separate application fee, official test scores required by each program, transcripts, and references for each health science program. Acceptance to ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.
12. Applicants are required to submit all official college or academic transcripts through CSDCAS.

13. ATSU-ASHS and many of its clinical affiliations require criminal background checks on matriculated students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. 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. A matriculant with a positive criminal background screen will be reviewed.

Review minimal technical standards for admission and matriculation under ATSU-ASHS general admission requirements section in the University catalog.

Students are required to attend the in-person New Student Orientation and the Audiology Program Orientation in Arizona, the week prior to the first day of classes.

## Prerequisite Courses & Transfer of Credit

### *Prerequisite Courses*

- Biology - (e.g., biology, microbiology, anatomy, neuroscience/neuroanatomy, physiology, histology, cell biology, genetics) Minimum of 3 semester/4 quarter hours
- English - (e.g., writing/composition, grammar, literature) Minimum of 3 semester/4 quarter hours
- Humanities - (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language, history, music, theater) Minimum of 3 semester/4 quarter hours
- Statistics/College Algebra or higher - Minimum of 3 semester/4 quarter hours
- Social Sciences - (e.g., psychology, cognitive science, linguistics, sociology, anthropology, economics, political science) Minimum 6 semester/8 quarter hours
- Physical Science - (e.g., chemistry, physics, electronics, geology, acoustics) Minimum of 3 semester/4 quarter hours

\* At this time, the Audiology Department will accept pass/fail prerequisite courses for which a passing grade was received from the Spring of 2019-2020 through the 2020-2021 academic year.

### *Transfer of Graduate Credit*

The Department of Audiology will consider a transfer of credit toward the Entry-Level Doctor of Audiology Program for applicants in good standing from an accredited U.S. graduate school. Students may transfer up to 6 semester credit hours- (9 quarter credit hours), unless otherwise specified in future articulation agreements. The applicant must be interviewed, accepted for admission, pay all appropriate fees, and submit the institution's Application to Transfer Academic Credit prior to receiving transfer credit.

The decision whether or not to grant a transfer of credits is dependent on:

- the content of the course,
  - the credit hours awarded for the course,
  - when the course was taken (no more than 7 years prior to the request to transfer),
  - what the course will replace within the program's curriculum, and
  - the grade received (letter grade "B" or better required).
- Clinical clock hours are not transferable. Due to the program's prescribed and sequential nature, the transfer of course work credits will not result in an accelerated completion of the degree.

The Department Chair will review the Application to Transfer Academic Credit and make a determination within 30 days of receiving the completed application packet. If you have questions concerning this process, please contact the Department Chair.

## Graduation Requirements

To earn a Doctor of Audiology degree, all students must:

- Maintain a minimum overall GPA of 3.00 and a minimum cumulative GPA of 3.00 in clinical and research rotations.
- Pass all courses for credit with a passing grade ("C" or better, "P" for Pass/Fail courses).
- Meet all Knowledge and Skills Acquisition proficiencies.
- Satisfactorily complete second and third year comprehensive examinations.

## Curriculum

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### First Year: Fall Semester

#### **AUDE 5110 - Human Anatomy and Neuroanatomy**

**4 credits: 3 credit lecture, 1 credit lab**

A study of the basics of human anatomy and physiology which will include anatomical terminology; biochemistry of cells; and an overview of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive and urinary systems. The development, structure and function of the central and peripheral nervous systems, including the autonomic nervous system, will be emphasized. In depth information on neurovasculature, sensory and motor pathways, sensory receptors, reflex pathways, the audiovestibular system, and lesions of the nervous system at various levels will be presented. Includes laboratory requirement.

#### **AUDE 5120 - Infection Control and Cerumen Management**

**1.5 credits: 1 credit lecture, 0.5 credit lab**

This course will cover the basic principles of microbiology, disease process, and immunology. The student will learn how infections spread and appropriate infection control procedures for audiologists including the cleaning of tools and instruments. In addition, students will learn about cerumen management methodologies, equipment, indications and contraindications. State and federal agencies that govern infection control, their guidelines and protocols applicable to the audiologist, and scope of practice and regulatory issues related to cerumen management will be addressed. Includes laboratory requirement.

#### **AUDE 5140 - Auditory Science**

**4 credit hours**

A study of the physical nature of sound and the human psychological response to auditory stimulation. Topics include acoustic analysis from simple harmonic motion to complex

waves; sensitivity; pitch, loudness, and temporal perception; masking; and binaural hearing.

### **AUDE 5180 - Clinical Rotation I**

#### **0.5 credit hour**

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

### **AUDE 5200 - Acquisition and Development of Communicative Skills**

#### **3 credit hours**

This course is designed to introduce students to the acquisition and development of communication skills and the impact of hearing loss on these skills. An introduction to disorders of communication will enable students to identify speech, language, voice and fluency concerns and determine appropriate referrals, within the audiologist's scope of practice. The course will also introduce students to a range of communication options available to individuals who are Deaf or Hard-of-Hearing. These communication options include American Sign Language (ASL), Aural-Oral, Cued Speech, Total Communication, and Bilingual-Bicultural, with variations within each category. Aural rehabilitation approaches and methodologies will be covered, and students will develop aural rehabilitation lessons appropriate for a range of students and auditory abilities.

### **AUDE 5220 - Anatomy and Physiology of the Auditory-Vestibular System**

#### **3 credit hours**

A study of the structure and function of the auditory-vestibular system. This course will cover basic human anatomy and physiology concepts relevant to hearing and balance function. There will be an emphasis on the peripheral auditory and vestibular anatomy and physiology, including the external ear, middle ear, cochlea, peripheral vestibular organs and the VIIIth Cranial Nerve.

### **AUDE 5230 - Professional Roles and Responsibilities**

#### **1 credit hour**

This class is designed to introduce students to the professional roles and responsibilities of an audiologist, as well as other members of the healthcare delivery team. With current emphasis on team delivery of healthcare services, it is important that students understand the interrelationship of the various healthcare professions in total patient care. Particular emphasis will be placed on those health professions that are educated at the various schools of A.T. Still University, including the history and philosophy of osteopathic medicine. Audiology, as a profession, will be studied in some detail. Students will learn the history of audiology and its evolution to a doctoral level profession. Scope of practice, ethics, certification, licensure, and specialty areas will be studied. Contemporary professional practice issues will be discussed by guest speakers in several specialty areas.

### **AUDE 5240 - Essentials of Audiology I**

#### **3 credits: 2 credit lecture, 1 credit lab**

The first of a two-course sequence covering basic audiometric tests and procedures. Topics will include case history, otoscopy, behavioral threshold testing, masking, speech audiometry, and

puretone screening for school-age children and adults. Includes laboratory requirement.

### **AUDE 5280 - Clinical Rotation II**

#### **0.5 credit hour**

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

### **AUDE 9110 - Audiology Grand Rounds**

#### **0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

### **AUDE 9120 - Audiology Grand Rounds**

#### **0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## **First Year: Spring Semester**

### **AUDE 5310 - Embryology and Genetic Conditions**

#### **3 credit hours**

This course covers embryologic development with emphasis on normal and abnormal or interrupted development. Genetic concepts and terminology will be covered together with information regarding the association of certain organ systems with audiovestibular system impairments. Material will also include information regarding genetic testing, genetic counseling, and the audiologist's role and responsibilities in identifying and managing these conditions.

### **AUDE 5320 - Manual Communication I**

#### **1 credit hours**

This course will provide a focus on improving communication abilities and utilizing varying strategies to enhance receptive and expressive clinical information. A history of manual communication systems including American Sign Language will be examined. Students will be exposed to the history and culture of the Deaf community and how this special population can best be served in their clinical practices. Students will gain experience in receptive and expressive fingerspelling and signs of medical terminology and conversation. Information will be provided on the scheduling and use of sign language interpreters. Additionally, students will be asked to reflect upon readings and videos providing insight into the role of the Deaf community.

### **AUDE 5340 - Essentials of Audiology II**

#### **3.5 credits: 2.5 credit lecture, 1 credit lab**

The second of a two-course sequence covering basic audiometric tests and procedures. Topics will include immittance audiometry, cochlear and retrocochlear site-of-lesion tests, tests for pseudohypacusis, and techniques for measuring audiometric test performance. The course will also review instrument calibration standards and procedures utilized in the practice of audiology. Includes laboratory requirement.

### **AUDE 5410 - Acquired Auditory-Vestibular Disorders**

**3 credit hours**

This course provides a study of acquired peripheral and central pathologies affecting the auditory and vestibular systems. Disorders of the conductive, sensory, and neural systems will be covered in-depth with details provided on diagnosis, etiologies, signs and symptoms, related findings, and treatment options. Emphasis will be placed on understanding the relation between pathophysiologic factors, test measures, test outcomes, and function-dysfunction.

### **AUDE 5450 - Amplification I**

**3 credits: 2 credit lecture, 1 credit lab**

This course will cover the history of hearing aids in the healthcare market. Past and current hearing aid styles, components, acoustics, and measurement characteristics will be discussed. Skills will be gained in taking ear-mold impressions; performing cleaning, maintenance, and adjustments on hearing aids; and modifying hearing aids and earmolds. Information will also be provided regarding patient assessment measures used to aid in appropriate hearing aid selection and verification, as well as how to provide basic hearing aid recommendations to patients. Includes laboratory requirement.

### **AUDE 5460 - Otoacoustic Emissions**

**2 credits: 1.5 credit lecture, 0.5 credit lab**

A study of the origin and classification of otoacoustic emissions (OAEs), as well as test equipment and procedures for obtaining OAEs. Interpretation of results and uses of OAE data in screening and differential diagnosis of auditory disorders. Instrumentation and testing procedures will be covered in the laboratory segment of this course. Includes laboratory requirement.

### **AUDE 5580 - Clinical Rotation III**

**1 credit hour**

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

### **AUDE 9130 - Audiology Grand Rounds**

**0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## **Second Year: Fall Semester**

### **AUDE 6120 - Pharmacology & Ototoxicity**

**2.5 credit hours**

This course is designed to introduce audiology students to the basic concepts and principles of pharmacology. An overview of drug development, drug regulations, and basic drug classifications will be provided. In-depth information will be presented regarding drugs used in the diagnosis and treatment of hearing and balance disorders, drugs which affect the function of the auditory and vestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxicity, and neurotoxicity) and ototoxic monitoring. Students will gain an appreciation for the

role of audiologists related to understanding patients' needs, behaviors, and clinical outcomes associated with medication use, as appropriate for a professional committed to whole person healthcare.

### **AUDE 6140 - Pediatric Audiology**

**3 credits: 2 credit lecture, 1 credit lab**

The purpose of this course is to further familiarize students with the basic anatomy and physiology of the auditory system, auditory development, the rationale and principles behind the assessment of hearing in pediatric patients, and the most current and precise assessment techniques (behavioral and physiological) for this population. In addition, students will learn about educational opportunities for children with hearing impairment and become familiar with best fitting practices for pediatric amplification. Includes laboratory requirement.

### **AUDE 6150 - Amplification II**

**3 credits: 2 credit lecture, 1 credit lab**

This course will cover selection, fitting, and adjustment of hearing aids. Topics will include patient counseling, hearing aid selection and orientation, hearing aid fitting and verification measures, as well as ordering, billing, and ethics. The course focus will be on understanding and utilization of state-of-the-art technology. The laboratory portion of this course will focus on a range of manufacturers and technology options, pre- and post-fit testing measures and scales, as well as counseling and programming skills. Includes laboratory requirement.

### **AUDE 6180 - Clinical Rotation IV**

**2 credit hours**

Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

### **AUDE 6190 - Clinical Module I**

**0.5 credit hour, Pass/Fail**

This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures.

### **AUDE 6210 - Counseling in Audiology**

**2.5 credit hours**

This course is designed to introduce students to the fundamental principles, contemporary theories, and applied techniques of the counseling process. Special emphasis will be placed on communication skills and techniques and issues and practices related to the psychosocial effects of hearing loss on individuals of all ages and their families. The role of counseling across the scope of audiologic practice, including diagnostic and rehabilitative activities, will be discussed.

### **AUDE 6220 - Tinnitus, Hyperacusis & Misophonia: Evaluation and Treatment**

**2.5 credits: 2 credit lecture, 0.5 credit lab**

This course is designed to introduce students to tinnitus, hyperacusis, and misophonia. Various theories about the causes, mechanisms, and treatments will be addressed during class time discussions. Assessment tools will be covered and discussed. Includes laboratory requirement.



**AUDE 6240 - Central Auditory Processing Disorders: Assessment and Management**

**3 credits: 2 credit lecture, 1 credit lab**

The purpose of this course is to review basic anatomy and physiology of the auditory system as it pertains to auditory processing, to enable students to understand the theories and research on auditory processing, and to familiarize students with behavioral tests used to assess auditory processing and its related disorders. Current information regarding management of individuals with (C)APD will also be presented. Includes laboratory requirement.

**AUDE 6260 - Auditory Evoked Responses and Neurodiagnostics I**

**3 credits: 2 credit lecture, 1 credit lab**

This course will cover the normal aspects, recording parameters, test procedures, and interpretation of the auditory evoked response. Specific topics in this course will include electrocochleography, the auditory brain-stem response and Auditory Steady State Response. Also included will be an in-depth study of pathologies of the retrocochlear system. Includes laboratory requirement.

**AUDE 6280 - Clinical Rotation V**

**2 credits**

Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

**AUDE 6290 - Clinical Module II**

**0.5 credit hour, Pass/Fail**

This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures.

**AUDE 9210 - Audiology Grand Rounds**

**0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

**AUDE 9220 - Audiology Grand Rounds**

**0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

**Second Year: Spring Semester**

**ASHS 6300 - Research Methods and Design**

**3 credit hours**

This course will focus on the development and application of graduate level knowledge and skills related to research methods in the health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis,

designing a study and submitting an Institutional Review Board application are integral components of this course.

**AUDE 6310 - Audiological Rehabilitation for Adults**

**2.5 credit hour**

Topics include rehabilitation evaluation and use of self-assessment instruments; teaching the patient and family listening and helping skills, as well as other methods to enhance communication and sound awareness through individual or group communication; and meeting the rehabilitative needs of the aging population.

**AUDE 6330 - Practice Development I**

**2.5 credit hours**

This course is designed to introduce the students to the business and regulatory environment in which they will eventually practice. The topics covered include business functions, the regulation of healthcare finance and quality, and the current landscape of healthcare in the United States.

**AUDE 6370 - Vestibular Assessment and Treatment I**

**3 credits: 2 credit lecture, 1 credit lab**

This course is designed to provide students with knowledge of the anatomy and physiology of the peripheral and central vestibular systems, as well as an overview of human equilibrium systems. This course will also provide students with a comprehensive overview of vestibular assessment and evaluation procedures as well as vestibular rehabilitation protocols and procedures. Students will learn how to perform a vestibular evaluation and perform certain vestibular rehabilitation procedures. Includes laboratory requirement.

**AUDE 6380 - Clinical Rotation VI**

**2 credit hours**

Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

**AUDE 6970 - 2nd Year Comprehensive Examination**

**0 credit hours, Pass/Fail**

This course is graded as pass/fail.

**ASHS 6400 - Methods of Data Analysis**

**3 credit hours**

Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

**AUDE 6420 - Occupational and Environmental Hearing Conservation**

**3 credits: 2 credit lecture, 1 credit lab**

This course is designed to introduce you to the principles and practices of occupational, educational, and environmental hearing conservation. Topics will include determination of noise exposure, regulatory and advisory agencies and standards, classroom acoustics, hearing conservation programs in occupational and school settings, noise abatement, and hearing



protection devices. The course will also include an overview of the principles and practices of forensic audiology. Includes laboratory requirement.

### **AUDE 6450 - Amplification III: Implantable Devices**

**3 credits: 2 credit lecture, 1 credit lab**

The purpose of this class is to review with students the auditory system as it applies to implantable devices; medical and audiologic indications for implantable hearing devices for adults and children; and the rationale and principles behind implantable hearing devices. In addition, students will spend time learning about outcomes with the different devices and rehabilitation options for recipients. Students will be familiar with the coding and reimbursement issues as they pertain to implantable devices. Includes laboratory requirement.

### **AUDE 6460 - Auditory Evoked Responses and Neurodiagnostics II**

**3 credits: 2 credit lecture, 1 credit lab**

This course is the second of a two-course sequence on auditory evoked responses (AERs). The purpose of this course is to review the anatomy and physiology of the auditory system as it pertains to cortical evoked responses and to familiarize students with basic and applied information regarding middle and late AERs. Students will engage in case-based learning and journal club activities to integrate information obtained from AERs and other patient data related to a wide range of disorders involving attention, (central) auditory processing, speech perception, memory, and cognition. Intraoperative neurophysiologic monitoring (IONM) techniques, and other specialized evoked responses, will also be presented. Includes laboratory requirement.

### **AUDE 6480 - Clinical Rotation VII**

**2 credit hour**

Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

### **AUDE 9230 - Audiology Grand Rounds**

**0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## **Third Year: Fall Semester**

### **AUDE 7140 - Early Intervention and Educational Audiology**

**3 credits: 2.5 credit lecture, 0.5 credit lab**

Children who are Deaf/Hard of Hearing and/or with other listening needs typically require specialized supports to optimize developmental, social, and educational outcomes. Using group discussions and hands-on lab activities, students focus on the roles, responsibilities, knowledge, and skills of audiologists in managing hearing and listening difficulties in children from birth to 18 years of age through Early Hearing Detection and Intervention (EHDI), hearing assistive technology, and educational programs. Emphasis is on the case-based application of legislative mandates, EHDI program management

guidelines, early intervention goals for infants, children, and their families, pediatric personal hearing technology recommendations, ongoing assessment protocols, classroom signal to noise ratio (SNR) improvement methods, educational plans, and interprofessional coordination. Includes laboratory requirement.

### **AUDE 7150 - Amplification IV: Hearing Assistive Technology**

**2 credits: 1.5 credit lecture, 0.5 credit lab**

This course provides an in depth look at assistive listening and alerting technology to assist deaf and hard of hearing individuals in the home, school and community. We will explore a variety of levels at which the audiologist may elect to address assistive technology. Topics will include relevant legislation, system characteristics, selection and evaluation of devices and application to various populations. Students will be expected to complete actual use of multiple assistive listening devices and submit a laboratory report on each device. Includes laboratory requirement.

### **AUDE 7170 - Vestibular Assessment & Treatment II**

**2.5 credits: 2 credit lecture, 0.5 credit lab**

The purpose of this class is to expand on the foundation of the anatomy, physiology, pathology, and diagnostic evaluation of the balance system within the scope of practice of an audiologist. Students will be able to perform electronystagmography and videonystagmography (ENG/VNG) upon successful completion of this course. They will have an understanding of computerized dynamic posturography (CDP) and whole body rotational testing (WBRT). The students will have a scientific and clinical background of vestibular rehabilitation. The students will have the ability to identify and triage patients with vestibular disorders into appropriate therapy programs. Students will be instructed on the correct administration of VRT protocols and accurate evaluation of treatment efficacy. Includes laboratory requirement.

### **AUDE 7180 - Clinical Rotation VIII**

**4 credit hours**

Direct clinical participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

### **AUDE 7190 - Clinical Module III**

**0.5 credit hour, Pass/Fail**

This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures.

### **AUDE 9310 - Audiology Grand Rounds**

**0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

### **AUDE 7200 - Manual Communication II (Elective)**

**1 credit hour**

This elective will cover vocabulary and sentence building in American Sign Language and expand knowledge of general deaf culture for the purpose of improving general Deaf patient interactions, conversations, and taking case histories.

**AUDE 7220 - Advances in Audiologic Care****1.5 credit hours**

Seminar to present current trends and topics important to the practice and profession of audiology.

**AUDE 7230 - Practice Development II****2.5 credit hours**

This course will examine the various aspects of planning a business and key business functions. The topics will include a general overview of business planning, discussion of the different business structures, various concepts in business law, specifics in costs for owning a business, and discussion of the feasibility of starting a private practice in today's healthcare system.

**AUDE 7260 - Basic Principles of Medical Imaging****1.5 credit hours**

This course is designed to illustrate the uses of imaging techniques in the evaluation of auditory and vestibular pathology. The techniques of radiography, CT, MRI, fMRI, nuclear medicine (including PET & SPECT scanning), vascular imaging, and EEGs will be covered with direct correlations made to the auditory-vestibular system.

**AUDE 7280 - Clinical Rotation IX****4 credit hour**

Direct clinical participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

**AUDE 7290 - Clinical Module IV****0.5 credit hour, Pass/Fail**

This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures.

**AUDE 9320 - Audiology Grand Rounds****0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

**Third Year: Spring Semester****AUDE 7300 - Speech and Language Disorders in Adults\* (Bridge Course\*\*)****2.5 credit hours**

This course is designed to cover the theory and techniques for the differential diagnosis and treatment of speech and language disorders in adults. Students will learn to administer and interpret common diagnostic tests; they will learn to use the assessment data to complete a written assessment report.

Students will learn about treatment approaches for various communicative disorders. Topics to be included are assessments, treatments, articulation, fluency, traumatic brain injuries, aphasia, dysarthria, apraxia, dysphagia, voice disorders, and other neurological disorders such as Parkinson's.

**AUDE 7330 - Ethics in Audiology\*****2.5 credit hours**

Ethics is the branch of philosophy that deals with the study and evaluation of human conduct in light of moral principles, which may be viewed as the individual's standard of conduct, or as a body of social obligations and duties (Institute of Chiropractic Ethics.) Audiology, in its transition to a doctoring profession, is faced with redefining many ethical principles to reflect current state of the art and clinical practice realities. Ethical obligations may not reflect personal beliefs, but audiologists have a professional obligation to be responsible for, and abide by, the ethical standards of the associations and organizations to which they belong. ASHA, AAA, ADA, and other professional organizations have adopted codes of ethics that set forth standards of integrity and ethical principles for their members. The codes call for certain behaviors in specific situations, but cannot be expected to cover every situation that calls for ethical behavior. In this class, we will examine the "spirit" of the codes as well as the "letter," and establish a framework for ethical decision-making. Multicultural aspects of patient care and issues related to disparities in healthcare will also be presented.

**AUDE 7430 - Professionalism and Leadership\*****1.5 credit hours**

This module will provide a forum for discussion of the organization and function of professional associations, activities that serve the professional community, and service to the public. Leadership concepts and professional characteristics will also be discussed.

**AUDE 7440 - Hearing Loss and Healthy Aging\*****1.5 credit hours**

This course is designed to address issues concerning the effects of aging on hearing. Changes in the auditory system as a function of aging, the impact on patient function, and healthy aging will be emphasized. The module will provide information on management of hearing loss in the aged population and strategies for collaborating with stakeholders to increase referrals for hearing healthcare.

**AUDE 7580 - Clinical Rotation X****12 credit hour**

Direct clinical participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

**AUDE 7970 - 3rd Year Comprehensive Examination****0 credit hours, Pass/Fail**

This course is graded as pass/fail.

**AUDE 9330 - Audiology Grand Rounds****0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## Fourth Year: Fall Semester

### **AUDE 8120 - Speech and Language Disorders in Children\* (Bridge Course\*\*)**

**2.5 credit hours**

This course is designed to cover the theory and techniques for the diagnosis and treatment of speech and language disorders in children from preschool through school-age. Students will learn typical and atypical patterns of speech and language development. Students will be introduced to specific assessment methods, as well as specific intervention methods.

### **AUDE 8180 - Clinical Rotation XI** **18 credit hours**

Full-time clinical rotations providing the student opportunities to participate in direct patient care within the scope of practice of audiology. Students will be involved in diagnostic evaluations, patient management and routine duties within audiology practices to expand and refine clinical skills, professional interactions, and knowledge of practice management.

### **AUDE 9410 - Audiology Grand Rounds** **0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## Fourth Year: Spring Semester

### **AUDE 8280 - Clinical Rotation XII** **16 credit hours**

Full-time clinical rotations providing the student opportunities to participate in direct patient care within the scope of practice of audiology. Students will be involved in diagnostic evaluations, patient management and routine duties within audiology practices to expand and refine clinical skills, professional interactions, and knowledge of practice management.

### **AUDE 9420 - Audiology Grand Rounds** **0 credit hours, Pass/Fail**

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

## Other Courses

### **AUDE 6000 - Independent Project** **1 to 6 credit hours, Pass/Fail**

An in-depth, individual study of a specific topic under the direction of a faculty mentor. Prerequisite: permission of instructor and department chair. Permission of instructor and department chair.

### **AUDE 6980 - 2nd Year Comprehensive Examination Remediation** **0 credit hours, Pass/Fail**

This course is graded as pass/fail.

### **AUDE 6990 - 2nd Year Comprehensive Examination Retest**

**0 credit hours, Pass/Fail**

Prerequisite: Successful completion of AUDE 6980.

### **AUDE 7980 - 3rd Year Comprehensive Examination Remediation**

**0 credit hours, Pass/Fail**

This course is graded as pass/fail.

### **AUDE 7990 - 3rd Year Comprehensive Examination Retest**

**0 credit hours, Pass/Fail**

Prerequisite: Successful completion of AUDE 7980.

*\* Courses denoted with an asterisk may be delivered via web-based technology.*

*\*\*Bridge Courses are required for students who do not have 6 semester credit hours of didactic coursework in the areas of speech and language disorders for adults and children shown on previous transcripts. The student will be required to enroll in one or both Bridge Courses to meet minimum credit hours, as specified in certain state licensure requirements. These courses may be taken by other students as electives.*

### **AUDP 8400 - Global Healthcare and Audiology** **4 weeks/1.5 credit hour**

This course promotes guided discussion regarding current global hearing healthcare practices, areas of need and advocacy for effective policies and services. Telehealth in audiology and interprofessional collaboration will be explored as potential opportunities for improving access to hearing healthcare services.

### **AUDP 8460 - Telehealth in Audiology** **4 weeks/1.5 credit hour**

This course presents the advantages and challenges of telehealth as it relates to clinical practice in audiology. Focus is placed on how communication, innovative technology, safety, and efficiency of patient care are addressed through telehealth. Students explore the feasibility of various telehealth/telepractice models applicable across clinical environments. Global regulatory, legislative and political considerations will be discussed.

# Audiology [Post-Professional], AuD

## [Post-Professional] Doctor of Audiology (Online)

A.T. Still University's Post-Professional Doctor of Audiology Program is a fully online program that offers the Doctor of Audiology (AuD) degree and is uniquely tailored to each audiologist's experiences and needs. This program design offers the most personally relevant and rewarding route for current practitioners to pursue the AuD degree, making a difference in their future, the future of their patients, and the future of the profession of audiology.

### Length of Program

The standard program length for completion of the online Post-Professional Doctor of Audiology Program is 2 years (38 semester hour credits) for students with the equivalent of three or more years of full-time audiology practice experience after completing a master's degree in audiology. A 3-year curriculum plan option (57 semester hour credits) is available for students with one to three years of post-master's degree audiology practice experience.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Class of 2025 (3 year program), year 1	\$7,726	
Class of 2024 (3 year program), year 2	\$7,726	
Class of 2023 (3 year program), year 3	\$7,500	
Class of 2024 (2 year program), year 1	\$8,240	
Class of 2023 (2 year program), year 2	\$8,240	
Non-Degree (per credit hour)	\$450	\$32

### Admissions

#### Application Process

The online Post-Professional Doctor of Audiology Program is designed with a focus on meeting the needs of the global practicing professional. The program is now accepting

applications. Program information and a link to the online application can be found at <https://www.atsu.edu/doctor-of-audiology-degree-online>.

### Application Deadline

Applications are reviewed on a rolling basis. Students are enrolled in the Post-Professional Doctor of Audiology Program twice a year; July and January.

### Admission Requirements

1. A master's or doctoral degree in audiology from a regionally-accredited college or institution, or the equivalent based on evaluation of foreign transcripts for U.S. degree/course equivalency. Master's degree equivalency as demonstrated through state licensure in audiology or verification of the Certificate of Clinical Competence in Audiology (CCC-A) is also accepted.
2. A minimum of 2.70 GPA for the graduate program (on a 4.0 scale). The undergraduate GPA will be included in the GPA calculation for applicants whose transcripts are from countries where the undergraduate degree is the degree in audiology and the master's degree is not required to practice.
3. Submission of all official college or academic transcripts from the institutions where master's and/or doctoral degree/s were earned, or official transcripts for all academic coursework utilized for degree/course equivalency. Applicants who have graduated from a university outside of the United States must submit acceptable evidence of U.S. degree/course equivalency. Canadian transcripts which are in English and on a 4.0 scale do not require evidence of U.S. degree/course equivalency.
4. International applicants must also review the information on admissions for international students.
5. Applicants must submit official documentation of current audiology licensure/certification/registration. If licensure/certification/registration were held in the past, but not currently active, applicants must submit official documentation of previous licensure, certification, or registration. If the licensure or certification agency does not send paper verification forms, the applicant must provide a website URL for verification of previous licensure or certification. For applicants who practice outside of the United States or Canada, the applicant must provide official documentation of regulatory certification or registration to practice audiology that is held by the applicant, and the applicant's credentials will be evaluated on a case-by-case basis. Individuals are not eligible to enroll in the program if their license, certification or registration is currently revoked or suspended.
6. Applicants must submit an Employer Verification form from a current or most recent employer. A colleague can complete the verification form to attest for those who are self-employed.
7. Length and breadth of experience post-master's degree will assist in determining curriculum:
  - A two-year curriculum plan may be approved for an applicant with three years or more of full-time clinical experience.
  - A three-year plan may be approved for an applicant with one to three years of full-time clinical experience
  - If an applicant is not currently licensed, certified, or registered and has not been engaged in the profession of audiology in the past 5 years, a three-year academic plan will be required. Individuals who have not been engaged in the profession of audiology within the last



10 years are not eligible for the Post-Professional Doctor of Audiology degree program.

8. Computer literacy and experience in word processing and Internet use. All curricula require extensive computer usage.
9. Two references from audiologists or healthcare professionals familiar with the applicant's clinical and professional experience. Letters of reference must be submitted for each application year.
10. A personal resume following the guidelines offered in the application packet.
11. Applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. Written and spoken proficiency in the English language may be demonstrated by one of the following options:
  - Option 1 - English is your first language.
  - Option 2 - Graduated from a regionally accredited four year university or college in the United States (minimum BA or BS).
  - Option 3 - You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS). Acceptable minimal scores for ASHS applications are:
    - TOEFL: Internet based total score = 80
    - IELTS score are an overall band score of 6.5

The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609.771.7100. Information is available at TOEFL. A.T. Still University's institutional code is 0339. Please be sure to include this information when you submit your application packet. TOEFL Educational Testing Services P.O. Box 6151 Princeton, NJ 08541-6151 609.771.7100 IELTS information can be located at <https://www.ielts.org/en-us>.

12. Interview conducted via virtual meeting or by phone for those applicants who are considered potential candidates.
13. If an applicant is not granted admission, upon consideration of a completed application file, new materials and fees must be submitted in order to reapply at a later date and to demonstrate additional qualifications.

Applicants who wish to be considered for more than one program at ATSU must submit a separate application fee and application packet. Application materials are not transferable to another ATSU program. Acceptance to ATSU is to a specific program and is not transferable to any other program.

For additional information contact an Enrollment Counselor (toll-free) at 877.469.2878 or [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu)

## Graduation Requirements

To earn the Doctor of Audiology degree through the post-professional online program, all students must:

1. Complete all courses in the prescribed academic degree plan.
2. Pass all courses with a minimum grade of 'C' and an overall GPA of 3.0 on a 4.0 scale.
3. Submit an RSVP for the appropriate commencement ceremony (found on the graduation website).

Note: Attending a commencement ceremony is not required but is highly recommended.

## Post-Professional Doctor of Audiology Program Online Non-Degree

The Post-Professional Doctor of Audiology Non-Degree Seeking (NDS) option is designed for practicing audiologists, holding a master's or doctoral degree in audiology (e.g. MA, MS, AuD or PhD) with a minimum of one year of full-time practice as a licensed/certified/registered audiologist interested in the following:

- Expanding current knowledge and skill set into another aspect of the profession
- Collaborating with global peers on a topic of interest
- Obtaining continuing education hours through online education (all individuals interested in obtaining CEU credits are encouraged to obtain prior course approval from their professional licensure/registration/certification organization)
- Relocating and in need of additional credits to obtain licensure/certification/registration in a different country (documentation required from credentialing agency)
- Considering the AuD program and enrolling in the single course option to explore online education

Non-degree seeking students may complete a maximum of three courses. Non-degree seeking credit hours may be transferred to the Post-Professional Doctor of Audiology Program (AUD-P) if the course was passed with a grade of "B" (80%) or better.

1. Non-degree seeking students transferring credit hours into the full, Post-Professional Doctor of Audiology Program (AUD-P) will be required to pay the full, flat rate established for the Post-Professional Doctor of Audiology Program (AUD-P).
2. Post-Professional Doctor of Audiology students transferring NDS credits would have 2 options:
  1. Post-Professional Doctor of Audiology students may opt to not take a course in a session for which they have transferred in course credits.
  2. Post-Professional Doctor of Audiology students have the option to take another course that is offered during that session. Determination would be made during the interview process.
3. Non-degree course credits will not be transferable after 5 years of completing the non-degree seeking course.

For enrollment in non-degree seeking online courses, A.T. Still University (ATSU) employees, legally recognized spouses and children of ATSU employees, residential students and legally recognized spouses, ATSU preceptors, ATSU alumni and members of audiology professional state associations or ATSU Audiology partner organizations MAY be eligible for a tuition discount. For questions regarding eligibility, please contact Enrollment Services at 660-626-2019 or via email to [enrollmentservices@atsu.edu](mailto:enrollmentservices@atsu.edu).

For information, please contact Dr. Andrea Ruotolo, program director at [aruotolo@atsu.edu](mailto:aruotolo@atsu.edu).

## Post-Professional Doctor of Audiology Non Degree Admissions Requirements

1. A master's or doctoral degree in audiology from a regionally-accredited college or institution, or the equivalent based on evaluation of foreign transcripts for U.S. degree/course equivalency. Master's degree equivalency as demonstrated through state licensure in audiology or



verification of the Certificate of Clinical Competence in Audiology (CCC-A) is also accepted.

2. Submission of all official college or academic transcripts for institutions from which a master's and/or doctoral degree/s were earned, or official transcripts for all academic coursework utilized for degree/course equivalency. Canadian transcripts which are in English and on a 4.0 grading scale do not require evidence of U.S. degree/course equivalency.
3. Applicants must submit official documentation of current audiology licensure/certification/registration. If licensure/certification/registration were held in the past, but not currently active, applicants must submit official documentation of previous licensure, certification, or registration. If the licensure or certification agency does not send paper verification forms, the applicant must provide a website URL for verification of previous licensure or certification. For applicants who practice outside of the United States or Canada, the applicant must provide official documentation of regulatory certification or registration to practice audiology that is held by the applicant, and the applicant's credentials will be evaluated on a case-by-case basis. Individuals are not eligible to enroll in the program if their license, certification or registration is currently revoked or suspended.
4. Applicants are required to demonstrate proficiency in English when applying to A.T. Still University Arizona School of Health Sciences. Written and spoken proficiency in the English language may be demonstrated by one of the following options:
  - Option 1 - English is your first language.
  - Option 2 - Graduated from a regionally accredited four year university or college in the United States (minimum BA or BS).
  - Option 3 - You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS). Acceptable minimal scores for ASHS applications are:
    - TOEFL: Internet based total score = 80
    - IELTS score are an overall band score of 6.5

The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609.771.7100. Information is available at TOEFL. A.T. Still University's institutional code is 0339. Please be sure to include this information when you submit your application packet. TOEFL Educational Testing Services P.O. Box 6151 Princeton, NJ 08541-6151 609.771.7100.

IELTS information can be located at <https://www.ielts.org/en-us>.

### **Technology Requirements**

All ATSU students are required to own a computer system. Minimum system technology specifications vary depending on program.

### **Foreign Credential Evaluation**

Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. All coursework taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

World Education Services P.O. Box 5087 Bowling Green Station	Josef Silny & Associates, Inc. International Education Consultants
--	--

New York, NY 10274-5087 Phone: 212.966.6311 Fax: 212.739.6139 info@wes.org www.wes.org	7101 SW 102 Avenue Miami FL 33173 Phone: 305.273.1616 Fax: 305.273.1338 info@jsilny.com www.jsilny.com
--	---

## **Curriculum**

These exceptional courses in the doctor of audiology curriculum will provide students with the advanced knowledge, skills, insights and techniques consistent with what makes A.T. Still University a preeminent learning-centered institution. Please note that each student has a customized academic degree plan so students do not take every course listed below.

Courses of instruction used for the online audiology degree allow specific areas of knowledge and clinical practice to be defined and presented in concise units. Each course is four or ten weeks in length (indicated in parentheses following the description). Credits assigned to audiology courses are one and a half semester credit hours for a four-week course, and four semester credit hours for a ten-week course. Course descriptions, course durations, and related information are subject to change.

## **Courses: Descriptions and Credit Values**

### **AUDP 7000 - Ethics, Leadership, and Professionalism**

#### **10 weeks/4 credit hours**

This course begins with an introduction to the online learning system used for this academic program. Students will be instructed in online navigation tools, computer basics and academic resources. Students will then be introduced to the professional roles and responsibilities of a variety of members of the healthcare delivery system and provided an orientation to the history and philosophy of osteopathic medicine upon which A.T. Still University is founded. In addition, the course will examine contemporary ethical issues in audiology and provide a framework for ethical decision-making. Topics also include information regarding the organization and function of professional associations, activities which serve the professional community, service to the public and the development of leadership skills.

### **AUDP 7100 - Neuroscience and Neuroimaging**

#### **10 weeks/4 credit hours**

The foundations of audiologic diagnostic and therapeutic measures are based upon an understanding of the anatomy and physiology of the nervous system. This course provides a study of the development of the nervous system, the structure and function of the peripheral nervous system and the central nervous system, neurovasculature, and in-depth coverage of the audiovestibular system. Students will gain an understanding of imaging techniques used for the evaluation of auditory and vestibular pathologies. Neurodiagnostic imaging data from CT scans, MRI, etc., will be correlated with audiologic findings when possible.

### **AUDP 7200 - Pathologies of the Auditory and Vestibular System**

**10 weeks/4 credit hours**

This course provides detailed coverage of auditory and vestibular pathologies and their relation to structure and function. Course materials will present information about anatomy and physiology of the human ear, techniques in visualization and examination of the ear (including instrumentation) and cerumen management. Case studies are used to show audiologic patterns associated with various disorders. Topics will cover the basic otologic/medical evaluation and surgical and medical treatments of auditory/vestibular conditions.

**AUDP 7300 - Pharmacology and Ototoxicity****10 weeks/4 credit hours**

This course is designed to introduce students to the basic concepts and principles of pharmacology. Drug development, drug regulations, pharmacokinetics, pharmacodynamics and basic drug classifications will be covered. In addition, information will be presented regarding drugs used in the diagnosis and treatment of hearing and balance disorders, drugs which affect the function of the audiovestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxicity and neurotoxicity) and ototoxic monitoring. Students will gain an appreciation for the role of audiologists related to understanding patients' needs, behaviors, and clinical outcomes associated with medication use, as appropriate for a professional committed to whole person healthcare.

**AUDP 7500 - Genetics and Hearing Loss****10 weeks/4 credit hours**

This course covers the wide diversity of genetic conditions and syndromes which involve hearing loss and/or aberrant audiovestibular system function is involved. Review of basic inheritance patterns, including Mendelian transmission together with pertinent embryology, is covered. Current genetic concepts and terminology are provided together with discussion of certain organ systems' association with audiovestibular system impairments/deficits. Additional topics include appropriate professional language in syndromology, genetic testing, genetic counseling, and the need to utilize audiovestibular probes to best highlight the audiovestibular deficits seen in conjunction with the patient's particular genotype.

**AUDP 8100 - Vestibular Evaluation and Management****10 weeks/4 credit hours**

This course is designed to provide students with in-depth coverage of the anatomy and physiology of the central & peripheral vestibular structures as well as the human equilibrium system. Vestibular assessment procedures including obtaining an appropriate case history, principles of ENG/VNG, non-computerized postural stability testing and non-computerized rotational testing will be addressed. Additionally, students will be introduced to vestibular rehabilitation techniques focusing on canalith repositioning maneuvers for benign paroxysmal positional vertigo (BPPV). Case studies will be utilized to enhance the learning experience. Topics include infection control procedures as they relate to vestibular evaluation and management.

**AUDP 8110 - Advanced Vestibular Evaluation and Management****10 weeks/4 credit hours**

This course is designed to provide students with a detailed

understanding of specialized vestibular diagnostic tools. Topics will include rotational chair testing, computerized dynamic posturography (CDP), vestibular evoked myogenic potentials (VEMP), video head impulse testing (VHIT) and subjective visual vertical (SVV) testing. Test results will be correlated with ENG/VNG and common errors in interpretation will be covered. The philosophical bases for vestibular treatment will be addressed, providing specific symptom-based strategies for treating identifiable vestibular dysfunction. Students will be instructed on effective administration of vestibular rehabilitation therapy (VRT) protocol and accurate evaluation of treatment efficacy. Content delivery will utilize a practical approach to allow audiologists to develop knowledge and skills for provision of vestibular treatment within their scope of practice. Topics include infection control procedures as they relate to advanced vestibular evaluation and management.

**AUDP 8200 - Amplification: Assessment, Fitting and Verification****10 weeks/4 credit hours**

A solid base of knowledge regarding hearing aid technology, concepts and functions will be built by relating historical perspectives to current trends in amplification. Major hearing aid developments and how they relate to current fitting approaches will be covered. Students will explore hearing aid measurement science and methods for verifying and validating appropriate hearing aid fittings, as well as hearing aid trouble shooting techniques. In addition, students will study ear canal acoustics, ear mold impressions, and the evolving array of fitting options. Topics include infection control procedures as they pertain to amplification fitting and assessment procedures.

**AUDP 8210 - Implantable Devices****10 weeks/4 credit hours**

This course is an introduction to cochlear implants, bone-anchored hearing aids, auditory brainstem implants, other implantable devices and future trends. The goal is to provide a level of knowledge enabling the student to conduct initial counseling to prospective implant patients and make appropriate referrals to implant centers. Upon completion of the course, the student will have an understanding of candidacy, implant surgeries, postoperative follow-up, rehabilitative aspects, programming, communication options and outcomes. Topics include infection control procedures as they relate to implantable devices.

**AUDP 8220 - Counseling, Aural Rehabilitation and Assistive Devices****10 weeks/4 credit hours**

This course is designed to explore current theories and practices related to the fundamental principles of counseling as well as individual and group aural rehabilitation. The counseling aspect of this course will include the psychological and psychosocial effects of hearing loss on individuals of all ages, significant others, their families and communities. The aural rehabilitation aspect will focus on the use of self-assessment tools, communication strategies for individuals and family members, and speech reading techniques to meet rehabilitative needs. Group discussion will address cost effective options for the delivery of aural rehabilitation in clinical settings. This course also will provide students with the background and tools necessary to counsel, select, and configure assistive technology. The class will explore a variety of levels at which the audiologist may wish to provide these services.

**AUDP 8300 - Electrophysiology: Scientific Foundations and Clinical Applications**  
10 weeks/4 credit hours

This course is designed to cover principles of various electrophysiological measurements in the area of auditory evoked potentials (AEPs). Understanding diagnostic applications and interpretation of test results and their relation to neuroanatomy and physiology of the auditory system will be emphasized. This course provides a study of clinical tools for use in the differential diagnosis of cochlear versus neural function, a diagnostic test battery for auditory neuropathy, and current uses of auditory steady-state response (ASSR) and cortical potentials in the investigation of sensory-neural hearing loss, auditory processing disorders, and aging. In addition, course material will explore the importance of intraoperative neurophysiological monitoring (IONM), the responsibilities required, and the role of the audiologist as a surgical team member. Topics include infection control procedures as they relate electrophysiological practices.

**AUDP 8310 - Tinnitus and Hyperacusis: Theories, Evaluation and Treatment**  
10 weeks/4 credit hours

This course is designed to provide a detailed exploration of tinnitus and hyperacusis and the clinical tools required to treat this patient population. The topics of musical hallucinations, misophonia, and hidden hearing loss will also be examined. Course topics include etiology, epidemiology, comorbidity, impact on quality of life, and exacerbating factors. The course will also explore pathophysiological mechanisms underlying tinnitus and hyperacusis. Detailed case histories; tinnitus self-assessment questionnaires/inventories; hyperacusis visual analog scales; psychoacoustic measurements and self-report measures of stress, anxiety and depression will be explored. Students will learn evidenced-based audiological interventions related to tinnitus and hyperacusis treatment and management including counseling, amplification, and comprehensive management programs through the review of case studies.

**AUDP 8400 - Global Healthcare and Audiology**  
4 weeks/1.5 credit hours

This course promotes guided discussion regarding current global hearing healthcare practices, areas of need and advocacy for effective policies and services. Telehealth in audiology and interprofessional collaboration will be explored as potential opportunities for improving access to hearing healthcare services.

**AUDP 8410 - Advanced Acoustic Immittance**  
4 weeks/1.5 credit hours

This course provides a study of immittance measures for the assessment of tympanic membrane abnormalities, ossicular chain pathology, otitis media, neonatal hearing assessment, and aging of the middle ear system. The goal is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of multi-frequency tympanometry, multicomponent tympanometry, wide-band immittance, acoustic reflexes and acoustic reflex decay for patient diagnosis and management.

**AUDP 8420 - Otoacoustic Emissions: Scientific Foundations and Clinical Applications**  
4 weeks/1.5 credit hours

This course presents the origin and classification of otoacoustic emissions. In depth coverage is provided related to test

equipment, procedures, interpretation of results and use of otoacoustic emissions in screening and in differential diagnosis of auditory disorders.

**AUDP 8440 - Occupational and Environmental Hearing Conservation**  
4 weeks/1.5 credit hours

This course is designed to examine the principles and practices of occupational, educational and environmental hearing conservation. Topics include determination of noise exposure, regulatory and advisory agencies and standards, classroom acoustics, hearing conservation programs in occupational and school settings, noise abatement, and hearing protection devices. The course also includes a supplemental section presenting an overview of the principles and practices of forensic audiology.

**AUDP 8450 - Infection Control in Audiology Practice**  
4 weeks/1.5 credit hours

This course is designed to increase student knowledge of current, evidence-based information on preventing and controlling the spread of disease. Infection control in the audiology workplace is a priority as new diseases emerge in our global society. Topics include pathogenic microorganisms and how they are transmitted, understanding of universal precautions and the development of infection control protocols that can be implemented in the workplace. Global infection control practices and regulatory bodies will be explored.

**AUDP 8460 - Telehealth in Audiology**  
4 weeks/1.5 credit hours

This course presents the advantages and challenges of telehealth as it relates to clinical practice in audiology. Focus is placed on how communication, innovative technology, safety, and efficiency of patient care are addressed through telehealth. Students explore the feasibility of various telehealth/telepractice models applicable across clinical environments. Global regulatory, legislative and political considerations will be discussed.

**AUDP 8500 - Pediatric Audiology: Identification through Rehabilitation**  
10 weeks/4 credit hours

This course covers embryological development of the ear, developmental milestones, identification and intervention for newborn hearing loss, appropriate use of diagnostic tests, and the utilization of appropriate resources. Skills and knowledge will be gained in the use of family counseling and access to multidisciplinary resources. Early Hearing Detection and Intervention (EHDI) programs and the roles of educational audiologists will be explored. Topics include legislative mandates, screening protocols and procedures, organization and administration of programs, data management and tracking, program evaluation, and quality improvement. Topics include infection control procedures as they relate to pediatric practice.

**AUDP 8600 - Assessment and Management of (Central) Auditory Processing Disorders**  
10 weeks/4 credit hours

This course examines the assessment of (C)APD and identification of auditory processing disorders in children and adults as a systematic and multidisciplinary process. The use of case histories, questionnaires, observation forms, audiometric

tests and electrophysiologic measures will be explored. Students will learn efficacious interventions related to (C)APD treatment and management including but not limited to manipulating the acoustic environment, fitting of appropriate devices and instituting an auditory training regimen.

### **AUDP 8700 - Hearing Loss and Healthy Aging** **10 weeks/4 credit hours**

This course is designed to address issues concerning the effects of aging on hearing. Changes in the auditory system as a function of age, the impact on patient function and healthy aging will be emphasized. The course will provide information on management of hearing loss in the aged population and strategies for community collaboration to increase awareness for appropriate hearing healthcare.

### **AUDP 8800 - Practice Development and Marketing** **10 weeks/4 credit hours**

This course involves the study of basic business structures, practice development, marketing and the economic and regulatory aspects of healthcare practice. Topics covered include private practice models, business plan design, short- and long-range planning, general accounting practices, development and analysis of profit-and-loss statements, and marketing strategies. Students will have the opportunity to generate marketing strategies and budgets, as well as evaluate the effectiveness of different marketing media. Facilitated discussions will explore topics such as risk management, auditing, professional liability, regulatory compliance, and proper methods of documentation as practiced across the globe.

### **AUDP 8810 - Personnel Management** **10 weeks/4 credit hours**

This course introduces students to the concepts and ideas of personnel management, also known as human resource management or practice management. This course includes information on designing job descriptions; hiring and firing employees; and training, supporting and evaluating staff in a professional audiology practice. Audiologists who are going to serve as preceptors for audiology students need to learn concepts and skills related to the supervisory process and how to be a mentor in the clinical setting. Preceptor training will be discussed providing information on adult learning styles, goal setting, constructive feedback, development of professionalism and strategies to facilitate critical thinking and case management skills. Facilitated discussions will explore personnel management topics as practiced across the globe.

### **AUDP 9422 - Culminating Case Experience I for 2-Year Program (CCE-1-2)** **4 weeks/1.5 credit hours**

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout their 2-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.

### **AUDP 9423 - Culminating Case Experience I for 3-Year Program (CCE-I-3)**

#### **4 weeks**

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout the first two years of a 3-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.

### **AUDP 9433 - Culminating Case Experience II for 3-Year Program (CCE-II-3)**

#### **4 weeks/1.5**

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout the final year of a 3-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.



# Medical Science, DMSc

## Doctor of Medical Science (Online)

The Doctor of Medical Science (DMSc) program is a post-professional distance learning PA-specific program culminating in a Doctor of Medical Science degree. The DMSc program is designed for physician assistants who are currently, or have previously been, certified or licensed to practice as a PA. Courses are designed with an emphasis on academic rigor using an asynchronous learning model. The entire PA doctoral program provides highly flexible online learning, which minimizes career disruption while maximizing new opportunities. PAs can continue to practice full time while obtaining their degree.

The DMSc program offers three concentration tracks in education, leadership, and clinical. The education track prepares graduates for an expanded career in teaching and research. The leadership track prepares graduates to take on administrative leadership roles in healthcare. The clinical track provides graduates with advanced clinical training; allowing them to develop additional clinical acumen without the location-specific requirement of a clinical or academic residency.

## Length of Program

The DMSc program is a 36-credit hour program and can be completed in as early as two years.

## Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming quarter. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fees
Students enrolled in 20-21 & prior	\$538 per credit hour	\$32 per credit hour
Students enrolled beginning in 21-22	\$621 per credit hour	\$32 per credit hour

## Admissions

### Admission Deadline

Applications for the DMSc program may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year: July, September, January, and March. Completed application materials must be submitted at least 4 weeks prior to the first day of the program.

## Application Process

Applicants will need to create an account at <https://apply.atsu.edu> for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu).

## Admission Requirements

The Doctor of Medical Science program is designed to be a postgraduate program for PAs who are, or have previously been (if retired), certified or licensed to practice as a PA. Persons eligible to matriculate in this program must satisfy all of the following criteria:

1. The applicant is a currently certified/licensed physician assistant or, if retired, previously certified/licensed to practice as a PA.
2. Completion of a master's degree from an accredited university recognized by the Department of Education.
  - Applicants who graduated from a university outside the United States may be required to provide a degree equivalency evaluation.
  - PAs without a master's degree may be eligible for the master's equivalency option\*. See below for equivalency requirements and contact an Enrollment Counselor for additional information.
3. Candidates must have achieved a minimum overall graduate cumulative GPA of 3.0 (on a 4.0 scale).
4. The applicant must submit transcripts from qualifying degree institution(s), to include at least:
  - Transcript showing completion of physician assistant program of study
  - Transcript showing completion of a graduate degree (if physician assistant program did not confer a graduate degree)
5. Non-U.S. PA Programs Graduates:
  - Physician Assistant/Associates (PAs) who graduated from a master's program, accredited by the appropriate governmental, regional or institutional body in the United Kingdom or Canada, and who have successfully passed that respective country's national certification examination (UK PA National Certification Exam; Canadian Physician Assistant Entry to Practice Certification Examination), are eligible to apply to the DMSc program.
  - Please note: Non-U.S. trained PAs, who graduate from the DMSc degree, do NOT qualify to be certified by the NCCPA. According to the current United States Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requirements "To practice as a PA in the United States one must graduate from an ARC-PA accredited program and be certified by the NCCPA." <http://www.arc-pa.org/frequently-asked-questions/non-us-health-care-professionals/>
  - Canadian and U.K. applicants who have graduated from a non-U.S. college or university should submit acceptable evidence of U.S. degree/course equivalency. All course work taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:
    - World Education Services
    - P.O. Box 5087 Bowling Green Station
    - New York, NY 10274-5087
    - p: (212) 966-6311 | f: (212) 739-6139
    - [info@jsilny.com](mailto:info@jsilny.com)



Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
(414) 289-3400

American Assn. of Collegiate Registrars & Admissions Officers  
One Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135  
(202) 293-9161

American Assn. of Collegiate Registrars & Admissions Officers  
One Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135  
(202) 293-9161

Josef Silny & Associates, Inc.  
International Education Consultants  
7101 SW 102 Avenue  
Miami, FL 33173  
p: (305) 273 -1616 | f: (305) 273 -1338  
[info@jsilny.com](mailto:info@jsilny.com)

Intl. Education Research Foundation, Inc.  
PO Box 3665  
Culver City, CA 90231-3665  
(310) 258-9451

- The applicant must complete an admissions application, to include at least:
  - A current and comprehensive curriculum vita
  - Non-refundable application fee
- The applicant must be fluent in English (the language of instruction of this program). When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review. Acceptable minimal TOEFL scores for ATSU-ASHS applications are:
  - Acceptable IELTS score is an overall band score of 6.5
  - Internet-based total score = 80
- Applicants who speak and/or write English as a second language who have previously graduated from a college or university accredited by the U.S. Department of Education with a bachelor's degree (or higher) are exempt from this requirement.
- Applicants who believe the TOEFL requirement should be waived may petition the Physician Assistant Department chair in writing.
- The applicant must be able to meet University technology requirements during the entirety of the doctoral program.



### ***\*Master's Equivalency Option***

To meet the master's equivalency the PA applicant must meet and document in a portfolio at least one (1) of the criteria below:

- An approved military or civilian post-professional PA residency or fellowship
- An approved medical specialty certificate program (i.e. public health certificate)
- A Certificate of Added Qualification (CAQ) offered by the NCCPA
- At least 15 credit hours of post-secondary education toward a master's degree

### ***ATSU MPAS-Doctor of Medical Science (DMSc) Early Entry Admissions Requirements***

ATSU MPAS students who have successfully completed the fall semester of their didactic year of education may be eligible to apply for the DMSc Early Entry option. Up to 12 credit hours of DMSc courses may be taken during the clinical year of education. Information about the DMSc program can be found at <http://www.atsu.edu/dmsc>

- Applicant must have an MPAS minimum cumulative GPA of 3.0.
- Applicant must be in good academic standing and remain in good academic standing. MPAS students placed on probation will not be allowed to continue in the DMSc program.
- The applicant must complete an admissions application, to include at least:
  - A current and comprehensive curriculum vita.
  - Essay (500 word minimum) outlining reasons and goals for taking the DMSc program.
  - Submit a letter of recommendation from either the Director of Didactic Education or Faculty Advisor.
- Early Entry MPAS Students are allowed to take up to 12 DMSc credit hours while still enrolled in the MPAS program: Medical Writing (core), Community Assessment (core), Research Methods (core), and Capstone I.
- Students must graduate from the MPAS program continue enrollment in the DMSc program. Students who are dismissed or withdraw from the MPAS program will no longer be eligible to continue in the DMSc program.
- Upon graduating from the MPAS program, graduates must obtain a PA license within six (6) months of graduation to continue in the DMSc program.

## **Selection of Applicants**

Applications for the next start date are reviewed on an ongoing basis by the DMSc admission committee. The admission committee reserves the right to accept, reject, or defer an application. Applicants receiving a letter of acceptance are granted a specified time period to notify the program of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation:

- Signed admission agreement
- Signed Academic Degree Plan (ADP)
- Criminal background check through the ATSU approved vendor

## **Graduation Requirements**

To earn a Doctor of Medical Science online, all students must:

- Complete all prescribed courses.
- Pass all courses with a grade of 'PASS'.
- Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website).
- Attending commencement is not required but highly recommended.

### ***Auditing a Course***

DMSc does not allow auditing of courses at this time.

### ***Transfer/Advanced Standing Credits***

The DMSc program allows a maximum of 12 transfer/advanced standing credit hours. Applicants requesting transfer/advanced standing credit must submit the transfer credit request form at the time of application.

## **Grading**

The DMSc program uses a P/F (Pass/Fail) grading scale and adheres to the University grading scale.

## Appealing a Grade

Students who wish to file an academic appeal concerning a course grade should visit the Academic Appeals policy located within the ATSU Policies section of the Catalog.

## Incomplete Grade

The DMSc program adheres to the University Incomplete Grade Policy.

## Technology Requirements

Please visit <http://its.atsu.edu/knowledgebase/ashs-online-programs-technology-requirements> to review the minimum technology specifications for students accepted to ATSU-ASHS online programs.

## Program Policies

### Plagiarism

Plagiarism is the presentation of another's work as if it were one's original. Proper and complete citation and reference, in accordance with AMA style guidelines, is required of all student work. Specific examples of plagiarism include:

- Cutting and pasting or re-entering information from another's work into a document without correct citation or attribution.
- Information is attributed to a source other than the original. Material authored by someone else is submitted as original work.
- Turning in previously prepared work, in part or in whole, is considered self-plagiarism and is unacceptable. In instances where it may be appropriate to include prior work, the student must obtain permission from the instructor to include the prior work.
- Information is properly cited but the paraphrasing is not substantively different from the original source. Infrequent or missing citations.

### Plagiarism Sanctions

All assignments submitted for a grade are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence.

**First occurrence:** A first instance of plagiarism is generally believed to result from a lack of familiarity and inexperience using AMA guidelines and is perceived as a misuse of sources. The sanctions for a first offense generally are, but not limited to:

- Required completion of the University Writing Center's Proper use of Resources tutorial
- A grade of zero on the assignment.
- Resubmission of the assignment for a reduced grade.
- Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment.

**Second occurrence:** A second occurrence of plagiarism is a more serious academic offense and is not attributed to naiveté, ignorance of guidelines, or a misunderstanding of what

constitutes acceptable graduate scholarship at ATSU. The sanction for a second plagiarism offense is, but is not limited, to:

- A grade of F in the course.

**Third occurrence:** A third occurrence of plagiarism is seen as a student's chronic inability or refusal to produce acceptable graduate-level scholarship. The sanction for a third plagiarism offense is, but is not limited, to:

- Dismissal from the program.

## Academic Probation

Progression in the Doctor of Medical Science (DMSc) program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression will result in the student being placed on academic probation. Students failing one (1) course will automatically be placed on academic probation until they have successfully passed the failed course.

## Dismissal

Dismissal from the DMSc program may be determined as the result of, but not limited to, the following conditions: (1) Failure of two or more courses; (2) Continued academic probation; (3) violation of the Student Code of Academic or Behavioral Conduct; or (4) Failure to maintain the minimum cumulative of 3.0 GPA. Additional information on academic probation and dismissal are in the ASHS catalog ([catalog.atsu.edu](http://catalog.atsu.edu)).

If a student meets the requirements of the probationary period, he or she is removed from academic probation and returned to good academic standing. DMSc students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program director for re-entry.

## Academic Review Board

Students who fail any course(s) in the DMSc program are automatically placed on academic probation and referred to the Academic Review Board (ARB). Students will receive a formal meeting notice via ATSU email. Students have the right to attend and/or provide a written response to the ARB. Progression in the DMSc program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression is grounds for an academic dismissal from the DMSc program. Separately from the ARB process, students also have the right to submit an academic appeal of the course failure(s) to the DMSc Director per the Academic Appeals policy located within the ATSU Policies section of the Catalog.

## Continuous Enrollment

DMSc students who are finished with all coursework but have not completed all Capstone requirements must maintain continuous enrollment until completion of all graduation requirements. Students will be assessed a continuous enrollment charge for each semester block that the student maintains enrollment until all degree requirements are completed. More information on the University's continuous enrollment process may be found under Enrollment Status Definitions within the ATSU Policy section of the University Catalog.

## Course(s) or Program of Study Withdrawal

Students who have been inactive one semester may resume their program of study by contacting the DMSc Administrative

Manager to register for courses prior to the registration deadline.

DMSc students who are not registered for courses in a semester/block are considered in Incomplete-Withdraw status and must register for courses in the following semester or will be administratively withdrawn from the program. In most instances, students withdrawn from ATSU, regardless of the reason, must apply for re-admission and fall under the most recent academic catalog and admission requirements.

DMSc students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

For the specific policy on voluntary and administrative withdrawal, please see the Withdrawal from School within the ATSU Policy section of the University Catalog.

## Academic Standards, Guidelines, and Requirements

### Academic Standing

In order to maintain good academic standing, students must receive a passing grade ("P") on all courses. The DMSc program is a Pass/Fail grading system and does not calculate a GPA. Academic standing is evaluated after each semester block.

### Participation and Attendance in Courses

Attendance for each course is taken the first week of class. Students are required to complete the Acknowledge the Syllabus assignment to have attendance accepted. Students failing to complete this requirement may be removed from the course and administratively withdrawn.

Weekly continuous participation is expected in all class activities. Discussion post assignments are required every week. The academic week is from 12:00 AM Arizona time Monday morning through 11:59 PM Arizona time the following Sunday. Participation is defined as having completed one or more of the activities required in any week. These can include:

- Discussion postings
- Submit a paper
- Complete a quiz or examination
- Complete some other assignment as presented in the course syllabus

If a student does not complete any activities during the first week of class, he/she is considered absent and will be administratively withdrawn from the course(s).

### Course Access

Students are granted course access the Friday prior to the first day of class. Classes begin on Mondays.

### Changing Concentration Tracks or Semester Load

Upon acceptance of admission, all students sign an Academic Degree Plan (ADP) which outlines the 13 required courses to complete the DMSc program. Five (5) of the courses are concentration/track courses. Students wishing to change tracks either before or during the program MUST contact the program to request an updated ADP.

The ADP for each student is either based on a 2-year or 3-year completion plan. Students wishing to change from their current plan to another MUST contact the program to request an updated ADP.

### Course Cancellation

In the unlikely event that the institution has to cancel a course, any student enrolled prior to a course cancellation will receive a full refund of tuition paid.

### Inclement Weather/Power Outage Policy

In the event a major weather occurrence or wide-spread power outage prevents a student from accessing a class, instructors will work with the student to set reasonable accommodations to accept assignments after a due date. Instructors may request documentation from a student if a weather or power-outage occurrence is not widespread.

### Late Assignment Policy

In the event you are unable to submit work to Canvas by the deadline due to technology issues, you must:

- Notify your instructor; and
- Open a ticket with IT (<https://its.atsu.edu>) or calling 1-800-626-2200. Be sure to keep the ticket number as documentation the issue has been reported.
- Once the IT issue has been resolved, you should then submit your work through Canvas for grading.

### Program Cancellation

Should the institution cancel a program, currently enrolled students are permitted to complete a program before it is discontinued. No new students are permitted to enroll in a program the institution has cancelled.

### Courses: Descriptions and Credit Values

Students take all core courses and the concentration track courses as listed in their approved academic degree plan.

### Core Courses

#### DMSC 7000 - Medical Writing 3 credit hours

This course examines, in practical terms, the elements required for successful publication of a journal article or health policy review. This course encourages good writing skills through choosing better words, writing better sentences, and preparing better tables, graphs, and photographs. All students are required to develop and submit a quality paper that meets the requirements for publication in a peer-reviewed professional or biomedical journal. The learner will demonstrate the ability to effectively organize and structure information in written form. Pre-requisite for DMSC7030

#### DMSC 7005 - Foundations for Doctoral Study 2 credit hours

This course provides doctoral learners with instruction on the use of the Canvas learning management system, Google suite, online meeting technology (i.e. Zoom), an introduction to AMA writing style/formatting, how to use the Still Memorial distance library services, using the University Writing Center, and how to create/update a curriculum vitae. Students also learn effective

time management and work-life balance skills to ensure success in the DMSc program.

### **DMSC 7010 - Community Assessment & Health Promotion**

#### **3 credit hours**

This course will introduce the Community Health Assessment (CHA) as a key component of evaluating the broader community health improvement process. Students will learn to objectively analyze community health data to identify priority issues, develop and implement effective health promotion strategies, and measure the effect of community health initiatives on a variety of community health indicators. Students will be exposed to current methods for conducting a community needs assessment. Discussions will center on choosing strategies that are culturally sensitive, clinically appropriate, and cost-effective.

### **DMSC 7020 - Social & Behavioral Determinants of Health**

#### **3 credit hours**

This course will serve as an introduction to the social, cultural, behavioral, and economic factors that influence health status and population health interventions. The practitioner will improve insights on 3 populations they have worked with or those they may work with in the future.

### **DMSC 7030 - Research Methods in Healthcare & Capstone Foundation**

#### **3 credit hours**

This course will provide students with foundational skills and knowledge in preparation for the applied project in the Capstone courses. This course will describe qualitative, quantitative and mixed methods research methodologies and the proper selection of methodology based on the research question. Additional topics include how to develop study questions, conducting a peer-reviewed literature review, critical analysis of study results and research methodologies, and ethical considerations in human subject's research. A variety of data collection and analysis strategies will be reviewed. An introduction to Capstone I will also be covered. Pre-requisite for DMSC8300

### **DMSC 7040 - Quality Improvement in Healthcare**

#### **3 credit hours**

This course will include components of The Institute for Healthcare Improvement (IHI) curriculum to the prepare students to lead the development and maintenance of quality management in clinical and business settings. Students will develop foundational fluency in methods of healthcare data collection and industry-standard metrics of clinical quality and patient safety. Implementation analysis of quality improvement PDSA cycles, root cause, and systems analysis will also be reviewed. Through team-based learning, students will explore how quality metrics enable evidence-based clinical and business decision-making.

### **DMSC 7999 - Directed Studies**

#### **1-3 credit hours**

Directed studies may be required as assigned by the program chair.

### **DMSC 8300 - Capstone I**

#### **3 credit hours**

This is the first of a three-course series designed to guide each

student through the process of developing and conducting a Doctoral Capstone Project. The project must be of sufficient scholarly effort to satisfy the expectation of rigorous, professional, doctoral level work equivalent to original research. The capstone project will be designed to target a problem in either clinical practice, the health system, PA education, or the PA professional sphere. During the capstone course sequence, each student will work closely with their facilitator as they progress from conceptualization to completion of the research or translational project. In Capstone I, each student will apply methods from the Research Methods in Healthcare course to identify a topic of interest, develop a proposal, and conduct a narrative literature review to demonstrate mastery of their project topic. Pre-requisites: DMSC7000 and DMSC7030

### **DMSC 8310 - Capstone II**

#### **2 credit hours**

The second course in the three-course capstone series focuses on the planning and preparation for conducting the Doctoral Capstone Project. Students will plan for the collection and analysis of data, literature or other relevant information required to support a rigorous and scholarly effort. Students will prepare and submit an IRB (or comparable regulatory agency) application. Finally, students will plan for the operational challenges of locating, collecting, managing and processing requisite information to address their Doctoral Capstone Project question.

### **DMSC 8320 - Capstone III**

#### **2 credit hours**

The third and final course in the capstone series focuses on the final preparation and dissemination of a scholarly product targeted at publication or presentation at a state or national level meeting or appropriate publication. At the culmination of the student's capstone efforts, dissemination of knowledge to the profession should be expected, even if results are unfavorable. Acceptance for publication or presentation is not factored into the final project grade, but submission for publication/presentation, even outside of the term schedule, is a professional expectation. Each final applied research product or scholarly project will be presented and reviewed by the assigned capstone facilitator.

## **Education Course Track**

The Education Course Track is designed for PAs who are current educators and to advance their skills, or move into education and develop their teaching skills for academic and clinical environments.

### **DMSC 8100 - Adult Learning Theory**

#### **3 credit hours**

Effective and efficient teaching requires an understanding of how adults learn. This course examines the learning process, particularly as it differs for adults. Topics include theories of behaviorism, cognitivism, humanism, constructivism, and social and adult learning; major learning style theories; andragogy versus pedagogy; and motivation for learning as it applies to informal and formal education and training. Utilizing this basis, students will examine how to apply these theories to the design, implementation, and assessment process.

### **DMSC 8110 - Curriculum Design & Delivery**

#### **3 credit hours**

This course will introduce students to methods and best



practices for medical education curriculum design and prepare students to be conversant in the foundational research literature of education for adult students. Students will design systems-based learning modules within their medical specialty. An introduction to psychometric principles will prepare students to create high-quality assessment items.

### **DMSC 8130 - Assessment & Evaluation Methods**

#### **3 credit hours**

This course will describe best practices for measurement and assessment in education. Topics will include the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpretation of assessment scores and norms. Learners will develop instructional objectives, a variety of assessment items and assessment formats, and will construct rating 3 scales, rubrics, and interpret assessment psychometrics.

### **DMSC 8120 - Educational Technology & Simulation**

#### **3 credit hours**

Computers, simulators, and even smartphones have become ubiquitous in education both in and outside of the classroom. This course will present best practices in utilization of technology in teaching and provide the learner the opportunity to learn course management through an LMS, develop familiarity with audience response technology (e.g., clickers), develop competence in office productivity software for common educational tasks, and explore hardware and software essential to producing asynchronous curriculum delivery and assessment (e.g., webcam, interactive publishing). Simulation is recognized in healthcare education as an effective way to teach and assess skills and behaviors. This course will teach the student how to create high-quality healthcare simulation programs, introduce the research behind simulation best practices, provide students with a template for effective simulation, and give students a basic understanding of the simulation process as it applies to healthcare education.

OR

### **DMSC 8140 - PA Program Administration**

#### **3 credit hours**

This course will cover programmatic topics relevant to the administration of entry-level PA degree programs. Topics include strategies for leading and teaching diverse learners, budget and financial management and administration, faculty and staff development, recruiting faculty and staff, critical issues in student affairs and legal issues in higher education, foundations of marketing management, program evaluation, strategic planning, and leadership advancement.

## **Leadership Course Track**

The Leadership Course Track is designed to provide PAs with foundational leadership knowledge focused on healthcare administration, economics, and healthcare policy to advance within healthcare systems.

### **DMSC 8200 - Organizational Leadership**

#### **3 credit hours**

This course will provide the learner with an understanding of how perceptions and thinking influence behavior in the workplace, and the skills necessary to manage conflict and lead change in teams, organizations, community partnerships, and health initiatives in their role as a physician assistant. Strategies for creative problem solving, communication and improved management practices will be explored.

### **DMSC 8210 - Health Economics**

#### **3 credit hours**

Economics is a major influence in shaping health policy in the United States. An effective healthcare leader must be fluent with the basic health economic theory to guide their organization. This course will discuss such topics as demand, supply and market equilibrium, scarcity, risk aversion, moral hazard, adverse selection, quality of care and pay for performance to provide the student with a grasp of the market forces on the U.S. healthcare system.

### **DMSC 8220 - Ethical Considerations in Health Administration**

#### **3 credit hours**

This course will provide an overview of the principles of medical ethics (autonomy, beneficence, and justice that relate to healthcare). The discussion will review some of the ethical challenges faced in healthcare and health administration, the ethical of human-subjects research, and the right to privacy and consent to treatment. The responsibilities and boundaries of the patient-healthcare provider relationship and the conflicting demands of providing quality care with limited resources will be addressed, as will the relationship and responsibilities of healthcare providers to society. Case studies will be included to develop ethical reasoning skills applicable to daily practice.

### **DMSC 8230 - PAs in Healthcare Policy**

#### **3 credit hours**

This course will explore the evolving role of the PA in the structure of the current U.S. healthcare system; the challenges of access, cost, and quality; and the process of healthcare policy development. The evolution of healthcare reform will be used to illustrate the development of healthcare policy, including the Affordable Care Act (ACA). The impact of the ACA on PA practice, patient healthcare access, cost, and quality and projections for the future of the ACA will be analyzed.

## **Professional Course Track**

The Professional Course Track allows students to customize a clinical learning plan with structured learning experiences to develop additional medical knowledge and skills. The Learning Plan proposal defines the goals and outcomes the learner will achieve by the end of the four-course sequence. The practicum courses provide a blank canvas that allows the student to tailor the Learning Plan to their area of interests. Patient contact hours are not required.

### **DMSC 8400 - Professional Practicum 1**

#### **3 credit hours**

The first in a series of structured practicum experiences to further the student's professional practice based on their approved Learning Plan (LP). In this course, students will identify and develop target competencies to fulfill the practicum requirements. The approved LP will guide the student throughout the practicum experience.



### **DMSC 8410 - Professional Practicum 2**

#### **3 credit hours**

The second in a series of structured practicum experiences to further the student's professional practice based on their approved Learning Plan (LP) established in DMSC 8400.

### **DMSC 8420 - Professional Practicum 3**

#### **3 credit hours**

The third in a series of structured practicum experiences to further the student's professional practice based on the approved Learning Plan (LP) established in DMSC8400.

### **DMSC 8430 - Professional Practicum 4**

#### **3 credit hours**

The final course in a series of structured practicum experiences to further the student's professional practice based on the approved Learning Plan (LP) established in DMSC8400. At the completion of this course, the student should have attained all of the competencies outlined in the LP.

## **Global Health Course Track**

The Global Health Track provides students with an understanding of global health issues, world politics impacting healthcare, and global health ethics in healthcare. Students taking this track will be in class with students from the doctor of health sciences and kinesiology programs.

### **DMSC 8230 - PAs in Healthcare Policy**

#### **3 credit hours**

This course will explore the evolving role of the PA in the structure of the current U.S. healthcare system; the challenges of access, cost, and quality; and the process of healthcare policy development. The evolution of healthcare reform will be used to illustrate the development of healthcare policy, including the Affordable Care Act (ACA). The impact of the ACA on PA practice, patient healthcare access, cost, and quality and projections for the future of the ACA will be analyzed.

### **DHSC 8110 - Global Health Issues**

#### **3 credit hours**

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs

### **DHSC 8120 - Globalization & World Politics**

#### **3 credit hours**

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

### **DHSC 8130 - Global Health Ethics**

#### **3 credit hours**

This course provides an introduction to the principles and theory of ethics as applied to global health. The course will examine some of the primary theories and principles in healthcare ethics including virtue, deontology, utilitarian, autonomy, justice, beneficence, and nonmaleficence. The course will explore many prominent global health issues and exemplify how greater knowledge and understanding of global ethics is vital to effective and sound decision-making. Topics that will be discussed in the course include ethical issues related to: pandemic preparedness, end of life, human organ transplantation, clinical research in developing countries, human rights, resource allocation, and the effects of globalization on world health.

## **Public Health, Emergency Preparedness, and Disaster Response Course Track**

This track provides students with an understanding of emergency management systems, introduces them to various forms of disasters and public health threats, as well as to various response skills essential to public health. Students who successfully complete this track will also earn three FEMA certificates and a certificate in contact tracing. Students enrolled in this track will be in class with students from the doctor of health sciences and public health programs.

### **PUBH 5000 - Introduction to Public Health Concepts**

#### **3 credit hours**

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.

### **EPID 6100 - Epidemiology**

#### **3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

### **SHMG 6000 - Global Health Issues**

#### **3 credit hours**

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.

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**



**3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

## Public Health Workforce Track

This track will provide students with an understanding of public health issues, disparities, and inequalities, along with emergency preparedness and disaster response for healthcare workers

### **PUBH 5000 - Introduction to Public Health Concepts**

**3 credit hours**

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.

### **EPID 6100 - Epidemiology**

**3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

### **PUBH 6800 - Public Health Disparities, Health Equity and Covid-19**

**3 credit hours**

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

### **PUBH 6100 - Identifying Community Health Needs**

**3 credit hours**

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.

OR

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**

**3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

# Occupational Therapy, OTD

## Doctor of Occupational Therapy

The mission of the Occupational Therapy program is to prepare highly competent entry-level occupational therapy practitioners committed to holistic, client-centered, science-informed practice who value health equity, diversity, team-based health care and community-based practice designed to enhance the life participation and social inclusion of individuals, families, groups and vulnerable populations across the lifespan.

The Doctor of Occupational Therapy program at A.T. Still University builds upon entry-level practice competencies through advanced training in social determinants of health, innovative occupation-based program development, practice-based evidence, leadership and advocacy aimed at improving individual, community and population health and well-being.

## Philosophy of the Occupational Therapy Program

The philosophy of the Occupational Therapy program is based on the belief that humans are occupational beings who are shaped and influenced by many factors. These factors include, and are not limited, to person factors such as the genetic makeup, and environmental factors such as culture, social organization and systems, life experiences across the lifespan. It is believed that occupation, observed in countless forms, provides a basis for engagement with the world.

The philosophical base of the profession rests on the belief in occupations as a health determinant; engagement in occupations is necessary and meaningful occupations benefit all people and populations, and impact the ability to achieve health and well-being. Occupations occur across the lifespan and are influenced and impacted by many contextual factors. The occupational therapy profession values occupations as a therapeutic means and end to facilitate function, health, and quality of life (AOTA, 2011).

The program adheres to the belief that students are active learners who acquire knowledge best when they are able to integrate theoretical and didactic content through experiential learning activities, in the classroom, clinic and community. Learning is accomplished when instructors are facilitators for students, who work together in communities of learning and practice, to engage in ongoing discourse to understand, analyze, critically evaluate, and apply information. The program faculty believes that students need a thorough grounding in foundational knowledge and skills; these foundational competencies serve to scaffold more complex information. Complete mastery of foundational concepts is not required before higher-level skills and learning can be introduced in an integrated manner as students learn to build on simple concepts, integrate concepts, and apply them to practice.

## Accreditation

The Entry-Level Doctor of Occupational Therapy program has been approved by the Arizona State Board for Private Post-Secondary Education.

The Entry-Level Doctor of Occupational Therapy program at ATSU is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, ACOTE's telephone number, c/o AOTA is 301.652.2682. ACOTE website: [www.acoteonline.org](http://www.acoteonline.org)

## Length of Program

The entry-level Doctor of Occupational Therapy program is a 36-month, full-time program of study offered in a residential format, culminating in the Occupational Therapy Doctorate (OTD) degree. The Doctor of Occupational Therapy program will consist of 35 Occupational Therapy courses, representing 108 credit hours. In addition each student will earn a Public Health Certificate worth an additional 12 credit hours.

## Tuition and Fees

Tuition is due two times a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Class of 2025, year 1	\$36,540	\$1,150
Class of 2024, year 2	\$37,436	\$1,150
Class of 2023, year 3	\$37,436	\$1,150

## Admissions

### Application Process

Applications to the residential entry-level Doctor of Occupational Therapy program are processed through the Occupational Therapist Centralized Application Service (OTCAS). Applications may be obtained through OTCAS at [www.otcas.org](http://www.otcas.org). Questions regarding the OTCAS account may be directed to OTCAS at 617.612.2860 or by email at [otcasinfo@otcas.org](mailto:otcasinfo@otcas.org). All other questions should be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

### Application Deadline

Applications for the entry-level Doctor of Occupational Therapy program are processed on a rolling admissions basis, but applicants are encouraged to apply early. Point of entry into the program is only once each academic year with classes beginning in mid-July.

## Admission Requirements





1. Candidates accepted for admission will have earned a baccalaureate degree from a U.S. regionally accredited institution prior to matriculation.
2. Applicants must have achieved a minimum 3.00 cumulative GPA, and a 3.00 science GPA (on a 4.00 scale). Applications will not be considered unless both the cumulative and the science GPA scores meet the stated minimum requirements. Additionally, the ATSU Admissions department does not recalculate GPA.
3. Applicants are required to submit all official college or academic transcripts.
4. Applicants are required to obtain a minimum of 30 contact/observation hours in the occupational therapy field. More than one setting is recommended.
5. Applicants must secure three (3) letters of reference. One of these letters must be written by: a present or former faculty member, academic advisor, or employer. One reference letter should come from a professional from the occupational therapy field or another clinical supervisor. The final letter can come from a reference of your choice, but may not be from a friend or family member. Letters from an educational consulting service will not be accepted. New letters of reference must be submitted for each application year.
6. Applicants who are considered potential candidates will be invited to participate in an applicant interview process.
7. Applicants must complete all prerequisite courses by the end of the academic term prior to matriculation at ATSU.
8. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
9. Students must obtain and maintain Health Care Provider level of CPR certification from either the American Heart Association or the American Red Cross. Verification must be submitted to the Occupational Therapy department prior to enrollment.
10. Applicants are required to submit to a criminal background check at their own expense. Applicants need to be aware that having a felony conviction might impact a graduate's future ability to sit for the National Board for Certification in Occupational Therapy Exam and/or ability to obtain state licensure to practice.
11. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. You can find information on the methods by which you can demonstrate your English Proficiency in the General Admissions section. International Admissions Requirements
12. Applicants who wish to be considered for more than one ATSU-ASHS program, including both Occupational Therapy programs, MSOT and OTD-entry level (and including Physical Therapy, Physician Assistant, Audiology), must submit separate application fees, transcripts and references. Acceptance to ATSU-ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.
13. Applications for the Doctor of Occupational Therapy-entry level program are processed on a rolling admissions basis, which means that seats are offered to qualified applicants beginning in October and ending when all seats are filled. For that reason, applicants are encouraged to apply early as seats fill quickly. Point of entry into the program is only once each academic year with classes beginning in mid-July.

### Prerequisite Courses

- Human Anatomy: one course with lab, minimum of 4 semester/6 quarter hours
- Human Physiology: one course with lab, minimum of 4 semester/6 quarter hours (Note: Human Anatomy/Physiology I and II may be substituted for the above courses)
- Science: In addition to numbers one and two above, two courses for a minimum 3 semester/4 quarter hours each from one of the following: General Biology I & II, Microbiology, Chemistry (Physical, Organic, Biochemistry) or Physics. Preference for courses with lab.
- Statistics: one course for a minimum 3 semester/4 quarter hours. Course must be behavioral, education, psychological or mathematical statistics. Business statistics does not fulfill this requirement
- Lifespan Human Development: This requirement can be met by having one course, for a minimum 3 semester/4 quarter hours that covers human development from birth through gerontology OR by having both a Child development course, for a minimum 3 semester/4 quarter hours, and a Gerontology/Psychology of Aging course, for a minimum 3 semester/4 quarter hours
- Introduction or General Psychology; one course for a minimum 3 semester/4 quarter hours
- Abnormal Psychology: one course for a minimum 3 semester/4 quarter hours
- Introduction to Sociology OR Cultural Anthropology: one course for a minimum 3 semester/4 quarter hours
- English: Two courses of composition, grammar/literature, for a minimum 6 semester/8 quarter hours
- Humanities: Two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, or foreign language), for a minimum 6 semester/8 quarter hours
- Medical Terminology: one course for a minimum 1 semester hour/1 quarter hour



### Graduation Requirements

To earn the entry-level Doctor of Occupational Therapy degree, all students must:

1. Complete with a passing grade of all didactic coursework and maintaining a minimum cumulative GPA of 2.75.
2. Complete with a passing grade of all Level II fieldwork within 24 months of completion of didactic coursework.
3. Complete with a passing grade, the experiential component of the OTD capstone within 12 months of completion of all Level II fieldwork.
4. Complete with a passing grade a directed research project and project presentation.
5. Participate in the NBCOT certification exam workshop.
6. Attend commencement activities and graduation.

### OTD Program Goals and Outcomes

Graduates from the OTD program will be able to:

1. Demonstrate the ability to determine the unique needs of a wide variety of clients, to include individuals, small groups of individuals as well as larger groups of people.
  - Approach occupational therapy practice from a holistic viewpoint, incorporating all aspects of the individual's or group's life and culture.



- Incorporate the therapeutic use of self through collaboration with others.
2. Demonstrate the ability provide meaningful occupational therapy services for all clients, recognizing the necessary assessments, tools, interventions and outcomes are dependent on the client, who can be an individual, a small community, or a larger group of people.
  3. Identify and demonstrate elements of health and wellness in their own lives, serving as a model for others.
  4. Facilitate interventions, activities and programming to promote health and well-being for all clients.
    - Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
    - Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender and lifestyle factors.
    - Modify and revise treatment goals and interventions based on the client's progress.
    - Develop and implement programming that facilitates responsibility for personal health and life.
  5. Understand health disparities and the cultural influences on health and recovery.
  6. Engage in interventions, activities and programming to serve the underserved.
  7. Understand the Occupational Therapy Code of Ethics, and will demonstrate moral responsibility and ethical practice during their professional training.
    - Demonstrate critical thinking, problem solving, and decision-making that reflect ethical occupational therapy practice.
  8. Demonstrate a commitment to their profession, by participating in professional organization activities and/or scholarship opportunities.
  9. Communicate the value of occupations, helping all clients to identify the meaningful activities that promote engagement in life.
    - Articulate and demonstrate the role and value of occupational therapy to the public and other health care professionals.
  10. Utilize occupations, in many forms, as a means to achieve health and wellness for all clients.
  11. Demonstrate entry-level skills needed for management and administration of occupational therapy services, including leadership, advocacy, marketing, and consultation.
  12. Apply accepted principles of scientific inquiry, evidence based practice, and research design to support occupational therapy theory, enhance practice, and meet the challenges of changing health care delivery systems.

## Advanced Practice Doctoral Goals & Outcomes

1. Utilize a systematic approach to program development and evaluation in practice to evaluate effectiveness and outcomes of occupational therapy services.
2. Develop a critical understanding of social determinants of health and their relevance to occupational access, opportunities, and equity.
3. Apply leadership and advocacy skills to influence policy, processes, and systems change to improve and enhance occupational therapy services.
4. Develop leadership and advocacy goals for personal and professional growth in the area of social responsibility for occupational equity and health equity.
5. Explore opportunities for occupation-based program development to improve community health, well-being,

6. participation and social inclusion of diverse population groups.
6. Integrate social and occupational determinants of health to educate clients on preventive care, health promotion, and quality of life.
7. Demonstrate commitment to science-informed practice, a scholarly approach to practice and contribute to the building of practice-based evidence.

Upon completion of requirements for graduation, the student will receive a doctor of occupational therapy degree (OTD) and will be eligible to sit for the occupational therapy certification examination developed by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the NBCOT exam, OTD graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy.

## National Board for Certification in Occupational Therapy (NBCOT)

NBCOT is located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, website: [www.nbcot.org](http://www.nbcot.org). Upon passing the NBCOT exam, Entry-Level Doctor of Occupational Therapy graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web: [www.nbcot.org](http://www.nbcot.org). Upon passing the NBCOT exam, Entry-Level Doctor of Occupational Therapy graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## OTD Program Administrative Transfer Policy

In cases where a matriculated OTD student demonstrates a pattern of ongoing difficulties in meeting the academic rigor and expectations for the doctoral courses, the Academic Review Board may recommend that the student transfer to the MSOT program (administrative transfer). The administrative transfer can happen only at the end of the first academic year. The rationale is that the curriculum in the second year and beyond has courses that are unique to either the MSOT or the OTD programs. Students experiencing academic difficulties after the end of the first year, will not be allowed to transfer to the MSOT program under any circumstances. The student will remain in the OTD program and may be recommended to consider going part-time, taking a leave of absence, or withdrawing from the program.

The MSOT program requires completion of courses that are unique to the MSOT curriculum. Relevant accreditation standards are mapped to these courses that must be met prior to graduation. The administrative transfer to the MSOT program may therefore delay graduation as courses are offered only once a year.





In cases of extenuating circumstances, regardless of the degree program the student has matriculated into, i.e., MSOT or OTD, the University's academic and absence policies will apply.



## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

OTDE = Doctoral program only courses

OCTH = Courses common to master's and doctoral programs

### First Year Fall Semester

#### ASHS 6100 - Human Anatomy I

4 credit hours

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the head, neck, back, thorax and abdomen.

#### OCTH 5125 - Conditions Impacting Occupational Performance

2 credit hours

This course will address common medical conditions, across the life span, that occupational therapists encounter in practice. Students will learn about the changes to body structure and body function associated with orthopedic and neurological conditions and to apply the OT practice framework to analyze the impact of these conditions on daily occupations.

#### OCTH 5120 - Pathophysiology

3 credit hours

This course will discuss the etiology, pathogenesis, and disease manifestation in body structures/body functions with emphasis on the signs and symptoms of disease and their subsequent impairments. Conditions typically seen by occupational therapists will be discussed to form connections between impairment, activity limitations, occupational and performance issues.

#### ASHS 6200 - Human Anatomy II

4 credit hours

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the pelvis, perineum, lower extremity and upper extremity.

#### OCTH 5220 - Foundations II: Occupation Based Activity Analysis & Synthesis

2 credit hours

This course will introduce students to activity analysis for the therapeutic use of everyday occupation in health development, healing, recovery and enhancing quality of life. Historical and contemporary use of creative activities will be discussed. Students will experience and gain insight into the person factors

(physical, affective, and cognitive) and contextual demands of various tasks, activities, and occupations.

#### OCTH 5210 - Foundations I: History & Philosophy of Occupational Therapy

2 credit hours

This course examines the historical development of occupational therapy as a health profession. The philosophical, social, political and economic influences, the rise of American medicine, and the paradigm of rehabilitation, in particular, will be examined.

#### OCTH 5410 - Professional Development I: Professionalism

2 credit hours

This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning; critically examine client-centered practice and ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

#### OCTH 5310 - Occupational Therapy Practice Contexts across the Lifespan

3 credit hours

This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, and work to aging-in-place and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life. The fundamental role of context to access and opportunities for occupational engagement and occupational therapy services will be addressed.

### First Year Spring Semester

#### OCTH 5140 - Analysis of Human Movement

4 credit hours

Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to occupational performance. Relevant clinical conditions will be used to apply biomechanical concepts to disorder of movement in osteoarthritis, spinal cord injury, hip fracture, connective tissue injury, peripheral nerve injury, and work related musculoskeletal injury. Prerequisite: ASHS 6200.

#### OCTH 5320 - Basic Patient Care Skills

2 credit hours

This course will include the performance of basic patient care skills required by rehabilitation personnel. Course includes blood borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, an introduction to sterile procedure and isolation techniques, wheelchair handling, ambulation with assistive devices, environmental barriers, and basic patient care equipment. Professional issues of documentation and role differentiations are also introduced.

#### OCTH 5130 - Neuroscience: Foundations for Human Behavior

4 credit hours

This course introduces students to the development, structure,

and function of the central and peripheral nervous systems. A systems approach will be used to describe neuroscience as a basis of human behavior. Implications of neurological dysfunction to performance of daily occupations will demonstrate relevance to practice. This course will adopt a case-based approach to analyze neurological conditions commonly encountered in rehabilitation. Requisite: ASHS 6100.

### **OCTH 5230 - Foundations III: Evidence Based Practice**

**3 credit hours**

This course is designed to enable the occupational therapy clinical decision-making process from the evidence-based practice perspective. The course will cover topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching literature, critical appraisal, integration and evaluation of evidence, grading levels of evidence and strength of recommendations, and statistical terminology related to EBP.

### **OCTH 5520 - Practice Immersion I: Mental Health & Psychosocial Practice**

**6 credit hours**

The overall purpose of this course is to prepare the student to assess and provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. Students will be able to design and deliver occupational therapy services based upon appropriate theoretical models and frames of reference that can be used across a variety of systems and settings, including but not limited to behavioral health/psychiatric, community and education based settings. Students will develop an understanding of group dynamics, phases of group development, group roles, conflict resolution, problem solving, and therapeutic groups are discussed. Students will develop intervention group protocols typically used in mental health, lead groups, and process the outcomes.

### **OCTH 5710 - Fieldwork Level I A**

**1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

## **Second Year Fall Semester**

### **OCTH 5720 - Fieldwork Level I B**

**1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

### **OCTH 5730 - Fieldwork Level I C**

**1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their

didactic learning through observation and participation in some aspects of the occupational therapy process.

### **OCTH 6550 - Modalities**

**2 credit hours**

This course provides instruction on preparatory therapeutic interventions for occupational engagement. Course content will include the instruction, application and assessment of the use of physical agent modalities, splinting, and taping techniques. Indications and contraindications will be discussed for each technique or modality presented. Reimbursement and documentation for use of modalities will be discussed.

### **OTDE 6420 - Professional Development II: Health Promotion and Prevention**

**1 credit hour**

This course is designed to stimulate critical thinking about occupation as a health determinant, and its relationship to well-being, participation, and social inclusion. The relevance of contextual factors and social determinants of health on occupational access and opportunities will be the central theme of this course. Concepts of social justice, occupational justice, and health justice will be the key constructs introduced in this course.

### **OTDE 8010 - Doctoral Inquiry Seminar I**

**3 credit hours**

This course will introduce students to fundamentals and contributions of scholarly activities to a professional knowledge. They will be introduced to scientific inquiry and the research process. Students will conduct a review of literature incorporating works from within and outside the body of occupational therapy literature. They will learn how to use research literature to evaluate and guide evidence-based program development or models of clinical decision-making. Students will identify areas of need or gaps in the literature that may form the preliminary basis for their capstone project.

### **OCTH 6530 - Practice Immersion II: Children & Youth**

**6 credit hours**

The course will introduce students to aspects of the occupational therapy process in a variety of pediatric settings with special attention to family-centered care and collaborations with other professionals. Typical and atypical development will be discussed within the context of community, family, and school environments. Students will explore occupational therapy process with children and youth, relevant theories, models and frames of reference, and learn evidence-based practice and clinical guidelines. This practice course will help students with client-centered, evidence-based, and ethical decision making with children and youth. Prerequisites: OCTH5310, OCTH5140

### **OCTH 6540 - Practice Immersion III: Adult Physical Rehabilitation**

**6 credit hours**

This course will introduce students to the occupational therapy process for adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared as generalists in physical rehabilitation for adults with different conditions, in a variety of current practice settings [e.g. hospital (acute, sub-acute), community (outpatient, home and long-term care)], and service delivery models. Students will learn relevant evidence-supported theoretical perspectives, models and frames

of references, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision making with adults. Prerequisites: OCH5130, OCH5140, OCH5220, OCH5320

## Second Year Spring Semester

### **OCH 6740 - Fieldwork Level II A**

#### **6 credit hours**

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

### **OTDE 6440 - Professional Development III: Administration & Management**

#### **3 credit hours**

This class focuses on the principles of organization and management in the health care system today. Administration and management in occupational therapy across practice settings with focus on an overview of payment systems, departmental organization, marketing, supervision, quality improvement and program evaluation. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in health care delivery are examined.

### **OTDE 6450 - Professional Development IV: Leadership, Activism & Advocacy**

#### **3 credit hours**

Leadership theories and their application in occupational therapy are explored. This course will explore avenues of leadership for novice occupational therapists. Students will learn advocacy skills needed to represent individual, community, and population-based concerns. Students will be exposed to activism strategies necessary to influence systems, current policy/legislation, and promoting social change for under-served populations.

### **OTDE 6560 - Maintaining Health & Wellbeing: Chronic Disease Management**

#### **3 credit hours**

Occupational therapy used to influence the health, well-being and quality of life of individuals with chronic disease and the older adult population. Students will examine topics within public health and epidemiology and expand their knowledge of the OT's capacity to prevent disease, disability, and activity limitations and to promote health, participation, and social inclusion.

### **OTDE 8020 - Doctoral Inquiry Seminar II**

#### **3 credit hours**

In the second course of the doctoral seminar series, students will learn research methodologies and design; optimal ways to collect and analyze data will be discussed. As part of the seminar, students will go through Citi training and complete an IRB application to assess capstone outcomes. Students will build on the needs assessment/gaps from the literature review from the previous course and develop a methodologically sound and feasible capstone project plan. They will submit a scholarly project proposal and identify potential sources of funding or reimbursement for their project.

## Third Year Fall Semester

### **OCH 7750 - Fieldwork Level II B**

#### **6 credit hours**

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

### **OTDE 8030 - Doctoral Inquiry Seminar III**

#### **3 credit hours**

The third doctoral seminar will introduce students to various approaches to data interpretation, analysis, and synthesis. Students will apply this learning to prepare a case report, as well as their capstone project. They will continue to refine their capstone project in preparation for their experiential component. They will finalize site agreements, identify outcome measures for program evaluation, and logistics of program implementation. Students will gather all the resources needed for their project working collaboratively with all the stakeholders. Students will begin the process of selecting an appropriate peer-reviewed journal, and preparation of a manuscript.

#### Elective Options:

### **OTDE 6570 - Hand and Upper Extremity Rehabilitation**

#### **2 credit hours**

This course will assist occupational therapy students to develop advanced clinical reasoning and practice skills in the area of hand and upper extremity rehabilitation. Students will incorporate relevant evidence-supported frames of references, evidence-based practice literature, and clinical guidelines into their treatment of hand and upper extremity diagnoses. Students will develop a deeper understanding of upper extremity conditions and anatomy through focused cadaver dissection. Students will build upon their foundation in orthotic fabrication to include additional types of orthoses. This course will help students with client-centered, evidence-based, and ethical decision making with clients across the life span who are being treated for upper extremity ailments. Prerequisites: OCH 6550, OCH 6540, OCH 6530

### **OTDE 6572 - Occupational Therapy in Acute Care**

#### **2 credit hours**

This course prepares students to develop advanced clinical reasoning and skills in acute care setting. Students will incorporate relevant evidence-supported frames of references, evidence-based practice literature, and clinical guidelines acute care evaluation process, intervention planning, infection control, critical lab values and vitals, interdisciplinary communication and disposition planning, and indications and contraindications for occupational therapy intervention. There will be a review of frequently utilized adaptive equipment and durable medical equipment and a general overview of basic diagnoses commonly addressed in the acute care setting. Prerequisites: OCH 6540, OCH 6530

### **OTDE 6580 - Neurorehabilitation**

#### **2 credit hours**

This course prepares students to develop advanced clinical reasoning and rehabilitation skills for treating neurological conditions across the lifespan. Students will learn application of motor control theories, and the neurological basis for motor control, motor learning and recovery of function. They will develop skills in various treatment approaches commonly used in neurorehabilitation. Use of evidence-based intervention and practice guidelines and translating current research using

technology such as robotics and virtual reality in practice will be discussed. Prerequisites: OCHT 5130; OCHT 5320; OCHT 6540

## Third Year Spring Semester

### **OTDE 8040 - Doctoral Inquiry Seminar IV** **12 credit hours**

The doctoral experiential component is an in-depth experience that prepares students beyond the entry-level (advanced), in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will work closely with assigned faculty advisor to implement and evaluate the project they have developed in collaboration with their community site, with oversight from their faculty advisor.

Requisite: OTDE 7910, OTDE 7920 and OTDE 7930. Additionally, all Fieldwork experiences must be completed before a student can start their doctoral experiential component (DEC).

### **OTDE 8050 – Doctoral Inquiry Seminar V** **4 credit hours**

In this course students complete their culminating doctoral project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. Students will finalize and submit a scholarly manuscript for publication; they will participate in a poster presentation to the community. They will submit a doctoral portfolio that includes specific doctoral assignments as evidence of advanced preparation.

### **OCHT 7460 - Practice Competency: Certification Exam Prep Course** **1 credit hour**

Students will attend a two-day course that will provide information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic requirement to establish competency for entry-level practice prior to graduation.

## Certificate in Public Health

All OTD students will be required to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health has been previously awarded. These classes are offered online beginning in the fall of the Year 2 OTD. The additional courses are included in the OTD tuition fee. There will not be any tuition reimbursements if you have already been awarded a MPH degree.

Program Caveat: ASHS-OTD Program reserves the right to require students with a Master's in Public Health to complete courses in the Certificate in Public Health to fulfill the OTD degree requirements.

### **HLTH 6500 - Behavioral Sciences and Health Education Concepts** **3 credit hours**

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.

### **PUBH 5000 - Introduction to Public Health Concepts** **3 credit hours**

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.

### **PUBH 6100 - Identifying Community Health Needs** **3 credit hours**

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.

### **PUBH 7500 - Development of Community-Based Programs** **3 credit hours**

This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs.



# Physical Therapy, DPT

## Doctor of Physical Therapy (Residential)

Physical therapists are healthcare professionals who work to restore movement and function through direct treatment, education, consultation, and management of rehabilitation resources. Physical therapy means the examination, treatment, and instruction of human beings to detect, assess, prevent, correct, alleviate, and limit physical disability, movement dysfunction, bodily malfunction, and pain from injury, disease, and other bodily and mental conditions. This includes the administration, interpretation, and evaluation of tests and measurements of bodily functions and structures; the planning, administration, evaluation, and modification of treatment and instruction, including the use of physical measures, activities, and devices for preventive and therapeutic purposes; and the provision of consultative, educational, and other advisory services for the purpose of reducing incidents and severity of physical disability, movement dysfunction, bodily malfunction, and pain.

The entry-level Doctor of Physical Therapy (DPT) program is a post-baccalaureate program that requires completion of didactic and clinical coursework, including a capstone project.

### Program Mission Statement

Advance the profession of physical therapy and the health of society by: Promoting learners who embrace whole person healthcare through the integration of body, mind, and spirit.

Engaging the community through interprofessional service and community partnerships.

Serving the profession through local and national advocacy and leadership.

Contributing to the body of knowledge through scholarship.

### Length of Program

The DPT entry-level program is a three-year degree program. Students are required to complete a minimum of 142 semester credit hours to obtain the degree. The curriculum plan includes 55 required courses (including two comprehensive practical exams and the final comprehensive written exam).

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee
Class of 2025, year 1	\$39,194	\$1,150	\$176
Class of 2024, year 2	\$39,194	\$1,150	
Class of 2023, year 3	\$37,688	\$1,150	\$210

Class of 2025, year 1	\$39,194	\$1,150	\$176
Class of 2024, year 2	\$39,194	\$1,150	
Class of 2023, year 3	\$37,688	\$1,150	\$210

## Admissions

### Application Process

ATSU-ASHS' residential DPT program participates in a centralized application processing service called the Physical Therapist Centralized Application Service (PTCAS). PTCAS provides a web-based service that allows applicants to submit a single application to multiple participating PT programs. All official transcripts and letters of reference are sent directly to PTCAS as part of the application process.

Applications may be obtained through PTCAS at [www.ptcas.org](http://www.ptcas.org). Questions regarding the PTCAS account may be directed to PTCAS at 617.612.2040 or by email at [ptcasinfo@ptcas.org](mailto:ptcasinfo@ptcas.org). All other questions should be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

Applicants meeting the minimum GPA requirements will be invited by ATSU via email to submit a secondary application. This application, in addition to a \$70 application fee, must be submitted to ATSU for admission consideration.

### Application Deadline

The deadline to apply with PTCAS for the ATSU-ASHS residential DPT program is December 16. Program enrollment is based on rolling admissions. Applicants are encouraged to apply early.

### Admission Requirements

Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.

- Applicants must have achieved a minimum 2.80 cumulative GPA and a 2.80 prerequisite GPA on a 4.0 scale. These GPAs are calculated and reported by PTCAS. The ATSU Admissions Department does not recalculate GPAs.
- Applicants must have earned a baccalaureate degree.
- Applicants must complete all pre-requisite courses prior to the start of school. Applicants with four or more outstanding pre-requisites will not be considered for admission. Applicants must show proof of enrollment in any pending pre-requisite courses by the end of the Spring quarter.
  - Biology/Anatomy – Two courses in Human Anatomy and Human Physiology, each including lecture and lab (two semesters or quarters of lecture and lab). Example: Human Anatomy and Physiology I and II, Human Anatomy and Human Physiology, all with lecture and lab.
  - Biology/Zoology – Two courses in Biology/Zoology, each including lecture and lab (two semesters or quarters of lecture and lab). Examples: General Biology I and II, Genetics, Molecular, Cellular and Microbiology, all with lecture and lab.
  - General Chemistry – Two courses in Chemistry, each including lecture and lab. (two semesters or quarters of lecture and lab). Examples: General Chemistry I and



II, Organic Chemistry, Inorganic Chemistry, all with lecture and lab.

- Physics – Two courses in Physics, each including lecture and lab (two semesters or quarters of lecture and lab). Examples: General Physics I and II, or College/University Physics I and II all with lecture and lab.
  - Statistics – One course, minimum of 3 semester/4 quarter hours. Examples: Applied Statistics, Elements of Statistics, and Statistics of Bio.
  - Psychology – Two courses: One abnormal psychology and one either lifespan developmental or child psychology, minimum of 6 semester/9 quarter hours. No substitutes accepted.
  - Exercise Physiology – One course, minimum of 3 semester/4 quarter hours.
4. Official transcripts for all college level courses must be submitted directly from the institution to PTCAS.
  5. Applicants are required to obtain a minimum of 30 contact hours with a physical therapist in a variety of physical therapy settings prior to application submission. Exposure to multiple types of physical therapy practices such as, geriatrics, pediatrics, neurology and orthopedics is desired, and a consideration in the decision to offer admission. Students may contact hospitals, nursing homes and outpatient physical therapy clinics to meet the required observation hours. Observation hours do not have to be verified.
  6. Applicants must submit Graduate Record Examination (GRE) Scores. Scores older than three years prior to admission year will not be accepted.
    - The GRE general test Code for ATSU-ASHS is 7695 listed under Arizona on the ETS website.
    - Applicants are required to have a minimum GRE of 140 for verbal and quantitative as well as a 3.5 on the writing score.
  7. Letters of References: Specific information regarding letters of reference can be found in PTCAS. For the secondary application, applicants only need to supply the name of the references listed in the primary PTCAS application.

Applicants who are considered potential candidates may be required to participate in an applicant interview process. Personal interviews are conducted both on-site and by video conference. Dates are not released prior to reviewing an applicant's application.

## Priority Consideration Agreements

ATSU-ASHS maintains admission agreements with Arizona State University (ASU), Grand Canyon University (GCU), Truman State University (TSU) and Chaminade University of Honolulu. More information on these admission agreements may be found at [http://www.atsu.edu/ashs/programs/physical\\_therapy/articulationagreements.htm](http://www.atsu.edu/ashs/programs/physical_therapy/articulationagreements.htm).

## Minimal Technical Standards

### Introduction

The Doctor of Physical Therapy program at A.T. Still University has a responsibility to the public to assure that its graduates are prepared to become fully competent and caring physical therapists. In order to fulfill this obligation, physical therapy students must safely and competently demonstrate the

technical standards described in this document as well as in individual course requirements.

Technical standards (also called competencies) refer to the physical, mental, and emotional abilities, skills, attitudes and behaviors that comprise physical therapist practice and are required for admission, retention, and graduation. The student must possess and demonstrate the program qualifications and entry-level proficiency in all six of the technical standards below to achieve satisfactory completion of the curricular requirements. Entry-level proficiency is defined as the minimum knowledge, skills and abilities to practice independently, competently, legally, ethically, and safely as a licensed physical therapist. Technical standards must be demonstrated throughout the entire ATSU community including in the classroom, laboratories, off-campus professional activities, and clinical settings.

ATSU Doctor of Physical Therapy Physical Therapy students must meet all of these standards with or without reasonable academic adjustments (accommodations). Reasonable academic adjustments may be required by otherwise qualified individuals with disabilities to meet these standards. It is the responsibility of the student to request disability-related academic adjustments. The University will provide necessary academic adjustments as long as they do not fundamentally alter the nature of the program offered, do not impose an undue administrative or financial burden, and are not unduly disruptive to the educational process. The program uses independent clinical education sites that may or may not be able to offer the same academic adjustments that are made available by ATSU. Students who have questions regarding disability-related academic adjustments, or who wish to make a request, should contact Learning & Disability Resources ([disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), 480.245.6248).

If it becomes apparent that either: a) the student cannot meet the technical standards even with academic adjustments; or b) the requested academic adjustment(s) would fundamentally alter the nature of the Doctor of Physical Therapy Program at ATSU or the practice of physical therapy in ATSU clinical education placements; or c) create a significant risk of harm to the health or safety of others, then an offer of admission may be withdrawn or a matriculated student may no longer be qualified for the program.

## Competencies

A brief description of each competency is provided below. Additional details are outlined in individual course requirements, and in the Department, School of Health Sciences and University catalog and student handbooks/manuals.

### Professional

Physical Therapy students are expected to abide by the APTA Code of Ethics, APTA Guide for Professional Conduct, and demonstrate the behaviors outlined in the APTA Core Values.

### Cognitive

Physical Therapy students must possess the intellectual, conceptual, perceptual, integrative and quantitative abilities necessary to independently problem-solve effectively during the patient/client management process. To achieve entry-level proficiency, students must progress from the basic skills of memorization, comprehension, and application to the advanced skills of analysis, synthesis and evaluation in order to discern the nature of and to develop and implement a plan of care for a

patient/client's actual or potential impairments, activity limitations and participation restrictions. Students also must be able to measure and calculate as well as use data collected to formulate and test hypotheses. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Students must have the ability to communicate proficiently in English in both written and oral forms in a timely manner under high paced stressful environments.

### **Physical**

Physical Therapy students must be able to independently accomplish the physical demands of the work performed by physical therapists which are categorized as "medium" in difficulty. "Medium work" is defined as: "Exerting 20 to 50 pounds of force occasionally, or 10 to 25 pounds of force frequently, or greater than negligible up to 10 pounds of force constantly to move objects." (Department of Labor)  
The physical therapy student also must possess the physical and sensorimotor abilities (including gross motor and fine motor skills, vision, hearing, and tactile and proprioceptive awareness) to perform the patient/client management elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner. This includes possessing the physical abilities to conduct required examination and treatment procedures while assuring the student's own safety and that of the patient.

### **Affective**

Physical Therapy students must possess the emotional health required for full utilization of their intellectual abilities; the exercise of good judgment; the prompt completion of assignments and other responsibilities necessary for the didactic and clinical coursework within the program as well as to those, necessary to the diagnosis and care of patients. Students must acknowledge and respect individual differences by demonstrating mature, sensitive, and effective relationships with others including, but not limited to, peers, instructors, staff, patients and all members of the healthcare team. In addition, students must be able to tolerate physically, intellectually, and emotionally demanding challenges and workloads and be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the rigors of the academic professional program and in dealings with peers, instructors, staff, and patients. Compassion, maturity, integrity, ethics, concern for others, interpersonal skills, interest, and motivation are all required personal qualities.

### **Communicative**

Physical therapy students must be able to communicate through nonverbal, verbal and written forms of communication. Students must be able to speak, hear and observe patients in the English language in order to elicit information; examine and treat patients; describe changes in mood, activity and posture; and perceive nonverbal communication. Student's communication, both verbal and non-verbal, must be sensitive, effective, and efficient with peers, instructors, staff, patients, and all members of the university and healthcare team.

### **Statement of Agreement**

I have read the above document and have sought clarification where needed. I understand that I must meet all competencies described above, with or without academic adjustments, in order to be qualified for admission, promoted to the subsequent terms, and to achieve eligibility for graduation from the ATSU Doctor of Physical Therapy program.

## **Graduation Requirements**

To earn a Doctor of Physical Therapy degree in the residential program, all students must:

1. Pass all prescribed didactic and clinical courses, including completion of a capstone project, with a minimum grade of 'C' and a minimum GPA of 2.5
2. Pass all practical and written comprehensive exams
3. Attend commencement activities

## **Curriculum**

During the first year, students build on their prerequisite coursework through courses in the basic sciences and introductory courses in patient care and therapeutic exercise. As the year progresses, the students are introduced to clinical courses in the areas in both musculoskeletal and neurologic rehabilitation. Additionally, students begin core courses in critical inquiry covering evidence-based practice, research design, and statistics. They also begin coursework in professional practice that will continue throughout the curriculum. The first year ends with the first full-time clinical experience. In the second year students continue with clinical courses in both the musculoskeletal and neurological rehabilitation areas. They progress into courses focusing on special populations and then finish with seminar courses aimed to assist with integration of concepts and a holistic approach to patient care. Students are introduced to the capstone project options and begin working toward completion of an applied research project. During the third year, students continue work on their capstone projects while completing three full-time internships and participating in virtual grand rounds.

## **Courses: Descriptions and Credit Values**

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.



### **First Year Fall Semester**

#### **ASHS 6100 - Human Anatomy I**

##### **4 credit hours**

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the head, neck, back, thorax and abdomen.

#### **ASHS 6200 - Human Anatomy II**

##### **4 credit hours**

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the pelvis, perineum, lower extremity and upper extremity.

#### **DPTR 7101 - Biomechanical Foundations of Movement I**

##### **2.5 credit hours**

A study of the mechanical and biophysical principles of

movement in humans. Techniques of analysis with qualitative and quantitative measures of movement is included. Laboratory required. Co-requisite: ASHS 6100

### **DPTR 7110 - Professional Practice I**

#### **1 credit hour**

This course will focus on guiding the professional development of future clinicians. Emphasis will be placed on leadership and coaching skills, emotional intelligence, and social competence. Emphasis is on ethical decision making, introduction to the professional association, and leadership.

### **DPTR 7112 - Educational Theory and Practice**

#### **2 credit hours**

In this course students will discuss the theoretical frameworks of teaching and learning and their application to patient education. Development of educational interventions and methods to facilitate adherence will be discussed.

### **DPTR 7114 - Documentation and Clinical Reasoning**

#### **2 credit hours**

This course includes an overview of a clinical reasoning model and introduction to the basic concepts and components of effective physical therapy documentation. ATSU Clinical Reasoning Model will be introduced and utilized throughout the class. How to document an examination, evaluation, progress note, and interim/daily note will be covered. Practice of interview skills and writing all note types will also be used. Laboratory required.

### **DPTR 7116 - Therapeutic Exercise I**

#### **2.5 credit hours**

This first therapeutic exercise course provides students with foundational knowledge and skills related to therapeutic exercise. Students will learn how to prescribe aerobic, resistance, range of motion, stretching, and neuromuscular coordination exercises to adults as part of physical therapy patient management. Laboratory required. Co-requisites: DPTR 7101, DPTR 7112

### **DPTR 7118 - Basic Patient Care Skills**

#### **2.5 credit hours**

This course includes the rationale and skills necessary for rehabilitation personnel to deliver basic patient care. The course includes blood-borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, sterile procedure and isolation techniques, wheelchair handling, and ambulation with assistive devices, adaptive equipment, and basic patient care equipment. Laboratory required.

### **DPTR 7180 - Integrated Clinical Education Experience I**

#### **1 credit hour**

A part-time, collaborative clinical experience, under direct supervision of a licensed Physical Therapist. Students are expected to integrate the current fall semester curriculum into the clinical learning with emphasis on interpersonal skills, documentation, and foundational tests and measures. Co-requisites: ASHS 6100/6200, DPTR 7101, DPTR 7112, DPTR7114, DPTR 7116

### **DPTR 7211 - Applied Human Physiology**

#### **2.5 credit hours**

A sound scientific basis for clinical practice is provided through this review of applied human physiology, with an emphasis on normal physiology and homeostasis. Principles of muscle physiology and metabolism, energy expenditure, cardiopulmonary physiology, renal physiology, fluid dynamics and endocrinology will be discussed, with examples of responses to exercise and disease. Prerequisites: ASHS 6100, DPTR 7101 Corequisite: ASHS 6200

### **DPTR 7201 - Biomechanical Foundations of Movement II**

#### **2.5 credit hours**

A study of the mechanical and biophysical principles of movement in humans. Techniques of analysis with qualitative and quantitative measures of movement is included. Laboratory required. Prerequisites: ASHS 6100, DPTR 7101 Corequisite: ASHS 6200

### **DPTR 7221 - Psychological and Social Aspects of Illness and Disability**

#### **1 credit hour**

A study of the psychological, social, and emotional aspects of illness and disability. Students will explore the biopsychosocial model with attention to its health related implications at the level of the person, family, and society. Students will examine the interaction between mental state, health concerns, and illness for both their patients and themselves, discussing the need for clinician wellness in order to provide compassionate care.

### **First Year Spring Semester**

### **DPTR 7302 - Pathophysiology**

#### **2.5 credit hours**

This course involves the study of basic pathophysiological processes in disease and trauma including inflammation, immunity, and neoplasms. Additionally, diseases and conditions of the major organ systems are presented with implications of the relationship between pathology and the signs/symptoms of disease for the physical therapist in multiple settings throughout the spectrum of care. ASHS 6100, ASHS 6200, DPTR 7211

### **DPTR 7316 - Therapeutic Exercise II**

#### **2.5 credit hours**

This second therapeutic exercise course will prepare students to prescribe therapeutic exercise to improve impairments in muscle performance, joint mobility, flexibility, and movement coordination of the extremities and spine. Students will also learn how to use therapeutic exercise to improve common activity limitations. Laboratory required. Pre-requisites: ASHS 6200, DPTR 7116, DPTR 7201

### **DPTR 7323 - Clinical Gait Analysis**

#### **1.5 credit hours**

This course is a study of the components of normal gait, methods of observational gait analysis, and strategies of problem solving for various gait deviations. Laboratory required. Prerequisites: DPTR 7201

### **DPTR 7320 - Neuroscience and Neural Conditions**

#### **6 credit hours**

This course provides in-depth study into the anatomy and physiology of the nervous systems with an emphasis on the

etiology, pathophysiology, diagnosis, and medical management of neurological diseases and conditions. Pre-requisites: ASHS 6100, ASHS 6200

### **DPTR 7330 - Musculoskeletal I**

#### **2.5 credit hours**

This introductory musculoskeletal course will provide the student with foundational knowledge and skills related to examination, evaluation, diagnosis, prognosis, and interventions for patients with musculoskeletal conditions. This course will provide the student with a framework for clinical reasoning and a baseline skill set that will be built upon in other musculoskeletal courses in the doctor of physical therapy curriculum. Laboratory required. Prerequisites: DPTR 7201, DPTR 7116 Corequisite: DPTR 7316

### **DPTR 7350 - Critical Inquiry I**

#### **3.5 credit hours**

This course will enhance student understanding of the most common research designs, methodologies, and statistics employed in the physical therapy literature. With this knowledge the student will develop the skills necessary for implementation of evidence-based physical therapy practice including development of clinical questions, searching the literature, critical appraisal and application of the literature to various patient scenarios. Progression to "real time" application occurs throughout the course.

### **DPTR 7380 - Integrated Clinical Education Experience II**

#### **0.5 credit hours**

A part-time community experience where students participate in interdisciplinary teams, delivering the Matter of Balance class to community members using foundational principles of teaching and learning. Pre-requisite: DPTR 7112

### **DPTR 7390 - Comprehensive Practical I**

#### **0 credit hours**

This represents the first comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam including content previously covered including but not limited to basic patient care skills, beginning screening techniques, gait, therapeutic exercise, manual muscle testing, range of motion assessment, patient education, and appropriate documentation. Prerequisites: All first year fall courses. Corequisites: First year, first session spring courses

### **DPTR 7420 - Therapeutic Modalities**

#### **2 credit hours**

This course provides an understanding of the theory and application of the therapeutic modalities as part of a physical therapy intervention to facilitate the healing process. Modalities included are electrical, thermal, sound, electromagnetic, mechanical, and therapeutic massage. Laboratory required. Prerequisites: ASHS 6200, DPTR 7201, DPTR 7211, DPTR 7302

### **DPTR 7430 - Musculoskeletal II**

#### **2.5 credit hours**

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the lumbopelvic region. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for lumbopelvic conditions. In lab students will practice examination

and intervention skills for lumbopelvic conditions. Laboratory required. Prerequisites: DPTR 7316, DPTR 7330

### **DPTR 7440 - Rehabilitation I**

#### **2.5 credit hours**

This is the first course in a series of courses covering management of adults with impairments, activity limitations and participation restrictions resulting from a disorder, disease or trauma who require multicomponent rehabilitation to improve function. Foundation knowledge of a conceptual framework for clinical practice, theories of motor control and motor learning, examination skills, and manual techniques to improve movement control are emphasized. Laboratory required. Prerequisites: DPTR 7316 Corequisite: DPTR 7320

### **DPTR 7499 - Differential Diagnosis**

#### **2 credit hours**

This course focuses on the study of clinical management of common diseases throughout multiple systems with emphasis on diagnosis, prognosis, medical and rehabilitation management for the physical therapist. An introduction to imaging will also be included to provide an understanding of physical therapists' role in interpreting imaging. Prerequisite: DPTR 7211, DPTR 7302, DPTR 7330

### **DPTR 7580 - Clinical Education Experience I**

#### **4 credit hours**

The first, full-time clinical education experience four-week, full-time clinical rotation under the direct supervision of a licensed physical therapist. Over the four weeks, the student will be expected to apply physical therapy principles learned in the first semesters of their classroom work, including gait analysis, patient education, basic therapeutic exercise, documentation, clinical reasoning, basic patient care skills and research. Prerequisites: All first year courses

## **Second Year Fall Semester**

### **DPTR 8130 - Musculoskeletal III**

#### **2.5 credit hours**

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the lower extremity. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for lower extremity conditions. In lab students will practice examination and intervention skills for lower extremity conditions. Laboratory required. Prerequisites: DPTR 7323, DPTR 7430

### **DPTR 8140 - Rehabilitation II**

#### **3 credit hours**

This course is the second course in a series of courses on management of adults requiring multicomponent rehabilitation to improve function. This course focuses on evaluation and intervention for individuals with brain injury or disease. Laboratory required. Prerequisites: DPTR 7118, DPTR 7320, DPTR 7323, DPTR 7440

### **DPTR 8145 - Human Development**

#### **3 credit hours**

This course provides an in-depth study of developmental changes from prenatal through early adulthood. Emphasis is on a systems approach with a focus on the physical, sensory, gross and fine motor changes that take place with typical development. Laboratory required. Pre-requisites: DPTR 7320, DPTR7323, DPTR 7440



### **DPTR 8150 - Critical Inquiry II**

#### **2.5 credit hours**

Students will explore and critically evaluate the literature in a topic area of interest. They will apply the literature to clinical questions using the stages of evidence-based practice, and then will develop research questions and designs to address issues identified in their literature searches. Prerequisites: DPTR 7350

### **DPTR 8160 - Cardiopulmonary Rehabilitation**

#### **3 credit hours**

This course covers the pathology, tests and measures; and the assessments, interventions, and evaluation for cardiopulmonary diseases and conditions commonly encountered in physical therapy settings. Laboratory required. Prerequisites: DPTR 7118, DPTR 7211, DPTR 7302, DPTR 7316

### **DPTR 8230 - Musculoskeletal IV**

#### **2.5 credit hours**

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the cervical and thoracic spine. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for cervical and thoracic conditions. In lab students will practice examination and intervention skills for cervical and thoracic conditions. Laboratory required. Prerequisites: DPTR 8130

### **DPTR 8240 - Rehabilitation III**

#### **2.5 credit hours**

This course is the third course in a series of courses on management of adults requiring multicomponent rehabilitation to improve function. This course focuses on evaluation and intervention for individuals with conditions such as spinal cord injury, Parkinson's Disease, Multiple Sclerosis, motor neuron diseases, vestibular disorders, and amputation. Laboratory required. Prerequisites: DPTR 8140

### **DPTR 8245 - Pediatrics**

#### **3.5 credit hours**

This course covers assessment and treatment of individuals with developmental and acquired disabilities from birth through 18 years of age. Clinical reasoning is emphasized within early intervention, public school, home, and clinic settings. Laboratory required. Prerequisites: DPTR 8140, DPTR 8145

### **DPTR 8260 - Acute Care**

#### **3.0 credit hours**

The course includes an in-depth study of the role of the physical therapist in the acute care setting. Emphasis is on patient care management and clinical decision-making, establishing appropriate plan of care, goal setting, and treatment design, interdisciplinary communication and collaboration, PT role in the emergency department and ICU, and discharge planning. Laboratory required. Prerequisites: DPTR 8140, DPTR 8160

## **Second Year Spring Semester**

### **DPTR 8320 - Imaging**

#### **2 credit hours**

This course exposes students to radiologic and other imaging techniques and includes the theory and application of imaging in the rehabilitation setting. Prerequisites: ASHS 6200, DPTR 7420 Corequisite: DPTR 8330

### **DPTR 8323 - Organization and Management of Practice Settings**

#### **2 credit hours**

This course covers the principles of organization, management, and reimbursement of health profession practices. The topics covered include issues in healthcare management, health care insurance, organization socialization and culture, management responsibilities and current real world issues. Prerequisite: DPTR 7110

### **DPTR 8330 - Musculoskeletal V**

#### **2.5 credit hours**

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the upper extremity. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for upper extremity conditions. In lab students will practice examination and intervention skills for upper extremity conditions. Laboratory required. Prerequisites: DPTR 8230

### **DPTR 8339 - Pain Management**

#### **1.5 credit hours**

A study of the clinical management of acute and chronic pain through pharmaceutical, surgical, and conservative methods. Prerequisites: DPTR 7221, DPTR 7320, DPTR 8230 Corequisite: DPTR 8330

### **DPTR 8345 - Geriatrics**

#### **2.5 credit hours**

The study of geriatric physical therapy, including age-related changes in body structure and function, assessment and intervention of impairments, and activity limitations and participation restrictions resulting from common conditions associated with aging. Considerations of personal and environmental factors influencing healthy aging and impacting provision of physical therapy for older adults are covered. Laboratory required. Prerequisites: DPTR 8240

### **DPTR 8360 - Wound Management**

#### **2 credit hours**

This course covers the evaluation and intervention for acute and chronic wounds, including burns, surgical, vascular, pressure, and neuropathic ulcers. Incorporating debridement, dressings, and modalities in the plan of care will be emphasized. Laboratory required. Prerequisites: DPTR 7211, DPTR 7302, DPTR 7420

### **DPTR 8380 - Integrated Clinical Education Experience III**

#### **0.5 credit hours**

A part-time collaborative clinical experience under direct supervision of a licensed Physical Therapist. Students are expected to apply physical therapy principles previously learned and/or currently being delivered in the didactic and laboratory curriculum. Prerequisites: DPTR 7580, and all second year fall semester courses

### **DPTR 8411 - Professional Practice II**

#### **2.0 credit hours**

This course will establish a familiarity and knowledge of other health care professions applicable to physical therapy practice. Emphasis is on the practice of professional communication,



team development, and building credibility and trust in the health care venue. Prerequisite: DPTR 7110

### **DPTR 8425 - Management of Gender-specific Issues**

#### **2.5 credit hours**

This course covers the evaluation and intervention for gender-specific health care issues. Pelvic floor dysfunction (incontinence, pelvic pain, and pelvic organ prolapse), antepartum and postpartum care, breast health, testicular and prostate health, menopause, lymphedema, disability and sexuality, intimate partner violence, cardiovascular disease in women, and the female athlete triad will be discussed.

### **DPTR 8430 - Musculoskeletal Seminar**

#### **2.5 credit hours**

This musculoskeletal course will prepare students to synthesize their knowledge and skills related to the physical therapy management of patients with musculoskeletal conditions. Students will apply their clinical reasoning knowledge and skills to case discussions, and practice examination and intervention skills in lab. Laboratory required. Prerequisites: DPTR 8330 Corequisites: DPTR 8440, DPTR 8499

### **DPTR 8440 - Neurorehabilitation Seminar**

#### **2.5 credit hours**

This neurorehabilitation course will prepare students to synthesize their knowledge and skills related to the physical therapy management of patients with neurological conditions. Students will apply their clinical reasoning knowledge and skills to case discussions, and practice examination and intervention skills in lab. Laboratory required. Prerequisites: DPTR 8240 Corequisites: DPTR 8430, DPTR 8499

### **DPTR 8490 - Comprehensive Practical II**

#### **0 credit hours**

This is the second comprehensive practical in the program. The student will be expected to complete and successfully pass a comprehensive practical exam including content previously covered including but not limited to examination, evaluation, and intervention of neuromusculoskeletal impairments and associated activity limitations and appropriate documentation. Prerequisites: DPTR 7390 and all year two fall semester and first session spring semester courses Corequisites: All year two, second session spring semester courses

### **DPTR 8491 - Service Learning Project**

#### **0 credit hours**

Students must participate in an approved service learning project under the mentorship of a physical therapy faculty member. Students engage in preparatory meetings and participate with individuals in the community providing assessment and assistance as determined by the nature of the project. Each student must write a reflection on lessons learned and the overall meaning of the experience

### **DPTR 8499 - The Complex Patient**

#### **1.5 credit hours**

Students will explore strategies for managing patients who present with complex medical and/or psychosocial issues. Case study examples will create the framework for exploring the continuum of care for these types of patients. Prerequisites: All

course in all previous semesters/sessions Corequisites: DPTR 8440, DPTR 8430

## **Third Year**

### **DPTR 9150 - Virtual Grand Rounds**

#### **1 credit hour**

This course is designed to take evidence-based practice into the clinic while students are completing a clinical internship experience. Students will be expected to pose appropriate clinical questions, perform literature searches to help answer the clinical question, analyze and discuss the relevant research, and formulate a clinical decision based on the available evidence, the patient perspective, and clinical expertise regarding patients they are seeing in their clinical internship. Prerequisites: All courses in the first two years of the curriculum Corequisites: DPTR 9180, DPTR 9280, or DPTR 9380

### **DPTR 9180 - Clinical Education Experience II**

#### **10 credit hours**

The first full-time terminal clinical education experience. A ten-week, full-time clinical internship under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

### **DPTR 9190 - Comprehensive Exam**

#### **0 credit hours**

Students are required to pass a Comprehensive Written Examination as a condition of graduation. This course helps students fulfill this requirement. Prerequisites: All courses in the first two years of the curriculum.

### **DPTR 9251 - Applied Research Project**

#### **2 credit hours**

The student will participate in research and manuscript preparation under faculty direction. The student is expected to submit the completed manuscript, as well as project supporting documents (IRB approval, literature review, data collection forms and participant data) at the completion of the course. Prerequisites: DPTR 8150

### **DPTR 9280 - Clinical Education Experience III**

#### **10 credit hours**

The second full-time terminal clinical education experience. A ten-week, full-time clinical internship under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

### **DPTR 9380 - Clinical Education Experience IV**

#### **10 credit hours**

The third full-time terminal clinical education experience. A ten-week, full-time clinical internship under the supervision of a licensed professional. During the ten-week experience, the

student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

## **Other Courses**

### **DPTR 7501 - Directed Studies**

#### **1-3 credit hours**

Students will participate in a customized course under the direction of a faculty member to cover needed content within the program. Specific content covered will vary by situation and credit hours assigned.

# Physical Therapy [Post-professional], DPT

## [Post-professional] Doctor of Physical Therapy (Online)

A.T. Still University's (ATSU) Post-professional Doctor of Physical Therapy, often referred to in the United States as a transitional program, is a custom degree program configured around the unique needs of each practicing professional, offering maximum flexibility and a full team of support. Offered through ATSU's Arizona School of Health Sciences, the online physical therapy degree offers curriculum plans that are personalized and student-centric, based on one-on-one assessments of personal experience. Classes can be completed one-at-a-time, as practice and personal life requires, or doubled-up to accelerate degree completion.

ATSU's Post-professional Doctor of Physical Therapy program is designed for those who desire to maintain their relevancy while they continue practicing in the discipline of physical therapy. You will accomplish this as standards are elevated to doctoral status per the 2020 vision set forth by the American Physical Therapy Association (APTA).

## Length of Program

The Post-professional Doctor of Physical Therapy program is typically completed within 1.5 to 2 years, dependent upon the individual's plan of study and consists of a blend of advanced and required credits totaling 64 quarter credits. Each quarter credit is equivalent to .67 semester credits.

## Tuition

Payment in full is due prior to the start of the program or per the admissions agreement on an installment schedule. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Degree Seeking (matriculating in fiscal year 2022-2023)	\$12,282	
Non-Degree Seeking	\$565 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Applicants will need to create an account at <https://apply.atsu.edu> for access to the online application. Instructions are included on how to complete the application and submit all required documentation. If you have any questions regarding the online application, please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu).

## Application Deadline

Post-professional Doctor of Physical Therapy applications may be submitted at any time during the academic year and are processed on a rolling admissions basis. Applications are processed routinely to ensure that all class openings are filled for the beginning of each quarter.

## Admission Requirements

Applicants for admission to the Post-professional Doctor of Physical Therapy online program must meet the following requirements prior to matriculation.

- Applicants are required to meet all ATSU and ASHS general admission requirements.
- Minimum physical therapy professional program grade point average of 2.70 on a 4.0 scale.
  - If a 2.70 GPA is not met, refer to Non-Degree Seeking Pathway.
- Applicants will have earned a bachelor's degree or higher in physical therapy from a regionally accredited college or university.
  - Applicants who have graduated from a university outside the United States or Canada must provide an official physical therapy degree equivalency evaluation for admission or copy of the official letter from the licensing board showing professional deficiencies for the non-degree seeking applicant. This evaluation report must state the physical therapy degree earned abroad is equivalent to the physical therapy degree in the United States or Canada. This evaluation will be paid for by the prospective student. We highly encourage applicants to speak to one of our admission counselors or program representative prior to ordering a credential evaluation report. The following are the only credentialing agencies accepted by the Post-professional DPT program in determining degree equivalency:
    - Foreign Credentialing Commission on Physical Therapy
    - International Consultants of Delaware
    - International Education Research Foundation, Inc
    - World Education Services
    - International Credentialing Associates
    - Canadian Alliance of Physiotherapy Regulators
    - Commission on Graduates of Foreign Nursing Schools
    - University of Texas at Austin (non-degree seeking applicants only)
- Applicants will submit official transcripts from all educational institutions attended where a degree was conferred.
  - Additional transcripts from graduate coursework not leading to a degree may be submitted for advanced credit consideration.
- Applicants will submit proof of licensure, registration, certificate, or professional recognition of eligibility to practice as a physical therapist.
- Recommendation letters from three professional colleagues must be submitted.
  - Recommendation letters should be addressed to the Admissions Committee and signed by the author of the recommendation letter.
  - If the recommendation is in email form, a printed copy of the email including where the email originated (the author's email address) and date sent should be seen on the printed copy.
- Applicants will submit an Expanded Portfolio. Specific directions on how to complete the portfolio may be found

at: <https://www.atsu.edu/pdf/transitional-physical-therapy-portfolio-directions.pdf>

5. Applicants will fill out the Employer Verification form for their employer to sign. The signed Employer Verification form must be submitted from a current or former employer within the past 10 years. For applicants who are self-employed, a colleague can sign the form.
6. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
  - Option 1: English is your first language.
  - Option 2: Graduated from a regionally accredited four-year university or college in the United States (minimum BA or BS degree)
  - Option 3: You are demonstrating English proficiency by submitting acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL)
    - IELTS: 6.5
    - TOEFL paper-based total score = 550
      1. Minimum 56 on Reading Skills
      2. Minimum 61 on Writing Skills
    - TOEFL computer-based total score = 213
      1. Minimum 22 on Reading Skills
      2. Minimum 26 on Writing Skills
    - TOEFL internet-based total score = 80
      1. Minimum 21 on Reading Skills
      2. Minimum 24 on Writing Skills

### ***Non-Degree Seeking Pathway***

Non-degree seeking status may be granted to applicants with a cumulative GPA below 2.70. Students who achieve an A or B letter grade in the following two courses may subsequently apply for admission to the Post-professional DPT program.

- HP805 tDPT Foundations (1 credit)
- HP811 EBP 1 (2 credits)
- Courses must be taken sequentially

Additional requirements are listed on the program website and catalog. Admission is not guaranteed by meeting the requirements above.

### **Advanced Standing Admission**

See the Advanced Credit section of the ASHS General Admissions Requirements.

## **Graduation Requirements**

To earn a Doctor of Physical Therapy from the online post-professional program, all students must:

1. Complete all prescribed didactic and clinical courses and the capstone project (if required).
2. Pass all courses with a minimum grade of 'C' and maintain a 2.70 grade point average on a 4.0 scale.
3. Attending commencement is not required but highly recommended.

## **Curriculum**

The curriculum offers a full spectrum of educational opportunities whose content meets or exceeds that described by the American Physical Therapy Association's (APTA) Preferred Curricular Guide for the tDPT Program. We offer many courses including, but not limited to, differential diagnosis,

radiology and imaging, evidence-based practice, and pharmacology.

## **Non-Degree Option - online**

This option is designed for physiotherapists who were trained in countries outside the United States and are in the process of completing U.S. licensure requirements or degree equivalency for the first professional degree in the United States. There are many online Post-Professional Doctor of Physical Therapy online courses, which help meet professional deficiencies as determined by one of the approved credentialing agencies:

- Foreign Credentialing Commission on Physical Therapy
  - International Consultants of Delaware
  - International Education Research Foundation, Inc
  - World Education Services
  - International Credentialing Associates
  - University of Texas at Austin (Credential reviews for Texas only)
  - Canadian Alliance of Physiotherapy Regulators
  - Commission on Graduates of Foreign Nursing Schools
- Non-degree students may complete a maximum of 18 quarter credits while enrolled in the program. HP805 tDPT Foundations is a prerequisite course for all courses in the program, and it cannot be taken at the same time with another course. Clinical internships are not offered.

### **Non-Degree Program Admission Requirements**

Applicants for admission to the Post-professional Doctor of Physical Therapy non-degree online program must meet the following requirements prior to matriculation.

1. Copy of credentialing evaluation for equivalency of degree, or copy of official letter from licensing board showing professional deficiencies.

This is not applicable to those applying to the Non-degree Seeking Pathway of the Post-professional DPT program. See requirements as noted in the Non-Degree Seeking Pathway section.

2. Applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. Written and spoken proficiency in the English language may be demonstrated by one of the following options:
  - Option 1 - English is your first language learned.
  - Option 2 - Graduated from a regionally accredited four year university or college in the United States (minimum BA or BS)
  - Option 3 - You are demonstrating your English proficiency by submitting acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL).

Acceptable minimal scores for ASHS applications are:

1. IELTS: 6.5
2. TOEFL
  - Paper based total score = 550
    - Minimum of 56 on Reading Skills section
    - Minimum of 61 - 62 on Writing Skills section
  - 1. Computer based total score = 213
    - Minimum of 22 on Reading Skills section
    - Minimum of 26 on Writing Skills section
  - 2. Internet based total score = 80
    - Minimum of 21 on Reading Skills section
    - Minimum of 24 on Writing Skills section

## Non-Degree Curriculum

The Doctor of Physical Therapy non-degree option offers multiple courses that meet educational deficiencies as determined by a credentialing evaluation. The deficiencies are reflective of necessary credit and/or content for specific state or jurisdictional licensing requirements.

## Courses: Descriptions and Credit Values

A course schedule, referred to as an academic degree plan (ADP) is individually determined by the professional experience and educational background demonstrated by each applicant. The ADP consists of a combination of courses listed below, which are represented as advance credit awarded and credit required for degree completion.

### HP 805 - tDPT Foundations

#### 1 credit hour

This course provides detailed instruction on the use of Canvas course platform, and an introduction to academic scholarly writing with proper APA formatting, including referencing/citation. An introduction to online literature searches using various medical databases is also taught in this course.

### HP 811 - Evidence-based Practice in Physical Therapy 1

#### 2 credit hours

Evidence-based, clinical decision-making skills are covered in this course including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experiences. This course is designed to provide the practicing therapist with knowledge and skills in critical inquiry including review and analysis of articles and writings in professional and medical journals and books. Literature review and data collection methods for professional literature will be included. Introduction to theory and use of evidence-based research in health care is discussed. Basic theories and practices of evidence-based practice will be applied to both acute and rehabilitation settings. Current health care research findings will be applied to diagnoses and interventions common to physical therapists. Participants will incorporate prior experience and knowledge in applying this topic to the delivery of physical therapy services in diverse settings. Students learn skills to locate and organize evidence using research databases. Prerequisite: HP 805

### HP 813 - Educational Theory and Practices

#### 2 credit hours

Teaching and learning theory, including discussions of teaching and learning as it applies to patients, clinical experiences, and formal educational settings are discussed. Evaluation and program development of educational components of practice are covered. Prerequisite: HP 805

### HP 814 - Issues in Diverse Populations and Settings

#### 3 credit hours

Communication and cultural competencies, including principles of professional communication of cultural competencies, conflict resolution, negotiation skills, networking and awareness of cultural differences are studied in this course. Students will study practice settings and patient/client groups from diverse populations, rural, and urban settings for their impact of healthcare. Prerequisite: HP 805

### HP 815 - Health and Wellness

#### 2 credit hours

This course includes discussion on the theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psychosocial, spiritual, and cultural considerations. Health risks, screening, and assessment considering epidemiological principles are emphasized. Risk reduction strategies for primary and secondary prevention, including programs for special populations are covered. The role of the physical therapist in prevention and wellness is stressed. Prerequisite: HP 805

### HP 834 - Delivery Systems, Legislation and Regulation

#### 2 credit hours

This course includes discussion of delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. Prerequisite: HP 805

### HP 835 - Reimbursement Systems, Issues, and Strategies

#### 2 credit hours

This course offers an introduction to provider reimbursement, focusing on criteria for establishing internal systems that meet governmental expectations regarding Medicare compliance, HIPAA anti-fraud regulations and Stark rules. Students will briefly survey the history of managed care and learn about the current managed care landscape. Students will also be introduced to the basic auditing practices and procedural guidelines for billing Medicare. Prerequisite: HP 805

### HP 836 - Business Planning

#### 2 credit hours

This course includes discussions on business planning, including strategic planning, financial management, personnel management, and physical resource management as it relates to the healthcare industry. A focus on the physical therapist as a professional corporation will be included. Prerequisite: HP 805

### PT 801 - Neuromuscular Physical Therapy

#### 3 credit hours

This course is designed to update the practicing physical therapist in current theory and issues underlying assessment and treatment of the adult patient with neurological injury/disease. Principles of motor control and motor learning will be studied. Normal posture control will also be covered. Current principles, tools, and strategies for assessment and treatment of impairments and functional limitations for individuals with specific neurological diagnoses will be covered, including pathologies of brain injury/disease, spinal cord injury/disease, vestibular pathology, Parkinson's disease, Multiple Sclerosis, Guillain-Barre Syndrome and Amyotrophic Lateral Sclerosis. Prerequisite: HP 805

### PT 802 - Musculoskeletal Physical Therapy

#### 3 credit hours

This course includes an updated study of normal and abnormal structures and function of the musculoskeletal system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses changes in treatment philosophy in recent years as well as relevant tests and measures for determining impairment and



differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with musculoskeletal disorders. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area including contemporary and traditional rehabilitation interventions with current medical-surgical management of patients. Prerequisite: HP 805

### **PT 803 - Cardiovascular and Pulmonary Physical Therapy**

#### **3 credit hours**

This course includes a study of normal and abnormal structures and function of the cardiovascular, pulmonary, and lymphatic systems. Pathological alterations of structure and function including current diagnostic tests and measurements are included. This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with cardiovascular and pulmonary disorders. The use of evidence-based physical therapy interventions for cardiovascular and pulmonary conditions is emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP 805

### **PT 804 - Integumentary Physical Therapy**

#### **2 credit hours**

This course includes a study of normal and abnormal structures and function of the integumentary system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses the updated philosophy of physical therapy interventions for integumentary conditions. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. Prerequisite: HP 805

### **PT 806 - Pharmacology**

#### **3 credit hours**

This course is a study of basic pharmacological concepts as applied to physical therapy. The major classes of drugs used in common physical therapy practice settings will be covered. The course includes on-line lectures, readings, independent study, and assignments. Prerequisite: HP 805

### **PT 807 - Radiology and Imaging**

#### **3 credit hours**

This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging. Students will become aware of the indications and implications of commonly used diagnostic imaging tests as they pertain to patient/client management. Prerequisite: HP 805

### **PT 818 - Professional Practice**

#### **3 credit hours**

This course begins with a study of the history of the physical therapy profession and the American Physical Therapy Association. Other topics in this course include: Beyond Vision 2020 and direct access; The Five Roles of The Physical Therapist; Ethics; Education, Licensure, Continuing Competence, Specialization and Expertise; Patient-Centered Care; Cultural Competency; and Social Justice Issues. Prerequisite: HP 805

### **PT 819 - Differential Diagnosis and Screening for Medical Conditions**

### **3 credit hours**

This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. In addition, the student will be introduced to the concept of differential screening in physical therapy and an in-depth analysis of the interviewing process. This course is taught with the assumption that physical therapists function in an environment of direct access to physical therapy services. HP 805

### **PT 825 - Extremity Manual Therapy**

#### **3 credit hours**

This course covers the theory and techniques of manual therapeutics as applied to the upper and lower extremities. This course covers clinical case presentations, theory and use of mobilization techniques, and online lab demonstrations on performing joint mobilization of all the extremity joints. Prerequisite: HP 805.

### **PT 828 - Pediatric Physical Therapy**

#### **3 credit hours**

This course covers the topics of normal and abnormal motor development; clinical assessment, clinical reasoning, and evidence-based practice in pediatrics; medical management of spasticity in children; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. Common childhood onset conditions will also be covered. Prerequisite: HP 805

### **PT 830 - Geriatrics**

#### **2 credit hours**

This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with geriatric disorders. The use of evidence-based physical therapy interventions for geriatric conditions will be emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP 805.

### **PT 831 - Gender Healthcare in Physical Therapy**

#### **2 credit hours**

The course discusses gender-specific health care issues including care and treatment of pelvic pain, incontinence, female athlete triad, testicular cancer, menopause, osteoporosis, prostate disease, pre and post-partum exercise, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area. Prerequisite: HP 805

### **HP 808 - Statistics**

#### **3 credit hours**

The statistics introduced in this course are the common descriptive statistics found in the health care literature. This course covers the basic knowledge necessary for understanding and interpreting basic statistics. Basic statistics including central tendency, probability, percentile ranks, confidence intervals, measures of variability, assessing risk, statistical measures of validity, and interpretation of results are covered in this course. Prerequisite: HP 805.

### **HP 809 - Quantitative Research Methods & Designs**

**3 credit hours**

This course includes discussion on basic quantitative methods and designs, including concepts of reliability and validity, interpretation of inferential statistics related to research designs, correlational statistics & designs, intraclass correlation coefficients, and critical appraisal of the literature. Prerequisite: HP 805 and HP 808

**HP 812 - Evidence-based Practice 2****3 credit hours**

The skills needed for evidence-based practice are covered in this course to provide practicing physical therapists with key skills to incorporate evidence-based techniques into daily practice.

Students will search professional literature, locate articles to address their clinical questions and critically appraise articles examining issues such as the level of evidence, applicability to the clinical question, statistical concerns, bias, and validity. The literature reviews and article analysis will include topics related to screening and diagnostic tests, prognosis, clinical trials, interventions, systematic reviews, meta-analysis and clinical practice guidelines that would be applicable to various physical therapy practice settings. Prerequisite: HP 805, HP 808, HP 809 & HP 811.

**PT 826 - Spinal Manual Therapy****3 credit hours**

This course covers the theory and application of evaluation and treatment techniques to spinal conditions. Included in this course will be evaluation and treatment of spinal dysfunctions, spinal manual therapeutics, and spinal stabilization exercises. Prerequisite: HP 805.

**PT 838 - Capstone Project****3 credit hours**

The capstone project is an integration of the many course experiences the student has been exposed during their matriculation as a student. The capstone project provides each student with an opportunity to demonstrate his or her knowledge and skills in an Evidence-in-Practice project. The final product for the course is a manuscript, which is scrutinized in the same fashion as a submission of manuscript to a journal. This is the final course taken in our curriculum. Prerequisite: HP 805, HP 808, HP 809, HP 811, & HP 812.

# Athletic Training, MS

## Master of Athletic Training (Online)

The Master of Athletic Training (MS-AT) program is post-professional distance learning program culminating in a Master of Athletic Training degree. Didactic coursework in advanced areas of study can be planned to allow students to complete the program in one or two years. The MS-AT program is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on clinical decision-making and advancement of clinical practice. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

### Length of Program

The MS-AT program is a 12-24 month program comprised of 30 credits.

### Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$630 per credit hour	\$32 per credit hour

### Admissions

#### Application Deadline

Applications for the MS-AT program may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year, July, September, January and March. All application materials must be submitted no later than 2 months prior to the start of a course block.

#### Admission Requirements

The MS-AT program will admit athletic training professionals with diverse professional and personal experiences who have demonstrated capacity to pursue a rigorous course of graduate study. Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience.

Admission requirements include:

1. Candidates accepted for admission to the MS-AT program will have earned a bachelor degree prior to enrollment from a regionally accredited institution. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.

2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification, or eligibility to sit for the BOC exam, as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers.
3. Students must demonstrate proof of state licensure (if required in your current state or country of residence). A copy of a current state license is required.
4. Candidates must have achieved a minimum overall cumulative GPA of 2.75 (on a 4.0 scale).
5. One official recommendation form must be completed by an academic advisor, professor, employer, or other individual who can attest to the applicant's potential for success in the master's program. Letters from an educational consulting service will not qualify. Recommendations must be submitted for each application year.
6. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
7. Candidates must submit an application form.
8. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.

### Graduation Requirements

To earn a Master of Athletic Training degree, all students must:

1. Complete all prescribed and elected courses within five years of commencing the program
2. Maintain a minimum overall GPA of 3.0
3. Complete with a passing grade ("C" or better) all prescribed courses

### Curriculum

#### Master of Athletic Training Program Outcomes

Upon completion of the Master of Athletic Training Program, students' will be able to achieve the following outcomes:

1. Implement quality improvement strategies to identify and address quality gaps for the purpose of improving patient outcomes, system performance, and professional development.
2. Demonstrate advanced clinical decision-making in athletic training practice in a manner that integrates clinical experience, patient values, and the best available evidence.
3. Demonstrate knowledge of the principles of clinical outcomes assessments and the value of these outcomes to informing patient care and advancing the athletic training profession.
4. Utilize information and technology to improve the quality of patient care, manage knowledge, mitigate error, and support clinical decision-making in athletic training practice.
5. Demonstrate advanced knowledge and skills in their chosen area of advanced clinical practice (i.e., orthopaedics, rehabilitation, or sport neurology and concussion).

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. This curriculum is for students matriculating beginning in the Fall 2021 semester or after.

### Clinical Decision-Making Foundation

#### **ATRN 7110 - Quality Improvement and Patient Safety**

##### **3 credit hours**

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 7120 - Evidence-Based Practice**

##### **3 credit hours**

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. Course objectives will be achieved through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 7130 - Patient-Oriented Outcomes**

##### **3 credit hours**

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the

foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

#### **ATRN 7140 - Health Information Technology**

##### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### Research Foundation

#### **ATRN 8010 - Research Methods & Design**

##### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 8020 - Methods of Data Analysis**

##### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### Elective Tracks

Students complete 12 elective credits. Students choose one of three predefined tracks in orthopaedics, rehabilitation, or sport neurology and concussion.

## Orthopaedics Track

### **ATRN 7410 - Orthopaedic Diagnostic Evaluation** **3 credit hours**

This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, the back, and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical decision-making skills in injury evaluation and diagnosis. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

### **ATRN 7420 - Orthopaedic Management** **3 credit hours**

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

### **ATRN 7430 - Orthopaedic Imaging and Labs** **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

### **ATRN 7440 - Orthopaedic Surgical Considerations** **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-

surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

## Rehabilitation Track

### **ATRN 7210 - Foundations of Tissue Healing** **3 credit hours**

This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, muscle, articular cartilage, and peripheral nerves will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

### **ATRN 7230 - Assessment of Movement Dysfunction** **3 credit hours**

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

### **ATRN 7240 - Corrective Techniques for Movement Dysfunction** **3 credit hours**

This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

### **ATRN 7250 - Rehabilitation Considerations for Sport Performance**



**3 credit hours**

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

## Sport Neurology and Concussion Track

**ATRN 7310 - Foundations of Sport Neurology****3 credit hours**

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

**ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport****3 credit hours**

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

**ATRN 7330 - Classification and Management of Traumatic Head Injury****3 credit hours**

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

**ATRN 7340 - Assessment and Management of Complex Patients with Concussion****3 credit hours**

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

# Occupational Therapy, MS



## Master of Science in Occupational Therapy

An entry-level, residential master's program for individuals wishing to become occupational therapists. The mission of the program is to prepare high quality practitioners to meet patient needs in changing healthcare delivery settings. The program provides a strong foundation of critical inquiry applied to practice, education, and administration of healthcare.

### Length of Program

The Master of Science in Occupational Therapy program is a 27-month, full-time program of study offered in a residential format, culminating in the Master of Science in Occupational Therapy degree (MSOT). The Master of Science in Occupational Therapy program is 87 credit hours.



## Philosophy of the Occupational Therapy Program

The philosophy of the Occupational Therapy program is based on the belief that humans are occupational beings who are shaped and influenced by many factors. These factors include, and are not limited, to person factors such as the genetic makeup, and environmental factors such as culture, social organization and systems, life experiences across the lifespan. It is believed that occupation, observed in countless forms, provides a basis for engagement with the world.

The philosophical base of the profession rests on the belief in occupations as a health determinant; engagement in occupations is necessary and meaningful occupations benefit all people and populations, and impact the ability to achieve health and well-being. Occupations occur across the lifespan and are influenced and impacted by many contextual factors. The occupational therapy profession values occupations as a therapeutic means and end to facilitate function, health, and quality of life (AOTA, 2011).

The program adheres to the belief that students are active learners who acquire knowledge best when they are able to integrate theoretical and didactic content through experiential learning activities, in the classroom, clinic and community. Learning is accomplished when instructors are facilitators for students, who work together in communities of learning and practice, to engage in ongoing discourse to understand, analyze, critically evaluate, and apply information. The program faculty believes that students need a thorough grounding in foundational knowledge and skills; these foundational competencies serve to scaffold more complex information. Complete mastery of foundational concepts is not required before higher-level skills and learning can be introduced in an integrated manner as students learn to build on simple concepts, integrate concepts, and apply them to practice.

### Accreditation

The MSOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American

Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, ACOTE's telephone number, c/o AOTA is 301.652.2682. ACOTE website: [www.acoteonline.org](http://www.acoteonline.org)

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT) following the completion of their academic coursework and fieldwork experiences. NBCOT is located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web [www.nbcot.org](http://www.nbcot.org). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semester. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Class of 2024, year 1	\$36,890	\$1,150
Class of 2023, year 2	\$36,890	\$1,150
Class of 2022, year 2	\$9,222	\$350

### Admissions

#### Application Process

Applications to the residential entry-level Master of Science in Occupational Therapy program are processed through the Occupational Therapist Centralized Application Service (OTCAS). Applications may be obtained through OTCAS at [www.otcas.org](http://www.otcas.org). Questions regarding the OTCAS account may be directed to OTCAS at 617.612.2860 or by email at [otcasinfo@otcas.org](mailto:otcasinfo@otcas.org). All other questions should be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

#### Application Deadline

Applications for the Occupational Therapy Entry-Level Program are processed on a rolling admissions basis, but applicants are encouraged to apply early. Point of entry into the program is only once each academic year with classes beginning in mid-July.

#### Admission Requirements

1. Candidates accepted for admission will have earned a baccalaureate degree from an U.S. regionally accredited institution prior to matriculation.
2. Applicants must have achieved a minimum 2.75 cumulative GPA, and a 2.75 science GPA (on a 4.00 scale). Applications will not be considered unless both the cumulative and the science GPA scores meet the stated



minimum requirements. Additionally, the ATSU Admissions department does not recalculate GPA.

- Applicants are required to submit all official college or academic transcripts.
- Applicants are required to obtain a minimum of 20 contact/observation hours in the occupational therapy field. More than one setting is recommended.
- Applicants must secure three (3) letters of reference. One of these letters must be written by: a present or former faculty member, academic advisor, or employer. One reference letter should come from a professional from the occupational therapy field or another clinical supervisor. The final letter can come from a reference of your choice, but may not be from a friend or family member. Letters from an educational consulting service will not be accepted. New letters of reference must be submitted for each application year.
- Applicants who are considered potential candidates will be invited to participate in an applicant interview process.
- Applicants must complete all prerequisite courses by the end of the academic term prior to matriculation at ATSU.
- Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
- Students must obtain and maintain Health Care Provider level of CPR certification from either the American Heart Association or the American Red Cross. Verification must be submitted to the Occupational Therapy department prior to enrollment.
- Applicants are required to submit to a criminal background check at their own expense. Applicants need to be aware that having a felony conviction might impact a graduate's future ability to sit for the National Board for Certification in Occupational Therapy Exam and/or ability to obtain state licensure to practice.
- All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. You can find information on the methods by which you can demonstrate your English Proficiency in the ATSU-ASHS General Admissions section.

Applicants who wish to be considered for more than one ATSU-ASHS program, including both Occupational Therapy programs, MSOT and OTD-entry level (and including Physical Therapy, Physician Assistant, Audiology), must submit separate application fees, transcripts and references. Acceptance to ATSU-ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.

Applications for the Master of Science in Occupational Therapy-entry level program are processed on a rolling admissions basis, which means that seats are offered to qualified applicants beginning in October and ending when all seats are filled. For that reason, applicants are encouraged to apply early as seats fill quickly.



### **Prerequisite Courses**

- Human Anatomy: one course with lab, minimum of 4 semester/6 quarter hours
- Human Physiology: one course with lab, minimum of 4 semester/6 quarter hours (Note: Human Anatomy/Physiology I and II may be substituted for the above courses)

- Science: In addition to numbers one and two above, two courses for a minimum 3 semester/4 quarter hours each from one of the following: General Biology I & II, Microbiology, Chemistry (Physical, Organic, Biochemistry) or Physics. Preference for courses with lab.
- Statistics: one course for a minimum 3 semester/4 quarter hours. Course must be behavioral, education, psychological or mathematical statistics. Business statistics does not fulfill this requirement
- Lifespan Human Development: This requirement can be met by having one course, for a minimum 3 semester/4 quarter hours that covers human development from birth through gerontology. It can also be met by having a child development or child psychology course, for a minimum 3 semester/4 quarter hours, in addition to a gerontology or psychology of aging course, for a minimum 3 semester/4 quarter hours
- Introduction or General Psychology: one course for a minimum 3 semester/4 quarter hours
- Abnormal Psychology: one course for a minimum 3 semester/4 quarter hours
- Introduction to Sociology OR Cultural Anthropology: One course either in Introduction to Sociology, Introduction to Anthropology or Cultural Anthropology for a minimum 3 semester/4 quarter hours
- English: Two courses of composition, grammar/literature, for a minimum 6 semester/8 quarter hours
- Humanities: Two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, or foreign language), for a minimum 6 semester/8 quarter hours
- Medical Terminology: one course for a minimum 1 semester hour/1 quarter hour.

## **Graduation Requirements**

To earn a Master of Science in Occupational Therapy degree, all students in the residential program must:

- Complete with a passing grade of all didactic coursework and maintaining a minimum cumulative GPA of 2.50.
- Complete a minimum of 6 hours of volunteer work per semester for the first three semesters of your curriculum (total = 18 hours)
- Complete with a passing score of all Level II fieldwork, within 24 months of completion of didactic coursework.
- Participate in the NBCOT certification exam workshop.
- Attend commencement activities and graduation.



## **Program Goals and Outcomes**

Graduates from the MSOT program will be able to:

- Demonstrate the ability to determine the unique needs of a wide variety of clients, to include individuals, small groups of individuals as well as larger groups of people.
  - Approach occupational therapy practice from a holistic viewpoint, incorporating all aspects of the individual's or group's life and culture.
  - Incorporate the therapeutic use of self through collaboration with others.
- Demonstrate the ability provide meaningful occupational therapy services for all clients, recognizing the necessary assessments, tools, interventions and outcomes are dependent on the client, who can be an individual, a small community, or a larger group of people.



3. Identify and demonstrate elements of health and wellness in their own lives, serving as a model for others.
4. Facilitate interventions, activities and programming to promote health and well-being for all clients.
  1. Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
  2. Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender and lifestyle factors.
  3. Modify and revise treatment goals and interventions based on the client's progress.
  4. Develop and implement programming that facilitates responsibility for personal health and life-
5. Understand health disparities and the cultural influences on health and recovery.
6. Engage in interventions, activities and programming to serve the underserved.
7. Understand the Occupational Therapy Code of Ethics, and will demonstrate moral responsibility and ethical practice during their professional training.
  1. Demonstrate critical thinking, problem solving, and decision-making that reflect ethical occupational therapy practice.
8. Demonstrate a commitment to their profession, by participating in professional organization activities and/or scholarship opportunities.
9. Communicate the value of occupations, helping all clients to identify the meaningful activities that promote engagement in life.
  1. Articulate and demonstrate the role and value of occupational therapy to the public and other health care professionals.
10. Utilize occupations, in many forms, as a means to achieve health and wellness for all clients.
11. Demonstrate entry-level skills needed for management and administration of occupational therapy services, including leadership, advocacy, marketing, and consultation.
12. Apply accepted principles of scientific inquiry, evidence based practice, and research design to support occupational therapy theory, enhance practice, and meet the challenges of changing health care delivery systems.

program. The transfer GPA will be the average of GPA at the time of admission to the program and the first year GPA.

## Timeline

Students may request a one-time transfer from the MSOT program to the OTD program. Such transfers must take place within one year of matriculation into the ATSU occupational therapy program. Students who want to transfer from the MSOT program to the OTD program must request the transfer in the spring semester of the first year (minimum 4 weeks before end of term) in order for the department to complete the required steps of the transfer process including appropriate paperwork with enrollment services prior to the first day of the fall semester of the student's second year. Once the first day of the fall semester of the student's second year begins, the student is no longer eligible to request a transfer.

## Transfer request process

The student requesting the transfer must generate a written statement explaining why he or she is requesting the transfer to the OTD program. He or she will then submit the statement to the program chair for approval. Once the chair receives the request, the chair will meet with the student requesting the transfer to discuss their academic plan and ensure that the student understands the expectations of the OTD degree and is making an informed choice. The chair will then present this request to the OT faculty who, as the Academic Review Board, will determine the suitability of the student for the OTD program. Submission of a request for transfer is not guaranteed approval.

In cases of extenuating circumstances, regardless of the degree program the student has matriculated into, i.e., MSOT or OTD, the University's academic and absence policies will apply.

## Curriculum

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

\*All level II fieldwork must be completed within 24-months following completion of academic course work. Fieldwork placements will be scheduled at facilities throughout the United States. Students will be scheduled for a variety of experiences that reflect various age groups, diagnostic categories, and service delivery models

### First Year Fall Semester

#### ASHS 6100 - Human Anatomy I

##### 4 credit hours

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the head, neck, back, thorax and abdomen.

#### ASHS 6200 - Human Anatomy II

##### 4 credit hours

This blended lecture and lab course is designed to prepare health professions students with appropriate knowledge of the

## Academic Progression Transfer Policy: MSOT to OTD Program

The OT program at ATSU has two distinct entry-level occupational therapy degree programs – OTD and MSOT. Each student is admitted and matriculates into one of the two programs. Curriculum between the two programs is the same for first year of coursework. However, after the first year is completed, the curriculum becomes distinct between the OTD and MSOT programs. The transfer process is conceived as a continuum of academic progression. Students' request for transfer is constrained by the time of request and their matriculated degree program.

### Eligibility

Students in good academic standing during the first year are eligible to request transfer from MSOT to the OTD program. The student must not have failed any course in the first year, have a minimum GPA of 3.0, and have demonstrated ability and professionalism in handling the rigor and demands of the





structure, function, and clinical application of human anatomy. Prosected human cadaver laboratory is a required and essential component of the course. Following this course, students should be able to identify and discuss the clinical correlation of specific structures of the pelvis, perineum, lower extremity and upper extremity.

### **OCTH 5120 - Pathophysiology**

#### **3 credit hours**

This course will discuss the etiology, pathogenesis, and disease manifestation in body structures/body functions with emphasis on the signs and symptoms of disease and their subsequent impairments. Conditions typically seen by occupational therapists will be discussed to form connections between impairment, activity limitations, occupational and performance issues.

### **OCTH 5125 - Conditions Impacting Occupational Performance**

#### **2 credit hours**

This course will address common medical conditions, across the life span, that occupational therapists encounter in practice. Students will learn about the changes to body structure and body function associated with orthopedic and neurological conditions and to apply the OT practice framework to analyze the impact of these conditions on daily occupations.

### **OCTH 5210 - Foundations I: History & Philosophy of Occupational Therapy**

#### **2 credit hours**

This course examines the historical development of occupational therapy as a health profession. The philosophical, social, political and economic influences, the rise of American medicine, and the paradigm of rehabilitation, in particular, will be examined.

### **OCTH 5220 - Foundations II: Occupation Based Activity Analysis & Synthesis**

#### **2 credit hours**

This course will introduce students to activity analysis for the therapeutic use of everyday occupation in health development, healing, recovery and enhancing quality of life. Historical and contemporary use of creative activities will be discussed. Students will experience and gain insight into the person factors (physical, affective, and cognitive) and contextual demands of various tasks, activities, and occupations.

### **OCTH 5310 - Occupational Therapy Practice Contexts across the Lifespan**

#### **3 credit hours**

This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, and work to aging-in-place and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life. The fundamental role of context to access and opportunities for occupational engagement and occupational therapy services will be addressed.

### **OCTH 5410 - Professional Development I: Professionalism**

#### **2 credit hours**

This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning; critically examine client-centered practice and ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

## **First Year Spring Semester**

### **OCTH 5130 - Neuroscience: Foundations for Human Behavior**

#### **4 credit hours**

This course introduces students to the development, structure, and function of the central and peripheral nervous systems. A systems approach will be used to describe neuroscience as a basis of human behavior. Implications of neurological dysfunction to performance of daily occupations will demonstrate relevance to practice. This course will adopt a case-based approach to analyze neurological conditions commonly encountered in rehabilitation. Requisite: ASHS 6100.

### **OCTH 5140 - Analysis of Human Movement**

#### **4 credit hours**

Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to occupational performance. Relevant clinical conditions will be used to apply biomechanical concepts to disorder of movement in osteoarthritis, spinal cord injury, hip fracture, connective tissue injury, peripheral nerve injury, and work related musculoskeletal injury. Requisite: ASHS 6200.

### **OCTH 5230 - Foundations III: Evidence Based Practice**

#### **3 credit hours**

This course is designed to enable the occupational therapy clinical decision-making process from the evidence-based practice perspective. The course will cover topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching literature, critical appraisal, integration and evaluation of evidence, grading levels of evidence and strength of recommendations, and statistical terminology related to EBP.

### **OCTH 5320 - Basic Patient Care Skills**

#### **2 credit hours**

This course will include the performance of basic patient care skills required by rehabilitation personnel. Course includes blood borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, an introduction to sterile procedure and isolation techniques, wheelchair handling, ambulation with assistive devices, environmental barriers, and basic patient care equipment. Professional issues of documentation and role differentiations are also introduced.

### **OCTH 5520 - Practice Immersion I: Mental Health & Psychosocial Practice**

#### **6 credit hours**

The overall purpose of this course is to prepare the student to assess and provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. Students will be able to design and deliver occupational therapy services based upon appropriate theoretical models and frames of



reference that can be used across a variety of systems and settings, including but not limited to behavioral health/psychiatric, community and education based settings. Students will develop an understanding of group dynamics, phases of group development, group roles, conflict resolution, problem solving, and therapeutic groups are discussed. Students will develop intervention group protocols typically used in mental health, lead groups, and process the outcomes.

### **OCTH 5710 - Fieldwork Level I A**

#### **1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

## **Second Year Fall Semester**

### **MSOT 6810 - Evidence Based Practitioner I**

#### **2 credit hours**

Students will identify a specific practice question and search for evidence both within and outside of the profession. In this course, evidence collection from systematic database search and identifying articles that meet the inclusion criteria is the outcome of the course.

### **OCTH 5720 - Fieldwork Level I B**

#### **1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

### **OCTH 5730 - Fieldwork Level I C**

#### **1 credit hour**

Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

### **MSOT 6420 - Professional Development II: Health Promotion and Prevention**

#### **2 credit hours**

This course is designed to stimulate critical thinking about occupation as a health determinant, and its relationship to well-being, participation, and social inclusion. The relevance of contextual factors and social determinants of health on occupational access and opportunities will be the central theme of this course. Concepts of social justice, occupational justice, and health justice will be the key constructs introduced in this course.

### **OCTH 6530 - Practice Immersion II: Children & Youth**

#### **6 credit hours**

The course will introduce students to aspects of the occupational therapy process in a variety of pediatric settings

with special attention to family-centered care and collaborations with other professionals. Typical and atypical development will be discussed within the context of community, family, and school environments. Students will explore occupational therapy process with children and youth, relevant theories, models and frames of reference, and learn evidence-based practice and clinical guidelines. This practice course will help students with client-centered, evidence-based, and ethical decision making with children and youth. Prerequisites: OCTH5310, OCTH5140

### **OCTH 6540 - Practice Immersion III: Adult Physical Rehabilitation**

#### **6 credit hours**

This course will introduce students to the occupational therapy process for adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared as generalists in physical rehabilitation for adults with different conditions, in a variety of current practice settings [e.g. hospital (acute, sub-acute), community (outpatient, home and long-term care)], and service delivery models. Students will learn relevant evidence-supported theoretical perspectives, models and frames of references, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision making with adults. Prerequisites: OCTH5130, OCTH5140, OCTH5220, OCTH5320

### **OCTH 6550 - Modalities**

#### **2 credit hours**

This course provides instruction on preparatory therapeutic interventions for occupational engagement. Course content will include the instruction, application and assessment of the use of physical agent modalities, splinting, and taping techniques. Indications and contraindications will be discussed for each technique or modality presented. Reimbursement and documentation for use of modalities will be discussed.

## **Second Year Spring Semester**

### **MSOT 6430 - Professional Development III: Administration & Management**

#### **3 credit hours**

This class focuses on the principles of organization and management in the health care system today. Administration and management in occupational therapy across practice settings with focus on an overview of payment systems, departmental organization, marketing, supervision, quality improvement and program evaluation. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in health care delivery are examined.

### **MSOT 6440 - Professional Development IV: Health Education**

#### **2 credit hours**

This course will focus on the purpose, goals and benefits of client education using a client-centered approach. Relevant teaching and learning theories will be introduced and applied to practice. Students will examine fully the major components of the teaching process as well as issues related to improving adherence, motivation and health behaviors of the learner. Students also examine multiple issues and testing related to literacy skills including the use of technology to enhance client education.

## **MSOT 6560 - Maintaining Health & Wellbeing: Chronic Disease Management**

### **3 credit hours**

Students will learn how as occupational therapists they can enhance the quality of life for those who experience age-related changes and/or chronic disease conditions. Students will examine topics within public health and epidemiology and expand their knowledge of the OT's capacity to prevent disability and activity limitations and to promote health, participation, and social inclusion.

## **MSOT 6820 - Evidence Based Practitioner II**

### **2 credit hours**

Students will effectively analyze and synthesize professional literature to answer specific focused question(s) in a practice area. They will then identify how they can translate evidence to practice.

## **OCTH 6740 - Fieldwork Level II A**

### **6 credit hours**

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

## **OCTH 7460 - Practice Competency: Certification Exam Prep Course**

### **1 credit hour**

Students will attend a two-day course that will provide information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic requirement to establish competency for entry-level practice prior to graduation.

## **Third Year Fall Semester**

## **OCTH 7750 - Fieldwork Level II B**

### **6 credit hours**

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

Elective Options:

## **MSOT 6570 - Hand and Upper Extremity Rehabilitation**

### **2 credit hours**

This course will assist occupational therapy students to develop advanced clinical reasoning and practice skills in the area of hand and upper extremity rehabilitation. Students will incorporate relevant evidence-supported frames of references, evidence-based practice literature, and clinical guidelines into their treatment of hand and upper extremity diagnoses. Students will develop a deeper understanding of upper extremity conditions and anatomy through focused cadaver dissection. Students will build upon their foundation in orthotic fabrication to include additional types of orthoses. This course will help students with client-centered, evidence-based, and ethical decision making with clients across the life span who are being treated for upper extremity ailments. Prerequisites: OCTH 6550, OCTH 6540, OCTH 6530

## **MSOT 6571 - Occupational Therapy in Acute Care**

### **2 credit hours**

This course prepares students to develop advanced clinical reasoning and skills in acute care setting. Students will incorporate relevant evidence-supported frames of references, evidencebased practice literature, and clinical guidelines acute care evaluation process, interventionplanning, infection control, critical lab values and vitals, interdisciplinary communication and disposition planning, and indications and contraindications for occupational therapy intervention. There will be a review of frequently utilized adaptive equipment and durable medical equipment and a general overview of basic diagnoses commonly addressed in the acute care setting. Prerequisites: OCTH 6540, OCTH 6530

## **MSOT 6572 - Neurorehabilitation**

### **2 credit hours**

This course prepares students to develop advanced clinical reasoning and rehabilitation skills for treating neurological conditions across the lifespan. Students will learn application of motor control theories, and the neurological basis for motor control, motor learning and recovery of function. They will develop skills in various treatment approaches commonly used in neurorehabilitation. Use of evidence-based intervention and practice guidelines and translating current research using technology such as robotics and virtual reality in practice will be discussed. Prerequisites: OCTH 5130; OCTH 5320; OCTH 6540

## **Optional Certificate in Public Health**

All MSOT students will have the option to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health has been previously awarded. The additional courses for the certificate are not included in the MSOT tuition fee.



## **PUBH 5000 - Introduction to Public Health Concepts**

### **3 credit hours**

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.

## **PUBH 6100 - Identifying Community Health Needs**

### **3 credit hours**

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.

## **PUBH 7500 - Development of Community-Based Programs**

### **3 credit hours**

This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs.

# Physician Assistant Studies, MS

## Master of Science in Physician Assistant Studies (Residential)

Physician assistants are health care professionals licensed to practice medicine with physician supervision. Common services provided by physician assistants include taking medical histories and performing physical examinations, ordering and interpreting lab tests, prescribing medications, assisting in surgery and counseling patients. Physician assistants are trained through an intense education program.

Because of their close working relationship with physicians, physician assistants are educated in the medical model designed to complement physician training. Upon graduation, physician assistants take a national certification examination developed by the National Commission on Certification of Physician Assistants (NCCPA).

### Length of Program

The residential Physician Assistant Program is an entry-level, 26 month course of study that leads to a Master of Science degree upon successful completion. The curriculum includes 127 credit hours.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee	Medical Equipment & Lab Fee
Class of 2024, year 1	\$49,958	\$1,150	\$1,973
Class of 2023, year 2	\$49,958	\$1,150	
Class of 2022, year 3	\$8,688	\$207	

### Admissions

#### Application Process

The ATSU-ASHS PA program participates in a centralized application processing service called the Centralized Application Service for Physician Assistants (CASPA). Applications may be obtained through CASPA at [www.caspaonline.org](http://www.caspaonline.org).

Please refer to the CASPA application instructions for specific details about completing the application, required documents, and processing time. Questions regarding the CASPA account may be directed to CASPA at 617.612.2080 or by email at [caspainfo@caspaonline.org](mailto:caspainfo@caspaonline.org). All other questions may be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

#### Application Deadline

The CASPA application cycle begins in mid-April of the academic year preceding the year in which the applicant plans to matriculate. A completed application must be submitted to CASPA by September 1. Deadlines for secondary applications will be posted online and in CASPA.

Program enrollment is based on a rolling admissions policy. Applications are reviewed in the order in which they are received, thus applicants are encouraged to apply early.

#### Admission Requirements

Applicants for admission to the residential Master of Science in Physician Assistant Studies program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.
2. The applicant must have achieved a minimum 3.00 cumulative grade point average overall and a minimum 3.00 cumulative science grade point average on a 4.00 scale.
3. Candidates accepted for admission to the ATSU-ASHS PA Program must have earned a baccalaureate degree or higher from a regionally accredited college or university (no equivalency will be accepted).
4. Applicants must successfully complete all prerequisite courses with a grade of "C" or higher prior to the program start date. All prerequisite coursework must be completed from a regionally accredited institution (no equivalency will be accepted).
  - Human Anatomy with lab (recommended that course be completed within 5 years of application date) minimum 4 semester credits/6 quarter credits.
  - Human Physiology with lab (recommended that course be completed within 5 years of application date) minimum 4 semester credits/6 quarter credits.
  - If you have taken a combined Anatomy & Physiology course, you must have two or more semesters (each with lab) totaling 8 semester credits/12 quarter credits.
  - Microbiology (with or without lab; recommended that course be completed within 5 years of application date) minimum 3 credits/4 quarter credits.
  - General chemistry (with or without lab; recommended that course be completed within 5 years of application date), minimum 4 semester credits/6 quarter credits.
  - Biochemistry (with or without lab; recommended that course be completed within 5 years of application date), minimum 3 semester credits/4 quarter credits.
  - Psychology, minimum 6 semester credits/9 quarter credits.
  - College Statistics, minimum 3 semester/4 quarter credits.
  - English Composition, minimum 3 semester credits/4 quarter credits.
  - English elective, minimum 3 semester credits/4 quarter credits.
  - Medical Terminology, minimum 1 semester credit/1 quarter credit.

5. Applicants are required to submit three letters of recommendation from professionals to CASPA. Please refer to the CASPA application instructions for specific guidelines and requirements for submitting letters of recommendation.
  - The first letter should be from an employer or supervisor.
  - The second letter should be from a healthcare practitioner (physician, physician assistant or nurse practitioner).
  - The third letter should come from a science faculty member.
6. Applicant must obtain a minimum of 1000 hours of patient care experience, sufficient to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a healthcare professional.
7. All applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class. See the Minimum Technology Specifications under the General Admission Requirements section.

Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All requests for withdrawing an application must be done in writing via email, fax, or letter. Applicants are encouraged to check all email folders in the rare event our email is filtered into a spam or junk mail folder.

Applicants who are considered potential candidates may be required to visit ASHS to participate in an applicant interview process.

## Minimal Technical Standards

In addition to the technical standards established by the University that applies to all students, the program has established the following technical standards:

1. Students must be able to observe and participate in all demonstrations, visual presentations in lectures and laboratories, and computer assisted instruction. In addition, students must be able to observe laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states.
2. Students must be able to observe patients accurately and completely, both at a distance and closely. This ability requires functional vision, hearing and somatic sensation.
3. Students must be able to problem solve, collect, organize, prioritize, analyze and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings. Students must be able to analyze, integrate, and apply this information appropriately for problem solving and decision-making.
4. Students must be able to comprehend three dimensional relationships and the spatial relationships of structures.
5. Students must have sufficient use of the senses of vision, hearing and smell necessary in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity and posture in addition to the

- psychomotor abilities to allow the performance of all skills/tests in the physical exam. Students must be able to perform inspection, palpation, auscultation and percussion.
6. Students must be able to relate to patients and family members and establish an empathetic, professional and effective relationship with patients and families including not only speech but reading and writing.
7. Students are expected to be able to communicate the results of the examination to the patient and to their colleagues with accuracy, clarity, and efficiency in oral, written and electronic formats.
8. Students are expected to possess the ability to work collaboratively with all members of the healthcare team.
9. Students must have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.
10. Students should be able to manipulate equipment and instruments to perform basic laboratory tests and procedures required to attain curricular goals (e.g. needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel).
11. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training.
12. Students must have the emotional health to fully use their intellectual ability, exercise good judgment, and complete all responsibilities attendant to the diagnosis and care of patients.
13. Students must be able to tolerate physical, mental, and emotional stress in training and continue to function effectively.
14. Students must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. A student must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.
15. Students must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
16. Students must be able to accept criticism and respond by appropriate modification of behavior.
17. Students are expected to be able to display appropriate judgment in the assessment and treatment of patients. In addition, students must be able to learn and demonstrate the ability to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance with their identified limitations.
18. Students are expected to possess perseverance, diligence, and consistency to complete the physician assistant curriculum and enter into the practice of medicine as a certified and licensed physician assistant.

## Graduation Requirements

To earn a Master of Science in Physician Assistant Studies degree, all residential students must:

1. Complete all prescribed didactic and clinical courses and all requirements as listed in the Department of Physician Assistant Studies Residential Student Program Guide.
2. Pass all courses and all comprehensive exams.
3. Attend commencement activities.

## Curriculum



The didactic curriculum in the PA program includes lecture, small-group study, hands-on skills, and didactic clinical experiences. The didactic year clinical experience program is designed to provide students with the opportunity to experience the real life application of the information they are being exposed to in the didactic curriculum. The program is also a chance for students to emulate experienced providers as role models in the application of effective interpersonal skills and patient education techniques to patient care in preparation for transition to the supervised clinical experiences in the second year.

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### First year: Fall Semester, Session 1

#### **MSPA 5010 - Clinical Anatomy**

**2 credit hours**

Clinical Anatomy is a review of clinically relevant human anatomy using a regional approach. Lecture and three dimensional laboratory components of this course emphasize the clinical relevance of each anatomical area considered. Nonpathological radiological anatomy is reviewed.

#### **MSPA 5015 - Introduction to Biomedicine and Clinical Medicine**

**4.5 credit hours**

This course provides a foundation in recognizing the differences between normal and disease states by integrating basic concepts in genetics, molecular biology, microbiology, physiology, immunology, laboratory medicine, diagnostic imaging, preventive medicine, and pathology. Emphasis is placed on studying the various mechanisms of disease etiology and how they relate to pharmacotherapeutic intervention. Basic pharmacokinetic and pharmacodynamics principles are covered in this course, along with autonomic pharmacology; analgesics; anti-infective agents; anti-neoplastic agents; and immune-modulating therapies.

#### **MSPA 5026 - Introduction to Clinical Skills**

**1 credit hour**

Introduction to Clinical Skills is the first of a five part course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, Spirit.

#### **MSPA 5030 - Introduction to Body-Mind-Spirit Seminar**

**1 credit hour**

The Body Mind and Spirit Seminar is a four course series (Fall session 1 and 2 and Spring session 1 and 2) that exposes students to foundational topics relevant to PA practice in the following areas: Professionalism (including intellectual honesty),

cross culturalism and the care of diverse and vulnerable patient populations with an emphasis on the social determinants of health, history of the PA profession, mental health education, health literacy, interprofessional team practice concepts, health care delivery systems, public health concepts, spirituality in medicine, mindfulness, patient and provider safety and wellness, communication skills and basic counseling strategies, behavior change and adherence, patient education, and medical ethics

#### **MSPA 5040 - Introduction to Patient Assessment**

**3.5 credit hours**

The Introduction to Patient Assessment course is designed to provide a broad first pass teaching of the fundamental skills needed for medical practice. Throughout this course, some principles from the Body, Mind, Spirit curriculum will intentionally overlap as these skills are essential to an effective patient-provider encounter. Topics covered are history taking, medical documentation, oral presentation, physical examination, patient-centered care, and promoting culturally proficient patient care. Learning is accomplished through lectures, textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, demonstration & guided physical exam practice, demonstration & guided use of basic diagnostic equipment, student presentations, team-based problem-solving scenarios, medical documentation practice, standardized patient encounter, and other modalities. The course will prepare students for the History and Physical Exam sequence courses.

#### **MSPA 5045 - Clinical Medicine: EENT**

**4 credit hours**

EENT is the first of the clinical medicine series, which is an twelve course series providing physician assistant students a systems-based education on patient evaluation, diagnosis, management, and health promotion and disease prevention, across the life span. Building upon the material that is presented in the preceding foundational medicine courses, each clinical medicine course will provide instruction covering a particular body system, including the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions.

### First year: Fall Semester, Session 2

#### **MSPA 5050 - Clinical Medicine: Pulmonology**

**4 credit hours**

The Clinical Medicine series is a twelve-course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug





absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations. The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5055 - Clinical Medicine: Cardiology & Hematology** **8 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations. The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5060 - History & Physical Examination I** **2 credit hours**

The History and Physical Examination series is a four-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development.

Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities.

The History and Physical Examination series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, and Body, Mind, & Spirit.

### **MSPA 5065 - Body, Mind and Spirit I** **1 credit hour**

The Body Mind and Spirit Seminar is a four course series (Fall session 1 and 2 and Spring session 1 and 2) that exposes students to foundational topics relevant to PA practice in the following areas: Professionalism (including intellectual honesty), cross culturalism and the care of diverse and vulnerable patient populations with an emphasis on the social determinants of health, history of the PA profession, mental health education, health literacy, interprofessional team practice concepts, health care delivery systems, public health concepts, spirituality in medicine, mindfulness, patient and provider safety and wellness, communication skills and basic counseling strategies, behavior change and adherence, patient education, and medical ethics.

### **MSPA 5070 - Clinical Medicine Practicum I** **1 credit hour**

The Clinical Medicine Practicum series is a three course series which places students in supervised clinical patient care settings throughout their didactic education. Students will learn the art of medicine from PAs, physicians, and other health care providers in a variety of care environments and specialties. Through a partnership with local healthcare facilities, students may have the opportunity to complete comprehensive history and physical exams on patients with complex acute and chronic disease profiles, applying their didactic education as they learn. Students may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, Emerson Elementary School, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters.

### **MSPA 5075 - Clinical Skills I** **1 credit hour**

The Clinical Skills series is a four course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios and medium- and high-fidelity manikins, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. All students will obtain ACLS certification during this course sequence. The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, Spirit.

### **First year: Spring Semester, Session 1** **MSPA 5090 - History & Physical Examination II**

## **2 credit hours**

The History and Physical Examination series is a four-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities.

The History and Physical Examination series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, and Body, Mind, & Spirit.

## **MSPA 5100 - Clinical Medicine Practicum II** **1 credit hour**

The Clinical Medicine Practicum series is a three course series which places students in supervised clinical patient care settings throughout their didactic education. Students will learn the art of medicine from PAs, physicians, and other health care providers in a variety of care environments and specialties. Through a partnership with local healthcare facilities, students may have the opportunity to complete comprehensive history and physical exams on patients with complex acute and chronic disease profiles, applying their didactic education as they learn. Students may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, Emerson Elementary School, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters.

## **MSPA 5105 - Clinical Skills II** **1 credit hour**

The Clinical Skills series is a four course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios and medium- and high-fidelity manikins, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. All students will obtain ACLS certification during this course sequence.

The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, Spirit.

## **MSPA 5035 - Clinical Medicine: Endocrinology** **4 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and

patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment

## **MSPA 5080 - Clinical Medicine: Gastroenterology** **7 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

## **MSPA 5095 - Body, Mind and Spirit II** **1 credit hour**

The Body Mind and Spirit Seminar is a four course series (Fall session 1 and 2 and Spring session 1 and 2) that exposes students to foundational topics relevant to PA practice in the following areas: Professionalism (including intellectual honesty), cross culturalism and the care of diverse and vulnerable patient populations with an emphasis on the social determinants of health, history of the PA profession, mental health education, health literacy, interprofessional team practice concepts, health care delivery systems, public health concepts, spirituality in medicine, mindfulness, patient and provider safety and wellness, communication skills and basic counseling strategies, behavior change and adherence, patient education, and medical ethics.

## **First year: Spring Semester, Session 2** **MSPA 5115 - Clinical Medicine: Neurology** **5 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based

education on health promotion and disease prevention, and patient evaluation, diagnosis, and management, and health promotion and disease prevention, across the life span a late management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions.

Along with other courses offered synonymously, students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5120 - Clinical Medicine: Behavioral Health**

#### **3 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination.

Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5110 - Clinical Medicine: Musculoskeletal & Rheumatology**

#### **6 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on patient evaluation, diagnosis, management, and health promotion and disease prevention, across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination.

Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Along with other courses offered synonymously, students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5085 - Clinical Medicine: Dermatology**

#### **2 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination.

Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of

material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

### **MSPA 5125 - History & Physical Examination III** **2 credit hours**

The History and Physical Examination series is a four-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities.

The History and Physical Examination series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, and Body, Mind, & Spirit.

### **MSPA 5130 - Body, Mind and Spirit III**

#### **1 credit hour**

The Body Mind and Spirit Seminar is a four course series (Fall session 1 and 2 and Spring session 1 and 2) that exposes students to foundational topics relevant to PA practice in the following areas: Professionalism (including intellectual honesty), cross culturalism and the care of diverse and vulnerable patient populations with an emphasis on the social determinants of health, history of the PA profession, mental health education, health literacy, interprofessional team practice concepts, health care delivery systems, public health concepts, spirituality in medicine, mindfulness, patient and provider safety and wellness, communication skills and basic counseling strategies, behavior change and adherence, patient education, and medical ethics.

### **MSPA 5135 - Clinical Medicine Practicum III**

#### **1 credit hour**

The Clinical Medicine Practicum series is a three course series which places students in supervised clinical patient care settings throughout their didactic education. Students will learn the art of medicine from PAs, physicians, and other health care providers in a variety of care environments and specialties. Through a partnership with local healthcare facilities, students may have the opportunity to complete comprehensive history and physical exams on patients with complex acute and chronic disease profiles, applying their didactic education as they learn. Students may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, Emerson Elementary School, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters.

### **MSPA 5140 - Clinical Skills III**

#### **1 credit hour**

The Clinical Skills series is a four course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios and medium- and high-fidelity manikins, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. All students will obtain ACLS certification during this course sequence.

The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, & Spirit.

### **MSPA 5175 - Clinical Medicine: Healthcare for Special Populations**

#### **2 credit hours**

Despite the excellent healthcare provided to much of the citizenry of the United States, significant disparities exist in healthcare for vulnerable populations. There are a number of groups that are considered vulnerable populations. These populations include the young and the elderly, those in remote and rural communities, the incarcerated, Native people, adolescents, those with intellectual and speech disabilities, refugees and immigrants. For vulnerable populations, their health and healthcare issues may be exacerbated by social factors.

### **Transitional Semester Year: Fall Semester, Session 1**

### **MSPA 5145 - Clinical Medicine: Women's Health** **4 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.



## **MSPA 5150 - Clinical Medicine: Nephrology & Urology**

### **4 credit hours**

The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions. Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations. The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

## **MSPA 5155 - History & Physical Examination IV**

### **1 credit hour**

The History and Physical Examination series is a four-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities.

The History and Physical Examination series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, and Body, Mind, & Spirit.

## **MSPA 5165 - Clinical Medicine Practicum IV**

### **1 credit hour**

Students will be challenged to integrate their didactic learning with clinical patient care experiences from the previous practicum courses in a series of culminating activities in preparation for the clinical component of the program. Cognitive knowledge and affective skills will be measured through written

and practical examinations, student presentations, and oral examinations similar to experiences students will encounter in the clinical year, as well as later in actual practice.

## **MSPA 5170 - Clinical Skills IV**

### **1 credit hour**

The Clinical Skills series is a four course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios and medium- and high-fidelity manikins, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. All students will obtain ACLS certification during this course sequence.

The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, Spirit.

## **MSPA 5820 - Special Topics**

### **1 credit hour**

Students who have academic or professional challenges may be required to complete a special topics course (MSPA5820 for didactic remediation or MSPA6820 for clinical remediation). These courses are designed to assist at-risk students in successfully meeting program expectations and may be required prior to and/or during the clinical year. The content of these courses will be determined by the program, but will be tailored to the student's individual needs, taking student input under advisement. Students required to complete the special topics course are required to achieve a passing grade for the course, in order to advance in the program.

## **Second year**

Clinical experiences will average approximately 40 hours per week on site, in patient-related care. Some clinical experiences may involve slightly shorter (no less than 36 hours per week) or longer hours (no more than 80 hours per week), evening, weekend or on-call responsibilities. The preceptor will determine the student's onsite schedule and clinical responsibilities. Students must adhere to each clinical experience schedule and to all assignments developed by the preceptor. If this is not possible in any given week at a specific clinical site, the student is to notify the clinical team in advance. Patient-related care includes evaluating and treating patients, charting and appropriate paperwork (written or electronic), case presentations, discussions with the preceptor, and other duties as applicable.

## **MSPA 6073 - Transition to Practice**

### **3 credit hours**

This course is ongoing throughout the clinical year. It includes written examinations, practical examinations, oral presentation(s), summative evaluation, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered including state licensure, DEA, malpractice, billing and coding, residencies and graduate PA training.

## **MSPA 6074 - Family Medicine**

### **5 credit hours**

This six week clinical experience is designed to facilitate the student's ability to evaluate health-related conditions



encountered in a family practice setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

### **MSPA 6075 - Internal Medicine**

#### **5 credit hours**

This six-week clinical experience is designed to facilitate the student's ability to evaluate health-related conditions encountered in a general internal medicine setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

### **MSPA 6076 - Pediatrics**

#### **5 credit hours**

This six-week clinical experience provides an exposure to care of children from birth through adolescence. The focus of the learning experience, under the supervision of licensed healthcare providers, is on well-child checkups, counseling of parents, nutrition, and common medical and psychosocial conditions seen in a general pediatric setting.

### **MSPA 6077 - Emergency Medicine**

#### **5 credit hours**

This six-week clinical experience course is designed to facilitate the student's ability to evaluate health-related problems encountered in an emergency medicine setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

### **MSPA 6078 - Women's Health**

#### **5 credit hours**

This six-week clinical experience provides an exposure to issues associated with women's health care, primarily in the ambulatory setting. Emphasis is placed on prenatal care, family planning and birth control, the recognition and treatment of sexually transmitted infections, cancer prevention and detection, and the evaluation and treatment of common ambulatory gynecologic conditions under the supervision of licensed healthcare providers. Students may have exposure to the delivery room and surgical care.

### **MSPA 6079 - General Surgery**

#### **5 credit hours**

This six-week clinical experience provides exposure to the management of patients who present with general surgical problems. Students will focus on evaluation of patients who need surgical consult, pre-operative preparation, intra-operative assistance, and operative procedures. Additionally, students will gain experience caring for surgical wounds and post-operative complications under the supervision of licensed healthcare providers.

### **MSPA 6080 - Behavioral Health**

#### **5 credit hours**

This six-week clinical experience is designed to address the fundamental principles of caring for patients who exhibit a variety of behavioral health conditions and/or psychiatric illness. During the didactic portion of the rotation, students are taught behavioral medicine through a variety of guided learning experiences via distance education technology. The clinical portion of the rotation will consist of clinical experiences to

refine history taking, and mental status examination skills. Students should be able to recognize and categorize psychiatric disorders, and identify techniques of early intervention and psychiatric referral.

### **MSPA 6081 - Elective**

#### **5 credit hours**

This six-week clinical experience is student-selected. Students may choose from an existing database or suggest a new site. The clinical team must approve electives, and preceptors must be licensed healthcare professionals. The experience gives students an opportunity to enhance an area of interest and/or to explore a potential location for future clinical practice. Generally, elective clinical experiences are scheduled later in the clinical year of study.

### **MSPA 6820 - Directed Studies**

#### **Credit hours to be determined**

Directed studies course is an assigned supplemental clinical program of study in response to a request generated by the Student Progress Board (SPB) for students who have academic or professional challenges. This course is designed to assist at-risk students in successfully meeting program expectations during the clinical year. This course may also be utilized to provide the student with the opportunity to re-familiarize themselves with course curriculum completed prior to taking a leave of absence from the PA Program. The content of this course will be determined by the program, but will be tailored to the student's individual needs, taking student input under advisement. Students required to complete the special topics course are required to achieve a passing grade for the course, in order to advance in the program. The course credits will be submitted to the Registrar as additional academic experience above and beyond the required credit hours for graduation. They will not be included in the GPA.

# Speech-Language Pathology, MS

## Master of Science in Speech-Language Pathology

The Master of Science in Speech-Language Pathology at A.T. Still University's Arizona School of Health Sciences (ATSU-ASHS) in Mesa, Arizona, will prepare students to become engaged as whole person healthcare providers in alignment with the mission of the university and its osteopathic heritage. The pedagogy of multicultural education will be a cornerstone of this program with a significant emphasis toward training of bilingual speech-language pathologists and delivery of bilingual services. The curriculum will focus on addressing issues of diversity through culturally responsive practices and using competency-based methods with interpreters to provide ethical services to individuals from linguistically diverse backgrounds. Students will be prepared to serve as professionals who are committed to excellence in the delivery of services to individuals with speech, language, and swallowing disorders and to the advancement of the scientific foundations of the profession using evidence-based clinical practices. Graduates of the ATSU-ASHS Speech-Language Pathology Program will become the next generation of scholars and leaders who will make a global impact. Graduates of the program will be eligible for certification and licensure in speech-language pathology.

### Length of Program

The Speech-Language Pathology program is a two-year master's degree that includes the first 12 months as residential didactic and clinical training and the final year of coursework online allowing students to pursue nationwide clinical opportunities and full-time clinical training. Students are required to complete 66 credit hours to obtain the master's degree.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Class/Year	Tuition	Student Technology Fee	Clinic Fee	Lab Fee
Class of 2024, year 1	\$39,600	\$1,150	\$199	\$269
Class of 2024, year 2*	\$39,600	\$1,150		

\* The institutional charge listed is the scheduled rate for the 2023-2024 academic year.

## Admissions

### Application Process

Applications must be submitted through the Communication Science and Disorders Centralized Application Service (CSDCAS). Please refer to the CSDCAS application instructions for specific details about completing the application, required documents, and processing time.

### Application Deadline

Applicants for the Master of Science in Speech-Language Pathology program should apply by February 1 to be included in the initial screening and selection process. All subsequent applications will be considered on a rolling admissions basis until remaining openings are filled.

### Admission Requirements

Applicants for admission to the residential Master of Science in Speech-Language Pathology program must meet the following requirements prior to matriculation.

Candidates accepted for admission to the ATSU-ASHS Speech-Language Pathology program must have earned a baccalaureate degree or higher from a regionally accredited college or university.

All pre-requisite coursework and the bachelor's or master's degree must be completed from a regionally accredited institution.

#### *Pre-requisite general knowledge coursework*

Students must have three (3) semester credit hours in each of the following areas: biological science, physical science, and statistics, and six (6) semester credit hours in social/behavioral sciences for the American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence (CCC) requirements.

1. Biological science (human biology)
2. Physical science (physics or chemistry)
3. Social/behavioral science (psychology, sociology, anthropology or public health)
4. Statistics (math, biology or psychology)

#### *Pre-requisite speech-language pathology discipline specific coursework*

At least three (3) semester credit hours in each of the suggested courses:

1. Introduction to communication disorders
2. Normal speech and language development
3. Anatomy and physiology of the speech and hearing mechanism
4. Speech and hearing science
5. Phonetics
6. Introduction to audiology
7. Articulation and phonological disorders
8. Language disorders
9. Neuroscience of communication disorders

#### *GPA requirements*

GPA requirement options are as follows. The applicant must have achieved:

- a minimum 3.0 cumulative grade point average overall, or
- a minimum 3.0 cumulative grade point average for the last 60 credits, or
- if under the minimum 3.0 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach to the admissions decision.

Applicants are required to submit three letters of recommendation from university faculty members who know and can comment on their academic ability and potential for success in graduate study. These letters are to be sent through the CSDCAS recommender portal in the Supporting Information and Evaluations section. Please refer to the CSDCAS application

instructions for specific guidelines and requirements for submitting letters of recommendation.

If you are accepted into ATSU-ASHS's Speech-Language Pathology Program, you will be required to complete a criminal background check before matriculation. Depending on the nature of the incidents uncovered, the results of the background check could potentially affect your acceptance into the program, disqualify you from clinical rotations in certain locations leading to an inability to complete your education, or prohibit professional licensure in certain states.

All students are required to demonstrate proficiency in English when applying to the ATSU-ASHS. You may find information on the methods by which you can demonstrate your English Proficiency by referring back to the Arizona School of Health Sciences admissions requirements.

## Graduation Requirements

To earn a Master of Science in Speech-Language Pathology degree, all students must:

- Maintain a minimum overall academic GPA of 3.00 and a minimum cumulative GPA of 3.00 in clinical rotations.
- Pass all courses for credit with a passing grade ("B" or better, "P" for Pass/Fail courses).
- Complete the E-Portfolio Culminating Event with a "B" or better.
- Complete the Cultural Growth Profile.
- Complete a minimum of 400 clinical hours.
- Complete 66 credit hours

## Courses: Descriptions and Credit Values

The course development and content are based upon: the American Speech-Language Hearing Association (ASHA), Council of Academic Accreditation in Audiology and Speech-language Pathology (CAA) standards; program mission and program foundational goals; University Core Professional Attributes (CPAs); and evidenced-based and culturally responsive practices.

### Year 1, Fall Semester

#### **SPCH 5110 - Speech Sound Disorders**

##### **2 credit hours**

This course will focus on an advanced study of the speech sound development, assessment (i.e. symptoms and etiologies) and clinical management of articulation and phonological disorders. Prerequisite: undergraduate coursework in phonetics

#### **SPCH 5120 - Best Practices in Bilingual/Multicultural Assessment/Intervention**

##### **3 credit hours**

The purpose of this course is to provide a foundation for evaluating the linguistic, cognitive and academic skills of individuals from culturally and linguistically diverse (CLD) populations. The course includes review of best practices for working with interpreters and discussions of cultural considerations for assessing and treating communication and swallowing disorders in CLD individuals. Corequisite: SPCH 5130

#### **SPCH 5130 - Evidence-Based Practice Seminar**

##### **1 credit hour**

This course will provide background knowledge on the principles of basic and applied research, how to access sources of research information, and relating research to clinical practice. The student will apply their knowledge of evidence-based practices with communication sciences and disorders to develop a research topic and review the process of submitting an Institutional Review Board application.

#### **SPCH 5140 - Language Disorders in Infants and Preschool Children**

##### **2 credit hours**

This course will review normal language development and explore language disorders in infancy and preschool-age children. Topics will include methods of language assessment and intervention and include current theoretical models on the nature of developmental language disorders. Prerequisite: undergraduate coursework in normal language development

#### **SPCH 5150 - Clinical Methods I: Prevention and Diagnosis**

##### **2 credit hours**

This course will teach students how to screen for communication and hearing problems in children and adults, and how to plan diagnostic assessments for individuals with suspected communication disorders. Students will interact with a variety of evaluation tools used for evaluation of speech, language, social and cognitive abilities.

#### **SPCH 5160 - Clinical Practicum I Simulation Lab**

##### **1 credit hour**

Students will interact with a variety of clinical cases in a web-based interactive learning environment to gain basic clinical experiences with articulation, language, swallowing, fluency and voice disorders in children and/or adults. Students will gain up to 30 hours of supervised clinical experience.

#### **SPCH 5210 - Neuroscience in Communication Disorders**

##### **2 credit hours**

This course is an advanced study of neuroanatomy and neurophysiology disorders that are related to speech, language, hearing, cognition, emotion and swallowing. Prerequisite: undergraduate coursework in anatomy and physiology of the speech and hearing mechanism and neuroscience of communication disorders

#### **SPCH 5220 - Human Brain Dissection Lab**

##### **1 credit hour**

This course will use a lab-based systems approach to understand structure-function relationships of tissue and organ systems using human tissue for dissection focusing on anatomical structures related to the field of speech-language pathology. Students will locate structures on human brain specimens to explain neuropathologies that lead to communication and swallowing disorders. Corequisite: SPCH 5210

#### **SPCH 5230 - Adult Neurogenic Disorders I**

##### **2 credit hours**

This course will discuss theoretical issues related to neurogenic disorders, differential diagnosis, and treatment of adult

neurogenic language and speech disorders including aphasia, right hemisphere disorders, apraxia, and dysarthria. Discussion of acquired neurological disorders will include symptomatology, etiology, management, prognosis, and recovery. Corequisites: SPCH 5210 and SPCH 5220

### **SPCH 5240 - Language Disorders in School-Age Children and Adolescents**

**2 credit hours**

This course includes current theoretical models on the nature of language disorders in school-age children and adolescents. Methods of assessment and intervention of language and literacy disorders are key elements of the course. Prerequisite: SPCH 5140

### **SPCH 5250 - Clinical Methods II: Evidence-Based Treatment Planning**

**2 credit hours**

This course will provide students with experience in treatment planning for children and adults with identified communication disorders, including deficits in speech, language, swallowing, social and cognitive skills. Students will learn to implement evidence-based methods for each client, family preferences for treatment methods, and cultural and linguistic responsive practices.

### **SPCH 5260 - Clinical Practicum II/Preschool/School-Age**

**1 credit hour**

This clinical off-campus rotation will provide clinical experiences with preschool or school-age children. Students will be supervised by a local speech-language pathologist at a school or by an SLP faculty member at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 30 clinical hours. Prerequisites: SPCH 5150 and SPCH 5160

## **Year 1, Spring Semester**

### **ASHS 6300 - Research Methods and Design**

**3 credit hours**

This course will focus on the development and application of graduate level knowledge and skills related to research methods in the health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course.

### **SPCH 5310 - Assessment & Treatment of Dysphagia**

**3 credit hours**

This course will include anatomy and physiology of swallowing, etiologies of dysphagia and assessment and intervention techniques. Advanced study includes discussion of ethical and professional issues when serving infant to geriatric populations with swallowing and feeding disorders. Prerequisite: SPCH 5210

### **SPCH 5320 - Speech Sciences & Instrumentation Lab**

**1 credit hour**

This lab will focus on the study of the instruments used in evaluations and treatments in speech-language pathology practice. Students will have the opportunity to use speech science principles for decision-making and evidence-based practice. Prerequisites: undergraduate coursework in speech science and anatomy and physiology of the speech and hearing mechanism. Corequisites: SPCH 5330 and SPCH 5310 and clinical rotation

### **SPCH 5330 - Assessment & Treatment of Voice Disorders**

**2 credit hours**

This course will focus on the study of the anatomy, pathophysiology, etiology, acoustics, and perception of abnormal voice production. It also includes foundational skills for prevention, assessment, differential diagnosis, and management of voice disorders in children and adults. Topics include voice disorders related to laryngectomy and vocal fold hyperfunction and voice modification for transgender individuals. Corequisite: SPCH 5320

### **SPCH 5360 - Clinical Practicum III/Preschool/School-Age**

**1 credit hour**

This continuation of clinical off-campus rotation will provide additional clinical experiences with preschool or school-age children. Students will be supervised by a local speech-language pathologist at a school or by an SLP faculty member at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 50 clinical hours. Prerequisite: SPCH 5150, SPCH 5160, SPCH 5260

### **SPCH 5420 - Interprofessional Practice Motor Speech Disorders**

**2 credit hours**

This course will focus on the study of motor speech disorders (e.g. dysarthria, apraxia) in children and adults. The unique aspect of the course is the focus on interprofessional collaboration in decision-making to address motor speech disorders. A course project designed to integrate interprofessional practice in a clinical setting with other healthcare professionals will be completed in SPCH 5440 Capstone I: IPP/ IPE Project.

### **SPCH 5430 - Adult Neurogenic Disorders II**

**3 credit hours**

This course will center on the study of adult neurogenic language disorders, focusing on cognitive communication disorders including disorders related to aging (i.e. dementia, traumatic brain injury, executive function disorders). Course topics include: theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, treatment and ethical issues. Prerequisites: SPCH 5210, SPCH 5220, SPCH 5230

### **SPCH 5440 - Capstone I: IPP/IPE Project**

**1 credit hour**

Guided by an SLP faculty member, students will engage in an IPE activity through a large group or small group activity in collaboration with students in any of the Schools (Health



Sciences, Dentistry, Medical School), complete a literature review and write a clinical report detailing the findings of the activity and their importance to management of a client with a motor speech disorder. Results of the project focusing on interprofessional practice will be disseminated in an oral presentation (i.e. grand rounds/ProSems). Corequisite: SPCH 5420

**SPCH 5460 - Clinical Practicum IV/Healthcare/Schools**  
**2 credit hours**

This continuation of clinical off-campus rotation will provide additional clinical experiences in schools and/or in healthcare settings (i.e. skilled nursing facility, long term care facility and hospitals) with children and adult populations. Students will be supervised by a local speech-language pathologist at a healthcare facility or school. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 50 clinical hours. Prerequisites: SPCH 5150, SPCH 5160, SPCH 5260, SPCH 5360

**SPCH 5470 - Praxis Review I**  
**0 credit hours**

This is the first of two workshop courses to guide students through review of important topics and introduce them to the mock test for the Praxis Examination in Speech-Language Pathology (SLP). Passing this board examination is required for SLP state licensure and ASHA certification.

**Regular Track**

**SPCH 5410 - Telepractice Methodology**  
**2 credit hours**

This course provides learners with an introduction and description of procedures relevant to the delivery of effective and evidence-based intervention services using a telepractice. This course will review the policies and procedures for telepractice service delivery as well as implement telepractice methods and the application of technology.

**Thesis Track**

**ASHS 6400 - Methods of Data Analysis**  
**3 credit hours**

Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

**SPCH 7110 - Research in Communication Disorders/Thesis**  
**1 credit hour**

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail. Note: fulfillment of all other planned course work is needed for the completion of the Speech-Language Pathology program, except Thesis Research.

**Year 2, Fall Semester**

**SPCH 6110 - Disorders of Fluency**

**2 credit hours**

This course will center on the study of the contemporary theories of etiology and principles of assessment and treatment of stuttering and related disorders.

**SPCH 6130 - Autism & Developmental Disabilities**

**2 credit hours**

This course will provide knowledge relative to pragmatics, prelinguistic communication and paralinguistic communication in the understanding, assessment, and intervention of individuals with autism spectrum disorders (ASD). It is intended to prepare students to understand the social aspects of communication (behavior and social skills) exhibited by individuals with ASD across the life span as well as review assessment and intervention procedures.

**SPCH 6160 - Advanced Clinical Practicum I: Healthcare/Schools**

**2 credit hours**

This continuation of clinical off-campus rotation will provide advanced clinical experiences in schools and/or in healthcare settings (i.e. skilled nursing facility, long term care facility and hospitals) with children and adult populations. Students will be supervised by a speech-language pathologist at a healthcare facility or school locally or out-of-state. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 50 clinical hours. Prerequisites: SPCH 5150, SPCH 5160, SPCH 5260, SPCH 5360, SPCH 5460

**SPCH 6220 - Audiology for Speech-Language Pathologists**

**2 credit hours**

This course will review the effects of hearing loss on communication such as hard of hearing, deafness and aging, among others. Content will also include assessment and management of speech and language disorders (i.e. central auditory processing disorder) for new-born, pediatric and adult populations in various clinical contexts.

**SPCH 6230 - Augmentative/Alternative Communication**

**2 credit hours**

This course introduces students to the range of assistive technologies, and to diagnostic and treatment approaches used by speech-language pathologists to address the communicative needs of adults and children with acquired communication disorders in a variety of settings (e.g. hospital, school, home, work). Artificial intelligence and its implications for habilitation and rehabilitation will be discussed. Guest lecturers by allied professionals (i.e. physical therapist, occupational therapist and/or educators) will review the benefits of an interdisciplinary, team-based approach to assessment and intervention. Prerequisites: SPCH 5140, SPCH 5240

**SPCH 6260 - Advanced Clinical Practicum II: Healthcare/Schools**

**2 credit hours**

This continuation of clinical off-campus rotation will provide advanced clinical experiences in schools and/or in healthcare settings (i.e. skilled nursing facility, long term care facility and



hospitals) with children and adult populations. Students will be supervised by a speech-language pathologist at a healthcare facility or school locally or out-of-state. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 50 clinical hours. Prerequisites: SPCH 5150, SPCH 5160, SPCH 5260, SPCH 5360, SPCH 5460, SPCH 6160

### **SPCH 6470 - Praxis Review II**

#### **0 credit hours**

This is the second of two workshop courses to guide students through review of important topics and practice a mock test for the Praxis Examination in Speech-Language Pathology (SLP). Passing this board examination is required for SLP state licensure and ASHA certification.

## Regular Track

### **SPCH 6120 - Counseling Theory & Practice**

#### **2 credit hours**

This course will introduce student's to theoretical foundations for counseling individuals with communication disorders. Counseling may include informational counseling and personal adjustment counseling for clients, families and/or caregivers.

### **SPCH 6210 - Craniofacial Anomalies**

#### **2 credit hours**

This course will provide the foundation in the science and theory of genetics and embryology. Assessment and intervention of factors associated with craniofacial anomalies will include medical, prosthetic, and behavioral interventions of related resonance, articulation and swallowing disorders secondary to craniofacial anomalies.

## Thesis Track

### **SPCH 7120 - Research in Communication Disorders/Thesis**

#### **1 credit hour**

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail. The fulfillment of all other planned course work is needed for the completion of the Speech-Language Pathology program, except Thesis Research.

## Year 2, Spring Semester

### **SPCH 6310 - Professional Ethics, Licensure, & Current Trends**

#### **2 credit hours**

This course examines professional ethics and issues, reviews regulations and requirements for professional scope of practice (i.e. licensure, clinical competency certification, and CFY) and discuss current trends in speech-language pathology.

### **SPCH 6360 - Advanced Clinical Practicum III: Healthcare/Schools**

#### **2 credit hours**

This continuation of clinical off-campus rotation will provide

advanced clinical experiences in schools and/or in healthcare settings (i.e. skilled nursing facility, long term care facility and hospitals) with children and adult populations. Students will be supervised by a speech-language pathologist at a healthcare facility or school locally or out-of-state. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 50 clinical hours. Prerequisites: SPCH 5150, SPCH 5160, SPCH 5260, SPCH 5360, SPCH 5460, SPCH 6160, SPCH 6260

### **SPCH 6460 - Advanced Clinical Practicum IV: Healthcare/Schools**

#### **5 credit hours**

This continuation of clinical off-campus rotation will provide advanced clinical experiences in schools and/or in healthcare settings (i.e. skilled nursing facility, long term care facility and hospitals) with children and adult populations. Students will be supervised by a speech-language pathologist at a healthcare facility or school locally or out-of-state. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings and gain a minimum of 100 clinical hours. Prerequisites: SPCH 5150, SPCH 5160, SPCH 5260, SPCH 5360, SPCH 5460, SPCH 6160, SPCH 6260, SPCH 6360

## Thesis Track

### **SPCH 7130 - Research in Communication Disorders/Thesis**

#### **1 credit hour**

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail. The fulfillment of all other planned course work is needed for the completion of the Speech-Language Pathology program, except Thesis Research.

# Clinical Decision Making, Graduate Certificate

The Graduate Certificate in Clinical Decision-Making in Athletic Training is an online program providing advanced instruction in evidence-based practice, clinical outcomes assessments, clinical informatics and technology, and epidemiology.

The purpose of the program is to prepare practicing athletic trainers and athletic training educators with the clinical practice and educational competencies in clinical decision-making skills that will enhance the quality and effectiveness of patient care.

## Length of Program

The Certificate program consists of 4 courses that could be completed over a semester's time.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$604 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Students interested in the Graduate Certificate in Clinical Decision-Making in Athletic Training program, may use the online application available at <https://www.atsu.edu/athletic-training-clinical-decision-making-graduate-certificate#application>. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Clinical Decision-Making in Athletic Training, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Graduate Certificate in Clinical Decision-Making in Athletic Training program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ATSU-ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
  1. See the Minimum Technology Specifications under the General Admission Requirements section.

## Certificate Requirements

To earn a graduate Certificate in Clinical Decision Making, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

## Curriculum

Upon completion of the Graduate Certificate in Clinical Decision-Making in Athletic Training program, students will be able to:

1. Practice and/or teach athletic training in a manner that integrates clinical experience, patient values, and the best available evidence
2. Employ and/or teach clinician-based and patient-based clinical outcome measures to determine the effectiveness of athletic training services
3. Use and/or teach healthcare informatics and technology to communicate, manage knowledge, mitigate error, and support decision-making in athletic training practice
4. Implement quality improvement initiatives into athletic training practice

## Courses: Descriptions and Credit Values

### ATRN 7110 - Quality Improvement and Patient Safety

#### 3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to

the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 7120 - Evidence-Based Practice**

#### **3 credit hours**

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. Course objectives will be achieved through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **ATRN 7130 - Patient-Oriented Outcomes**

#### **3 credit hours**

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

### **ATRN 7140 - Health Information Technology**

#### **3 credit hours**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide

# Education, PA Post-Professional Graduate Certificate

## Physician Assistant Post-Professional Certificate in Education

The Doctor of Medical Science (DMSc) program offers a post-professional certificate for physician assistants (PAs) in Education. The certificate is comprised of three courses (9 semester credit hours) offered through a distance-learning format. All course work will be taken with current Doctor of Medical (DMSc) students. All courses require active participation using current technology.

The purpose of the certificate is to provide physician assistants with post-professional education in the field of education. The certificate is also beneficial for graduates of the Doctor of Medical Science (DMSc) degree who did not select the education track for their initial DMSc degree. These courses can be used as part of the DMSc degree program required course work if you wish to proceed with obtaining the Doctor of Medical Science degree later. An Application to Transfer Academic Credit will need to be completed.

### Length of Program

The Certificate program consists of a minimum of three (3) courses that could be completed over one or more semesters.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$621 per credit hour	\$32 per credit hour

### Admissions

#### Application Process

Students interested in the Physician Assistant Post-Professional Certificate in Education in the Doctor of Medical Sciences program, may use the online application available at [apply.atsu.edu](http://apply.atsu.edu)

Admission to the certificate program is as a non-degree student which is not eligible for federal financial assistance.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Certificate - Doctor of Medical Sciences, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Physician Assistant Post-Professional Certificate program must meet the following requirements prior to matriculation.

1. Currently certified/licensed physician assistant or, if retired, previously certified/licensed to practice as a PA.
2. Master's degree from an accredited university recognized by the U.S. Department of Education or meet the following equivalency.
  - Master's Equivalency Option: Applicants MUST have a bachelor's degree in physician assistant studies AND meet and document in a portfolio at least one (1) of the criteria below:
    - An approved military or civilian post-professional PA residency or fellowship
    - An approved medical specialty certificate program (i.e. public health certificate)
    - A Certificate of Added Qualification (CAQ) offered by the NCCPA
    - At least 15 credit hours of post-secondary education toward a master's degree
3. Minimum GPA of 3.0 (on a 4.0 scale).
4. Licensed PAs from Canada and the UK are eligible to apply.
5. Applicants must be fluent in English (the language of instruction of this program). When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review.
6. Applicants must be able to meet the University technology requirements.

### Certificate Requirements

To earn a PA Post-Professional Certificate, all students must:

- Complete with a passing grade ("P") three (3) of the education courses.

### DMSc Transfer Credit: Certificate-to-Doctorate

Upon successful completion of one of the certificate programs, students who meet the program requirements are encouraged to apply for admission to the DMSc doctoral degree program. All courses successfully completed in the certificate program will transfer to the DMSc degree (Education track only; not eligible for the Clinical track). The DMSc application fee will be waived for certificate holders.

### Curriculum

Upon completion of the PA Post-Professional Education Certificate, students will be able to:

1. Develop teaching skills for clinical and academic environments.
2. Students will learn: adult learning theory, how to develop and design curriculum, learn about cutting edge advances

in educational technology, and understand educational assessments and evaluations.

## Courses: Descriptions and Credit Values

Students are only required to take 3 of the 4 courses but can opt to take all 4 courses (for additional tuition/fees).

Sample Schedule	
Block 1	DMSC 8100 and 8110
Block 2	DMSC 8120 and/or 8220 and/or 8140

### DMSC 8100 - Adult Learning Theory

#### 3 credit hours

Effective and efficient teaching requires an understanding of how adults learn. This course examines the learning process, particularly as it differs for adults. Topics include theories of behaviorism, cognitivism, humanism, constructivism, and social and adult learning; major learning style theories; andragogy versus pedagogy; and motivation for learning as it applies to informal and formal education and training. Utilizing this basis, students will examine how to apply these theories to the design, implementation, and assessment process.

### DMSC 8110 - Curriculum Design & Delivery

#### 3 credit hours

This course will introduce students to methods and best practices for medical education curriculum design and prepare students to be conversant in the foundational research literature of education for adult students. Students will design systems-based learning modules within their medical specialty. An introduction to psychometric principles will prepare students to create high-quality assessment items.

### DMSC 8120 - Educational Technology & Simulation

#### 3 credit hours

Computers, simulators, and even smartphones have become ubiquitous in education both in and outside of the classroom. This course will present best practices in utilization of technology in teaching and provide the learner the opportunity to learn course management through an LMS, develop familiarity with audience response technology (e.g., clickers), develop competence in office productivity software for common educational tasks, and explore hardware and software essential to producing asynchronous curriculum delivery and assessment (e.g., webcam, interactive publishing). Simulation is recognized in healthcare education as an effective way to teach and assess skills and behaviors. This course will teach the student how to create high-quality healthcare simulation programs, introduce the research behind simulation best practices, provide students with a template for effective simulation, and give students a basic understanding of the simulation process as it applies to healthcare education.

### DMSC 8130 - Assessment & Evaluation Methods

#### 3 credit hours

This course will describe best practices for measurement and assessment in education. Topics will include the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and

assessments, standardized tests, and interpretation of assessment scores and norms. Learners will develop instructional objectives, a variety of assessment items and assessment formats, and will construct rating 3 scales, rubrics, and interpret assessment psychometrics.

### DMSC 8140 - PA Program Administration

#### 3 credit hours

This course will cover programmatic topics relevant to the administration of entry-level PA degree programs. Topics include strategies for leading and teaching diverse learners, budget and financial management and administration, faculty and staff development, recruiting faculty and staff, critical issues in student affairs and legal issues in higher education, foundations of marketing management, program evaluation, strategic planning, and leadership advancement.



# Leadership and Education, Graduate Certificate

## Graduate Certificate in Leadership and Education

The Graduate Certificate in Leadership and Education is an online program providing advanced instruction in leadership, health policy and systems, and contemporary issues in athletic training education.

The purpose of the program is to prepare practicing athletic trainers and athletic training educators to debate and apply contemporary knowledge and skills in athletic training leadership and education.

### Length of Program

The Certificate program consists of 4 courses that could be completed over a year.

### Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$604 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Students interested in the Graduate Certificate in Leadership and Education, may use the online application available at <https://www.atsu.edu/athletic-training-leadership-and-education-graduate-certificate#application>. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Leadership and Education, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

## Admission Requirements

Applicants for admission to the Graduate Certificate in Leadership and Education must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
  - a. See the Minimum Technology Specifications under the General Admission Requirements section.

## Certificate Requirements

To earn a graduate Certificate in Leadership and Education, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

## Leadership and Education Certificate Program Outcome

Debate and apply contemporary knowledge and skills in athletic training leadership and education.

### Objectives

1. Examine the role and influence of athletic trainers on health policy and healthcare delivery systems.
2. Critically examine and apply the characteristics of leadership in athletic training within the context of becoming an advanced practice leader.
3. Analyze and debate contemporary issues in athletic training education.
4. Examine and apply best practices in clinical education and mentoring of athletic training students, young professionals, residents and fellows.

## Courses: Descriptions and Credit Values

### ATRN 8130 - Health Policy and Systems of Delivery

3 credit hours

This course provides a forum for exploration and discussion of

current policy issues and trends in healthcare in general, and in athletic training more specifically. The course attempts to do three things: The first half of the course takes a broader approach to examine the U.S. health care system from a health policy and health politics perspective. Topics include general civics, the role of state and federal government in law and policy making, as well as organizing, financing, and delivering health care. The second half of the course will look more specifically at emerging policy issues. The second half of the course is designed to enhance the athletic trainer's understanding of legal and risk management concepts as they pertain to daily clinical practice and the administration thereof. Concepts will include: accreditation, cardiac, heat and hydration, injury prevention and sport specialization, and concussion policy analysis.

facilitating transition to practice, and mentoring within the health professions will also be presented.

### **ATRN 8140 - Leadership and Professionalism in Athletic Training**

#### **3 credit hours**

This course offers an examination and application of theories of professionalism and leadership as they related to various aspects of the practice of athletic training. Topics include, but are not limited to: Contemporary leadership theories, Medical professionalism, Organizational communication, Personal effectiveness and productivity, Communities of practice, Leading change, and Conflict management. The course requires students to be active participants in the learning process. We will rely on a series of readings (e.g. book chapters, classic and contemporary articles, research studies), presentations, discussions, and both reflective and authentic applied assignments to provide a deeper understanding of leadership and professionalism and their impact the athletic training profession. By the end of this course you should have the foundational knowledge and a framework for action that will allow you to make informed decisions about your own leadership roles and pursue meaningful change in both your work setting and your profession.

### **ATRN 8160 - Contemporary Issues in Athletic Training Education**

#### **3 credit hours**

This course that will explore contemporary issues in athletic training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

### **ATRN 8170 - Applied Clinical Education and Mentoring**

#### **3 credit hours**

This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education,

# Leadership, PA Post-Professional Certificate

## Physician Assistant Post-Professional Certificate in Leadership

The Doctor of Medical Science (DMSc) program offers a post-professional certificate for physician assistants (PAs) in Leadership. The certificate is comprised of three courses (9 semester credit hours) offered through a distance-learning format. All course work will be taken with current Doctor of Medical (DMSc) students. All courses require active participation using current technology.

The purpose of the certificate is to provide physician assistants with post-professional education in the field of leadership. The certificate is also beneficial for graduates of the Doctor of Medical Science (DMSc) degree who did not select either leadership track for their initial DMSc degree. These courses can be used as part of the DMSc degree program required course work if you wish to proceed with obtaining the Doctor of Medical Science degree later. An Application to Transfer Academic Credit will need to be completed.

## Length of Program

The Certificate program consists of three (3) courses that could be completed over one or more semesters.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Information section of this catalog.

Tuition	Student Technology Fee
\$621 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Students interested in the Physician Assistant Post-Professional Certificate in Leadership in the Doctor of Medical Sciences program, may use the online application available at [apply.atsu.edu](http://apply.atsu.edu)

Admission to the certificate program is as a non-degree student which is not eligible for federal financial assistance.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Certificate - Doctor of Medical Sciences, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Physician Assistant Post-Professional Certificate program must meet the following requirements prior to matriculation.

1. Currently certified/licensed physician assistant or, if retired, previously certified/licensed to practice as a PA.
2. Master's degree from an accredited university recognized by the U.S. Department of Education or meet the following equivalency.
  - Master's Equivalency Option: Applicants MUST have a bachelor's degree in physician assistant studies AND meet and document in a portfolio at least one (1) of the criteria below:
    - An approved military or civilian post-professional PA residency or fellowship
    - An approved medical specialty certificate program (i.e. public health certificate)
    - A Certificate of Added Qualification (CAQ) offered by the NCCPA
    - At least 15 credit hours of post-secondary education toward a master's degree
3. Minimum GPA of 3.0 (on a 4.0 scale).
4. Licensed PAs from Canada and the UK are eligible to apply.
5. Applicants must be fluent in English (the language of instruction of this program). When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review.
6. Applicants must be able to meet the University technology requirements.

## DMSc Transfer Credit: Certificate-to-Doctorate

Upon successful completion of one of the certificate programs, students who meet the program requirements are encouraged to apply for admission to the DMSc doctoral degree program. All courses successfully completed in the certificate program will transfer to the DMSc degree (Education and Leadership tracks only; not eligible for the Clinical track). The DMSc application fee will be waived for certificate holders.

## Certificate Requirements

To earn a PA Post-Professional Certificate, all students must:

- Complete with a passing grade ("P") three (3) of the leadership courses.

## Curriculum

Upon completion of the PA Post-Professional Leaderships Certificate, students will:

1. Have foundational leadership knowledge that focuses on healthcare administration, economics, and healthcare policies.
2. Students will learn: skills to lead organizational improvement in healthcare settings, explore topics influencing the markets on the healthcare system, discuss medical and ethical challenges faced in healthcare, human-subjects research, and privacy rights.
3. Students will also explore the evolving role and challenges of the PA in the healthcare system.

## **Courses: Descriptions and Credit Values**

Students are only required to take 3 of the 4 courses but can opt to take all 4 courses (for additional tuition/fees).

DMSC 8200 is required and must be taken first.

DMSC 8210, 8220, and/or 8230 may be taken concurrently.

### **DMSC 8200 - Organizational Leadership**

#### **3 credit hours**

This course will provide the learner with an understanding of how perceptions and thinking influence behavior in the workplace, and the skills necessary to manage conflict and lead change in teams, organizations, community partnerships, and health initiatives in their role as a physician assistant. Strategies for creative problem solving, communication and improved management practices will be explored.

### **DMSC 8210 - Health Economics**

#### **3 credit hours**

Economics is a major influence in shaping health policy in the United States. An effective healthcare leader must be fluent with the basic health economic theory to guide their organization. This course will discuss such topics as demand, supply and market equilibrium, scarcity, risk aversion, moral hazard, adverse selection, quality of care and pay for performance to provide the student with a grasp of the market forces on the U.S. healthcare system.

### **DMSC 8220 - Ethical Considerations in Health Administration**

#### **3 credit hours**

This course will provide an overview of the principles of medical ethics (autonomy, beneficence, and justice that relate to healthcare. The discussion will review some of the ethical challenges faced in healthcare and health administration, the ethical of human- subjects research, and the right to privacy and consent to treatment. The responsibilities and boundaries of the patient-healthcare provider relationship and the conflicting demands of providing quality care with limited resources will be addressed, as will the relationship and responsibilities of healthcare providers to society. Case studies will be included to develop ethical reasoning skills applicable to daily practice.

### **DMSC 8230 - PAs in Healthcare Policy**

#### **3 credit hours**

This course will explore the evolving role of the PA in the structure of the current U.S. healthcare system; the challenges of access, cost, and quality; and the process of healthcare policy development. The evolution of healthcare reform will be used to illustrate the development of healthcare policy, including the Affordable Care Act (ACA). The impact of the ACA on PA practice, patient healthcare access, cost, and quality and projections for the future of the ACA will be analyzed.

# Orthopaedics, Graduate Certificate

## Graduate Certificate in Orthopaedics

The Graduate Certificate in Orthopaedics is an online program providing advanced instruction in the diagnosis, evaluation and patient care management of patients with orthopaedic conditions.

The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in specific areas of orthopaedics that will enhance the quality and effectiveness of patient care.

## Length of Program

The Certificate program consists of 4 courses that could be completed over a year.

## Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$604 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application available at <https://www.atsu.edu/athletic-training-orthopaedics-graduate-certificate#application>. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Rehabilitation, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Graduate Certificate in Rehabilitation must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
  - a. See the Minimum Technology Specifications under the General Admission Requirements section.

## Certificate Requirements

To earn a graduate Certificate in Orthopaedics, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

## Orthopaedics Certificate Program Outcome

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of orthopaedics.

### Objectives

1. Demonstrate advanced practice knowledge and skills in the diagnoses of orthopaedic conditions.
2. Demonstrate advanced practice knowledge and skills in the management of orthopaedic conditions.
3. Demonstrate advanced practice knowledge and skills in the application and interpretation of common imaging and laboratory techniques used in the examination of orthopaedic patients.
4. Demonstrate advanced practice knowledge of common orthopaedic surgical procedures with special emphasis on subsequent rehabilitation considerations.

### Courses: Descriptions and Credit Values

#### ATRN 7410 - Orthopaedic Diagnostic Evaluation 3 credit hours

This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, the back, and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical



decision-making skills in injury evaluation and diagnosis. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

### **ATRN 7420 - Orthopaedic Management**

#### **3 credit hours**

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

### **ATRN 7430 - Orthopaedic Imaging and Labs**

#### **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

### **ATRN 7440 - Orthopaedic Surgical Considerations**

#### **3 credit hours**

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

# Rehabilitation, Graduate Certificate

## Graduate Certificate in Rehabilitation

The Graduate Certificate in Rehabilitation is an online program providing advanced instruction in foundations of tissue healing, assessment and correction of movement dysfunction and considerations for moving from rehabilitation to sport performance.

The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in specific areas of rehabilitation that will enhance the quality and effectiveness of patient care.

## Length of Program

The Certificate program consists of 4 courses that could be completed over a year.

## Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$604 per credit hour	\$32 per credit hour

## Admissions

### Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application available at <https://www.atsu.edu/athletic-training-rehabilitation-graduate-certificate#application>. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Rehabilitation, 5850 E. Still Circle, Mesa, AZ 85206.

### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Graduate Certificate in Rehabilitation must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
  - a. See the Minimum Technology Specifications under the General Admission Requirements section.

## Certificate Requirements

To earn a graduate Certificate in Rehabilitation, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

## Rehabilitation Certificate Program Outcome

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of rehabilitation.

### Objectives

1. Integrate the basic science of connective tissue healing (anatomy, physiology, morphology, histology, and biomechanics) into the management of musculoskeletal injuries.
2. Demonstrate advanced practice knowledge and skills in the assessment and diagnosis of movement dysfunction.
3. Develop advanced practice knowledge and skills in rehabilitation of movement dysfunction through corrective exercise.
4. Demonstrate advanced practice knowledge of transitioning from rehabilitation to sport performance.

### Courses: Descriptions and Credit Values

#### ATRN 7210 - Foundations of Tissue Healing 3 credit hours

This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will

be addressed. The histology, morphology, and biomechanics of soft connective tissues, muscle, articular cartilage, and peripheral nerves will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

### **ATRN 7230 - Assessment of Movement Dysfunction**

#### **3 credit hours**

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

### **ATRN 7240 - Corrective Techniques for Movement Dysfunction**

#### **3 credit hours**

This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

### **ATRN 7250 - Rehabilitation Considerations for Sport Performance**

#### **3 credit hours**

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

# Sport Neurology and Concussion, Graduate Certificate

## Graduate Certificate in Sport Neurology and Concussion

The Graduate Certificate in Sports Neurology and Concussion is an online program providing advanced instruction in the diagnosis, assessment, treatment, and management of patients with sport-related concussion and neurological injuries.

The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in the sub-specialty of sports neurology and concussion.

### Length of Program

The Certificate program consists of 4 courses that could be completed over a year.

### Tuition

Distance programs' tuition is due the first day of class. For programs with payment per credit or course, the tuition covers the payment for the coming semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$604 per credit hour	\$32 per credit hour

### Admissions

#### Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application available at <https://www.atsu.edu/athletic-training-sports-neurology-and-concussion-graduate-certificate#application>. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Rehabilitation, 5850 E. Still Circle, Mesa, AZ 85206.

#### Application Deadline

Please contact Admissions at 877.469.2878 or by email at [onlineinquiry@atsu.edu](mailto:onlineinquiry@atsu.edu) for more information regarding the application deadlines for the Certificate program.

### Admission Requirements

Applicants for admission to the Certificate in Sports Neurology and Concussion must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements.
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
  - a. See the Minimum Technology Specifications under the General Admission Requirements section.

### Certificate Requirements

To earn a graduate Certificate in Sports Neurology and Concussion, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

### Sports Neurology & Concussion Certificate Program Outcome

Demonstrate advanced practice athletic training knowledge and skills in the sub-specialty area of sports neurology and concussion.

#### Objectives

1. Integrate the basic science of neurologic injury and tissue healing into the management of neurologic injuries.
2. Demonstrate advanced knowledge in the recognition, assessment, management and referral of patients with sport-related neurologic conditions.
3. Debate current issues related to the recognition, assessment, and management of activity-related traumatic brain injuries.
4. Analyze current concepts regarding the assessment, management, and referral of patients with comorbid disorders who suffer activity-related traumatic brain injury.

### Courses: Descriptions and Credit Values

#### ATRN 7310 - Foundations of Sport Neurology 3 credit hours

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in

sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

### **ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport**

#### **3 credit hours**

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

### **ATRN 7330 - Classification and Management of Traumatic Head Injury**

#### **3 credit hours**

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

### **ATRN 7340 - Assessment and Management of Complex Patients with Concussion**

#### **3 credit hours**

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.



# Neurologic Physical Therapy Residency

The 12-month post-professional Neurologic Physical Therapy Residency program at ATSU is designed to elevate the clinical skills and knowledge from a general practitioner to that of a clinical specialist in neurologic physical therapy. Operating as a collaborative model, the Neurologic Physical Therapy Residency program is built from a strong clinical reasoning base. Residents will gain advanced critical thinking skills and become expert clinicians who practice evidence-based whole-person healthcare.

Residents in the Neurologic Physical Therapy Residency program receive didactic instruction and 150 hours of clinical mentoring. Supervised clinical mentorship and teaching are key components of the Neurologic Physical Therapy Residency program. Each week includes mentored clinical practice with an expert neurologic physical therapist. The didactic curriculum includes online coursework, case studies, and weekend continuing education courses. Residents participate in biweekly personal video conversations with ATSU faculty, discussing curriculum topics and applying the curriculum to patient cases. As part of the curriculum, residents and their mentors will attend three to four weekend continuing education courses, sponsored by the Neurologic Physical Therapy Residency on the Mesa, Ariz. campus.

Following completion of the program, residents will be prepared to take the American Board of Physical Therapy Specialties (ABPTS) Neurologic Clinical Specialist certification exam in Neurology and practice patient-centered evidence-based neurologic physical therapy at the competence level of a neurologic clinical specialist (NCS).

## Length of Program

The 6 credit, 6 course curriculum can be completed within one year.

## Tuition

Tuition is due two weeks before the start of class. For programs that have payment per program, payment in full is due prior to the start of the program or per their admissions agreement on a quarterly payment schedule. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog. Tuition is \$8,240.00.

## Admissions

### Application Process

ATSU-ASHS' Neurologic Physical Therapy Residency program participates in a centralized application processing service called the Residency/Fellowship Physical Therapist Centralized Application Service (RF-PTCAS). Applications may be obtained through RF-PTCAS at <https://rfptcas.liaisoncas.com/applicant-ux/#/login>. Questions regarding the RF-PTCAS account may be directed to RF-PTCAS at 617.612.2875 or by email at [rfptcasinfo@rfptcas.org](mailto:rfptcasinfo@rfptcas.org). All other questions should be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

## Application Deadline

The deadline to apply through RF-PTCAS is August 1 of the year of anticipated enrollment.

## Admission Requirements

Applicants for admission to the Neurologic Physical Therapy Residency program must meet the following requirements prior to matriculation. Minimal eligibility requirements for acceptance into the program include:

- Unrestricted license in physical therapy in the state in which the resident will practice physical therapy during the residency.
- Employment in an approved clinical site with an approved clinical mentor.
- Submission of application to the American Physical Therapy Association (APTA) residency centralized application system (RF-PTCAS).
- Submission of secondary application to the Residency Program.

### Clinical Requirements

- Resident must be employed in an approved physical therapy clinical setting with a wide variety of patients with neurologic conditions.
- Resident must have an approved clinical mentor provide a minimum of 3 hours of one-on-one mentoring of patient care per week.

## Application Requirements

1. Submit primary application through RF-PTCAS. Items required of applicants in the RF-PTCAS primary application:
  - Complete RF-PTCAS application and fee
  - Official transcripts from every physical therapy U.S. college and university attended
  - Three received electronic evaluations
2. Program specific supplemental requirement:
  - Supplemental fee of \$70
  - Additional information detailing clinical site and mentor
  - Interview with residency program director
  - Curriculum Vitae or Resume
  - NOTE: No additional evaluations required aside from the 3 required by RF-PTCAS
3. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
  - See the Minimum Technology Specifications under the General Admission Requirements section.

ASHS is looking for the following qualities in applicants to the residency program:

- A strong desire to advance clinical skills and knowledge
- Strong communication skills
- Evidence of self-initiative and self-responsibility
- Commitment to patient-centered practice

## Curriculum

The didactic curriculum includes six online courses delivered over two semesters and the final course includes the resident's capstone project. In addition, three to four continuing education courses are conducted and augment the online coursework. The didactic component of the residency curriculum is centered on the ABPTS Description of Specialty Practice in Neurology and the best evidence available in the practice of neurologic physical therapy.

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

#### PTNR 7000 - Theoretical Framework for Management of Individuals with Neurological Conditions

##### 1 credit hour

Elements that contribute to a conceptual framework for assessment and treatment of individuals with neurological conditions are presented. The conceptual framework for clinical practice that will be utilized throughout the curriculum derives strongly from the integration of a task-oriented approach to examination and intervention with the model of the International Classification of Functioning, Disability, and Health. The course includes a review of motor control and motor learning theories including the relevant neuroanatomy and physiology. The process of evidence-based practice is emphasized, including an overview of research design and statistics. Teaching and learning theories and issues related to education are presented.

#### PTNR 7010 - Neurologic Impairments and Evidence-Based Outcome Measures

##### 1 credit hour

This course provides an in-depth review of impairments and activity limitations resulting from neurologic pathology including methods of classifying impairments, discussion of impairments of cognitive, sensory and perceptual, and action systems, including the musculoskeletal and neuromuscular systems. Current evidence of problems underlying abnormal postural control and types of postural control problems associated with different neurologic conditions is presented. Evidence-based tests and measures used for examination of neurologic impairments and activity limitations are presented and practiced. This course also includes a task-oriented approach to examination of a mobility disorder with an application of gait examination to a current patient.

#### PTNR 7020 - Clinical Management of Neurological Conditions I

##### 1 credit hour

Clinical management of individuals with neurologic conditions including stroke, traumatic brain injury, and spinal cord injury. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new knowledge to direct patient care in the clinic.

#### PTNR 7030 - Clinical Management of Neurological Conditions II

##### 1 credit hour

Clinical management of individuals with neurological conditions including Parkinson's disease, multiple sclerosis, and central nervous system neoplasms. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new knowledge to direct patient care in the clinic. Psychological factors and psychological disorders related to illness and recovery from neurological conditions are included.

#### PTNR 7040 - Clinical Management of Neurological Conditions III

##### 1 credit hour

Clinical management of individuals with neurological conditions including lower motor neuron pathology, amyotrophic lateral sclerosis, central nervous system infections, and vestibular disorders. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new theoretic knowledge to direct patient care in the clinic. This course includes discussion of motor development and developmental abnormalities of the nervous system.

#### PTNR 7050 - Neurology Residency Capstone Project

##### 1 credit hour

The resident applies the principles of evidence-based practice and system-based practice to a real patient case. The resident is expected to submit a written case study, including an abstract submission suitable for presentation at a combined sections meeting, detailing this application at the completion of the course. The resident also submits a reflection of how they have contributed to knowledge translation at their clinical site.

# Orthopedic Physical Therapy Residency

This residency program is a post-professional curriculum designed to elevate the clinical skills and knowledge from a general practitioner to that of a clinical specialist in orthopedic physical therapy. Upon completion of the residency program the resident will be prepared to take the Orthopedic Board Certification exam with the American Physical Therapy Association and practice patient-centered evidence-based orthopedic physical therapy at the competence level of an orthopedic clinical specialist.

## Length of Program

The 10 credit hour residency program can be completed in one year.

## Tuition

Tuition is due two weeks before the start of class. For programs that have payment per program, payment in full is due prior to the start of the program or per their admissions agreement on a quarterly payment schedule. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog. Tuition is \$8,752.00.

## Admissions

### Application Process

ASHS' Orthopedic Physical Therapy Residency program participates in a centralized application processing service called the Residency/Fellowship Physical Therapist Centralized Application Service (RF-PTCAS). Applications may be obtained through RF-PTCAS at <https://rfptcas.liaisoncas.com/applicant-ux/#/login>. Questions regarding the RF-PTCAS account may be directed to RF-PTCAS at 617.612.2875 or by email at [rfptcasinfo@rfptcas.org](mailto:rfptcasinfo@rfptcas.org). All other questions should be sent to Admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

### Application Deadline

Application opens early October, one year prior to the applicant's anticipated enrollment. The deadline to apply through RF-PTCAS is the year of anticipated enrollment.

### Admission Requirements

Applicants for admission to the Orthopedic Physical Therapy Residency program must meet the following requirements prior to matriculation. Minimal eligibility requirement for acceptance into the program:

- Graduation from a CAPTE (Commission on Accreditation of Physical Therapy Education) physical therapy program

Upon acceptance and prior to matriculation

- License to practice physical therapy in Arizona

- Employment in an approved clinical practice in Arizona with an approved clinical mentor
- Personal malpractice liability coverage is required

## Clinical Requirements

Resident must be employed in an approved physical therapy clinical setting in Arizona with a wide variety of patients with orthopedic musculoskeletal conditions.

## Application Requirements

1. Submit primary application through RF-PTCAS. Items required of applicants in the RF-PTCAS primary application:
  - Complete RF-PTCAS application and fee
2. Program specific supplemental requirement:
  - Supplemental fee of \$70
  - Additional information detailing clinical site and mentor
  - Interview with residency program director and/or faculty
3. All students are required to demonstrate proficiency in English when applying to the ATSU-ASHS. See the ASHS English Proficiency section for more details.
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class. See the Minimum Technology Specifications under the General Admission Requirements section.

ASHS is looking for the following qualities in applicants to the residency program:

- A Strong desire to advance clinical skills and knowledge
- Strong communication in clinical reasoning skills
- Evidence of self-initiative and self-responsibility
- Commitment to patient-centered practice

## Curriculum

The curriculum delivery is blended with online resources, directed learning activities, clinical mentoring, and laboratory practical course work. The program has been developed to accommodate the full time working individual who is currently seeing patients in an outpatient clinical setting. The program is 12 months in duration.

## Courses: Descriptions and Credit Values

### PT 851 - Orthopedic Physical Therapy Residency 1 5 credit hours

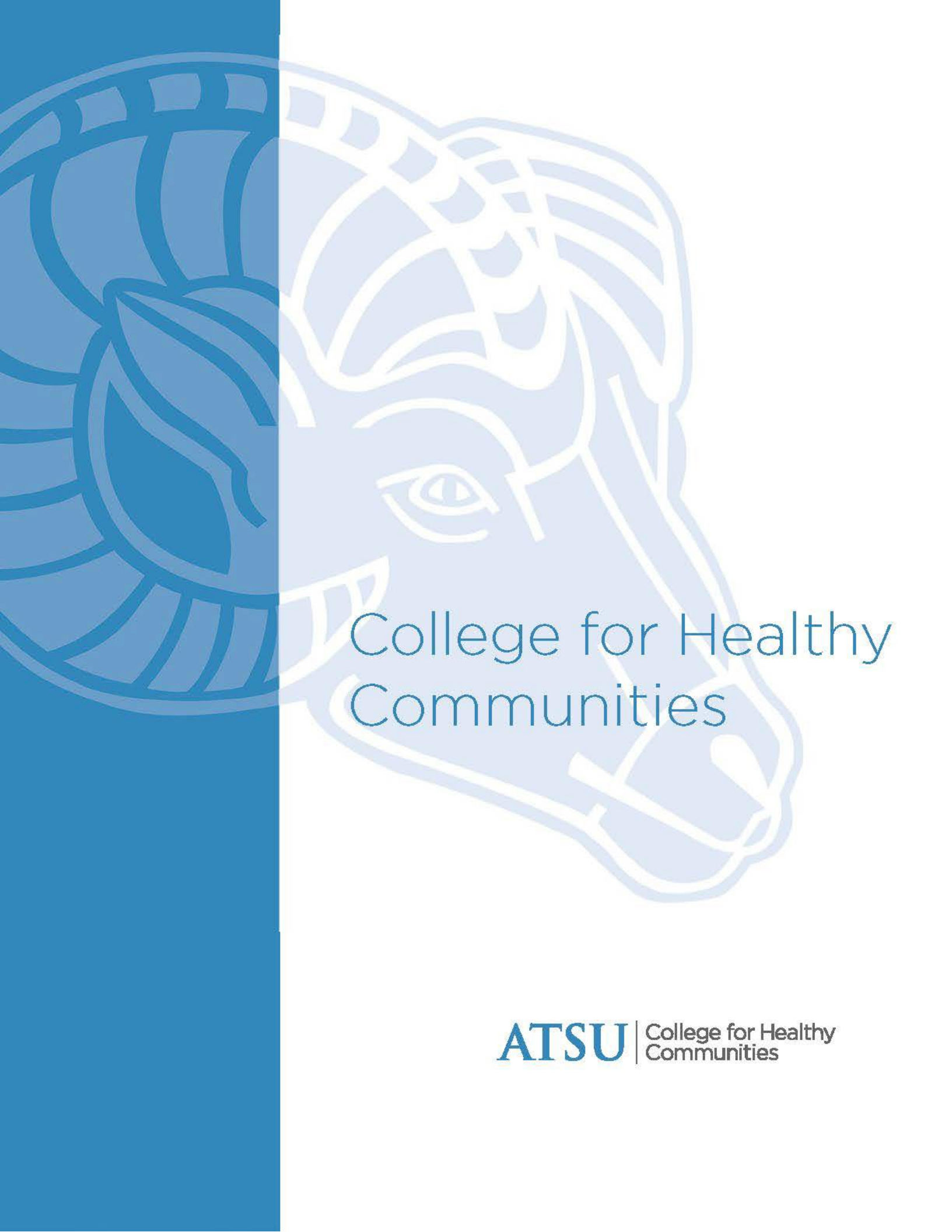
This course will begin by developing a framework to assist the resident in thinking about and discussing clinical reasoning during the orthopedic physical therapy residency. The framework for clinical reasoning will then be used to discuss the management of patients with orthopedic conditions of the following body regions: lumbo-pelvic, cervical thoracic, and shoulder. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes.

## **PT 852 - Orthopedic Physical Therapy**

### **Residency 2**

#### **5 credit hours**

The framework for clinical reasoning will be used to discuss the management of patients with orthopedic conditions of the following body regions: hip, knee, foot and ankle, elbow, wrist, and hand. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes. This course will also review the foundational knowledge and application of musculoskeletal imaging to orthopedic physical therapy. This course will also include a clinical education unit.



# College for Healthy Communities

**ATSU** | College for Healthy  
Communities



# College for Healthy Communities

The ATSU - College for Healthy Communities houses the Central Coast Physician Assistant program, which educates culturally-humble, diverse physician assistants (PAs) to serve the primary care needs of medically underserved communities. The program prepares highly competent professionals in the science of medicine steeped in the osteopathic tradition of body, mind, and spirit care for the whole person and service to underserved populations.

ATSU has developed the CCPA program to meet the needs of the nationwide network of community health centers providing compassionate care to medically underserved populations. CCPA participates in ATSU's Hometown Scholars program, which helps the University meet these needs by identifying, attracting, and educating dedicated, motivated, and qualified community-minded healers.

The CCPA program goals are:

- Recruit, matriculate and graduate a diverse class of culturally humble students.
- To develop life-long learners with the requisite medical knowledge and skills ready to deliver evidence-based, patient-centered health care.
- Foster recognition of ways in which the social determinants of health affect individuals and their respective communities.
- Utilize innovative evidence-based educational methods aided strongly by technology and focused on equity and inclusion.

From their first day, CCPA students are immersed in engaged scholarship, threading the philosophy of whole person healthcare and serving the underserved through classes and activities designed to foster critical thinking. Program curriculum is grounded in this philosophy and emphasizes the sociocultural dimension of the practice and delivery of healthcare. The learning environment is active and learner-centered, designed around guided independent study and small group case analysis and problem-solving.

## Facility, Equipment, & Materials at ATSU-College for Healthy Communities

The ATSU-College for Healthy Communities is located in Santa Maria, California. The second floor of the new Central Coast Credit Union building, located at 1075 E. Betteravia Rd., Suite 201, Santa Maria, CA 93454, serves as the initial location for the program and has been recently built out to accommodate the needs of students, faculty and staff, including all classroom spaces for the program.

The 27,000 sq ft facility has furniture, fixtures and equipment providing an attractive and safe environment for student learning. The entire facility is both spacious and state of the art with large meeting spaces and clinical simulation areas designed to provide an atmosphere of cooperative learning in a comfortable environment.

The ATSU facility includes the following:

- Secure Entrance Lobby
- Administrative Offices and Workspace
- Academic Support Services Workspace
- Large Learning Theater (6,000 sq ft) with Audio and Video Equipment
- Maternity Support Room
- 10 Clinical Simulation Rooms with Exam Tables and Equipment
- Clinical Supplies Storage Room
- Learning Resource Center (aka Library)
- Task Training Area with Large Tables
- Faculty Work Area (4,000 sq ft)
- 4 Conference Rooms
- Faculty Break Area
- Student Lounge Area (2,500 sq ft)
- Large Outdoor Patio

The entire facility is served by a secure, high speed wireless network system that connects students, faculty and staff directly to the University network and online resources including a large resource of library holdings. From the on-campus Learning Resource Center, or from anywhere in the world, students have 24 hours a day/7 days a week access to ATSU's library resources via their ATSU issued network login credentials. Library learning resources are available at <https://www.atsu.edu/library>.

## Contact ATSU-College for Healthy Communities

A.T. Still University - College for Healthy Communities  
1075 E. Betteravia Rd. Ste. 201  
Santa Maria, CA 93454  
805-621-7651  
[www.atsu.edu/college-for-healthy-communities](http://www.atsu.edu/college-for-healthy-communities)

O.T. Wendel, PhD  
Senior Vice President (Acting Dean)  
480.219.6011  
[twendell@atsu.edu](mailto:twendell@atsu.edu)

Dan McDermott, DMSc, PA-C  
ATSU-CCPA Program Director/Chair  
805-621-7644  
[dmcdermott@atsu.edu](mailto:dmcdermott@atsu.edu)

Tina R. Kibodeaux  
Administrative Assistant, ATSU-CCPA  
805-621-7644  
[tinakibodeaux@atsu.edu](mailto:tinakibodeaux@atsu.edu)

## Program Accreditation

The ARC-PA has granted Accreditation-Provisional status to the Central Coast Physician Assistant Program sponsored by A.T. Still University of Health Sciences.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress

in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-at-still-university-central-coast/>.

## State Licensing

ATSU-College for Healthy Communities is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means ATSU-College for Healthy Communities complies with state standards as set forth in the CEC and 5, CCR. <http://www.bppe.ca.gov>.

## Certification/Licensure

The written examination for certification as a physician assistant is administered by the National Commission on Certification of Physician Assistants (NCCPA). Successful completion requires that the applicant achieve the passing score established by the NCCPA for that examination. It is the responsibility of the applicant to ensure that certification of their examination score is received by the Physician Assistant Board (PAB). The NCCPA phone number 678.417.8100 and their website address is <http://www.nccpa.net/>. The PAB phone number is 916.561.8780 and their website is <http://www.pab.ca.gov/>.

An individual is required to have a license in order to practice or represent themselves as a Physician Assistant in the State of California. A license is granted by the California Physician Assistant Board (PAB) in the Department of Consumer Affairs. A complete description of and an application for licensure is available on the PAB website <https://www.pab.ca.gov/applicants/index.shtml>. Fees are required to apply.

Applicants must provide proof of graduation from an accredited PA program and successful completion of the certification examination (NCCPA Pance or PANRE). Additionally, applicants must provide fingerprints, complete a criminal background check and be free of mental illness or disorder that would have an ongoing impact on their functions as a physician assistant.

## Technical Standards for Admissions, Matriculation, & Graduation

Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner.

Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources.

Procedures to apply for academic adjustments are found at the conclusion of this policy.

The holder of a health sciences professional degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in Physician Assistant Studies, must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for the Master of Science degree for the CCPA program must possess abilities and skills in seven identified categories, including observation; communication; motor; sensory; strength, mobility and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social.

These abilities and skills are defined as follows:

1. Observation: Candidates and students must have sufficient uncorrected or corrected visual acuity, depth perception, and color perception to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a patient accurately at a distance of 20 feet and up close. Vision must be sufficient to utilize clinical instrumentation; identify dissected nerves and landmarks on anatomical structures such as the tympanic membrane; observe motion; and evaluate posture, locomotion and movement in a clinical setting. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
2. Communication: Candidates and students must possess formal and conversational speech and language skills in English. The student must be able to write, read and comprehend classroom lecture and assessment materials, technical reports, diagnostic and treatment reports and professional correspondence in English. They must be able to speak, hear (with or without the use of amplification and/or other assistive technology), and observe patients in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. They must be able to communicate effectively in oral and written form with all members of the healthcare team.
3. Motor: Candidates and students must have sufficient motor functions to execute movements required to perform laboratory exercises and provide clinical care. Such actions require coordination of both gross and fine motor movements and equilibrium, and functional use of the senses of touch and vision.
4. Sensory: Candidates and students must have functional use of sensory skills such as tactile discrimination and proprioception for classroom, laboratory and clinical experiences. Functional use of hearing and vision are also required and are described in the sections above.
5. Strength, mobility and endurance: Candidates and students must have sufficient upright posture, balance, flexibility, mobility, strength and cardiovascular endurance for standing, sitting, lifting moderate weight and participating in classroom, laboratory and clinical experiences.
6. Intellectual (conceptual, integrative, and quantitative): Candidates and students must be able to engage in activities of discovery, measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates and

students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

- Behavioral and social: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all academic requirements and responsibilities attendant to the diagnosis and care of patients. Candidates and students must be able to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, respect for differences, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

## Program Policies

### Academic Assistance

#### *Faculty Academic Advising*

A team-centered approach will be utilized to provide academic support for students. Each student will be connected to one or more faculty advisors upon matriculation. Advising will focus on each student's unique strengths and challenges. Advisors will inform and facilitate students in accessing appropriate supports from other areas of the University as appropriate. Students are ultimately responsible for their own success.

#### *Tutoring Services*

Learning & Disability Resources (LADR) provides advising and services to ATSU students who want to enhance their learning and academic performance. LADR works with the PA program to facilitate current students, graduates, and others who express interest in providing tutoring to PA students challenged by the program. Students wishing to obtain tutoring assistance should contact their advisor and/or LADR to inquire about available tutors.

#### *Students with Disabilities*

Learning & Disability Resources (LADR) supports ATSU students with disabilities by determining eligibility and coordinating necessary academic adjustments (accommodations), while maintaining the standards of the University. Any student seeking academic adjustments to accommodate limitations due to a documented disability is required to register with LADR. ATSU faculty will not provide disability-related academic adjustments without referral to and notice from LADR. To register, or to discuss adjustments and services as they may apply to your individual situation, please contact LADR at [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), 660.626.2774 Missouri campus, or 480.245.6248 Arizona campus.

#### *Placement Services*

ATSU-College for Healthy Communities does not offer formal placement services.

### Academic Dishonesty

The Code of Academic Conduct is outlined in detail in the ATSU Policies section of this Catalog. The Code of Behavioral

Standards is outlined in detail in the University Student Handbook. Students are expected to be familiar with this code. Additionally, the University Student Handbook outlines the procedure for reporting and investigating violations of the codes.

## Academic Standing, Progression, & Probation

A student who is in good standing in the program will have met the following criteria:

- A passing grade in all completed preclinical and clinical courses as defined in each course syllabus.
- Meet the defined CCPA Professionalism Expectations and be in compliance with all program and University policies and procedures.

Progression in the program (from course to course) is contingent on:

- maintaining good academic standing,
- continued mastery of course learning outcomes, and
- demonstration of behaviors consistent with a healthcare professional as outlined in the Professionalism section.

Students who fail to maintain good academic standing will be placed on probation by the Student Progress Board (SPB) (see At-Risk Student Intervention section). In written notification, the Program Chair will specify:

- the reason(s) for probation
- the requirements for restoration of good standing, and
- the prescribed methods for completing those requirements.

Probationary status is noted on the student's official transcript. Probation may affect a student's financial aid status and/or funding opportunities. Probationary status may be reported or discoverable by future employers or state boards during background checks, credentialing, or licensure reviews.

#### *Student Expectations*

- Students are expected to pass all completed courses.
- Students are expected to review their progress during each course, and proactively engage with course faculty and their advisor before summative assessments to address learning challenges.
- Students are expected to participate in a convened Student Progress Board.
- Students are expected to strive beyond merely earning passing grades to develop their understanding of and proficiency with the requisite knowledge and skills required to practice as a safe, competent PA.

## At-Risk Student Identification & Intervention

#### *Identifying At-Risk Students*

Each learner is ultimately responsible for their own success. The program is committed to supporting students, including monitoring for early warning signs of learning challenges. Students may be deemed at-risk using one or more of the following criteria:

- Students experiencing a failing grade on:
  - a course (eg Clinical Medicine I, CME II)
  - two or more course module summative assessments
  - a clinical year preceptor evaluation

- a clinical year site visit by clinical faculty
2. Students failing to meet program grading standards on any required standardized test.
  3. Students failing to meet program defined professionalism expectations.
  4. Student who is dismissed from a clinical experience by a site or preceptor.
  5. Deficiencies in clinical experience course performance and/or fund of medical knowledge as identified during a clinical site visit by program faculty.
  6. Students not necessarily meeting any of the above criteria, but are of significant concern to program faculty and/or program partners.

### ***At-Risk Student Intervention***

Once a student has been identified as being at risk, per the above guidelines, the program chair (or their designee), the student's primary advisor, and any appropriate course faculty or preceptors, will meet to formulate recommendations for the student's progress. Recommendations, which may or may not include a Student Progress Board (SPB), will be relayed to the student in writing at a meeting with the advisor. Students who fail to respond to attempts by the program to arrange and conduct meetings with the student constitutes a Professionalism Violation.

### ***Student Progress Board (SPB)***

The SPB meets on a regular basis, and on-demand as needed, to review students' academic and professional progress in the program. If the SPB identifies an at-risk student that would benefit from a collaborative discussion on said student progress, the student will be informed of the SPB in writing and may be called to appear in person (or by video-conference) or to submit a written statement (or both).

Each SPB will be convened by the program chair to consider at-risk PA students. This board will include the program chair (as appropriate), the preclinical and/or clinical coordinators (or designee, as appropriate), the student's primary advisor, the instructor(s) of any of the courses with failed assessments, a Student Services/Affairs staff member acting as student advocate, and any other appropriate faculty and staff. When a specific member of the board is unavailable, a pro tem may be designated. A minimum of three program faculty members are required (in-person or online) to constitute a quorum.

The student is not allowed visitors or legal representation during the SPB meeting.

The SPB will consider each case individually, and will render a decision that may include (but is not limited to) any of the following:

- Mandatory advisor meetings
- Review of strengths & opportunities report (S&O) and/or faculty & standardized patient (SP) feedback
- Mandatory tutoring
- Counseling referral
- Retesting
- Re-submit missed/failed assignments
- Extended plan of study (e.g. special topics course, repeat of clinical experience course)
- Probation
- Deceleration
- Dismissal from the program

A student identified by program faculty as having a significant deficit in knowledge, skills, or professional behaviors at any point in the program may be subject, upon SPB review, to sanctions which include remediation, deceleration, or dismissal from the program.

Whenever the program intervenes to support an at-risk student, the program chair (or their designee) will send a formal letter to the student detailing the reason for the intervention, the specific steps ordered, and, in the case of probation, what will qualify the student to be released from probation. A copy of this notice may be added to the student's file. After the decision, the student has the option to file an appeal as outlined in the ATSU Policies of this catalog.

### ***Remediation***

Remediation is defined by the ARC-PA as "The program defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented."

All students earning a failing grade in a course (unless receiving a grade of incomplete) will be officially notified by their course coordinator via email. The course coordinator will work in conjunction with the course instructor(s) and the student's primary advisor to create a Remediation Plan unique to that student's individual needs. Remediation Plan assessments should provide an opportunity for students to demonstrate comprehension of the course content and be directed toward the content areas within the course in which the student was deficient.

Remediation plans may include additional assignments, examinations, quizzes, case studies, projects, oral or slide presentations and/or typed papers. To successfully complete and pass the remediation process, students must receive a passing grade on their Remediation Plan. Students who successfully complete the remediation process with a passing grade will receive a final grade of "RPass" for the course. Remediation plan assessments should provide an opportunity for students to demonstrate comprehension of the course content and be directed toward the content areas within the course in which the student was deficient.

Students will always be notified in advance of their remediation schedule. The student must fulfill all the requirements outlined in the remediation plan within 60 days of not passing the course. The course coordinator has the discretion to extend the remediation period if needed. At the discretion of the course coordinator, students may be scheduled to complete the remediation process outside of scheduled educational activities. This may include administering assessments during Fall Break, Winter Break, Spring Break, and/or Summer Break.

If all course remediation requirements are not successfully completed in accordance with ATSU-CCPA program policies, the final individual course grade will remain an "F" and a final course grade of "F" will be recorded on the student's transcript. Refer to the At-Risk Student Identification and Intervention section for consequences of a failed remediation course. Students may be allowed to repeat up to two courses while in PA school. Students required to retake a third course may be recommended for dismissal.

### ***Deceleration***



Deceleration is defined by the ARC-PA as "the loss of a student from the cohort, who remains matriculated in the physician assistant program."

Deceleration may occur as a result of academic failure or following a voluntary Leave of Absence. Deceleration is a mechanism for allowing students in the PA program an opportunity to complete the 24-month curriculum through required repetition of a portion of the curriculum as a result of failure to meet the program's standards for progression. A student who is decelerated will be required to repeat all or part of the preclinical and/or clinical portion of the curriculum after a period of suspension (see Definition of suspension in the University Student Handbook).

Deceleration may occur following failure of a course or following a requested Leave of Absence. Deceleration occurring in either the preclinical or clinical phase of the program will result in a delay in graduation.

### **Plan for Deceleration and Follow-up of Decelerated Students**

In the event that a student is decelerated, the SPB will provide a detailed Plan for Deceleration which will include all courses to be completed and the timeframe for completion of all components of the program. The Plan for Deceleration will be signed by the student and the program chair, and will be maintained in the student's permanent program record.

Students repeating any portion of the curriculum will be closely monitored by program faculty upon resuming their coursework. The SPB will evaluate all decelerated students upon completion of the course (or courses) within the Deceleration Plan. If a student fails to meet academic or professional standards while decelerated, the SPB will review the student's entire record in the program and make a recommendation to the program director regarding disposition. Failure to meet academic and/or professional standards while decelerated may result in dismissal from the program.

### **Student Expectations**

- Students are expected to monitor their own academic and professional performance and proactively seek guidance from their advisor.
- Students are expected to reply promptly to email communication regarding at-risk status, written recommendations, and/or SPB proceedings.
- Students are expected to actively participate in formulating, instituting, and completing a remediation plan for addressing indicators of at-risk status.
- Students are expected to ensure they have met and passed all requirements outlined in their Remediation Plan or Deceleration Plan by the determined deadlines.

### **Attendance**

The Program works hard to ensure all scheduled educational activities are necessary and valuable to promoting and supporting student learning. As a result, attendance is mandatory for scheduled educational activities and will be monitored by the Program. Scheduled learning activities will be identified in course syllabi, eValue, and in Canvas. CME clinic shifts will be site specific and set by each site's RDPAE.

### **Tardiness & Absences**

Promptness is an important trait which students are expected to display during all parts of the program. Tardiness can adversely impact learning, work, and patient care for you, your fellow students, co-workers and preceptors in clinic, and patients. Responsible students will proactively arrange for child and pet care, schedule routine appointments well ahead of time, and discuss time management and planning with their advisor and with student services regularly. The University calendar allows for approximately one week of time away from scheduled educational activities between terms during the preclinical phase, with additional time off between semesters. Students are encouraged to use these scheduled days off for routine working-day events (e.g. medical appointments, preventative vehicle maintenance).

Acute illness and personal emergencies, while uncommon, do occur. Students are expected to notify the Program of their absence as soon as possible using the PAAR. Students who have an unplanned absence from the program accept the risk of missing scheduled educational activities.

Repeated tardiness and/or absence from scheduled educational activities, any unapproved absence, and failure to submit a PAAR for each day of absence, are all considered unprofessional behavior. Any or all of the following may result from tardiness or repeated or unapproved absences:

- A professionalism feedback report may be submitted
- The student may be delayed in completing the preclinical or clinical component of the program or the program as a whole
- The student may be referred to the Student Progress Board (SPB)

### **Remote Attendance**

The program recognizes that there will be times where students will be unable to be present for scheduled educational activities, but may be able to participate in those activities live while remote via webconference (e.g. Zoom). When presence is not possible but remote live participation is possible, students may request to attend preclinical scheduled educational activities remotely. Students seeking approval to attend remotely should use the PAAR form, which is accessible through the Program Pages course in Canvas. Approved remote attendance will count as equivalent to in person attendance for the purposes of attendance requirements. Unapproved remote attendance will count as an unapproved absence. The program does not provide for remote attendance during the clinical component. Remote attendance will not, in most cases, be granted retroactively.

### **Remote Attendance Allowance**

Students are allowed two instances of remote attendance for scheduled educational activities per term. An instance is from one minute up to 8 hours during a single calendar day. Remote attendance will not be permitted during blackout dates and/or time frames. Requests for a third (or successive) remote attendance during a term will be sent to the program for review. The program may request additional information prior to deeming that request for remote attendance approved or not approved.

### **Absence Time**

Students are provided absence time during the preclinical and clinical components of the program, which can be used for time away from scheduled educational activities, (except during blackout dates and/or time frames).



- Preclinical Component: 8 hours of absence time available per term
- Clinical Component: 2 days of absence time available per term

Students can spend absence time to secure an approved absence by following the Absence Request Process below. Planned absences (e.g. weddings, conferences) using absence time require a request submitted 2 weeks in advance.

### ***Blackout Days and Time Frames***

The Program will establish and publish blackout days and/or time frames where no absences will be approved. Blackout days and/or time frames will commonly cover summative assessments, but may include other scheduled educational activities. Students are expected to be present during blackouts.

### ***Religious Observance and Practice***

ATSU policy does not discriminate because of religious beliefs or practices. ATSU-College for Healthy Communities recognizes the important place of religious observances in the lives of some students, and will make reasonable accommodations for students whose religious observances conflict with program scheduling. Students should, when possible, contact the Program prior to any conflict.

### ***Absence Request Process***

When a student will be absent from a scheduled educational activity (including assessment), the student must submit a PA Absence Request (PAAR) using the appropriate form. The system determines whether there is sufficient absence time available for the request and whether the request conflicts with a blackout, then notifies the student and appropriate Program faculty/staff by email that the absence requested is approved or unapproved. When a requested absence exceeds the student's available absence time, the system will send the student and appropriate faculty an email triggering faculty review of the request. Prior to approval of an absence request where there is insufficient absence time, additional documentation and discussion may be required. The approval decision resulting from this faculty review will be communicated via email. An absence request is only in effect for the hours submitted. Each calendar day requires a new PAAR for additional hours; one PAAR cannot cover more than one calendar day. Approved absence requests cannot be transferred to different dates or times. Students may cancel an absence request using the PAAR form.

### ***Make-Up Assignments and Assessments***

Students may be allowed to make-up certain missed scheduled learning activities (including assessments) through an alternative method of delivery (for approved absences only). Make-up for unapproved absences may or may not be approved on a case-by-case basis. The opportunity to make-up something missed will be at the discretion of the faculty responsible for the missed activity(s). The student will be responsible for contacting faculty responsible for missed educational activities to explore make-up opportunities.

### ***Student Expectations***

- Students are expected to attend all scheduled educational activities.
- Students are expected to arrive with sufficient time prior to activity start time to be prepared to participate immediately when the activity begins.

- Students are expected to arrange for appropriate care for home, family, and/or pet obligations prior to and during the program to avoid foreseeable barriers to attendance.
- Students are expected to submit requests for absence time as soon as the absence is anticipated.
  - Requests for unanticipated absences (eg. illness, emergencies) should be made as soon as possible.
- Students are responsible for all materials (instructions, curricular content, assessments, etc.) presented in or discussed during scheduled educational activities, whether or not they are in attendance.
  - Students may inquire by email about make-ups for missed educational activities.
  - Students must discuss clinical make-up days with their RDPAE for any clinical year absences, which may include shifts outside normal business hours/days.
- Students are subject to additional ATSU mandated policies on absences, which are located in the ATSU Policies, and include policies regarding short-term absence and a leave of absence.
  - Students must submit a medical clearance form before returning to a CME after three consecutive days of absence.
- Students are expected to contact Clinical Staff and RDPAE immediately by email if a clinical preceptor is absent for any reason or any reduction in clinical exposure arises.
- Students are expected to contact the program person responsible for attendance proactively if an unapproved absence presents a concern for the student.

## **Background Checks & Substance Use Testing**

Students were required to undergo a background check prior to matriculation into the PA program. These background checks are available to clinical sites upon request to the PA department. Some clinical sites may require a more recent background check and/or urine drug screen and possibly fingerprinting. In these cases, students shall be responsible for paying any and all associated costs.

Final approval for clinical experience placement is contingent upon satisfactory review (by the program and clinical site) of information contained in the criminal background check report and/or drug screen, as required by individual clinical sites. If a student is using prescribed medication(s) that would result in a positive result in a drug screen, the program will require an official statement (on letterhead) from the prescribing provider verifying that they prescribe said medication(s) for the student. This must be furnished prior to the sample collection in a sealed envelope, and will only be opened by the program if the drug screen result is positive.

Please note that some clinical experience sites may have requirements beyond those stated in this document (e.g., tobacco screening). Students who do not meet these additional requirements may not be able to be placed on those clinical experiences. This may affect the ability of the program to assign the student to required clinical experiences.

The CCPA Program reserves the right to prohibit matriculation based upon the results of such testing, or the refusal to submit to such testing.

## Grades

ATSU-College for Healthy Communities program adheres to the University grading scale. See 'Grading' under the ATSU Policies section for more information.

Grades for each PA student will reflect the evaluation criteria as stated in the course syllabi. Course grades are reported as Pass (PASS >=70%), or Fail (FAIL <70%). In addition to earning a cumulative grade above 70%, individual courses may also specify further requirements in order to successfully pass.

A failed class that is remediated is reported as a Remediated Pass (RPASS). GPA is calculated using the final actual percentage score a student achieved in a course or system, weighted in proportion to the units of the course or system. Enrollment Services is responsible for calculating and reporting each student's official GPA.

## OSHA Training

During the preclinical component of the program, each student receives training in accordance with the requirements of the Occupational Health & Safety Administration (OSHA) on Universal Precautions and learns about the appropriate methods of handling blood, tissues, and bodily fluids as well as dealing with the management of communicable diseases. As part of professional development, each student is responsible for incorporating these precautionary measures into the daily routine while taking care of patients. It is the student's responsibility to become familiar with the policies and procedures for applying these precautions during all ATSU-College for Healthy Communities program-sanctioned volunteer activities, and at each of the clinical sites to which the student is assigned.

## Professional Appearance Code

The CCPA Professional Appearance Code has been designed to guide students in learning to present a professional appearance in order to inspire confidence in both colleagues and patients, as well as to comply with health and safety standards that promote effective patient care and minimize the possibilities for body fluid exposure or the spread of infectious disease, (ARC-PA Standards B3.03). Students should maintain a professional appearance whenever they are representing the ATSU-College for Healthy Communities and the PA profession in any setting. This includes the campus, all clinical sites, meetings, and special events. Being neatly dressed and well-groomed exemplifies professionalism and courtesy toward your colleagues and patients. Appearance should not distract from the educational effort.

Students will successfully implement the appearance code by:

- Demonstrating elements of dress and grooming appropriate (as defined below) to each setting (e.g. educational, clinical, community) they are in.
- Discussing with peers and program faculty the rationale and evidence supporting elements in the appearance code.
- Seeking guidance from program faculty or clinical site officials before making changes in appearance.

## Assessment of Immunity, Screening & Certification Information

The CCPA Program requires all residential students to provide documented proof of completion of all required immunizations, immunity, screenings and certifications, and maintain

compliance with the requirements in this section for the duration of enrollment in the program. The CCPA program will utilize the eValue portal to review and approve documentation. Students will receive an account prior to matriculation to the program.

Students are responsible for all costs associated with being in compliance with these requirements.

Failure to comply with the health requirements defined below is considered unprofessional conduct and may impact course standing, and clinical experience attendance.

Assessment for immunity to disease will require documentation of the following:

### COVID-19 / Sars-CoV-2

- Documentation of a completed vaccine series approved by the CDC (via EUA or full approval), with the last dose administered more than 14 days prior to the start of program orientation.
- Number of doses required to complete a vaccine series varies by vaccine.
- No lab test results may be substituted for documentation of a completed vaccine series
- For more information, please reference The COVID-19 Vaccine Policy for Students found within ATSU Policies section of this catalog.

### Hepatitis B

- Documentation of two (2) dose series of Hcpisav-B or three (3) dose series of Engerix-B, Recombivax or Twinrix Hepatitis B vaccine. Series must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of POSITIVE immunity to Hepatitis B (Hep B Surface Antibody titer). If you receive a negative result after the primary series, you must complete a secondary Hepatitis B series followed by a repeat titer 1-2 months after the completed secondary series. If you have a negative result after the secondary series, additional testing including Hep B Surface Antigen must be performed. Please refer back to your Healthcare Provider and contact the Program Chair.

**Influenza** – Due annually based on seasonal vaccine availability and due date will be set by CCPA program.

- Documentation of seasonal Influenza vaccination

### Measles Mumps and Rubella – MMR

- Documentation of two (2) doses of MMR vaccine. The doses must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of POSITIVE immunity to each of Measles, Mumps and Rubella (IgG antibodies). If you receive a negative result, please refer back to your healthcare provider and contact the Program Chair.

### Tetanus Diphtheria and Pertussis- Tdap

- Documentation of one (1) adult dose of Tdap vaccine within ten (10) years of matriculation.
- DPT (infant dose) or Td vaccinations do NOT fulfill this requirement.

### Varicella – Chicken Pox

- Documentation of two (2) doses of varicella vaccine.
  - The doses must be started prior to matriculation and completed per prescribed timeline.

- OR documentation of POSITIVE immunity to Varicella (IgG antibodies).
  - If you receive a negative result please refer back to your healthcare provider and contact the Program Chair.
- History of this disease does NOT fulfill this requirement.

**Tuberculosis** – annual screening must have documentation for ONE of the following:

- a negative 2-step PPD skin test
- a negative 1-step PPD skin test if annual TB screening has been maintained within the past 12 months (provide two years of consecutive screening)
- a negative 1-step PPD with a completed TB assessment form if annual screening has NOT been maintained within the last 12-months
- a NEGATIVE QuantiFERON TB Gold or T- Spot blood test within twelve months of matriculation.
- a negative chest radiograph AND medical clearance from your personal healthcare provider if student has/had:
  - a history of positive PPD skin test
  - a positive QuantiFeron TB G blood test
  - OR documentation of treatment for LTBI treatment or TB disease

### ***Immunization Exemptions***

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the CCPA Program Director an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

### ***Basic Life Support (BLS) Certification***

Knowledge and ability to perform CPR will require documentation of the following:

- Documentation of unexpired Basic Life Support (BLS) for Healthcare Providers Adult & Child AED certification issued by American Heart Association (AHA), American Red Cross, or the Health & Safety Institute
  - No other credential issuers will be accepted
  - Valid certification must include in-person skills testing; online-only certifications will not be accepted

### ***Student Risk Management Form***

The Student Risk Management Record supplied electronically MUST be filled in and signed by your personal healthcare provider (MD, DO, PA or NP). ALL verifying documentation must be included. Students should mail, fax or email the Student Risk Management Record and documentation to:

PA Program Administrative Assistant  
A.T. Still University of Health Sciences  
Central Coast Physician Assistant Program

1075 E. Betteravia Road, Suite 201  
Santa Maria, California 93454  
O: 805.621.7651  
F: 805.357.9333

### ***Compliance with Health Requirements***

- Students are required to maintain compliance with the ATSU-College for Healthy Communities Assessment for Immunity, Screening & Certification rules (as above).
  - Students are required to submit the Student Risk Management Record prior to matriculation (provided to students electronically to complete).
  - Students are required to maintain continued compliance with immunity and certification rules.
- Students are responsible for obtaining any clinical experience site-specific immunization or certification requirements. These documents shall be delivered to the clinical site in a timely manner. It is the student's responsibility to maintain compliance throughout the duration of the clinical experience.
- Students are responsible for the costs for maintaining continued compliance with all immunization and CPR requirements.

### ***Maintaining Continued Compliance with Health Requirements***

1. Students are required to maintain compliance with the CCPA program Assessment for Immunity, Screening & Certification rules (as above)
2. Students are responsible for obtaining and maintaining any clinical experience site-specific immunization or certification requirements. These documents shall be delivered to the clinical site in a timely manner
3. Students are responsible for the costs for maintaining continued compliance with all immunization and CPR requirements
4. Students are required to submit proof of continued compliance with all immunization and CPR requirements to the CCPA program clinical support staff via the eValue portal prior to requirement expiration(s)
5. CCPA program clinical support staff will attempt to notify each student a reminder for upcoming immunization and/or CPR compliance expiration(s). It is each student's responsibility to review and ensure they maintain compliance with ongoing health requirements
6. Students are not allowed to participate in required or elective educational learning activities, either on campus or off, while out of compliance.
  - Student absences from required educational activities due to non-compliance are considered unexcused absences.
  - Students absent from a required educational activity due to non-compliance may be required to, at the discretion of appropriate faculty, forfeit some or all of the professionalism points from missed activities.
  - Students absent from a required educational activity due to non-compliance may, at the discretion of appropriate faculty, be granted the opportunity to make-up missed assignments/exams on a timeline established by the faculty person(s).
  - Absences from required educational activities because of non-compliance may negatively impact the students' academic standing in the program. Such neglect could result in course failure and or delay graduation. Students who remain out of compliance

for more than 30 consecutive days will be placed on probation and called before an SPB for unprofessional conduct.

7. Students out of compliance are required to submit appropriate documentation of compliance to CCPA program clinical support staff to return to compliance.
  - Preclinical Component students are required to also notify their advisor of return to compliance.
  - Clinical Component students are required to also notify the CCPA program clinical support staff of return to compliance.
  - The preferred method of student notification of program faculty and staff is using the carbon copy (cc) field when emailing documentation of compliance to CCPA program clinical support staff.

Students who return to compliance (and meet the terms of their probation if applicable) will be permitted to return to campus and required and elective educational activities.

## Student Housing

Students are expected to find housing independently in Santa Maria, CA and its neighboring communities for the first year. Students are also expected to secure housing independently for their clinical placement(s) during the second year. The average rent for Santa Maria, CA is \$1,500 per month.

ATSU-College for Healthy Communities does not provide student housing/dormitories and has no responsibility to find or assist students in finding housing.

## Grievances

Grievance policies may be found in the ATSU Policies section of this catalog.

A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's website [www.bppe.ca.gov](http://www.bppe.ca.gov).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the California Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, [www.bppe.ca.gov](http://www.bppe.ca.gov), 888.370.7589, 916.574.8900, or by fax 916.574.8900.

# Physician Assistant Studies (Central Coast), MS

## Master of Science in Physician Assistant Studies - Central Coast

The Central Coast Physician Assistant (CCPA) program educates culturally-humble, diverse physician assistants (PAs) to serve the primary care needs of medically underserved communities. The program prepares highly competent professionals in the science of medicine steeped in the osteopathic tradition of body, mind, and spirit care for the whole person and service to underserved populations.

ATSU has developed the CCPA program to meet the needs of the nationwide network of community health centers providing compassionate care to medically underserved populations. CCPA participates in ATSU's Hometown Scholars program, which helps the University meet these needs by identifying, attracting, and educating dedicated, motivated, and qualified community-minded healers.

The CCPA program goals are:

- Recruit, matriculate and graduate a diverse class of culturally humble students.
- To develop life-long learners with the requisite medical knowledge and skills ready to deliver evidence-based, patient-centered health care.
- Foster recognition of ways in which the social determinants of health affect individuals and their respective communities.
- Utilize innovative evidence-based educational methods aided strongly by technology and focused on equity and inclusion.

From their first day, CCPA students are immersed in engaged scholarship, threading the philosophy of whole person healthcare and serving the underserved through classes and activities designed to foster critical thinking. Program curriculum is grounded in this philosophy and emphasizes the sociocultural dimension of the practice and delivery of healthcare. The learning environment is active and learner-centered, designed around guided independent study and small group case analysis and problem-solving.

## Length of Program

The CCPA program is a 24-month residential master's degree program based in Santa Maria, California. Students will spend one year on campus in Santa Maria for the pre-clinical phase of the program. Then, students will enter the clinical phase, including 35 weeks of supervised clinical practice experiences (SCPEs) in various medical disciplines. Students will spend the entire clinical phase primarily at one of the partnered Community Health Centers (CHC) located in California and across the U.S. The curriculum includes 105 credit hours.

## Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee	STRF
Class of 2024, year 1	\$37,854	\$1,150	\$1,928	\$262.50
Class of 2023, year 2	\$50,470	\$1,150		
Class of 2023, year 3	\$12,618			

Estimated non-institutional expenses include: Background Check \$51.50; and Student Health Insurance \$2,874/per year.

For the 2022-23 academic year, total program cost is estimated to be \$44,120.00.

Cost for the entire program is estimated at \$114,154.00.

## Student Tuition Recovery Fund Information

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled



in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## Admissions

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### Application Process

Admissions to the Central Coast Physician Assistant (CCPA) program is a multi-step process. Applicants apply to CCPA through the University directly, not through CASPA. Applications which meet the application requirements will qualify an applicant to interview. Interviews are conducted in three parts. After an applicant completes the interview process, a meeting of the CCPA Admissions Committee will review application materials and information gathered during interviews and award a seat in the program or decline to award a seat in the program. It is advantageous for applicants to complete the admissions process in a timely manner, as seats in the program are awarded on a first-come, first-served basis.

The program prefers applications from those who are:

- First generation college student
- Hometown Scholar
- Underrepresented minority student

- Economically disadvantaged student

### Step 1: Application

Applicants will submit an application to the University, <https://apply.atsu.edu/>. Upon receipt of a completed application, the University admissions department will verify the application demonstrates fulfillment of the application requirements. Applications which meet the program's requirements will be forwarded to the program for interviews.

### Step 2: Interviews

Interviews will be conducted online; no travel is required. Applicants living or traveling near an ATSU campus will not be able to interview in person. Interviews will proceed linearly through three parts.

### Step 2a: Asynchronous Multiple Mini Interviews (MMIs)

Applicants receive an invitation from the program by email to participate in self-paced MMIs using Canvas, the University's learning management system. Applicants are supported by program staff during Step 2a. Completion of Step 2a is not structured or timed; applicants may be able to complete Step 2a in one day, or may take multiple days or weeks to complete all MMIs. Timeliness is advantageous to applicants.

### Step 2b: Synchronous MMIs

Applicants who complete Step 2a will be invited in an email from the program to participate in Step 2b. Applicants are supported by program staff during Step 2b. Applicants sign up for one interview day and time and attend the interview in Zoom using a computer with a webcam and microphone. (Applicants do not need a Zoom account to attend.) This interview day will consist of multiple short interviews between an applicant and faculty person(s). Step 2b usually requires less than 2 hours to complete.

### Step 2c: Directors Interview

Applicants who complete Step 2b will be invited in an email from the program to participate in Step 2c. Applicants are supported by program staff during Step 2c. Applicants sign up for one interview day and time and attend the interview in Zoom using a computer with a webcam and microphone. (Applicants do not need a Zoom account to attend.) This interview day will consist of one longer interview between the applicant and the program director and (when available) the medical director. Step 2c usually requires 1 hour or less to complete.

### Step 3: Admissions Committee

Applicants who complete Step 2 (a, b, & c) will be advanced to Step 3 as considered applicants. The program faculty convene as the Admissions Committee and review information from each considered applicant's submitted application, information from Step 2 interviews, and then recommends or declines awarding seats in the program based on this review of information. Committee decisions will be communicated to applicants promptly. The program will establish a waitlist once all the seats for a cohort are filled.

## Admissions Requirements

The following requirements must be fulfilled prior to application to the Central Coast Physician Assistant (CCPA) program:

- Demonstrate a minimum 2.5 cumulative overall grade point average\*
- Demonstrate a minimum 2.5 cumulative science grade point average\*
- Successfully complete all prerequisite courses with a grade of "C" or higher\*\*
  - Human Anatomy & Physiology with or without lab – 6 semester credits
  - Microbiology with or without lab – 3 semester credits
  - General Chemistry with or without lab – 6 semester credits
  - College Statistics – 3 semester credits
  - Medical Terminology – 1 semester credits
- Complete an application through ATSU application service
- Demonstrate graduate level proficiency in English, the program's language of instruction, through the successful completion of a baccalaureate degree from a United States regionally accredited institution. \*\*\*
- Provide three letters of recommendation through ATSU application service
  - One letter should be from a physician assistant who you have shadowed
  - One letter should be from another healthcare practitioner (DO, MD, physician assistant, or nurse practitioner) who can attest to your potential as a healthcare professional based on direct observation
  - One letter should come from a faculty member, employer, or supervisor

The following requirement must be fulfilled prior to matriculation to the ATSU-CCPA program:

- Complete a baccalaureate degree from regionally accredited institution\*\* with a minimum 2.5 cumulative overall grade point average\*

\* Grade point average calculated and reported on a 4.00 scale

\*\* All prerequisite coursework and degree must be completed from a United States regionally accredited institution. Prerequisite courses completed at foreign or other institutions that are not regionally accredited in the United States are not accepted. Course and transcript evaluations of equivalency are not accepted. The Central Coast Physician Assistant Program (CCPAP) supports all educational experiences from either U.S. regionally accredited colleges and universities, by residential, hybrid, online instruction, or credit by examination.

\*\*\* CCPA does not provide English language services, including instruction such as ESL.

## Application Recommendations

In addition to the requirements stated above, the CCPA program highly recommends applicants meet the following:

- Patient care experience
  - Experience in healthcare delivery sufficient to be able to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a healthcare professional
- Volunteering and/or community service
  - Providing social services to underserved or disadvantaged communities and/or persons
- Medical mission experience

- Providing medical services to underserved or disadvantaged communities and/or persons

## Transferability of Credits

The transferability of credits you earn at A.T. Still University of Health Sciences is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in Physician Assistant Studies is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending A.T. Still University to determine if your credits or degree will transfer. For more information, please visit the Transferability of ATSU Credits section in ATSU Policies.

## Transfer Credit

CCPA does not offer advanced placement, prior experiential learning credits, or transfer credits. CCPA has not entered into any articulation or transfer agreements with any other college or university.

## International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the CCPA program at this time.

## Graduation Requirements

Students must successfully complete the items below in order to complete the program and progress to graduation.

- Successfully completed all courses in the preclinical component
- Gained patient exposure, evidenced by documentation of patient encounters, through supervised clinical experience with patients seeking:
  - Medical care across the life span to include infants, children, adolescents, adults and the elderly
  - Women's health (including prenatal and gynecologic care)
  - Care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care
- Gained supervised clinical practice experience in settings including: outpatient, emergency department, inpatient and operating room
- Completed supervised clinical practice experiences in the core areas of family medicine, internal medicine, surgery, women's health, pediatric medicine, behavioral health, and emergency medicine
- Successfully completed all courses in the clinical component
- Achieved passing score on program summative exam within 4 months of anticipated graduation (in Transition to Practice Course)
- Resolved outstanding deficits in the program's professionalism expectations

- Demonstrated meeting program competencies during program summative assessments
- Completed the program in good academic standing

## Curriculum

Students will spend one year on campus in Santa Maria for the pre-clinical phase of the program. Then, students will enter the clinical phase, including 35 weeks of supervised clinical practice experiences (SCPEs) in various medical disciplines. Students will spend the entire clinical phase primarily at one of the partnered Community Health Centers (CHC) located across the U.S.

Students are expected to complete their degree within the program's standard plan of study. In circumstances where additional time is needed, and with approval of the program chair, students will have a maximum degree completion timeline of five (5) years from the time of initial enrollment. Failure to complete the degree program within the specified period will lead to a loss of some or the entire student's previously earned course credits, or dismissal from the program.

## Courses: Descriptions and Credit Values

### Year 1, Fall Semester

Program begins the second block of the Fall Semester.

#### **CCPA 5000 - Clinical Medicine I** 7 credit hours

Clinical Medicine I is the first of four courses in the clinical medicine series, and it begins the study of medical science as it applies to medical conditions that relate to the integumentary, ophthalmology, HEENT (head, ears, eyes, nose, throat) systems. An introduction to infectious disease will also be covered. Deep learning task areas for the conditions arising in these systems include basic sciences, epidemiology, risk factors, etiology, signs and symptoms, differential diagnosis, diagnostic modalities, pharmacologic and nonpharmacologic treatment, health promotion and disease prevention. In collaboration with peers in small groups, students will apply their learning from self-study to problem-solving activities in patients presented online in an electronic medical record. Cases during group study will complement topics from PA Professional Practice I and Patient Assessment I. There will be a focus on the development of cultural humility and an emphasis on the primary care needs of the underserved. The goal is to prepare students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to adult, pediatric, prenatal, and elderly populations.

Conditions arising in the Head, Brain and Neck regions will be covered in depth during this course, while conditions that reflect more systemic complexity will be introduced now and further solidified in future clinical medicine courses. The modules in this course will examine the interconnectedness of multiorgan systems that arise in the region of the Head, Brain and Neck.

#### **CCPA 5040 - Patient Assessment I** 4 credit hours

Patient Assessment I is the first course in a four-course series which will introduce PA students to foundational principles related to successful patient interviewing, physical exam, and documentation. Instruction will center around chief

concerns/conditions that include dermatology, ophthalmology, infectious disease and ears, nose, throat (ENT). Additional topics covered include an introduction to billing and coding, basic diagnostic clinical skills and procedures. Students will be able to practice interpersonal communication skills for patient interviewing, use of medical equipment, and correct techniques for physical examination.

#### **CCPA 5080 - PA Professional Practice I** 3 credit hours

Professional Practice I is part of a four-semester series that presents and explores the framework for PA practice. Students will explore themselves as a learner and future provider, and their chosen profession. Through self-directed learning and small group casework, integrated with the Clinical Medicine I course, students will develop their own skills as a life-long learner and train in the Physician Assistant profession's history, norms, approach to healing, and ethics.

### Year 1, Spring Semester

#### **CCPA 5010 - Clinical Medicine II** 7 credit hours

Clinical Medicine II is the second of four courses in the clinical medicine series, and it continues the study of medical science as it applies to medical conditions relating to pulmonology, hematology, and cardiology systems. Deep learning task areas for these conditions include basic sciences, epidemiology, risk factors, etiology, signs and symptoms, differential diagnosis, diagnostic modalities, pharmacologic and nonpharmacologic treatment, health promotion and disease prevention. This course will also provide expanded study on infectious disease as preparation for future coursework. In collaboration with peers in small groups, students will apply their learning from self study to problem-solving activities in patient cases presented through an online platform. Cases during group study will complement topics from PA Professional Practice II and Patient Assessment II. There will be a focus on the development of cultural humility and an emphasis on the primary care needs of the underserved. The goal is to prepare students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to adult, pediatric, prenatal, and elderly populations.

Conditions that reflect more systemic complexity will be introduced now and further solidified in future clinical medicine courses. The modules in this course will examine the interconnectedness of multiorgan systems.

#### **CCPA 5050 - Patient Assessment II** 4 credit hours

Patient Assessment II is the second course in a four-course series designed to develop student skills for patient interviewing, physical exam, and documentation. Instruction in this course will continue to build upon the foundational knowledge presented in Patient Assessment I including instruction on proper use of medical equipment, history taking skills, physical exam techniques, and use of medical terminology for documentation. This course will focus on chief concerns/conditions related to pulmonology, hematology, and cardiology. Students will practice history taking and physical examination for common pulmonary, cardiac, peripheral vascular and hematological complaints/conditions. Additional topics covered in this course include common diagnostic clinical procedures such as proper patient instruction on inhaler and peak flow use, set-up and use of nebulizer machines, along with electrocardiogram (ECG) set-up and interpretation.

### **CCPA 5090 - PA Professional Practice II** **3 credit hours**

Professional Practice II builds upon the framework for PA practice laid in PA Professional Practice I by empowering the student with a variety of skills and perspectives that build the learner's agency as a student and future provider. Through self-directed learning and small group casework, integrated with the Clinical Medicine course, students will discover the duties of a PA practicing in a CHC and other care settings to advocate for their patients, and opportunities and strategies for effectively advocating for individual and community wellbeing.

### **CCPA 5020 - Clinical Medicine III** **7 credit hours**

Clinical Medicine III is the third of four courses in the clinical medicine series, and it continues the study of medical science as it applies to medical conditions related to the endocrinology, men's health/genitourinary/renal, and musculoskeletal systems. Deep learning task areas for these conditions include basic sciences, epidemiology, risk factors, etiology, signs and symptoms, differential diagnosis, diagnostic modalities, pharmacologic and nonpharmacologic treatment, health promotion and disease prevention. In collaboration with peers in small groups, students will apply their learning from self-study to problem-solving activities in patients presented through an online platform. Cases during group study will complement topics from PA Professional Practice III and Patient Assessment III. There will be a focus on the development of cultural humility and an emphasis on the primary care needs of the underserved. The goal is to prepare students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to adult, pediatric, prenatal, and elderly populations.

Conditions that reflect more systemic complexity will be introduced now and further solidified in future clinical medicine courses. The modules in this course will examine the interconnectedness of multiorgan systems that arise in the lumbar spine, abdominal and pelvic regions.

### **CCPA 5060 - Patient Assessment III** **4 credit hours**

Patient Assessment III is the third course in a four-course series designed to develop student skills for patient interviewing, physical exam, and documentation including formulating a patient-centered treatment plan. Instruction in this course will continue to build upon the foundational knowledge presented in Patient Assessment I and II including guidance on use of medical equipment, patient-centered history taking skills, physical exam techniques, and use of medical terminology for documentation. This course will focus on the chief concerns/conditions related to gastrointestinal (GI), obstetrics, genitourinary (GU), renal, and musculoskeletal chief concerns/conditions. We will also incorporate endocrinology concepts and comprehensive wellness exams for Men's and Women's Health, as well as an overview of sports physical exams. Students will practice skills for patient encounters including history taking and physical examination for common complaints/concerns and conditions. Additional topics covered in this course include diagnostic clinical procedures such as glucometers, fecal occult blood testing (FOBT), urinalysis, Papanicolaou (Pap) smear, and fetal heart tones.

### **CCPA 5100 - PA Professional Practice III** **3 credit hours**

Professional Practice III challenges learners to apply the framework and skills acquired from prior courses in this series

as learners and student PAs. Through casework in small groups, reflective and other writing projects, and clinic simulations learners will practice communication and team collaboration, navigate ethical and legal challenges, and develop experiential familiarity with documentation, reimbursement, and other business-of-healthcare considerations in PA practice.

## **Year 2, Fall Semester**

### **CCPA 5030 - Clinical Medicine IV** **6 credit hours**

Clinical Medicine IV is the fourth of four courses in the clinical medicine series, and it continues the study of medical science as it applies to medical conditions that relate to rheumatology, neurology, behavioral health, pediatrics, geriatrics, emergency medicine and surgery. Deep learning task areas for the conditions affecting these regions include; definition, basic sciences, epidemiology, risk factors, etiology, signs and symptoms, differential diagnosis, diagnostic modalities, pharmacologic and nonpharmacologic treatment, health promotion and disease prevention. In collaboration with peers in small groups, students will apply their learning from self-study to problem-solving activities in patients presented through an online platform. Cases during group study will complement topics from PA Professional Practice IV and Patient Assessment IV. There will be a focus on the development of cultural humility and an emphasis on the primary care needs of the underserved. The goal is to prepare students to enter the clinical year to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to adult, pediatric, prenatal, and elderly populations.

The modules in this course will examine the interconnectedness of multiorgan systems. As the final Clinical Medicine course, cases will include many of the conditions occurring in other systems.

### **CCPA 5070 - Patient Assessment IV** **4 credit hours**

Patient Assessment IV is the final course in this four-course series designed to develop student practical skills for patient interviewing, physical exam, and documentation including formulating a patient-centered treatment plan. Instruction in this course will continue to build upon the foundational knowledge presented in Patient Assessment I, II and III including instruction on proper use of medical equipment, history taking skills, physical exam techniques, and use of medical terminology for documentation. This course will focus on chief concerns/conditions related to rheumatology, neurology, behavioral health as well as pediatrics and geriatric patient encounters. We will also incorporate concepts emergent and surgical patient encounters and skills. Students will practice their patient interviewing skills and physical examination techniques for common conditions to prepare them to enter the clinical year. Additional topics covered in this course include screening questionnaires for behavioral health conditions.

### **CCPA 5110 - PA Professional Practice IV** **3 credit hours**

Professional Practice IV presents opportunities for learners to stretch their understanding of their chosen profession and its demands on them, and to engage critically with the norms, traditions, tools, and structures of delivery of healthcare. Students will reflect, engage, strengthen, and transform themselves from classroom student to prepared, intentional



student PA ready to serve patients and communities in the clinical component of the program.

### **CCPA 5130 - Technical Skills & Preparation for Clinical Practice**

**6 credit hours**

The Technical Skills & Preparation for Clinical Practice seminar is 3 weeks of hands-on learning, training, and practice of the basic, intermediate, and advanced skills necessary for PAs in clinical practice.

### **CCPA 6200 - Community Medical Experience I**

**15 credit hours**

The Community Medical Experience I (15 weeks) is the first of three clinical experience blocks designed to expose the student to patients in a variety of clinical settings and allow them the opportunity to apply foundational knowledge and skills learned in the preclinical year. During CME I, each student will complete three of the seven Supervised Clinical Practice Experience (SCPE) areas.

### **CCPA 6100 - Clinical Seminar I**

**1 credit hour**

Clinical Seminar I is the first of a three course series designed to provide guided self-directed learning for students. The course is designed to ensure continual coverage of clinical and medical knowledge and behaviors, with the aim of maximizing knowledge retention through formative assessments. The course provides a platform for continued guidance and open communication between the student and the program staff.

## **Year 2, Spring Semester**

### **CCPA 6210 - Community Medical Experience II**

**10 credit hours**

The Community Medical Experience II (10 weeks) is the second of three clinical experience blocks designed to expose the student to patients in a variety of clinical settings and allow them the opportunity to apply foundational knowledge and skills learned in the preclinical year. During CME II, each student will complete an additional two of the seven Supervised Clinical Practice Experience (SCPE) areas.

### **CCPA 6110 - Clinical Seminar II**

**1 credit hour**

Clinical Seminar II is the second of a three course series designed to provide continuous guided self-directed for students. The course is designed to ensure ongoing coverage of clinical and medical knowledge and behaviors, with the aim of maximizing knowledge retention through ongoing formative assessments. The course provides a platform for continued guidance and open communication between the student and the program staff.

### **CCPA 6220 - Community Medical Experience III**

**10 credit hours**

The Community Medical Experience III (10 weeks) is the final of three clinical experience blocks designed to expose the student to patients in a variety of clinical settings and allow them the opportunity to apply foundational knowledge and skills learned in the preclinical year. During CME III, each student will complete an additional two of the seven Supervised Clinical Practice Experience (SCPE) areas.

### **CCPA 6120 - Clinical Seminar III**

**1 credit hour**

Clinical Seminar III is the final of a three course series designed to provide continuous guided self-directed learning for students. The course is designed to provide continued coverage of clinical and medical knowledge and behaviors, with the aim of maximizing and refining knowledge retention through formative assessments. The course provides a platform for continued guidance and open communication between the student and the program staff.

## **Year 3, Fall Semester**

Program is completed after the first block of the Fall Semester.

### **CCPA 6310 - Transition to Practice**

**6 credit hours**

Students will continue their guided learning and self-directed learning plan based on ongoing meetings with their advisor, as well as their strengths and weaknesses identified from the CME courses and the CS courses. Students will complete a multifactorial summative assessment of medical knowledge; interpersonal skills; clinical, and technical skills; professional behaviors; clinical reasoning and problem solving abilities to ensure they are ready for entry level practice as a graduate PA. Students will also complete assigned educational topics in Canvas on employment seeking strategies to include employment search, interviewing, and resume writing strategies.

## **Special Topics Courses**

The Special Topics series courses are to be used for students requiring extra time to complete their training, due to factors such as need for remediation, deceleration, etc. Students may not enroll in these courses on their own, or request enrollment in a special topics course. The program is solely responsible for listing a special topics course and enrolling a student based on need.

### **CCPA 5200 - Didactic Special Topics I**

**credit hours vary**

This course may be required by the program for remediation or further training in one of the didactic courses.

### **CCPA 5210 - Didactic Special Topics II**

**credit hours vary**

This course may be required by the program for remediation or further training in one of the didactic courses.

### **CCPA 6500 - Clinical Special Topics I**

**credit hours vary**

This course may be required by the program for remediation or further training in one of the didactic courses, or the Program Summative Exam.

### **CCPA 6510 - Clinical Special Topics II**

**credit hours vary**

This course may be required by the program for remediation or further training in one of the didactic courses, or the Program Summative Exam.





CGHS

**ATSU** | College of Graduate  
Health Studies

# College of Graduate Health Studies

Dear Student and Colleague,

Welcome to the College of Graduate Health Studies (ATSU-CGHS) and A.T. Still University of Health Sciences (ATSU). You are part of a rich history; joining an institution that has educated health professionals since 1892. ATSU instills in students the compassion, experience, and knowledge required to address the whole person and shape healthcare in communities where needs are greatest.

We are pleased you have selected ATSU-CGHS and assure you we are dedicated to your success. We strive to create a learning-centered environment to support your professional education.

In this catalog, you will find important information related to your educational journey. Please read the catalog carefully so you fully understand ATSU-CGHS policies and procedures. We also encourage you to read the University Student Handbook.

On behalf of ATSU-CGHS administration, faculty, and staff, I wish you nothing but success throughout your academic endeavors.



All the best,  
Don Altman, DDS, DHSc, EdD, MPH, MBA, MA  
Professor and Dean, College of Graduate Health Studies

## About ATSU-CGHS

### Program Accreditation

The Master of Public Health and Master of Public Health with Dental Emphasis degree programs are accredited by the Council on Education for Public Health – 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910 – 202.789.1050.

### ATSU-CGHS Purpose Statement

The College of Graduate Health Studies is a learning-centered online school, focused on academic excellence. We are dedicated to preparing leaders for socially responsible practice, policy, and scholarly activity to improve prevention initiatives, wellness, and health care delivery to the underserved.

### Vision

The College of Graduate Health Studies will be the preeminent school for leaders in the health-related industry. We will provide an innovative curriculum facilitated by distinguished faculty and exceptional support staff, that prepares our students to integrate theory into practice to meet the growing needs of domestic and global health and wellness.

### 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.

## Contact ATSU-CGHS

A.T. Still University – College of Graduate Health Studies  
800 W. Jefferson Street  
Kirksville, MO 63501  
[www.atsu.edu/cghs](http://www.atsu.edu/cghs)



Donald Altman, DDS, DHSc, EdD, MPH, MBS, MA  
Dean  
480.219.6008  
[daltman@atsu.edu](mailto:daltman@atsu.edu)

Jim Farris, PT, PhD  
Associate Dean, Academics and Assessment  
480.219.6044  
[jfarris@atsu.edu](mailto:jfarris@atsu.edu)

Terry Wise, D Min, PhD, JD  
Associate Dean, Online Operations

660.626.2709  
[tswise@atsu.edu](mailto:tswise@atsu.edu)

Academic Advisors  
All programs  
660-626-2658  
[cghsacademicadvisors@atsu.edu](mailto:cghsacademicadvisors@atsu.edu)

Aesha Turner  
Business Operations Manager  
480.265.8021  
[aturner@atsu.edu](mailto:aturner@atsu.edu)

## ATSU-CGHS School Policies

The following policies or guidelines apply to all programs at ATSU-CGHS.

### Admissions

#### *Application Process*

The College of Graduate Health Studies (ATSU-CGHS) uses an online admissions system. Please visit <https://www.atstu.edu/cghs-application/> to access the A.T. Still University common application system. Additional information regarding the program application deadline date, tuition, and expenses, and related financial assistance can be found at [www.atstu.edu](http://www.atstu.edu), or by calling 877.626.5577 or emailing [cghsonlineadmissions@atsu.edu](mailto:cghsonlineadmissions@atsu.edu).

A.T. Still University is no longer accepting applicants for the online Doctor of Health Education program.

#### *Admission Requirements for all programs except the Graduate Nursing Program*

##### 1. Academic:

- Minimum Cumulative Grade Point Average of 2.5 (on a 4.0 scale) at the qualifying degree institution.
  - Arizona School of Dentistry & Oral Health (ATSU-ASDOH), the Missouri School of Dentistry & Oral Health (ATSU-MOSDOH), or the School of Osteopathic Medicine in Arizona (ATSU-SOMA) students who apply to the Master of Public Health with Dental Emphasis (MPH-DE) or the Master of Public Health-SOMA programs are admitted by virtue of being a residential student in good standing.
  - Students who withdraw from a program of study, after completing a minimum of 16 credit hours, and apply through Admissions for re-entry, will be considered for re-entry based on the cumulative grade point average attained in the program at the time of withdrawal.
- An accredited degree from a university recognized by the Department of Education (bachelor's degree or higher for master's programs and a master's degree or higher for doctoral programs).
  - Applicants who graduated from a university outside the United States may be required to provide a degree equivalency evaluation.
- Official transcript from the qualifying degree-granting institution.
  - For students using VA benefits transcripts for all institutions attended are required.

- Some degree programs may require experience or credential relevant to the field.

##### 2. Elements of Success:

- A current resume
- Completion of an essay
- English Proficiency\*
- Meeting of technology requirements\*\*

\*Applicants are required to demonstrate proficiency in English when applying to A.T. Still University's College of Graduate Health Studies. Written and spoken proficiency in the English language may be demonstrated by one of the following options:

**Option 1** – English is your first language.

**Option 2** – Graduated from an accredited four-year college or university recognized by the Department of Education in the United States with a BA or BS or graduate degree.

**Option 3** – You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL).

- The Computer Based Test (CBT), Internet-Based Test (iBT), or the Paper Based Test (PBT) is 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
- The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609. 771.7100. Information is available at <http://www.ets.org/toefl>. A.T. Still University's institutional code is 0339. Please be sure to include this information when you submit your application packet. TOEFL Educational Testing Services P.O. Box 6151 Princeton, NJ 08541-6151 609.771.7100

\*\*Technology requirements as outlined at <http://its.atstu.edu/knowledgebase/cghs-technology-requirements/>

#### *Admission Requirements for the Graduate Nursing Program*

##### 1. Application:

- Completed and signed admissions application along with a nonrefundable application fee.

##### 2. Academic:

- An accredited degree from a university recognized by the Council for Higher Education Accreditation. Applicants who graduated from a university outside the United States may have to provide a degree equivalency evaluation.\*
- Official transcript from the qualifying degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
- Minimum Cumulative Grade Point Average (CGPA) of 3.0 (on a 4.0 scale) at the qualifying degree institution.
- Evidence of a current unencumbered RN license held in the state in which the attainment of clinical hours will occur.

##### 3. Elements of Success:

- A current resume or CV
- Completion of a brief essay
- English Proficiency \*\*
- Meet ATSU technology requirements

4. \*Applicants who have graduated from a foreign college or university should submit acceptable evidence of U.S. degree/course equivalency. All course work taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:
- World Education Services P.O. Box 5087 Bowling Green Station New York, NY 10274-5087 p: (212) 966-6311 f: (212) 739-6139 [info@wes.org](mailto:info@wes.org)
  - Educational Credential Evaluators, Inc. P.O. Box 514070 Milwaukee, WI 53203-3470 (414) 289-3400
  - American Assn. of Collegiate Registrars & Admissions Officers One Dupont Circle, NW, Suite 520 Washington, DC 20036-1135 (202) 293-9161
  - Josef Silny & Associates, Inc. International Education Consultants 7101 SW 102 Avenue Miami FL 33173 p: (305) 273 -1616 f: (305) 273 -1338 [info@jsilny.com](mailto:info@jsilny.com)
  - Intl. Education Research Foundation, Inc. PO Box 3665 Culver City, CA 90231-3665 (310) 258-9451
5. \*\*Applicants are required to demonstrate proficiency in English when applying to A.T. Still University's College of Graduate Studies. Written and spoken proficiency in the English language may be demonstrated by one of the following options:

**Option 1** - English is your first language.

**Option 2** - Graduated from a four-year college/university accredited by a US Department of Education institutional accreditor in the United States with a BA/BS or graduate degree.

**Option 3** - You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL).

- Acceptable minimal scores for CGHS applications are: 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/Reading Skills section | Minimum of 26/Writing Skills section
  - iBT - minimum total score of 80 Minimum of 22/Reading Skills section | Minimum of 24/Writing Skills section
  - PBT - minimum total score of 550 Minimum of 57/Reading Skills section | Minimum of 61/Writing Skills section
- The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609. 771.7100. A.T. Still University's institutional code is 0339. Please be sure to include this information when you submit your application packet. TOEFL Educational Testing Services P.O. Box 6151 Princeton, NJ 08541-6151, 609.771.7100

### ***ATSU-CGHS Program Transfer***

Students who wish to transfer to another academic program within ATSU-CGHS must apply to that program through Admissions. To apply for admission to another academic program, an applicant must submit an application including an essay and all other supporting documentation (i.e., letters of reference, medical documentation, etc.) to Admissions by the admissions deadline for the semester and block in which a student wishes to enroll. An applicant may also include additional supporting documentation for the admissions committee to consider.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the committee's decision. Successful applicants are granted a

specified time period to notify the Admissions Department of the intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

### ***Transfer Credit***

Please refer to the Transfer Credit Policy located in the ATSU Policies section of this catalog.

The Master of Public Health with Dental Emphasis with a Dental Public Health Residency Certificate Program does not accept transfer credits. All residents must earn their MPH with a Dental Emphasis from ATSU while in the 25-month residency.

### ***Selection of Applicants***

Applicants are selected by the Admission Committee for a specific start date. No deferrals are allowed. The Admissions Committee seeks applicants capable of meeting the academic standards of ATSU-CGHS. Completed applications, in compliance with minimum admission requirements, are reviewed for academic performance, extracurricular and co-curricular activities, work and life experience, recommendations, and interest in health education, health administration, health sciences, kinesiology, nursing, or public health.

### ***Non-Degree Seeking Status***

Non-degree seeking status may be granted to applicants with a cumulative GPA as low as 2.3. Students who achieve a 3.0 cumulative GPA on two courses may then subsequently apply for program admission.

## **Minimal Technical Standards for Admission and Matriculation**

### ***Introduction***

A.T. Still University's College of Graduate Health Sciences (ATSU-CGHS) is committed to equal access for all qualified applicants and students. Minimal Technical Standards state expectations of ATSU-CGHS students. The Technical Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards are a guide for the accommodation of students with disabilities. Accommodations can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

### ***Statement of Diversity and Inclusion***

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

ATSU-CGHS admits and matriculates qualified students per the policies found in the ATSU-CGHS Catalog. ATSU-CGHS prohibits discrimination against anyone on the basis of race, color, national origin, religion, sex, age, sexual preference, or disability. ATSU-CGHS expects all students to meet certain

minimal technical standards as set forth herein. The standards reflect what the College of Graduate Health Sciences believes are reasonable expectations of online learning and performing common course work.

### ***Categories of Technical Standards:***

Students must be able to read, integrate, analyze, and synthesize data consistently, accurately, and in a timely fashion, as demonstrated by the ability to carry out the activities described below. Students must possess, at a minimum, the skills and abilities outlined in the chart below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

#### **Observation**

- Standard
  - Sufficient uncorrected or corrected visual acuity for reading
- Example
  - Able to read text on a computer monitor as well as hard print media suitable to meet the course requirements

#### **Communication**

- Standard
  - Possess fluent formal and colloquial oral and written English skills
  - Capable of writing in English effectively
  - Capable of reading English effectively
- Examples
  - Demonstrate command of the course material to instructor
  - Understand oral and written lectures, ask questions and understand answers
  - Explain procedures in writing and discuss results with instructors and fellow students
  - Complete written course assignments
  - Participate via the written word in on-line group discussions

#### **Computing Abilities**

- Standard
  - Possess sufficient computer skills to operate a computer system
  - Possess sufficient computer skills to navigate online.
- Examples
  - Demonstrate the ability to navigate in an online environment suitable to meet course requirements.
  - Able to adjust computer settings
  - Able to download software, patches, and drivers with minimal or no assistance

#### **Physical**

- Standard
  - Possess sufficient skills to perform tasks on a computer.
- Example
  - Able to place and remove information into and from the computer.

#### **Intellectual, Conceptual, Integrative and Quantitative**

- Standards
  - Apply knowledge, skills and values learned from course work and life experiences to new situations
  - To receive, decode, interpret, recall, reproduce and apply information in the cognitive form to solve problems, evaluate work, gauge progress and demonstrate understanding of course material
- Example
  - Interact in writing with group discussions synthesizing, explaining, and presenting information and conclusions in such a way as to help establish and maintain an active learning environment.

#### **Behavioral and Social**

- Standards
  - Possess the emotional health required for full use of intellectual abilities
  - Exhibit appropriate behavior, judgment, and ethical standards
  - Develop mature and cooperative relationships with peers, faculty and staff members
- Examples
  - Interact through appropriate electronic, telephone, written and oral communication with peers, faculty and staff members.
  - Project an image of professionalism.
  - Work independently on all projects.
  - Interact professionally, ethically and confidentially with peers, faculty and staff members
  - Control temper and never perpetrate harassment

#### ***Additional Information***

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774.

#### ***Applying for Academic Adjustments***

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

#### **Auditing a Course**

ATSU-CGHS does not allow auditing of courses at this time.

#### **Grading**

ATSU-CGHS programs adhere to the University grading scale.

ATSU-CGHS does not round scores. Grades are assigned by faculty members and are based on the points possible in any



given course. Final grades are posted in the Anthology Portal 14 days after the last day of the semester block.

### ***Incomplete Grades***

ATSU-CGHS programs adhere to the University Incomplete Grade Policy.

While it is expected requirements for completion of a course are met at the end of a term, there are times when it is necessary for a student to request an incomplete grade. An incomplete grade may be issued by an instructor if a student presents in writing a rationale for circumstances beyond his or her control that prevented completing the class in a timely fashion and the student completed at least 50% of the assigned coursework at the time of the request.

At the time when an incomplete grade is requested, a student must be passing the class with a grade of C or higher. Other than in cases of emergency, this request must be received by the instructor no later than two weeks prior to the end of a term. If an instructor submits an incomplete grade, an "I" shall be entered on the final grade form. An instructor must complete an incomplete grade form on which the conditions for removal of the grade of "I" are specified and the date any missing work must be submitted is included.

In general, an incomplete grade must be removed within two weeks of the end of a term, unless the extenuating circumstances warrant a longer time. A copy of all documentation for the removal of an incomplete grade must be submitted to the department chair. It is a student's responsibility to meet the conditions for the removal of the "I" grade. If there are additional extenuating circumstances, a student may request an extension of the "I" grade; but in no case will an extension be allowed for more than one calendar year following the end of the term in which the "I" grade was granted. If an "I" grade is not changed in one calendar year, it will automatically revert to a grade of F (excluding dissertation-only courses). Students with an outstanding grade of "I" are not eligible to graduate.

### ***Course Attempts***

Students will be allowed two attempts to complete a course where a final grade is awarded. A student who fails a course twice, or withdraws from a course after the first week of the term twice, will be dismissed from the program of study. Students may appeal a failing grade or a dismissal, according to the Academic Appeals section of the ATSU University Catalog.

### ***Appealing a Grade***

Students who wish to file an academic appeal concerning a course grade should visit the Academic Appeals policy located within the ATSU Policies section of the Catalog.

### ***Appealing a Dismissal***

Dismissal by a department may be appealed, in writing, to the Dean no later than seven calendar days following receipt of notification of the department chair's decision of dismissal. Such notice of appeal from the student shall include a statement of reasons why dismissal is inappropriate. The Dean shall review the notice of dismissal, notice of appeal, significant facts and reasons for dismissal in light of the department's standards of progression, academic norms and professional judgment. The Dean shall notify the program chair and student of the decision no later than seven calendar days following receipt of the

student's appeal. Such notice shall describe the basis for the decision.

The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: Promotion and/or Dismissal Decisions.

## **Plagiarism and Cheating**



### ***Plagiarism and Cheating Defined***

Plagiarism is the presentation of another's work as if it were one's original and includes the presentation of one's previously submitted work as new material. Proper and complete citation and reference, in accordance with APA style guidelines, is required of all student work. Specific examples of plagiarism and cheating include:

- Cutting and pasting or re-entering information from another's work into a document without correct citation or attribution
- Information is attributed to a source other than the original
- Material authored by someone else is submitted as original work
- Turning in work you have previously submitted, in part or in whole, is considered self-plagiarism and is unacceptable. In instances where it may be appropriate to include prior work, the student must obtain permission from the instructor to include the prior work.
- Information is properly cited but the paraphrasing is not substantively different from the original source
- Infrequent or missing citations

### ***Plagiarism Sanctions***

All assignments submitted for a grade are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence.

#### **First occurrence**

The first instance of plagiarism is generally believed to result from a lack of familiarity and inexperience using APA guidelines and is perceived as a misuse of sources.

The sanctions for a first offense generally are, but not limited to:

- Required completion of the University Writing Center's Proper use of Resources tutorial
- A grade of zero on the assignment
- Resubmission of the assignment for a reduced grade
- Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment

#### **Second occurrence**

The second occurrence of plagiarism is a more serious academic offense and is not attributed to naiveté, ignorance of guidelines, or a misunderstanding of what constitutes acceptable graduate scholarship at ATSU.

The sanction for a second plagiarism offense is, but is not limited, to:

- A grade of F in the course

### Third occurrence

The third occurrence of plagiarism is seen as a student's chronic inability or refusal to produce acceptable graduate-level scholarship.

The sanction for a third plagiarism offense is, but is not limited, to:

- Expulsion from the university

## Academic Probation

If a student fails to meet the 3.0 cumulative GPA, he or she will be placed on academic probation. There are two phases of academic probation.

### *Phase I Academic Probation:*

- Student is limited to a maximum of two courses per semester block.
- Student's cumulative GPA must be a 3.0 or above at the end of the probationary semester.
- If a student receives a grade of W during the probationary semester, he or she automatically fails to meet the requirements of probation.

If a student meets the requirements of the probationary period, he or she is removed from academic probation and returned to good academic standing. ATSU-CGHS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

### *Phase II Petition Academic Probation:*

If a student fails to meet the requirements of Phase I Academic Probation, Phase II is not automatically granted. Requirements for this phase include:

- Student must petition the department chair or program chair in writing within 5 days of notification.
- Student is limited to two courses per block.
- If a student receives a grade of W during the probationary semester, he or she automatically fails to meet the requirements of probation.
- Student's cumulative GPA must be a 3.0 or higher at the end of the probationary semester.
- Students must meet any additional criteria outlined by a program chair during the Phase II academic probation term.

If a student meets the requirements of the probationary period, the student returns to good academic standing.

Students on Phase I probation who do not meet probation requirements and fail to request Phase II probation will be administratively withdrawn from a program of study. Students denied Phase II probation or who fail to meet requirements on Phase II probation may be dismissed from a program of study.

## Continuous Enrollment

ATSU-CGHS students who are finished with all coursework and completing culmination projects (practicum, dissertation, applied research project, doctoral research project, etc.) must maintain continuous enrollment until completion of all graduation requirements. Students will be assessed a continuous enrollment charge for each semester block that the student maintains enrollment until all degree requirements are

completed. More information on the University's continuous enrollment process may be found under the Enrollment Status Definitions within the ATSU Policy section.

## Course(s) or Program of Study Withdrawal

Students who have been inactive one semester may resume their program of study by contacting their Academic Advisor and registering for courses prior to the registration deadline.

ATSU-CGHS students who are not registered for courses in a semester are considered in Incomplete-Withdraw status and must register for courses in the following semester or be administratively withdrawn from the program. In most instances, students withdrawn from ATSU, regardless of the reason, must apply for re-admission and fall under the most recent academic catalog and admission requirements.

ATSU-CGHS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

For the specific policy on grades awarded for withdrawal, please see the Withdrawal from School section of the Matriculated Student Policies.

## Graduation Requirements

A degree is awarded at the end of the semester following completion of requirements. Attending commencement is not required but highly recommended. Students who only have one registered block of coursework to complete may participate in the graduation ceremony under the following guidelines:

- Students who only have one registered block of coursework to complete
- Dissertation Only Students (DHA & DHed): The student has obtained committee approval of Dissertation Chapter 4
- Practicum Only Students: The student has identified a practicum site, the practicum supervisor is in place, and the practicum plan (with an anticipated completion date in the next block) is approved
- DNP students who have completed DNPP 9100.

The official graduation date on the transcript and diploma will be the last day of the semester.

The following items must be completed in order to request a final transcript or verification letter:

- Cumulative GPA of 3.0
- Credit earned in all required courses (to earn credit for a course a student must earn a grade of C or higher)
- Graduate exit survey completed
- Any programmatic specific graduation requirements

## Degree Completion

Students at ATSU-CGHS are expected to complete a degree in a program's standard plan of study. Students will have a maximum degree completion timeline of five years for a master's program and seven years for a doctoral program from the time of initial enrollment. Failure to complete a degree program in the time allowed may negate some or all previously earned degree credits.

## Academic Standards, Guidelines, and Requirements

### ***Academic Standing***

To maintain good academic standing, students must maintain a 3.0 cumulative GPA. Academic standing is evaluated after the Fall and Spring semesters.

### ***Participation in Courses***

Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, ATSU-CGHS requires the following:

As a student in an online program, it is expected you participate in all class activities every week. The academic week is from 12:00 AM Arizona time Monday morning through 11:59 PM Arizona time the following Sunday. Participation is defined as having completed one or more of the activities required in any week. These include:

- Participate in the class discussion
- Submit a paper
- Complete a quiz or examination
- Complete some other assignment as presented in the course syllabus

If a student does not complete any activities during the first week of class, he/she will be administratively withdrawn.

### ***Textbooks***

The booklist is posted on the ATSU portal six weeks prior to the start of a semester block. Students should order books from this list only for the new semester block.

It is a requirement that students have all the required books on the first day of class. Students may purchase books from any bookstore.

### ***Course Access***

Students are granted Canvas course access one week prior to the first day of class.

### ***Course Cancellation***

The institution has the right to cancel a course. Any student enrolled prior to a course cancellation will receive a full refund of tuition paid.

### ***Inclement Weather Policy***

In the event a major weather occurrence prevents a student from accessing a class, instructors will work with the student to set reasonable accommodations to accept assignments after a due date. Instructors may request documentation from a student if a weather occurrence is not widespread.

### ***Late Assignment Policy***

Late work is not accepted without the prior approval of your instructor. Failure to obtain approval before the due date may result in a zero for the assignment.

In the event you are unable to submit work to Canvas by the deadline, you must:

- Notify your instructor through the Canvas messaging system and attach your assignment, and

- Open a ticket with IT by calling 1-866-626-2200. Be sure to keep the ticket number as documentation the issue has been reported.

Once the IT issue has been resolved, you should then submit your work through Canvas for grading.

### ***Reuse of Work (Self-Plagiarism) Policy***

When a student withdraws or fails a class and then retakes it, all previously submitted work, in part or in whole, may not be resubmitted. The consequences of using previously submitted work vary based on whether the incident is the first or second occurrence.

#### **First Occurrence**

A first instance of using previously submitted work is generally believed to be due to a lack of familiarity with this policy. The possible sanctions for the first occurrence are, but are not limited to:

- A grade of zero for the assignment.
- The program chair may allow the student to revise the assignment within 7 business days of notification for a grade up to 80% of the possible points.

#### **Second Occurrence**

A second instance of using previously submitted work is generally believed to be purposeful. The sanction for the second occurrence is, but is not limited to:

- A grade of F for the course.

#### **Third Occurrence**

A third instance of using previously submitted work is viewed as the student's refusal to follow this policy. The sanction for the third occurrence is, but is not limited to:

- Dismissal from the university.

### ***Program Cancellation***

Should the institution cancel a program, currently enrolled students are permitted to complete a program before it is discontinued. No new students are permitted to enroll in a program the institution has canceled.

# Education, EdD

## Doctor of Education [in Health Professions]

The Doctor of Education (EdD) 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.

### EdD in Health Professions Program

Career options for EdD in Health Professions graduates may include:

- Professor at a college or university in a multitude of health professions
- Director of medical, health professions, or health sciences education program or department
- Director of continuing education for health professionals
- Health professions clinical educator

### Doctoral Research Project (DRP)

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. It is recommended that students have a 3.0 cumulative GPA before entering the DRP portion of the program. Students will be required to achieve a minimum of a B in the DRP courses in order to progress. Students will be allowed a maximum of two attempts to complete a DRP course with the minimum grade required. A student who fails to meet this requirement will be dismissed from the program of study. Students may appeal a failing grade or a dismissal, according to the Academic Appeals Policy of the ATSU University Catalog.

### Length of Program

The Doctor of Education program is comprised of 55 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student

during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$755 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

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.

### First year

#### EDUC 7300 - Cultural Competence and Multicultural Education

##### 3 credit hours

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.

#### EDUC 7500 - Technology and Educational Transformation

##### 3 credit hour

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.

#### EDUC 7700 - Finance and Budgeting

##### 3 credit hours

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.

\*Students may take DHAD 8200 - Healthcare Economics and Financial Management which focuses on finance and budgeting for health care organizations instead of higher education institutions if they prefer; however, they must notify their Academic Advisor before they can begin their program since this may alter their academic degree plan.

### **EDUC 8100 - Innovative Teaching Strategies in the Health Professions**

#### **3 credit hours**

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.

### **EDUC 8300 - Qualitative Research**

#### **3 credit hours**

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.

### **EDUC 8500 - Instructional Design and Program Planning**

#### **3 credit hours**

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.

### **EDUC 8700 - Student Assessment**

#### **3 credit hours**

Students will learn how to create authentic assessments within a health professions 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.

### **EDUC 8900 - Educational Program Evaluation**

#### **3 credit hours**

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.

## **Second year**

### **EDUC 7100 - Transformative Leadership and Ethics**

#### **3 credit hours**

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.

### **EDUC 7900 - Quantitative Research**

#### **3 credit hours**

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.

### **EDUC 9600 - Proposal Preparation for DRP**

#### **5 credit hours**

Students will learn the basic methods and techniques of educational research and be provided the information and skills necessary to be able to critically evaluate research. Students will become familiar with the doctoral research project format, select a research topic, and begin a review of associated literature for proposal development.

### **EDUC 9610 - Literature Review for DRP**

#### **5 credit hours**

Students will learn the characteristics of scholarly writing and APA style. By the end of this course, students will have a completed, approved proposal. In addition, students will begin creating a comprehensive literature review for their research project.

### **EDUC 9620 - Research Design for DRP**

#### **5 credit hours**

Students will review, evaluate, and select an appropriate design for their research project. Students will complete and submit all Institutional Review Board (IRB) applications. Documentation of approval by all IRBs involved must be submitted in the last week of this course to progress to EDUC 9630.

## **Third year**

### **EDUC 9630 - Data Analysis for DRP**

#### **5 credit hours**

Students will evaluate data collected for the research project and compare data to relevant peer reviewed and/or professional literature. Students will compile their research project draft.

### **EDUC 9640 - Publication for DRP**

#### **5 credit hours**

Students will complete their research project for chair review. Students will continue to improve and edit their project to create a final document for publication. Students will learn how to prepare and submit their research project for publication. By the end of the class, students will be required to submit their completed project to an appropriate publication.

## **Other Courses**

### **EDUC 6999 - Directed Study**

#### **3 credit hours**

Directed studies may be required as assigned by the program chair.



# Health Administration, DHA

## Doctor of Health Administration

CGHS' doctorate program in health administration prepares students for executive leadership in the field. Graduates earn their health administration degree entirely online and can continue to work in this fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that the medical and health segment of the economy will continue to grow, making the Doctor of Health Administration significant for those interested in career advancement and/or a new career in health care management education.

This program integrates web-based instruction, directed readings, email, discussion boards, and dissertation collaboration between students and faculty. The College uses mission driven, context-based curriculum design, and assesses student learning through authentic assessments.

DHA dissertation courses are pass/fail, so they do not contribute to the student's cumulative GPA. Therefore, students must have a 3.0 cumulative GPA before entering the dissertation phase of the program.

## Program Mission Statement

The ATSU College of Graduate Health Services' Health Administration program is learner-centered and prepares current and future healthcare leaders seeking to advance their scholarship and professional practice in health administration. Our graduates are prepared to become well regarded leaders who are recognized contributors to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

## Program Vision

The ATSU College of Graduate Health Services' Health Administration program is learner-centered and prepares current and future healthcare leaders seeking to advance their scholarship and professional practice in health administration. Our graduates are prepared to become well regarded leaders who are recognized contributors to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

## Program Vision

The ATSU Health Administration program will be globally recognized for its learner-centered program where students, faculty, and administration work together to make a measurable difference in worldwide healthcare outcomes.

## Program Values

**Leadership** – We value modeling and mentoring strong leadership skills that inspire individual and organizational excellence.

**Integrity** – We value strong ethical principles and fairness in our individual actions and our organizational decision making.

**Diversity** – We value the ideas and beliefs of all of our stakeholders, and work to foster an inclusive environment that respects the dignity of all.

**Innovation** – We value creative approaches to thinking, teaching, learning, scholarship, and research that inspire our students and faculty to promote positive change in the healthcare environment.

**Lifelong learning** – We value the pursuit of impactful knowledge that enhances the personal and professional development of all stakeholders, improves professional practice, builds learning communities, and promotes continual educational enrichment.

## Length of Program

The Doctor of Health Administration program consists of 42 credit hours, plus a minimum of 20 dissertation credit hours, for a total of 62 credit hours.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$1,000 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values Dissertation Courses

Students who have successfully completed 100% of the course work, have a completed DHA Portfolio, and have a 3.0 or higher GPA are eligible to begin Dissertation I, the first in a four course series. Each course requires the student to complete the matching dissertation chapter (i.e. Chapter 1 in Dissertation I; Chapter 2 in Dissertation II; Chapter 3 in Dissertation III; and Chapter 4 in Dissertation IV). Each course is five credits, for a total of 20 dissertation credits. Each dissertation course is Pass/Fail. An Incomplete grade is possible if all of the assigned work is not completed in a course. However, this gives the student one 10-week extension worth one credit, for which the student must pay. If the assigned work is not complete at the end of the extension, the "I" turns to an "F" and the student must retake the course. If a student has been in a course for four consecutive blocks but has not completed the assigned chapter and fails the course a second time, he or she will be administratively withdrawn from the DHA program. In that case, the DHA will not be awarded. Students are cautioned to avoid extensions as they are provided for extraordinary circumstances, not for students who have simply lagged in completing the course work. It is expected that students will complete each course within the timeframe provided and will not regularly need extensions.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

## Year 1

### **DHAD 7000 - Leadership and Practice**

#### **3 credit hours**

Theoretical perspectives will allow students to discover the importance of incorporating leadership into healthcare practice. Each student will be able to link these theories to developing personal leadership competency. Students will also learn the features and benefits of involvement with a professional health care organization such as the American College of Healthcare Executives (ACHE).

### **DHAD 7100 - Introduction to Doctoral Studies**

#### **3 credit hours**

This initial course in the Doctor of Health Administration (DHA) program prepares students to successfully integrate academic excellence into the world of healthcare leadership by connecting theory to practice. Students will be introduced to the competency model of the National Center for Healthcare Leadership (NCHL) as well as the specific competencies and requirements of the DHA program at ATSU. Students will have multiple opportunities to strengthen their skills in information gathering, self-development, critical thinking, research, and academic writing.

\*This course must be taken in the first block and students must receive a passing grade to continue in the program.

### **DHAD 7200 - Coaching, Mentoring and Interpersonal Communications**

#### **3 credit hours**

Building upon practical experience gained via the Leadership and Ethics course, participants will examine the importance of succession planning and develop strategies for organizational development. Participants will identify interpersonal communication styles and strengths and further develop communication competencies.

### **DHAD 7500 - Population Health**

#### **3 credit hours**

In this executive course students will investigate healthy people and healthy populations. Students will understand historical perspectives and emerging trends of health issues, populations, shared concerns of society and vulnerable groups. This will include public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors that can affect the health and welfare of the overall population. The role of the health care administrator in promoting population health and wellbeing, as well as identification of potential resources for data and optimization of services will be explored.

### **DHAD 7600 - Quality Improvement/Performance Excellence**

#### **3 credit hours**

In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

### **DHAD 7800 - Health Policy, Law and Regulation**

#### **3 credit hours**

This executive course will cover significant legislation affecting the health care industry, including current topics in health care reform, advocacy, and policy development. Students will learn about significant legal issues and ethical questions affecting health care administrators, as well as the health policy analysis process.

### **DHAD 8000 - Negotiation, Mediation and Managing Conflict**

#### **3 credit hours**

In this executive course students will identify personal negotiation style and strengths; and how to use this individualized approach to mediating and managing conflict at various levels of the organization and with both practitioners and non-practitioners.

### **DHAD 8050 - Research Methods I**

#### **3 credit hours**

This course focuses on the fundamental techniques involved in the research process and designing empirical studies, including scientific thinking, effective evaluation of literature, identification of problems, and development of purpose statements and hypotheses. This course will also include reviews of basic statistics, institutional review board and ethical considerations in conducting research, and interpretation of statistical analyses.

## Year 2

### **DHAD 8150 - Research Methods II**

#### **3 credit hours**

This course examines qualitative approaches in health administration research. Students will focus on the researcher's role in these types of studies, data collection techniques, data recording methods, data analysis, and validation of results. This course will also evaluate computer software for analyzing qualitative and quantitative data.

### **DHAD 8200 - Healthcare Economics and Financial Management**

#### **3 credit hours**

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.

### **DHAD 8250 - Research Methods III**

#### **3 credit hours**

This course focuses on the principles and techniques involved in quantitative and mixed methods research. Topics addressed include survey research; sampling design; hypothesis development and testing; data exploration, display, and examination; correlation and regression analyses; multivariate analysis; reliability and validity testing; and presentation of study results. This course will also cover mixed methods issues such as sequencing and integration of study findings.

### **DHAD 8400 - Healthcare Organization Informatics**

#### **3 credit hours**

In this executive course, students will investigate the qualities

necessary to strategically evaluate, select and implement system wide informatics. Consideration is given to the effects of the rapidly evolving informatics field and resulting organizational adaptation. Decision support systems integrating financial, human resources, continuous quality improvement, and strategy and resource utilization will be introduced and applied.

**DHAD 8600 - Health Organization Governance**  
**3 credit hours**

In this executive course students are involved in processes used to identify and recruit governing boards, and the use of effective management and communication skills to establish board accountability and buy-in. Board development, board composition, fiduciary responsibility, leadership roles and the governing role of the board and its infrastructure are examined.

**DHAD 8800 - Strategic Change Management for Healthcare Organizations**  
**3 credit hours**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

**DHAD 9100 - DHA Portfolio**  
**0 credit hours**

In this course, the student will assemble and submit supplementary documentation in preparation for the Dissertation sequence. Documented approval from a Dissertation Chair must be completed by the end of Module 6 to progress to Dissertation I.

**DHAD 9500 - Dissertation I**  
**5 credit hours**

The dissertation is the culminating project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. In this course, DHA candidates will finalize their dissertation committees and complete and obtain approval for Chapter 1.

**DHAD 9510 - Dissertation II**  
**5 credit hours**

The dissertation is the culminating project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. In this course, DHA candidates will complete and obtain approval for Chapter 2.

**Year 3**

**DHAD 9520 - Dissertation III**  
**5 credit hours**

The dissertation is the culminating project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. In this course, DHA candidates will complete and obtain approval for Chapter 3, and present and obtain approval of their proposal.

**DHAD 9530 - Dissertation IV**

**5 credit hours**

The dissertation is the culminating project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. In this course, DHA candidates will obtain IRB approval for their study, complete and obtain approval for Chapter 4, and defend the dissertation.

**Other Courses**

**DHAD 6999 - Directed Study**  
**3 credit hours**

Directed studies may be required as assigned by the program chair.

**DHAD 9540 - Dissertation**  
**5 credit hours**

**DHAD 9550 - Dissertation**  
**5 credit hours**

**DHAD 9560 - Dissertation**  
**5 credit hours**

**DHAD 9570 - Dissertation**  
**5 credit hours**

**DHAD 9580 - Dissertation**  
**5 credit hours**

**DHAD 9590 - Dissertation**  
**5 credit hours**

**DHAD 9591 - Dissertation**  
**5 credit hours**

**DHAD 9592 - Dissertation**  
**5 credit hours**

**DHAD 9901 - Dissertation Research**  
**1 credit hour**

Additional research studies may be required to complete dissertation course requirements.

# Health Education, DHEd

## Doctor of Health Education

The Doctor of Health Education (DHEd) was redesigned and reintroduced as the Doctor of Education [in Health Professions] (EdD). No students will be admitted to the Doctor of Health Education (DHEd) program after the Fall of 2016.

### About the DHEd Program

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

### Doctoral Research Project (DRP)

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. It is recommended that students have a 3.0 cumulative GPA before entering the DRP portion of the program. Students will be required to achieve a minimum of a B in the DRP courses in order to progress.

### Length of Program

The Doctor of Health Education program consists of 55 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$755 per credit hour	\$32 per credit hour

\* The below figures represent the charge to students enrolled in dissertation prior to 2016-2017.

Dissertation Tuition	Student Technology Fee
\$2,440 per block*	\$160 per block

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses. Beginning with the Spring of 2017, some DHEd courses were taught in conjunction with EDUC courses. Transcripts may reflect the EDUC prefix.

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.

### Year 1

#### DHEd 7300 - Cultural Competence and Multicultural Education

##### 3 credit hours

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.

#### DHEd 7700 - Finance and Budgeting

##### 3 credit hours

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.

\*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.

#### DHEd 8100 - Innovative Teaching Strategies in the Health Professions

##### 3 credit hours

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.

#### DHEd 8500 - Instructional Design and Program Planning

##### 3 credit hours

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.

#### DHEd 8300 - Qualitative Research

##### 3 credit hours

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.

## **DHED 7900 - Quantitative Research**

### **3 credit hours**

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.

## **DHED 7500 - Technology and Educational Transformation**

### **3 credit hours**

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.

## **DHED 7100 - Transformative Leadership and Ethics**

### **3 credit hours**

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.

## **Year 2**

## **DHED 8900 - Educational Program Evaluation**

### **3 credit hours**

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.

## **DHED 8700 - Student Assessment**

### **3 credit hours**

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.

## **DHED 9600 - Proposal Preparation for DRP**

### **5 credit hours**

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.

## **DHED 9610 - Literature Review for DRP**

### **5 credit hours**

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.

## **DHED 9620 - Research Design for DRP**

### **5 credit hours**

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.

## **DHED 9630 - Data Analysis for DRP**

### **5 credit hours**

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.

## **DHED 9640 - Publication for DRP**

### **5 credit hours**

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.

## **Other Courses**

### **EDUC 6999 - Directed Study**

#### **3 credit hours**

Directed studies may be required as assigned by the program chair.

## **DHAD 8200 - Healthcare Economics and Financial Management**

### **3 credit hours**

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.



# Health Sciences, DHSc

## Doctor of Health Sciences

The Doctor of Health Sciences (DHSc) is a post-professional degree designed for master's or doctorate prepared health professionals. The program aims to develop and enhance the professional skills needed to provide competent leadership in today's challenging healthcare systems. This advanced degree prepares graduates to better understand and effectively engage in efforts targeting healthcare, wellness, health promotion, health education, public health, and research. The DHSc program provides current health professionals with the knowledge and skills to excel in project management, decision-making, organizational leadership, establishing evidence-based standards, and gaining the competencies to apply research to professional practice.

Students have the opportunity to focus on one of three concentration areas, which include global health, leadership and organizational behavior, and fundamentals of education. The program also promotes application of research to professional practice through completion of an Applied Research Project (ARP). The ARP consists of five courses within the program of study.

## DHSc Purpose Statement

The Doctor of Health Sciences (DHSc) program provides a rigorous interdisciplinary education for healthcare professionals, preparing students to be effective leaders and change agents in a variety of health settings. The program offers innovative curriculum in a flexible, asynchronous format to best meet student needs. Courses are facilitated by experienced faculty through an interdisciplinary and interprofessional approach. Coursework prepares students to critically analyze ongoing domestic and global challenges of access, cost, education and quality in healthcare, and builds competencies to skillfully evaluate, plan and implement solutions to these challenges.

## DHSc Vision

The DHSc program has adopted the vision statement of the College of Graduate Health Studies, adapting it to the program:

The DHSc program will be the preeminent online program 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.

## DHSc Goals

Goals of the DHSc program are to provide an online environment that:

1. Promotes diversity of student experiences.
2. Fosters student success.
3. Honors professionalism and ethical practice.
4. Supports a curriculum that develops critical and analytical thinking skills through an integrative approach of instruction, research, and evidence-based resources.
5. Promotes and supports excellence in faculty performance in teaching, scholarship, and service.

## DHSc Outcomes

Demonstrate advanced knowledge in health sciences fields, scholarship, and evidence-based practice.

1. Demonstrate knowledge and skills for designing, conducting, analyzing and disseminating health sciences research.
2. Demonstrate knowledge in critical analytical thinking skills in foundational areas of health sciences.
3. Demonstrate advanced and effective skills in communication, professionalism, ethical practice, systematic thought, and writing.

## Length of Program

The Doctor of Health Sciences program consists of 19 courses, or 70 credit hours.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$587 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### Year 1

DHSC 6005 must be taken in the first block and students must receive a passing grade to continue on in the program.

### DHSC 6005 - Critical Thinking and Writing for Professionals

**3 credit hours**

The purpose of this course is to establish a solid foundation of writing skills and familiarize students with the writing policies and expectations of The College of Graduate Health Studies (CGHS). Emphasis is placed on scholarly writing elements, including annotated bibliographies, American Psychological Association (APA) format and style, effective use of evidence, literacy skills, academic integrity, review and critique of literature, and rhetoric. The course examines the characteristics of critical writing that are assessed throughout the program to identify students' knowledge, comprehension, application, analysis and synthesis of content.

### DHSC 6010 - Principles of Management & Decision Analysis

**3 credit hours**

This course introduces principles of management and decision-making as they relate to the health care sector. Students will become acquainted with management and decision-making tools and how they can be applied in health care delivery and

administration. The modules link the management functions of planning, organizing, communication, and legal aspects of human resources with decision-making for achieving positive outcomes. Students will explore models for effective committee work and the roles of committee chairs, as well as the concepts of power and authority, organizational structure, and delegation of duties. In preparation for assuming the role of a health care manager, regardless of the setting, this course focuses on the development of new skill sets that are essential for a successful transition.

### **DHSC 6020 - Risk Management for Health Professionals**

**3 credit hours**

This course provides an introduction to quality healthcare and risk management as it relates to and interacts with the broader picture of quality improvement. The course will explore many important issues pivotal to promoting quality healthcare. Topics that will be discussed in the course include: how are quality outcomes defined and measured; who is responsible for measuring health; and what are the prominent quality improvement theories used in healthcare. In addition, the results of data from studies describing how the United States health system is performing; and what are quality initiatives that could be implemented to enhance healthcare are highlighted.

### **DHSC 6030 - Healthcare Information Systems**

**3 credit hours**

This course will provide students with the opportunity to examine the application of technology to obtain and use data, knowledge, and information in the field of health care. Students will understand how application of technology in healthcare has become increasingly critical to patient care, quality, effectiveness, efficiency, and overall operations. With increased government support for healthcare information systems, health information technology will be the base of support for clinical and management decision-making. This course also explores the issues, benefits, and challenges of using health care information systems. Emphasis will be placed on applications that directly impact government initiatives, business operations, and patient safety.

### **DHSC 7020 - Health Administration, Law & Ethics**

**3 credit hours**

This course provides non-legal health professionals with a concrete foundation in healthcare law and ethics. The goal is to assist students in developing practical approaches to improving the excellence and delivery of healthcare. Healthcare decisions are especially apt to have some form of ethical consequence. This course is designed to provide a basic framework from which to consider these consequences, as well as give the healthcare professional tools that will assist in times of ethical dilemmas.

### **DHSC 9000 - Health Professionals Role in Health Promotion**

**4 credit hours**

This course will reflect on the national goals for health promotion through reviewing current public health documents. This course will assist in the development of a health promotion plan that could be incorporated at an individual, group, or community level. To fully understand the processes necessary to implement health promotion initiatives as a health

professional, studying and discussing the development of health promotion programs is necessary. The course will explore the common issues threatening the health status of society. The steps and processes required to develop or evaluate a health promotion initiative will be explored and evaluated through group work throughout the course.

## **Year 2**

### **DHSC 7030 - Population Health & Patient-Centered Care**

**3 credit hours**

This course examines many of the issues that are believed to influence the health of the global population. As the world is being challenged daily with forces of nature and manmade dilemmas, we are all tasked to influence and alter the trajectory and consequences of many of these negative stimuli. The course will explore many prominent themes and issues that are believed to influence the health of populations. Topics that will be discussed in the course include how population health is influenced by urbanization and migration, climate change, culture, the media, social and economic class, gender, employment status, and political and health systems.

### **DHSC 8020 - Research Methods, Design and Analysis**

**5 credit hours**

This course is the first in a series of six courses designed to assist you with the development of an applied research project (ARP). This course provides an introduction and overview of research methodology and design. Quantitative, qualitative, and mixed methods approaches to examining a problem and finding answers to unresolved issues will be explored. Topics that will be discussed in the course include: how to select the best research method and design for the problem under study, the purpose of a literature review, ethical considerations for research, and the most appropriate data collection tools and analytic principles that should be employed. The purpose of the course is to introduce the research process, and the methods, designs, and analytical tools required to critically evaluate research articles in preparation for initiating the ARP. The main focus of the course will be to gain skills in reviewing and critiquing research.

### **DHSC 8030 - Evidence-Based Practice**

**3 credit hours**

This course is designed to assist health professionals with learning how to integrate high-quality research with clinical expertise, critical thinking, and patient values for optimum care. Systematic methods for critical appraisal of study quality, research design, strength of research recommendations, and quality of literature pertaining to a specific clinical problem will be presented. Evidence-based resources and databases for health professionals will be identified. Methods will be explored to promote health professionals' participation in learning and research activities to the extent feasible.

### **DHSC 7010 - Healthcare Delivery Systems**

**3 credit hours**

This course introduces the historical development, structure, operation, function, and current and future directions of the major components of healthcare delivery systems. The course will explore how national systems have evolved and how countries confront the emerging issues in healthcare. Specific

topics discussed will include the historical evolution of health systems, the various models that are used around the world, the main components of a health system, and the criteria used to assess the functioning of a health system. Included will be discussions around how health systems can be reformed and what strategies may be used to accomplish this.

### **DHSC 8010 - Healthcare Outcomes** **3 credit hours**

This course introduces the concept of continuous quality improvement as a means to evaluate and improve health care outcomes. Continuous quality improvement (CQI) has presented a great opportunity to the health community but it is not a remedy for all health system problems. CQI represents a perspective and framework for on-going development processes leading to increased customization and co-configuration of health services and strategies for health care reform. It is one of an array of approaches that health care leaders should be using to improve the effectiveness and efficiency of health services, along with patient-centered care, evidence-based medicine/management, clinical pathways, and process re-engineering.

- Course #1 of concentration (Course descriptions below)
- Course #2 of concentration
- Course #3 of Concentration

## **Year 3**

### **DHSC 9035 - Data Collection for the Applied Research Project** **5 credit hours**

This course is the fourth in a series of six courses designed to assist you with the development of an applied research project (ARP). The purpose of this course is to provide you with the knowledge and skills necessary to implement your sampling methodology, successfully collect and properly manage your data, and become familiar with the statistical software package, IBM SPSS, that you will use to analyze your data in the upcoming data analysis course.

### **DHSC 9045 - Data Analysis for the Applied Research Project** **5 credit hours**

This is the fifth in a series of six courses designed to assist you with the development of an applied research project (ARP). This course provides an overview of basic quantitative and qualitative data analytic techniques. Students will learn the concepts of descriptive and inferential statistics as well as the process of qualitative coding and analysis. In addition, students will learn to effectively use data analysis software to analyze research data. At the end of this course, students will have conducted data analysis for the ARP and will have completed a full results section to be used in the final research manuscript.

### **DHSC 9055 - Dissemination for the Applied Research Project** **5 credit hours**

This course, the final in the Applied Research Project (ARP) series, focuses on providing students with the knowledge and skills needed to successfully complete an ARP manuscript and to disseminate research findings.

### **DHSC 9015 - Literature Review for the Applied Research Project** **5 credit hours**

This course is the second in a series of six courses designed to assist you with the development of an applied research project (ARP). Understanding the past and current literature in the ARP topic area is crucial to the development of a sound research project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully review the literature around your chosen ARP topic and write a focused review of literature.

### **DHSC 9025 - Proposal Development for the Applied Research Project** **5 credit hours**

This course is the third in a series of six courses designed to assist you with the development of an applied research project (ARP). The purpose of this course is to provide the knowledge and skills necessary for the development of the ARP proposal. The proposal is crucial to the success of the ARP, as it provides the rationale and significance, the purpose, and the methodology of the proposed research study. During this course, students will work closely with their Facilitator to ensure the proposal is methodologically sound. By the end of this course, students will have completed the proposal and submitted an application to the ATSU Institutional Review Board (IRB) for approval to conduct the research study.

## **Other Courses and Concentration Courses**

### **DHSC 6999 - Directed Study** **3 credit hours**

Directed studies may be required as assigned by the program chair.

### **Concentration #1 - Leadership & Organizational Behavior**

Concentration courses for new students starting Fall Block 1, 2021

### **DHAD 8200 - Healthcare Economics and Financial Management** **3 credit hours**

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.

### **DHAD 8800 - Strategic Change Management for Healthcare Organizations** **3 credit hours**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

### **DHSC 8230 - Organizational Behavior** **3 credit hours**

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

### **Concentration #2 - Global Health**

Concentration courses for new students starting Fall Block 1, 2021

### **DHSC 8120 - Globalization & World Politics** **3 credit hours**

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

### **DHSC 8010 - Healthcare Outcomes** **3 credit hours**

This course introduces the concept of continuous quality improvement as a means to evaluate and improve health care outcomes. Continuous quality improvement (CQI) has presented a great opportunity to the health community but it is not a remedy for all health system problems. CQI represents a perspective and framework for on-going development processes leading to increased customization and co-configuration of health services and strategies for health care reform. It is one of an array of approaches that health care leaders should be using to improve the effectiveness and efficiency of health services, along with patient-centered care, evidence-based medicine/management, clinical pathways, and process re-engineering.

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response** **3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

### **Concentration #3 - Fundamentals of Education**

Concentration courses for new students starting Fall Block 1, 2021

### **EDUC 8900 - Educational Program Evaluation** **3 credit hours**

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.

### **DHSC 8420 - Contemporary Teaching & Learning Concepts** **3 credit hours**

This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

### **DHSC 8430 - Curriculum & Course Design** **3 credit hours**

This course introduces students to end-to-end curriculum and course design. Emphasis is placed on instructional design concepts at curricular and course levels. Students explore curriculum planning and accreditation requirements, while also developing course competencies, learning objectives, assessments and rubrics. Additional topics include course and program evaluation and continuous improvement.

### **Concentration #4 - Generalist**

Concentration courses for new students starting Fall Block 1, 2021.

- Select any 3 courses from the HSc concentration areas.

### **Leadership & Organizational Behavior Concentration Courses**

### **DHSC 8210 - Trends & Issues in Leadership** **3 credit hours**

This course examines the historical and current theoretical models of leadership and will address the contemporary thought on leadership, the leader's role, and explore applications of that role. Topics will include the current context for leadership and personal leadership styles in the healthcare arena. Students will examine moral frameworks for leadership and decision-making as well as leadership domains and the synthesis of leadership development. Case studies will explore leadership in practice in both the public and private sectors as it relates to healthcare management.



## **DHSC 8220 - Health Policy Development & Analysis**

### **3 credit hours**

This course provides an in-depth discussion of the key political and administrative decision-making processes of the American health system. Particular emphasis is placed on the health policy development process. The goal of the course is to expand knowledge on the definition of public policy; health policy development process; and funding solutions to complete policy issues. Students will examine the variety of social, economic, and political influences on health policy making and will discover that there are a variety of "policy instruments" available to decision makers to solve policy problems at the policy formulation stage.

## **DHSC 8230 - Organizational Behavior**

### **3 credit hours**

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

## **Global Health Concentration Courses**

### **DHSC 8110 - Global Health Issues**

#### **3 credit hours**

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs

### **DHSC 8120 - Globalization & World Politics**

#### **3 credit hours**

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

### **DHSC 8130 - Global Health Ethics**

#### **3 credit hours**

This course provides an introduction to the principles and theory of ethics as applied to global health. The course will examine some of the primary theories and principles in healthcare ethics

including virtue, deontology, utilitarian, autonomy, justice, beneficence, and nonmaleficence. The course will explore many prominent global health issues and exemplify how greater knowledge and understanding of global ethics is vital to effective and sound decision-making. Topics that will be discussed in the course include ethical issues related to: pandemic preparedness, end of life, human organ transplantation, clinical research in developing countries, human rights, resource allocation, and the effects of globalization on world health.

## **Fundamentals of Education Concentration Courses**

### **DHSC 8410 - Theoretical Foundations of Learning**

#### **3 credit hours**

This course is designed to review the research on learning theory in order to effectively evaluate and improve adult learning experiences. Students will examine the behavioral, cognitive, psychological, and social factors inherent in adult learning, including neuroscientific implications. Philosophies and theories to be explored include: pedagogy, andragogy, heutagogy, behaviorism, cognitivism, and constructivism.

### **DHSC 8420 - Contemporary Teaching & Learning Concepts**

#### **3 credit hours**

This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

### **DHSC 8430 - Curriculum & Course Design**

#### **3 credit hours**

This course introduces students to end-to-end curriculum and course design. Emphasis is placed on instructional design concepts at curricular and course levels. Students explore curriculum planning and accreditation requirements, while also developing course competencies, learning objectives, assessments and rubrics. Additional topics include course and program evaluation and continuous improvement.



# Nursing, DNP

## Doctor of Nursing Practice

CGHS' Doctor of Nursing Practice (DNP) expands students' personal and professional horizons in nursing. Graduates will gain knowledge and skills in a variety of areas that will further refine and deepen current skills. The DNP requires successful completion of 7 online courses plus a leadership-organizational systems or practice management specialization and scholarly project. Students have a special opportunity toward the end of their program to meet with other students and faculty to focus on their specialization and launch their project.

The DNP integrates web-based instruction, directed readings, email, discussion boards, and collaboration between students and faculty. The College uses mission driven, context-based curriculum design, and assesses student learning through authentic assessments.

## Nursing Program Purpose

The Nursing Program prepares graduates to function as highly skilled leaders in practice and/or in organizational systems. Graduates are effective decision-makers, are collaborative, strong communicators, and are prepared to practice in a variety of complex clinical, organizational and/or educational systems with diverse populations. They are able to influence positive health care outcomes through evidence-based decision-making and system interventions and innovation.

## Vision and Values

Graduates are well regarded, socially responsible practitioners and leaders who are recognized as contributors to improving overall population health and practice, promoting whole-person healthcare, and advancing the nursing profession.

The values espoused by the Program are:

**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 scholarly thinking and the generation of ideas through inquiry, analysis, and innovation.

**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 new and efficient mechanisms for learning, teaching, and technological delivery.

## Learning Outcomes

Graduates from the DNP are expected to demonstrate competence in the following learning outcomes:

1. Combine nursing and related sciences to develop, critically appraise, and translate scholarship into practice.
2. Propose evidence-based methods and strategies to achieve best practice and improve the practice environment.
3. Design health promotion and disease prevention initiatives based on scientific data and concepts related to clinical prevention and population health.
4. Improve quality, safety outcomes, cost-effectiveness, and the financial impact of practice decisions.
5. Evaluate programs that monitor outcomes of care, care systems, and quality improvement, including consumer use of healthcare information systems.
6. Explain the impact communication skills have on professional presence, best practice, safety, quality care, and whole person healthcare.
7. Collaborate with interprofessional teams using communication, consultative, and leadership skills to improve quality and safety in health care.
8. Advocate for policy at the organizational, local, state, federal, international, and professional levels to create positive change in the financing, regulation, access, and delivery of healthcare.
9. Lead teams in the evaluation and resolution of issues related to equity, ethics, and social justice within healthcare systems and practice environments.
10. Justify the use of data and technology to plan, make system decisions, and monitor and improve outcomes.
11. Implement leadership strategies to improve health and practice through community engagement, advocacy, and professional participation.
12. Create a self-care plan that demonstrates a lifetime commitment to personal and professional wellness and whole person healthcare.
13. Develop a reflective practice that incorporates self-awareness, personal and professional growth, creative problem solving, and continuous learning.

## Length of Program

The Doctor of Nursing Practice consists of 33 credit hours.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$800 per credit hour	\$32 per credit hour

## HIPAA Training

Health Information Portability & Accountability Act (HIPAA) training and certification is required for all ATSU-CGHS DNP students taking DNPP 7600, Advanced Nursing Practicum and DNPP 9100, Specialization Scholarly Project A. Students may submit current HIPAA training certificates of completion from their facilities or complete the training offered online by ATSU.

## Graduation Requirements

Students must complete 500 hours of applied clinical skills (ACS). ACS are earned as part of course assignments prior to the DNP Specialization.

## Courses: Descriptions and Credit Values

### MSN Entry



#### **DNPP 7000 - Strategic Organizational Leadership**

**3 credit hours**

Students examine strategic connections and relationships in healthcare practice, improvement and policy within ethical parameters. Leadership and nursing theories will be used to develop the DNP project utilizing the program's mission, goals, and expected outcomes while incorporating AACN's Essentials of Doctoral Education for Advanced Nursing Practice.

#### **DNPP 7100 - Nursing Inquiry, Evidence-Based Practice, and Change**

**3 credit hours**

Students use practice-focused inquiry to analyze data and national benchmarks to inform health care planning, practice decisions, program evaluation, and outcome management plans and processes. Focus is on how data can best be used to initiate and manage change in healthcare environments, systems, and care delivery. Prerequisite: DNPP 7000 or concurrent enrollment with DNPP 7000

#### **DNPP 7200 - Healthcare Economics and Financial Management**

**3 credit hours**

Students learn key financial and economic principles needed to examine decision making and overall organizational finance strategy to support quality care and improvement of healthcare outcomes. Emphasis is on macro and micro economics, risk analysis, cost-effectiveness, evaluation of financial requirements and processes, staffing, and budgeting.

#### **DNPP 7300 - Health Policy, Law, and Advocacy**

**3 credit hours**

Students learn how policy and law can affect the healthcare industry. Topics include leadership in health care reform, social justice, equity and ethics, health policy analysis and development, and advocacy. Focus is on preparing nurses to analyze and influence health policies and to advocate for organizational systems, communities, US and global populations, and in the nursing profession.

#### **DNPP 7400 - Quality Improvement and Performance Excellence**

**3 credit hours**

Students examine concepts and principles of continuous improvement, methods of monitoring and evaluating patient safety indicators, and organizational and employee performance. Emphasis is on leadership and collaboration and the use of evidence-based data to select, design, implement, and evaluate patient-centered, quality-driven change. Students will also explore strategies to achieve employee performance excellence, and more efficient and effective organizational system and consumer health information practices. Prerequisite: DNPP 7100

#### **DNPP 7500 - Population Health: Program Development and Evaluation**

**3 credit hours**

Students use statistical information and scientific data to strategically evaluate change initiatives and outcomes in practice and healthcare systems. Interdisciplinary collaboration models and frameworks are used to help develop and evaluate a sustainable implementation initiative that improves patient and population health outcomes. Prerequisite: DNPP 7100

#### **DNPP 7600 - Clinical Applications**

**3 credit hours**

This course focuses on the acquisition of direct clinical practice hours which span over several academic terms. The student prepares, develops, and completes clinical hours with a healthcare facility under the guidance of a site preceptor and a member of the Nursing Program faculty. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, & 7500.

#### **DNPP 8000 - DNP Project Conceptualization**

**3 credit hours**

Students will apply content from previous and concurrent courses, including DNPP 7000, DNPP 7100, DNPP 7200, DNPP 7300, DNPP 7400, DNPP 7500 to inform student conceptualization and outlining the blueprint of their proposed DNP Project.

Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, & 7600. Co-Requisite includes: DNPP 7600.

#### **DNPP 9100 - DNP Project Design**

**3 credit hours**

Students will design their DNP Project, incorporating theory and QSEN competencies to address a quality improvement healthcare issue, develop a new policy or an innovation in practice, while applying evidence or translating evidence. The student will complete and defend a DNP Project proposal in this course. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, & 8000.

#### **DNPP 9200 - DNP Project Implementation**

**3 credit hours**

Students will implement the approved DNP Project proposal as they address a quality improvement healthcare issue, develop a new policy or an innovation in practice, while applying evidence or translating evidence. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, 8000, & 9100.

#### **DNPP 9300 - DNP Project Evaluation**

**3 credit hours**

Students will evaluate the results of the DNP Project addressing a quality improvement healthcare issue, in developing a new policy or an innovation in practice, while applying evidence or translating evidence. Students will defend their DNP Project in this course, with the option to present their findings to the organization via written or verbal communication methods. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, 8000, 9100, & 9200.

# Education, MEd

## Master of Education [in Health Professions] Program

The MEd program prepares graduates to function as highly skilled health professions educators. Graduates are effective educators with knowledge and skills in five domains of health professions education: teaching and learning, curriculum development, assessment and evaluation, research methods, and leadership and management. This program helps to prepare students to function as leaders in academic, clinical, and community-based health professions education environments.

### Program Mission Statement

The mission of the MEd in Health Professions Education program is to prepare health professions educators by advancing their knowledge and skills in teaching and learning, curriculum development, assessment and evaluation, research methods, and leadership and management so that they may contribute to improving overall population health and further the osteopathic traditions of whole person health care through educating the next generation of healthcare professionals.

### Learning Outcomes

- Apply traditional and emerging teaching theories to the development of innovative, problem-based, transformative health professions curricula based on student learning needs and accreditation requirements.
- Apply common and emerging instructional design models to the development of health professions education courses and programs.
- Apply best practices for problem-based and authentic student assessments.
- Integrate current technologies as teaching strategies into health professions curricula.
- Evaluate health professions programs based on student performance and program outcomes assessment.
- Demonstrate knowledge and behavior that represent the highest standards of professionalism as an educator.
- Apply research methodology to develop, implement, and evaluate a health professions education program.

### Length of Program

The Master of Education in Health Professions program is comprised of 30 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$800 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### EDUC 5100 - Current Issues and Trends in Health Professions Education

##### 3 Credit hours

Students will explore current issues that affect teaching and learning related to health professions education. Topics may include theoretically-based practices, new educational models, collaborative learning environments, virtual learning communities, cultural concerns in education, and interprofessionalism.

#### EDUC 8100 - Innovative Teaching Strategies in the Health Professions

##### 3 credit hours

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.

#### EDUC 8500 - Instructional Design and Program Planning

##### 3 credit hours

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.

#### EDUC 8700 - Student Assessment

##### 3 credit hours

Students will learn how to create authentic assessments within a health professions 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.

#### EDUC 8900 - Educational Program Evaluation

##### 3 credit hours

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.

#### EDUC 5500 - Educational Technologies in Health Professions Education

**3 credit hours**

Students will apply theories of communication and principles of selection to the use of technologies for teaching and learning appropriate for diverse populations of learners and learning contexts.

**EDUC 5700 - Designing Instructional Presentations****3 credit hours**

Students will explore effective teaching and learning strategies through the use of presentations. Topics include effective speaking, use of technology in the classroom, creation of presentations, creating dynamic learning environments, and adapting presentations to interprofessional groups of students.

**EDUC 5300 - Teaching with Simulation****3 credit hours**

Students will examine the use of simulation as an instructional and assessment tool in health professions education. Students will explore the learning effectiveness of simulation, evaluate simulation methodologies, and conduct critical reviews of research related to simulation-based education and assessment. Students will develop a simulation teaching and/or assessment project.

**EDUC 5900 - Introduction to Research Methods****3 credit hours**

Students will learn the purpose of research and the elements of a research study proposal. They will explore in the context of a proposal, the selection of a research topic, variables, review of literature, research questions and problem statements, research design, sampling methods, instrumentation, data collection, and data analysis.

**EDUC 6100 - Capstone****3 credit hours**

This course requires the student to develop a health professions education research proposal. The topic of the Capstone is determined by the student, and a faculty member approves the topic.

# Health Administration, MHA

## Master of Health Administration Program

CGHS'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 Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services, 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 between students and faculty. The College uses mission-driven, context-based curriculum design, and assesses student learning through authentic embedded assessments.

### Program Mission Statement

Our mission is to engage with diverse online students to prepare them for leadership roles in health care administration. Our curriculum is designed for early to mid-career health care professionals who aspire to develop the knowledge and skills necessary to become leaders in the ever-changing health care industry. Emphasis is placed on competency-based education, the osteopathic tradition of whole person health care, and the ATSU focus on serving underserved populations. This is accomplished with practice-integrated learning assessments that promote active learning and discourse. Graduates are prepared for early-to-mid-careerist positions in a variety of health care organizations including hospitals, outpatient centers, physician offices, and other health care-related organizations. They serve in a number of leadership roles including policy, clinical, and operations.

Our scholar-practitioner faculty are educated and experienced in their fields of expertise, and through service, scholarship, and professional development stay attuned to emerging trends in health care, education, and online teaching. They actively engage with students through web conferencing, telephone, and other technologies.

### Program Vision

The ATSU Health Administration program will be recognized as the leading innovator in learner-centered online health administration education, with students, alumni, faculty, and administration working together to prepare students to lead health care organizations and contribute to the overall well-being of the population.

### Program Values

**Leadership** – We value modeling and mentoring strong leadership skills and inspire individual and program accountability and excellence.

**Integrity** – We value strong ethical principles and fairness in our individual actions and our program decision making.

**Diversity** – We value the ideas and beliefs of all of our stakeholders, and work to foster an inclusive environment that respects the dignity of all.

**Innovation** – We value creative approaches to teaching, learning, and application.

**Lifelong Learning** – We value the continual pursuit of knowledge that enhances the personal and professional development of all stakeholders.

### Length of Program

The Master of Health Administration program consists of 42 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$697 per credit hour	\$32 per credit hour

### Curriculum



#### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

#### Year 1

##### MHAD 6150 - Introduction to Graduate Research and Writing

**3 credit hours**

In this course, students will develop a grounding in graduate-level research and writing. The fundamentals of using scholarly and industry-respected sources in the preparation of academic manuscripts will include topics such as writing style, citations and referencing using the APA Publication Manual. At the conclusion of the course, students will have achieved a basic mastery of research and APA style writing, and be better prepared to write at the graduate level. Students are expected to pass this course in order to continue in the MHA program.

##### MHAD 6250 - Health Services in the US

**3 credit hours**

This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical



issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6270 - Leading Healthcare Organizations** 3 credit hours

This course focuses on healthcare administration, including the management process, descriptions of the managerial functions, managerial roles, motivation, and communication. In addition, this course will provide students with an understanding of leadership and ethics in healthcare administration in the context of the U.S. healthcare system. Codes of professional conduct and ethical policy statements will be reviewed from the American College of Healthcare Executives. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6300 - Healthcare Information Systems** 3 credit hours

This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT Challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6550 - Healthcare Financial Management** 3 credit hours

This course introduces the essential and practical elements of healthcare financial management to health administration students who may not be financial managers. It places an emphasis on key financial management concepts and their applications that are critical to making business decisions in both non-profit and for-profit healthcare organizations. It integrates finance, economics, and financial and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, value-based purchasing, revenue cycle management, financial planning and analysis, cash budgeting and working capital management, capital budgeting and long-term financing, and organizational financial performance analysis. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6600 - Health Administration Law and Ethics** 3 credit hours

This course is designed to help non-legal professionals develop a concrete foundation in healthcare law and ethics, as well as practical approaches to legal issues in health care human resources. Critical thinking skills are honed as students review issues such as Sarbanes-Oxley Act, privacy of medical information, the HITECH Act, and other current case law issues.

### **MHAD 6650 - Transformational Quality and Safety in Healthcare**

#### 3 credit hours

Quality and safety are increasingly important to healthcare organizations. This course will explore best practices for building a quality and safety infrastructure using transformational leadership principles. Students will learn and apply key concepts of data-driven decision making, including setting quality and safety expectations, in field-based scenarios.

### **MHAD 7100 - Healthcare Strategic Planning and Marketing**

#### 3 credit hours

This course presents a general overview of the strategic planning and marketing processes in health service organizations. In comparison to operational management, this course will emphasize the planning function of health care management with an external or strategic orientation. In addition, students will be introduced to a variety of marketing topics, strategies, and creative approaches, as well as an understanding of the development and execution of marketing techniques. Examples from a wide variety of healthcare provider applications are used. This course includes a field-work assignment that can be completed in-person or virtually.

## Year 2

### **MHAD 6050 - Managing Human Resources** 3 credit hours

The focus of this course is workforce planning, recruitment, hiring, supervision, motivation, training, evaluation, and overall leadership of staff members in healthcare organizations. Emphasis is placed on building strategies to manage both individual employees and teams of employees. Students also will study methods for handling difficult or underperforming employees. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6350 - Data Analytics & Decision Making** 3 credit hours

In this course, students will learn how to best analyze, categorize, and manage internal and external data of healthcare organizations. Students will work with actual data sets when analyzing diagnostic, procedural, pharmacy, and administrative data. The emphasis of this course is on administrative data analytics. Students will learn value-based purchasing analytics and risk adjustments. They will also learn data analytics that will facilitate better revenue cycle management with an interdisciplinary approach. Students will gain a better understanding of interdepartmental dependencies and the importance of interdepartmental collaboration on organizational success.

### **MHAD 6750 - Healthcare Operations Management**

#### 3 credit hours

This course will explore operational management from the integrated framework of financial management, supply chain management, process and quality improvement, facilities management, and systems and technology. In this course, the details of each framework will be explained, illustrated, and applied in an operational context for a health care enterprise. Ultimately, the students will produce an operational management plan that integrates each of these frameworks for

a health care organization. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6850 - Project Management for Healthcare Administrators**

#### **3 credit hours**

Project management expertise is an essential skill for healthcare administrators to ensure that projects are conducted with a proven framework and that these initiatives are aligned with organizational strategy. This course introduces tools and techniques designed to facilitate critical project management knowledge areas, such as scope, schedule, cost, quality, resource, communication, risk, procurement, and stakeholder. Emphasis is placed on the skills and abilities of effective project managers. Students will learn the value of delivering a project on time, within schedule, and to the customer's satisfaction.

### **MHAD 7000 - Population Health Management**

#### **3 credit hours**

This course introduces students to the concepts, practices, and developing trends of population health management. It examines multiple determinants of health. It covers population health management's essential strategies, impact by the Affordable Care Act, and relation to U.S. healthcare delivery system as the system transforms from episodic non-integrated care to outcome-accountable care and further to community-integrated healthcare. The course addresses health's relation to overall wellbeing, measures health in individuals and populations, explores economic concepts in population health, and discusses ethical and managerial issues in population health improvement. Additionally, this course integrates real-world examples to guide students on how to identify, analyze, and present data in a meaningful way to elevate the awareness of population health and increase understanding of population health outcomes.

### **MHAD 7200 - MHA Capstone Project**

#### **3 credit hours**

In this course, students will integrate all of the theories and knowledge gained throughout the MHA program to apply a systems-based approach to a project designed to present challenging opportunities for decision-making. The course focuses on the complexities of healthcare delivery systems, building alliances within and outside of the healthcare industry, and strategic decision-making. Students must complete this course in the final block of the program.

\*This course must be taken in the last term.

## **Other Courses**

### **MHAD 6999 - Directed Studies**

#### **3 credit hours**

Directed studies may be required as assigned by the program chair.

# Health Sciences, MHSc

## Master of Health Sciences

The Master of Health Sciences (MHSc) program prepares graduates to be effective leaders and change agents in a variety of health settings. Graduates are effective decision-makers and critical thinkers with knowledge and skills to evaluate, plan and implement solutions for new and ongoing challenges in a variety of complex clinical, organizational and/or educational systems with diverse populations. This program helps to prepare students for a variety of health science careers and to function as skilled leaders, educators and scholars.

### MHSc Purpose Statement

The MHSc program provides a rigorous interdisciplinary education for professionals in the health sciences, preparing students to be effective leaders and change agents in a variety of health settings. The program offers innovative curriculum in a flexible, asynchronous format to best meet student needs. This program fosters the following: 1) excellence and quality; 2) provides full student support; and 3) is recognized as added value to students, employers, health care, and society at large. Further, the program promotes and support key ATSU commitments to being a leading innovator in health professions education and pioneering contributions to health professions education.

### MHSc Mission

The mission of the MHSc program is to prepare health professionals to develop or enhance their knowledge and skills in evidence-based practice, healthcare leadership, finance, research methods, population health, as well as health equity and disparities. By providing a learner-centered educational experience, graduates will advance as socially responsible leaders who may contribute to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

### MHSc Outcomes

The following are recommended MHSc program learning outcomes:

- Demonstrate effective skills in communication, professionalism, ethical practice, systemic thought and writing.
- Demonstrate knowledge of foundational and innovative concepts in population health and evidence-based practice.
- Apply research methods and analytic strategies in health sciences.
- Demonstrate knowledge and global perspectives to issues in healthcare access, quality and health disparities.
- Apply organizational theories and systems thinking to improve outcomes associated with ongoing challenges in healthcare safety and quality.
- Demonstrate knowledge, behavior, and leadership that represent the highest standards of professionalism in health science.
- Apply traditional and emerging models of leadership in various health sciences settings and cases studies to explore innovative and advancing leadership skills.

- Apply knowledge of health informatics design and application to monitor and improve outcomes as well as to promote effective communication among patients and colleagues.
- Demonstrate knowledge in traditional, innovative, and transformative educational theories and modules of delivery as they apply to in health sciences education.

### MHSc Goals

- Increase the number of graduate prepared health care professionals.
- Improve the quality of masters-level health care preparation through an integrated theoretical approach.
- Promote the usefulness of a professional versus a practical health care graduate degree.
- Provide potential CGHS students and doctoral program applicants with a master's program required to attain admission to doctoral programs that in turn expands our portfolio of graduate degrees.

### Length of Program

The Master of Health Sciences program consists of 33 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$600 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### Year 1

#### DHSC 6005 - Critical Thinking and Writing for Professionals

##### 3 credit hours

The purpose of this course is to establish a solid foundation of writing skills and familiarize students with the writing policies and expectations of The College of Graduate Health Studies (CGHS). Emphasis is placed on scholarly writing elements, including annotated bibliographies, American Psychological Association (APA) format and style, effective use of evidence, literacy skills, academic integrity, review and critique of literature, and rhetoric. The course examines the characteristics of critical writing that are assessed throughout the program to identify students' knowledge, comprehension, application, analysis and synthesis of content.

#### MHSC 5100 - Innovations in Patient Safety and Quality Improvement

### **3 credit hours**

This course will provide an introduction and framework for innovative implementation of patient safety and quality improvement initiatives. Students will become acquainted with several aspects of healthcare quality and patient safety, including foundational and key structures, challenges and problems, mechanisms for identifying effective healthcare measures, and strategies for applying systematic and innovative change. Students will have the opportunity to explore best practice models and the latest professional literature emphasizing patient safety and quality improvement as well as apply their knowledge in different theoretical contexts in the health sciences.

### **MHSC 5300 - Trends and Issues in Healthcare leadership and Policy**

#### **3 credit hours**

This course examines various principles and models of leadership and policy and explores their relationships to current healthcare management. The course will explore topics in healthcare-related to leadership styles, theory, decision making, planning, and development. Students will examine case studies and current concepts in leadership practice and organizational culture.

### **DHSC 7020 - Health Administration, Law & Ethics**

#### **3 credit hours**

This course provides non-legal health professionals with a concrete foundation in healthcare law and ethics. The goal is to assist students in developing practical approaches to improving the excellence and delivery of healthcare. Healthcare decisions are especially apt to have some form of ethical consequence. This course is designed to provide a basic framework from which to consider these consequences, as well as give the healthcare professional tools that will assist in times of ethical dilemmas.

### **MHSC 5500 - Fundamentals of Health Informatics**

#### **3 credit hours**

This course provides an overview of healthcare information technology that introduces terminology, practices, and processes found in clinical and business operations in modern healthcare organizations. Students will examine the design and application of information technology-based innovations in healthcare delivery. Emphasis is on providing overviews of electronic medical records, telemedicine, decision support systems, and evaluating system-wide informatics in appropriate management systems.

### **MHSC 5700 - Population Health and Preventative Care**

#### **3 credit hours**

This course will take a broader perspective of population health and preventive care by examining factors and health promotion practices that influence health outcomes of populations. Students will explore historical perspectives and emerging trends of health issues affecting various populations globally. Various approaches to improve population health and health equality will be explored with emphasis on evidence-based population health interventions.

## **Year 2**

### **MHSC 6100 - Foundation of Evidence Based Practice**

#### **3 credit hours**

This course is designed to provide a strong foundation of evidence-based medicine. Students will learn to identify and analyze data from cases and the literature and explore how such evidence influences practices in healthcare. Emphasis will be to critically appraise the literature, evaluate quality of studies, synthesize evidence from the literature as it relates to issues in health sciences.

### **MHSC 6300 - Special Topics in Health Science Research**

#### **3 credit hours**

This course is designed as an introduction to using the research process to address health science problems and to interpreting and evaluating research evidence. Emphasis on general qualitative and quantitative frameworks for research design, data collection, analysis, and data presentation.

## **Other Courses and Concentrations**

Students pursue concentration courses during year 2.

### **Concentration #1 - Leadership and Organizational Behavior**

#### **DHSC 8230 - Organizational Behavior**

##### **3 credit hours**

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

#### **DHAD 8200 - Healthcare Economics and Financial Management**

##### **3 credit hours**

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.

#### **DHAD 8800 - Strategic Change Management for Healthcare Organizations**

### **3 credit hours**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

## **Concentration #2 - Global Health**

### **DHSC 8110 - Global Health Issues**

#### **3 credit hours**

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs

### **DHSC 8120 - Globalization & World Politics**

#### **3 credit hours**

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**

#### **3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

## **Concentration #3 - Fundamentals of Education**

### **EDUC 8900 - Educational Program Evaluation**

#### **3 credit hours**

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.

### **DHSC 8420 - Contemporary Teaching & Learning Concepts**

#### **3 credit hours**

This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

### **DHSC 8430 - Curriculum & Course Design**

#### **3 credit hours**

This course introduces students to end-to-end curriculum and course design. Emphasis is placed on instructional design concepts at curricular and course levels. Students explore curriculum planning and accreditation requirements, while also developing course competencies, learning objectives, assessments and rubrics. Additional topics include course and program evaluation and continuous improvement.

## **Concentration #4 - Generalist**

Concentration courses for new students starting Fall Block 1, 2021.

- Select any 3 courses from the HSc concentration areas.



# Public Health, Dental Emphasis, MPH

## Master of Public Health [with Dental Emphasis] Program

CGHS' online Master's in Public Health with Dental Emphasis degree program prepares students who have an interest in the dental industry for leadership in the field of public health. 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.

### Department Mission Statement

The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve under-served populations to decrease health disparities locally, nationally, and globally.

### Department Vision

The department will be the preeminent academic preparation for public health professionals. 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.

### Department 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 the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.

### Length of Program

The Master of Public Health with Dental Emphasis program consists of 48 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference

ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

## Curriculum



### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

#### Year 1

##### BIOS 7000 - Biostatistics

###### 3 credit hours

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.

##### EPID 6100 - Epidemiology

###### 3 credit hours

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, contact tracing, and application of findings for outbreak management and the development of public health policy.

##### PUBH 5050 - Introduction to Dental Public Health

###### 3 credit hours

This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

##### PUBH 5300 - Public Health Administration

###### 3 credit hours

This course focuses on public health administration, including human resources, budgeting and organizational dynamics. Students learn to recognize internal bias and how it affects communication and negotiation. Leadership principles such as creating a vision, empowering others, fostering collaboration, and decision making are explored.

**PUBH 5400 - Dental Public Health Ethics**

**3 credit hours**

This course explores a variety of ethical dimensions and issues found in dental public health. The overall goal is to help familiarize students with specific examples and topics, as well as the variety of ethically relevant information that might be considered and some of the theoretical frameworks and concepts that can be utilized to help analyze and address these issues. We will also explore some of what makes public health ethics different from professional ethics, clinical ethics, medical ethics, and/or research ethics.

**PUBH 5850 - Community Health and Social Media**

**3 credit hours**

In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

**PUBH 6550 - Dental Healthcare Policy and Management**

**3 credit hours**

This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

**RESH 5200 - Fundamentals of Research in Public Health**

**3 credit hours**

In this applied research course, students will develop and enhance their skills related to research topic search strategies, problem statements, literature reviews, and research proposal preparation. Students will apply basic principles of epidemiology and biostatistics to draft a research proposal and develop sustainable research skills.

**Year 2**

**ENVR 6200 - Environmental Health Sciences**

**3 credit hours**

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.

**HLTH 6500 - Behavioral Sciences and Health Education Concepts**

**3 credit hours**

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.

**PUBH 5500 - Financing Dental Care**

**3 credit hours**

This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

**PUBH 7600 - Community-based Programs - Development**

**3 credit hours**

This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs. Students work with a local organization/institution/ agency to develop a comprehensive oral health plan for a community.

**PUBH 7650 - Community-Based Programs - Implementation & Evaluation**

**3 credit hours**

This course looks at community-based programs and how best to implement and evaluate these programs. Students work with a local organization/institution/agency to implement a comprehensive oral health plan.

**PUBH 7800 - Public Health Practicum**

**6 credit hours**

This course has two components. The first requires the student to develop and execute an applied practice with a public health organization under the guidance of a site preceptor and a member of the MPH Program faculty. The student must create and submit a minimum of two products that demonstrate attainment of at least five public health competencies from a provided list. The second component is a culminating academic experience that requires the student to produce a high-quality, substantive written document aimed at a public health organization, which demonstrates synthesis of public health competencies.

**SHMG 6000 - Global Health Issues**

**3 credit hours**

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.

**PUBH 5420 - Cannabis through a Public Health Lens**

**3 credit hours**

This course will examine the history, research, policy, legalization, economic issues, current evidence-based health effects and social consequences of cannabis use through a public health lens.

## **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**

### **3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

## **Other Courses**

## **PUBH 6800 - Public Health Disparities, Health Equity and Covid-19**

### **3 credit hours**

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

# Public Health, Dental Emphasis with a Dental Public Health Residency, MPH & Graduate Certificate

A.T. Still University's College of Graduate Health Studies sponsors a full-time, 25-month completely online residency program in Dental Public Health. This new residency program provides a formal training opportunity for dentists planning careers in dental public health.

During this program, residents learn about the fundamental principles of public health including epidemiology, biostatistics, healthcare policy and management, behavioral sciences, and environmental health with an emphasis on oral health and dentistry-related issues. They also receive training in the 10 dental public health competencies outlined by the American Board of Dental Public Health. In addition, the program provides residents with a field experience opportunity as well as instruction in essentials of scientific research.

Program graduates receive a Master of Public Health (dental emphasis) and a Dental Public Health Residency Certificate, and are qualified educationally to apply for examination by the American Board of Dental Public Health for specialty certification.

## Length of Program

The Dental Public Health Residency program is a 25 month program consisting of 51 credit hours.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

## Curriculum

Students in the Dental Public Health Residency Program complete the same core courses that appear under the Master of Public Health with dental emphasis curriculum section. In addition to those 13 core courses, Dental Public Health Residency students must also complete three research courses, Research II, Research III, and Research IV.

## Courses: Descriptions and Credit Values

### PUBH 6200 - Research II

#### 3 credit hours

This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on research methods, selection of data, the proper management of data, and the use of statistical software appropriate for the study. Students will also prepare and submit a research project application to the appropriate institutional review boards. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

### PUBH 6300 - Research III

#### 3 credit hours

This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

### PUBH 6400 - Research IV

#### 3 credit hours

This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

# Public Health, MPH

## Master of Public Health Program

CGHS' online Master's in Public Health prepares students for leadership in the field of public health. This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. The College 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.

## Department Mission Statement

The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve under-served populations to decrease health disparities locally, nationally, and globally.

## Department Vision

The department will be the preeminent academic preparation for public health professionals. 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.

## Department 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 the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.

## Length of Program

The Master of Public Health program consists of 48 credit hours.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.



### Year 1

#### BIOS 7000 - Biostatistics

##### 3 credit hours

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.

#### EPID 6100 - Epidemiology

##### 3 credit hours

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

#### PUBH 5000 - Introduction to Public Health Concepts

##### 3 credit hours

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.

#### RESH 5200 - Fundamentals of Research in Public Health

##### 3 credit hours

In this applied research course, students will develop and enhance their skills related to research topic search strategies, problem statements, literature reviews, and research proposal preparation. Students will apply basic principles of epidemiology and biostatistics to draft a research proposal and develop sustainable research skills.

#### PUBH 5800 - Community Health Informatics



### **3 credit hours**

The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

### **PUBH 5850 - Community Health and Social Media**

#### **3 credit hours**

In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

### **PUBH 6600 - Public Health Policy**

#### **3 credit hours**

This is a survey course that provides introductory content dealing with how public health and other health organizations relate to policy and politics. It covers the historical context behind current policies and the role of the public health professional in advocacy, policy development, and implementation. Current policies and their impact on the health of communities and populations will also be discussed.

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**

#### **3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

### **PUBH 5420 - Cannabis through a Public Health Lens**

#### **3 credit hours**

This course will examine the history, research, policy, legalization, economic issues, current evidence-based health effects and social consequences of cannabis use through a public health lens.

## **Year 2**

### **ENVR 6200 - Environmental Health Sciences**

#### **3 credit hours**

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.

### **HLTH 6500 - Behavioral Sciences and Health Education Concepts**

#### **3 credit hours**

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.

### **PUBH 5300 - Public Health Administration**

#### **3 credit hours**

This course focuses on public health administration, including human resources, budgeting and organizational dynamics. Students learn to recognize internal bias and how it affects communication and negotiation. Leadership principles such as creating a vision, empowering others, fostering collaboration, and decision making are explored.

### **PUBH 6100 - Identifying Community Health Needs**

#### **3 credit hours**

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.

### **PUBH 7500 - Development of Community-Based Programs**

#### **3 credit hours**

This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs.

### **PUBH 7800 - Public Health Practicum**

#### **6 credit hours**

This course has two components. The first requires the student to develop and execute an applied practice with a public health organization under the guidance of a site preceptor and a member of the MPH Program faculty. The student must create and submit a minimum of two products that demonstrate attainment of at least five public health competencies from a provided list. The second component is a culminating academic experience that requires the student to produce a high-quality, substantive written document aimed at a public health organization, which demonstrates synthesis of public health competencies.

### **SHMG 6000 - Global Health Issues**

**3 credit hours**

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.

**Other Courses****PUBH 6800 - Public Health Disparities, Health Equity and Covid-19****3 credit hours**

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

**PUBH 6999 - Directed Study****3 credit hours**

Directed studies may be required as assigned by the program chair.

# Kinesiology, MS

## Master of Science in Kinesiology

The Master of Science in Kinesiology (MSK) degree is a cutting-edge, post-professional degree program designed to assist practicing health and fitness professionals in the development of comprehensive knowledge of human movement science, functional anatomy, physiology and kinesiology, as well as functional assessment, exercise program design, program adherence and lifestyle change.

Students pursuing the MSK degree will choose one of the five specialty tracks based on his or her unique interests and aptitudes: Adaptive Sports, Sports Conditioning, Exercise and Sport Psychology, Geriatric Exercise Science, or Corrective Exercise & Orthopedic Rehabilitation. A dual-track option is available, allowing students to enroll in two of the specialty tracks.

Consisting of a four-day residency in Mesa, AZ, location of ATSU's Arizona campus, the Summer Institute is a unique and valuable opportunity to perform hands-on, cutting-edge work and learn the latest concepts and methodologies from industry experts.

## Length of Program

The Master of Science in Kinesiology program consists of 14 courses or 42 credit hours of study (15 courses or 45 credit hours with a dual track option), including a week-long conference at the Summer Institute.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### Year 1

#### **KINE 5000 - Evidence-Based Practice and Research Methods**

**3 credit hours**

The objective of this course is to introduce the kinesiology professional to the concepts of evidence-based practice. Students will learn how to access high quality literature, integrate best research with clinical expertise and client values

for optimum service, and will be encouraged to participate in learning and research activities to the extent feasible. The course will provide the kinesiology professional with graduate level knowledge and skills related to appropriate research methods and study design, conducting a literature review, creating a research proposal, the role of institutional review for human subjects' protection, and evaluation of the research literature. Emphasis will be placed upon critical appraisal and application of the kinesiology literature.

#### **KINE 5001 - Motor Control**

**3 credit hours**

This course provides a foundation for understanding the current principles, theoretical perspectives, and research related to motor control and learning, and how different factors influence learning and performance. Neural and mechanical mechanisms underlying motor behavior and the variables influencing motor control and learning will be addressed, with an emphasis on the application of theoretical perspectives, principles, and research to instructional and practical settings.

#### **KINE 5002 - Exercise Science**

**3 credit hours**

The objective of this course is to explore the physiological principles of exercise. Specific topics include the functions of the cardiovascular, pulmonary, neuromuscular and neuroendocrine systems, energy expenditure and bioenergetics, and body composition.

#### **KINE 5003 - Functional Anatomy**

**3 credit hours**

This course is designed to enhance the student's knowledge and awareness of human anatomy, specifically as its structure relates to function of the musculoskeletal system and human movement. Following this course, the student should be able to describe, discuss, recognize, and evaluate musculoskeletal structure and function from an anatomical perspective in the context of clinical practice.

#### **KINE 5004 - Functional Biomechanics**

**3 credit hours**

The objective of this course is to study the biomechanical properties of joint structures and connective tissues, including histology and morphology, with particular emphasis on sport and exercise movements. Biomechanics of musculotendinous structures, joint capsules, ligaments, peripheral nerves, bones, and articular cartilage will be presented.

#### **KINE 5005 - Exercise and Sport Related Nutrition**

**3 credit hours**

The objective of this course is to learn how to facilitate and educate clients about general nutrition recommendations to maintain health, alter body composition, and improve performance. The course will focus on providing sound advice to clients regarding the nutritional requirements for general health, lean mass gain, body fat loss, anaerobic athletic performance, and aerobic athletic performance.

This course must be taken before KINE 5100.

#### **KINE 5006 - Summer Institute**

**3 credit hours**

The Institute will be comprised of one week of intensive training held on the campus in Mesa, Arizona and five weeks of online

coursework. Students will participate in lecture and lab situations covering program related information. Guest speakers, representing leaders in the field of exercise science and human movement, will be recruited to present their work to students as well as to interact with attendees. This is a one-time requirement for completion of the degree; however, students are welcome to enroll each year.

- Specialized Track Course #1

## Year 2

### **KINE 5100 - Advanced Fitness Nutrition**

#### **3 credit hours**

This course will present advanced concepts in nutritional requirements for optimal health and sports performance. Emphasis will be placed on bioenergetics and the cellular mechanisms of emerging supplements and ergogenic nutrients. This course will help the exercise professional learn about current research in the areas of macronutrient ratio manipulation, nutrition for exercise performance, nutritional considerations in recovery, and the physiological effects of metabolic dysregulations, such as obesity.

### **KINE 5101 - Advanced Exercise Prescription**

#### **3 credit hours**

This course will provide an overview of comprehensive goal based exercise program design for different populations. The objective of this course is to gain knowledge and skills for building complete exercise programs that are unique to client needs, abilities, and goals, including performing and incorporating subjective and objective assessment results and appropriate medical history information. The integration of exercise principles and behavioral techniques that motivate the participant to be compliant will be emphasized. This course will focus on integrated training and injury prevention techniques through the interdependent relationship of flexibility, core, balance, power, speed, and strength.

### **KINE 5102 - Current Topics in Human Movement Science**

#### **3 credit hours**

This course will cover current, innovative, and controversial topics in the field of health and human performance (HHP). The purpose of this course is to increase student knowledge and awareness of currently-popular topics related to fitness and health. An overview of liability issues and new technologies in HHP professions will be discussed. Physiological mechanisms of some topics will be explored such as heart rate variability, dietary choices, and body composition. In addition, topics related to program design, such as controversies over CrossFit, will be explored.

- Specialized track course #2
- Specialized track course #3
- Specialized track course #4

## Specialized Tracks and Courses

### Adaptive Sports Track

### **KINE 6400 - Introduction to Paralympic and Adaptive Sport**

#### **3 credit hours**

The history, philosophy, and organization of Paralympic and Adaptive sports will be examined. Students will also be introduced to various sociological, public health, and legal aspects of the adaptive sport movement.

### **KINE 6401 - Establishing and Managing an Adaptive Sports Program**

#### **3 credit hours**

Adaptive sport organizations will be examined, including their structure, staffing, and A.T. Still University of Health Sciences funding. Focus will be on integrating the student's professional education, experience, and goals into administrative aspects of adaptive sports.

### **KINE 6402 - Assessment of the Para Athlete**

#### **3 credit hours**

Common adaptive sport participant medical diagnoses and functional limitations will be examined in depth. Focus will be on common sport-related assessments for these athletes to assist in proper program development. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals related to their specific medical diagnosis will be examined in consideration of disablement models.

### **KINE 6403 - Comprehensive Adaptive Sport and Activity Analysis**

#### **3 credit hours**

Adaptive sports and activities will be examined in depth, including the rules, biomechanics, physiological demands, injury epidemiology, injury prevention, and high performance considerations. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals will be examined.

### Corrective Exercise & Orthopedic Rehabilitation Track

### **KINE 6300 - Human Movement Dysfunction**

#### **3 credit hours**

This course is designed to enhance the student's knowledge and awareness of concepts related to fundamental movement necessary for optimal function and performance. Following this course, the student should be able to discuss, recognize, and evaluate factors that contribute to movement dysfunction.

### **KINE 6301 - Functional Assessment of Movement Patterns**

#### **3 credit hours**

Movement dysfunction and movement patterns provide the theoretical foundation to examine functional movement assessments. Focus will be on the critical evaluation of common movement assessment approaches used in injury prevention, post-rehabilitation, and corrective exercise.

### **KINE 6302 - Post Rehabilitation Exercise**

#### **3 credit hours**

The objective of this course is to learn how to design and apply training programs for individuals who are transitioning from a rehabilitative setting to a more traditional exercise environment. This course will provide an overview to a systematic approach



for post-rehabilitation exercise. This course will focus on reducing the risk of injury while training and performing activities of daily living along with identifying and applying strategies for program application, communicating goals and rationale, and correlating assessment outcomes with individualized programs.

### **KINE 6303 - Corrective Exercise Programming** **3 credit hours**

This course will develop the knowledge and skill for the implementation of corrective exercise theories and models to promote improved human movement and function.

## **Exercise and Sport Psychology Track**

### **KINE 6100 - Psychology, Physical Activity, and Health** **3 credit hours**

This course will cover principles of health psychology and behavior change related to physical activity adoption, participation, and adherence. The objective of the course is for health professionals to develop the knowledge and skills to understand the importance of implementing behavior change strategies as part of all physical activity programs and to be able to develop and implement such strategies. Techniques for incorporating behavior change strategies into fitness programming and health promotion will be taught.

### **KINE 6101 - Applied Sport Psychology** **3 credit hours**

This course will examine psychological theories and techniques applied to a sport to enhance the performance and personal growth of athletes and coaches. The key principles of performance enhancement that are directly applicable to all performance endeavors, including sport, business, and persona will be covered. The objective of the course is to understand theory and to teach application of the fundamental psychological skills that are related to peak performance.

### **KINE 6102 - Exercise and Mental Health** **3 credit hours**

This course will cover the relationships between mental health conditions and exercise, including depression, anxiety, self-esteem, stress, and mood. The primary objective is for health and fitness professionals to acquire an understanding of theories, methods, and experimental literature concerning psychological factors related to exercise participation and well-being. Additionally, the practical importance and application of the current research literature will be discussed along with methods to educate the general population on mental health and exercise relationships

### **KINE 6103 - Principles of Adherence and Motivation** **3 credit hours**

This course will examine the theories of motivation and exercise behavior in relation to the problem of exercise participation and adherence. The primary objective of this course is for the student to develop an understanding of the role of motivation and the determinants and consequences of motivation in the exercise context. This course will provide an in-depth understanding of the role of the fitness professional in building motivation and of how motivation can be used as part of an exercise program to help maximize program success and long-term adherence.

## **Geriatric Exercise Science Track**

### **KINE 6200 - Psychosocial Dimensions of Aging** **3 credit hours**

This course is designed to enhance the student's knowledge and understanding of aging and related psychological and social aspects, including concepts and theories of aging, demographic factors of aging, mental health, stress and coping, social dynamics, religiosity and spirituality, quality of life, models of successful aging, and death and dying. An exploration of the role of physical activity in psychosocial health and well-being will be interwoven, where applicable, in the study of these various aspects of aging.

### **KINE 6201 - Exercise Prescription for Older Adults** **3 credit hours**

A study of fitness instruction and programming for older adults, including importance of physical activity for older adults, pre-program assessment, prescription for various modes of exercise, and considerations for older adults with specific chronic disease conditions.

### **KINE 6202 - Physical Dimensions of Aging** **3 credit hours**

A study of the physical changes that occur with aging including its impact on the various body systems as well as on motor control and physical functioning. In addition, a thorough examination of the impact of regular physical activity on the physical health of older adults will be addressed.

### **KINE 6203 - Motivational Strategies for Physical Activity Among Older Adults** **3 credit hours**

A study of the methods for helping people to develop and maintain physically active lifestyles with specific emphasis on older adults. Theories of health behavior change will be discussed with practical applications for individuals, groups, and communities.

## **Sports Conditioning Track**

### **KINE 6000 - Measurement of Sports Fitness** **3 credit hours**

This course will cover sport-specific fitness and performance testing. The objective of the course is to enable the student to develop a sport-specific, age-appropriate testing battery, reliably conduct the testing, and correctly interpret the results.

### **KINE 6001 - Speed, Agility, and Quickness** **3 credit hours**

This course will cover the physiological basis for speed, agility, and quickness as well as practical methods for developing such qualities among athletes of various developmental abilities. Focus will be put on sport-specific training modes.

### **KINE 6002 - Muscular Fitness Development** **3 credit hours**

This course is designed to enhance the knowledge of muscular performance capabilities, differentiate between muscular



functions as it relates to sport performance, and develop training programs to enhance specific performance profiles.

### **KINE 6003 - The Science and Practice of Metabolic Conditioning**

#### **3 credit hours**

This course will cover the physiology of energy production as it relates to performance in various sporting events as well as methods for improving fitness and preparing for the metabolic demands of competition. Causes of fatigue will be addressed along with practical methods for assessing sport-specific metabolic fitness. The course examines various methodologies, training philosophies, and current topics in metabolic training.

### **Dual Track Option**

Students pursuing the dual track option will not take the Advanced Fitness Nutrition, Current Topics in Human Movement Science, or Advanced Exercise Prescription courses. Instead, they will enroll in two of the specialized track series of courses. This will result in a total of 45 credit hours.

### **Other Courses**

### **KINE 6999 - Directed Study**

#### **3 credit hours**

Directed studies may be required as assigned by the program chair.

# Adaptive Sports, Graduate Certificate

## Certificate in Adaptive Sports

### Master of Science in Kinesiology Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### **KINE 6400 - Introduction to Paralympic and Adaptive Sport**

##### **3 credit hours**

The history, philosophy, and organization of Paralympic and Adaptive sports will be examined. Students will also be introduced to various sociological, public health, and legal aspects of the adaptive sport movement.

#### **KINE 6401 - Establishing and Managing an Adaptive Sports Program**

##### **3 credit hours**

Adaptive sport organizations will be examined, including their structure, staffing, and A.T. Still University of Health Sciences funding. Focus will be on integrating the student's professional education, experience, and goals into administrative aspects of adaptive sports.

#### **KINE 6402 - Assessment of the Para Athlete**

##### **3 credit hours**

Common adaptive sport participant medical diagnoses and functional limitations will be examined in depth. Focus will be on common sport-related assessments for these athletes to assist in proper program development. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals related to their specific medical diagnosis will be examined in consideration of disablement models.

#### **KINE 6403 - Comprehensive Adaptive Sport and Activity Analysis**

##### **3 credit hours**

Adaptive sports and activities will be examined in depth, including the rules, biomechanics, physiological demands, injury epidemiology, injury prevention, and high performance considerations. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals will be examined.

# Corrective Exercise & Orthopedic Rehabilitation, Graduate Certificate

## Certificate in Corrective Exercise & Orthopedic Rehabilitation

### Master of Science in Kinesiology Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students who consist of health professionals from academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### KINE 6300 - Human Movement Dysfunction

**3 credit hours**

This course is designed to enhance the student's knowledge and awareness of concepts related to fundamental movement necessary for optimal function and performance. Following this

course, the student should be able to discuss, recognize, and evaluate factors that contribute to movement dysfunction.

#### KINE 6301 - Functional Assessment of Movement Patterns

**3 credit hours**

Movement dysfunction and movement patterns provide the theoretical foundation to examine functional movement assessments. Focus will be on the critical evaluation of common movement assessment approaches used in injury prevention, post-rehabilitation, and corrective exercise.

#### KINE 6302 - Post Rehabilitation Exercise

**3 credit hours**

The objective of this course is to learn how to design and apply training programs for individuals who are transitioning from a rehabilitative setting to a more traditional exercise environment. This course will provide an overview to a systematic approach for post-rehabilitation exercise. This course will focus on reducing the risk of injury while training and performing activities of daily living along with identifying and applying strategies for program application, communicating goals and rationale, and correlating assessment outcomes with individualized programs.

#### KINE 6303 - Corrective Exercise Programming

**3 credit hours**

This course will develop the knowledge and skill for the implementation of corrective exercise theories and models to promote improved human movement and function.

# Exercise and Sport Psychology, Graduate Certificate

## Certificate in Exercise and Sport Psychology Program

### Master of Science in Kinesiology Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### KINE 6100 - Psychology, Physical Activity, and Health

**3 credit hours**

This course will cover principles of health psychology and behavior change related to physical activity adoption, participation, and adherence. The objective of the course is for health professionals to develop the knowledge and skills to

understand the importance of implementing behavior change strategies as part of all physical activity programs and to be able to develop and implement such strategies. Techniques for incorporating behavior change strategies into fitness programming and health promotion will be taught.

#### KINE 6101 - Applied Sport Psychology

**3 credit hours**

This course will examine psychological theories and techniques applied to a sport to enhance the performance and personal growth of athletes and coaches. The key principles of performance enhancement that are directly applicable to all performance endeavors, including sport, business, and persona will be covered. The objective of the course is to understand theory and to teach application of the fundamental psychological skills that are related to peak performance.

#### KINE 6102 - Exercise and Mental Health

**3 credit hours**

This course will cover the relationships between mental health conditions and exercise, including depression, anxiety, self-esteem, stress, and mood. The primary objective is for health and fitness professionals to acquire an understanding of theories, methods, and experimental literature concerning psychological factors related to exercise participation and well-being. Additionally, the practical importance and application of the current research literature will be discussed along with methods to educate the general population on mental health and exercise relationships

#### KINE 6103 - Principles of Adherence and Motivation

**3 credit hours**

This course will examine the theories of motivation and exercise behavior in relation to the problem of exercise participation and adherence. The primary objective of this course is for the student to develop an understanding of the role of motivation and the determinants and consequences of motivation in the exercise context. This course will provide an in-depth understanding of the role of the fitness professional in building motivation and of how motivation can be used as part of an exercise program to help maximize program success and long-term adherence.

# Fundamentals of Education, Graduate Certificate

## Certificate in Fundamentals of Education

### Health Sciences Certificates

The Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$587 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### EDUC 8900 - Educational Program Evaluation 3 credit hours

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.

#### DHSC 8420 - Contemporary Teaching & Learning Concepts 3 credit hours

This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

#### DHSC 8430 - Curriculum & Course Design 3 credit hours

This course introduces students to end-to-end curriculum and course design. Emphasis is placed on instructional design concepts at curricular and course levels. Students explore curriculum planning and accreditation requirements, while also developing course competencies, learning objectives, assessments and rubrics. Additional topics include course and program evaluation and continuous improvement.

- Elective - selected from the other HSc concentration areas



# Geriatric Exercise Science, Graduate Certificate

## Certificate in Geriatric Exercise Science

### Master of Science in Kinesiology Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### KINE 6201 - Exercise Prescription for Older Adults

**3 credit hours**

A study of fitness instruction and programming for older adults, including importance of physical activity for older adults, pre-program assessment, prescription for various modes of exercise, and considerations for older adults with specific chronic disease conditions.

#### KINE 6203 - Motivational Strategies for Physical Activity Among Older Adults

**3 credit hours**

A study of the methods for helping people to develop and maintain physically active lifestyles with specific emphasis on older adults. Theories of health behavior change will be discussed with practical applications for individuals, groups, and communities.

#### KINE 6202 - Physical Dimensions of Aging

**3 credit hours**

A study of the physical changes that occur with aging including its impact on the various body systems as well as on motor control and physical functioning. In addition, a thorough examination of the impact of regular physical activity on the physical health of older adults will be addressed.

#### KINE 6200 - Psychosocial Dimensions of Aging

**3 credit hours**

This course is designed to enhance the student's knowledge and understanding of aging and related psychological and social aspects, including concepts and theories of aging, demographic factors of aging, mental health, stress and coping, social dynamics, religiosity and spirituality, quality of life, models of successful aging, and death and dying. An exploration of the role of physical activity in psychosocial health and well-being will be interwoven, where applicable, in the study of these various aspects of aging.

# Global Health, Graduate Certificate

## Certificate in Global Health

### Health Sciences Certificates

The Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

## Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$587 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values

### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response** **3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework

(NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

### **DHSC 8110 - Global Health Issues** **3 credit hours**

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs

### **DHSC 8120 - Globalization & World Politics** **3 credit hours**

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

- Elective – selected from the other DHSc concentration areas

# Health Professions, Graduate Certificate

## Certificate in Health Professions

The Certificate program prepares individuals to function as skilled health professions educators. Individuals with the Certificate credential are effective educators with foundational knowledge and skills in three of the five domains of health professions education – teaching and learning, curriculum development, and assessment. Basic competence in these areas form the basis for preparing students to function as health professions educators in academic, clinical, and community-based health professions education environments.

### Program Mission Statement

The mission of the Certificate in Health Professions Education program is to prepare health professions educators by developing their foundational knowledge and skills in teaching and learning, curriculum development, and assessment so that they may contribute to improving overall population health and furthering the osteopathic traditions of whole person healthcare through quality health professions education.

### Learning Outcomes

- Apply traditional and emerging teaching theories to the development of innovative, problem-based, transformative health professions curricula based on student learning needs.
- Apply common and emerging instructional design models to the development of health professions education courses and programs.
- Apply best practices for problem-based and authentic student assessments.
- Integrate current technologies as teaching strategies into health professions curricula.

### Length of Program

The Certificate in Health Professions program is comprised of 12 credit hours.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours taken by the student during that specific semester. Delinquent tuition penalties accrue interest at 1.5% per month, which is 18% per year.

Tuition	Student Technology Fee
\$755 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### EDUC 8100 - Innovative Teaching Strategies in the Health Professions

##### 3 credit hours

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.

#### EDUC 8500 - Instructional Design and Program Planning

##### 3 credit hours

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.

#### EDUC 8700 - Student Assessment

##### 3 credit hours

Students will learn how to create authentic assessments within a health professions 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.

#### EDUC 5300 - Teaching with Simulation

##### 3 credit hours

Students will examine the use of simulation as an instructional and assessment tool in health professions education. Students will explore the learning effectiveness of simulation, evaluate simulation methodologies, and conduct critical reviews of research related to simulation-based education and assessment. Students will develop a simulation teaching and/or assessment project.

# Leadership and Organizational Behavior, Graduate Certificate

## Certificate in Leadership and Organizational Behavior

### Health Sciences Certificates

The Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$587 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### DHAD 8200 - Healthcare Economics and Financial Management

**3 credit hours**

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.

#### DHAD 8800 - Strategic Change Management for Healthcare Organizations

**3 credit hours**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

#### DHSC 8230 - Organizational Behavior

**3 credit hours**

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change

- Elective - selected from the other HSc concentration areas

# Public Health Emergency Preparedness and Disaster Response, Graduate Certificate

## Certificate in Public Health, Emergency Preparedness and Disaster Response

This four-course public health certificate program will prepare students to play a role in public health emergency response. It will provide students with an understanding of emergency management systems, introduce them to various forms of disasters and public health threats, as well as to various response skills essential to public health. Students who successfully complete this certificate will also earn three FEMA certificates and a certificate in contact tracing.

This certificate program can be completed in as little as six months (two courses per term), or 12 months (one course per term). The certificate is an online program offered through the Public Health department at A.T. Still University's College of Graduate Health Studies (ATSU-CGHS).

The first cohort of students in the Certificate in Public Health, Emergency Preparedness, and Disaster Response program will matriculate in January 2021.

These courses can be used as part of the Master of Public Health (MPH) or Master of Public Health - Dental Emphasis (MPH-D) degree program required course work if you wish to proceed with obtaining the MPH or MPH-D at a later date.

### Tuition and Fees

For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### **PUBH 5000 - Introduction to Public Health Concepts** 3 credit hours

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.

#### **EPID 6100 - Epidemiology** 3 credit hours

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

#### **SHMG 6000 - Global Health Issues** 3 credit hours

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.

#### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response** 3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).



# Public Health Workforce Preparedness, Graduate Certificate



## Certificate in Public Health, Public Health Workforce Preparedness

This four-course public health certificate program will prepare students to work in state and local health departments, Community health centers, rural community programs, and non-profit organizations. It will provide students with a basic understanding of public health, epidemiology, public health disparities and health inequities, as well as emergency preparedness and/or how to assess a community's health needs. This certificate is for people currently working in public health as well as for those individuals interested in working in a public health setting.

### Tuition and Fees

For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Information section of this catalog.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

## Courses: Descriptions and Credit Values

### Required Courses

#### **PUBH 5000 - Introduction to Public Health Concepts**

**3 credit hours**

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.

#### **EPID 6100 - Epidemiology**

**3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

#### **PUBH 6800 - Public Health Disparities, Health Equity and Covid-19**

### **3 credit hours**

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

### Other Courses

Select one course from this list to complete the graduate certificate.

#### **PUBH 5100 - Public Health Emergency Preparedness and Disaster Response**

**3 credit hours**

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

or

#### **PUBH 6100 - Identifying Community Health Needs**

**3 credit hours**

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.

# Public Health, Graduate Certificate

## Public Health Certificate (Current ATSU students only)

Students pursuing the Doctor of Dental Medicine (DMD) degree at the Arizona School of Dentistry & Oral Health or the Missouri School of Dentistry & Oral Health are required to complete a Public Health Certificate as part of their degree program.

Students pursuing the Doctorate of Occupational Therapy degree at the Arizona School of Health Sciences are required to complete the Public Health Certificate as part of their degree program.

Students pursuing their Master's of Occupational Therapy have the option of earning this certificate while enrolled.

### Tuition

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year.

Tuition	Student Technology Fee
\$740 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### ASDOH DMD Program Courses

Arizona School of Dentistry & Oral Health DMD students will take the following courses:

#### **PUBH 5050 - Introduction to Dental Public Health**

##### **3 credit hours**

This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

#### **HLTH 6500 - Behavioral Sciences and Health Education Concepts**

##### **3 credit hours**

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.

#### **EPID 6100 - Epidemiology**

##### **3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

#### **PUBH 6550 - Dental Healthcare Policy and Management**

##### **3 credit hours**

This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

#### **PUBH 5500 - Financing Dental Care**

##### **3 credit hours**

This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

#### **MOSDOH DMD Program Courses**

Missouri School of Dentistry & Oral Health DMD students will take the following courses:

#### **EPID 6100 - Epidemiology**

##### **3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

#### **HLTH 6500 - Behavioral Sciences and Health Education Concepts**

##### **3 credit hours**

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.

#### **PUBH 5050 - Introduction to Dental Public Health**

##### **3 credit hours**

This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health

organizations, science, philosophy, and practice of dental public health.

how best to develop, implement, and evaluate these programs as well as financing these programs.

### **PUBH 5500 - Financing Dental Care**

#### **3 credit hours**

This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

### **PUBH 6550 - Dental Healthcare Policy and Management**

#### **3 credit hours**

This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

### **ASHS OT Program Courses**



### **HLTH 6500 - Behavioral Sciences and Health Education Concepts**

#### **3 credit hours**

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.

### **PUBH 5000 - Introduction to Public Health Concepts**

#### **3 credit hours**

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.

### **PUBH 6100 - Identifying Community Health Needs**

#### **3 credit hours**

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.

### **PUBH 7500 - Development of Community-Based Programs**

#### **3 credit hours**

This course looks at various community-based programs and

# Sports Conditioning, Graduate Certificate

## Certificate in Sports Conditioning

### Master of Science in Kinesiology Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

### Tuition and Fees

Tuition is due the first day of class. The tuition due each semester is based on the credit hours being taken by the student during that specific semester. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Tuition	Student Technology Fee
\$570 per credit hour	\$32 per credit hour

### Courses: Descriptions and Credit Values

#### **KINE 6000 - Measurement of Sports Fitness** 3 credit hours

This course will cover sport-specific fitness and performance testing. The objective of the course is to enable the student to develop a sport-specific, age-appropriate testing battery, reliably conduct the testing, and correctly interpret the results.

#### **KINE 6001 - Speed, Agility, and Quickness** 3 credit hours

This course will cover the physiological basis for speed, agility, and quickness as well as practical methods for developing such

qualities among athletes of various developmental abilities. Focus will be put on sport-specific training modes.

#### **KINE 6002 - Muscular Fitness Development** 3 credit hours

This course is designed to enhance the knowledge of muscular performance capabilities, differentiate between muscular functions as it relates to sport performance, and develop training programs to enhance specific performance profiles.

#### **KINE 6003 - The Science and Practice of Metabolic Conditioning** 3 credit hours

This course will cover the physiology of energy production as it relates to performance in various sporting events as well as methods for improving fitness and preparing for the metabolic demands of competition. Causes of fatigue will be addressed along with practical methods for assessing sport-specific metabolic fitness. The course examines various methodologies, training philosophies, and current topics in metabolic training.



KCOM

**ATSU** | Kirksville College of  
Osteopathic Medicine



# Kirksville College of Osteopathic Medicine

Dear Students:

Welcome to Kirksville College of Osteopathic Medicine, the founding school of osteopathic medicine! You have made a wise selection in choosing an institution with a long and proud tradition of training competent and caring physicians.

The administration, faculty, and staff of ATSU-KCOM are committed to providing you the best in medical education as you undertake your learning.

This catalog will provide guidance and general information for both the biomedical sciences and doctor of osteopathic medicine programs.

I wish you all the best as you embark on this new phase of your education!

Sincerely,  
Margaret Wilson, DO  
Dean

## About ATSU-KCOM

### Program Accreditation and Complaints

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario Street, Chicago, IL 60611-2864, Phone: 312.202.8124.

ATSU-KCOM promotes conflict resolution using a chain of communication hierarchy. If a student has followed the chain of communication to attempt to resolve concerns without success, a complaint related to accreditation standards and procedures may be submitted to the ATSU-KCOM Dean. Upon receipt of a written complaint, the Dean or designee will review and evaluate all relevant information and documentation relating to the complaint and determine the appropriate pathway for adjudication. All student complaints will be forwarded to and logged by the Associate Dean of Academic Affairs and made available to the COCA visit committee at the next regularly scheduled COCA site visit. Log entries will include supporting documentation, actions, resolutions, and other pertinent information. If the issue is not resolved by the ATSU-KCOM Dean, the student may report the issue to the Senior Vice President of Academic Affairs. The student can seek guidance from the Associate Dean for Academic Affairs or Vice President for Student Affairs, as needed.

### Anonymous Complaints

A student may file an anonymous complaint at any time via either of the following options:

- Students may at any time call the ATSU Fraud Hotline at 1.855.FRAUD.HL, or visit [www.fraudhl.com/submit-a-report](http://www.fraudhl.com/submit-a-report), company ID "ATSU". Students may file complaints with the College or University without retaliation.
- If the student has a complaint that the school is not following the COM Continuing Accreditation Standards, the student can make a complaint to the COCA, in writing following the information found on the [www.aoacoca.org](http://www.aoacoca.org) website. All complaints must be signed by the complainant. Per the COCA, complaints will not be processed if submitted anonymously. The complainant must use the proper COCA complaint form to provide a narrative of allegations in relationship to the accreditation standard(s) or procedures and include any documentation that could support the allegation. Complaints made directly to the COCA will be kept anonymous to the Kirksville College of Osteopathic Medicine.

### ATSU-KCOM Mission Statement

The mission of A.T. Still University-Kirksville College of Osteopathic Medicine is to educate and train students to become highly competent osteopathic physicians and healthcare leaders. ATSU-KCOM is committed to providing a quality osteopathic medical education in a research environment that prepares students for graduate medical training and clinical service.

### Osteopathic Pledge of Commitment

I pledge to:

- Provide compassionate, quality care to my patients;
- Partner with them to promote health;
- Display integrity and professionalism throughout my career;
- Advance the philosophy, practice, and science of osteopathic medicine;
- Continue lifelong learning;
- Support my profession with loyalty in action, word, and deed; and
- Live each day as an example of what an osteopathic physician should be.

## Osteopathic Physician's Oath

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery. I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me. I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices. I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.



## Contact ATSU-KCOM

A.T. Still University - Kirksville College of Osteopathic Medicine  
800 W. Jefferson Street  
Kirksville, MO 63501  
[www.atsu.edu/kcom](http://www.atsu.edu/kcom)

Margaret A. Wilson, DO  
Dean  
660.626.2354  
[mwilson@atsu.edu](mailto:mwilson@atsu.edu)

Saroj Misra, DO, FACOFP  
Associate Dean for Clinical Affairs  
660.626.2701  
[sarojmisra@atsu.edu](mailto:sarojmisra@atsu.edu)

Patricia Sexton, DHEd, FNAOME  
Associate Dean for Curriculum  
660.626.2294  
[psexton@atsu.edu](mailto:psexton@atsu.edu)

Richard J. LaBaere, II, DO, MPH, FAODME  
Associate Dean for Graduate Medical Education and OPTI  
Academic Officer  
[rlabaere@atsu.edu](mailto:rlabaere@atsu.edu)

Farid Khalafalla, PhD  
Associate Dean for Academic Affairs  
660.626.2641  
[faridkhalafalla@atsu.edu](mailto:faridkhalafalla@atsu.edu)

Kelly Kirkland, MBA  
Business Operations Manager  
660.626.2279  
[kkirkland@atsu.edu](mailto:kkirkland@atsu.edu)

## ATSU-KCOM School Policies

The following policies or guidelines apply to all programs at ATSU-KCOM.

### Grading

ATSU-KCOM programs adhere to the University grading scale. See 'Grading' under the ATSU Policies section for more information. Grading of courses are outlined in syllabi. Grading of clinical courses are outlined in the Student Assessment Plan Summaries, by class.

### Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DO and MS in Biomedical Sciences programs individually. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, Academic Appeals Policy.

### Auditing a Course

The ATSU-KCOM audit policy is reserved for students who need to review course content or are pursuing an irregular schedule. All audits are subject to approval by the Dean or designee. Students approved to audit a course are:

- Allowed to sit in class and may participate in laboratory experiences only if space is available,
- Are not charged tuition for the audited course, and
- No record of the audit will appear on the student's transcript.

Questions concerning the audit policy should be directed to the Associate Dean of Curriculum.

### BLS and ACLS Certification

ATSU-KCOM requires that all students obtain and maintain health provider level Basic Life Support (BLS) certification throughout the entire duration of enrollment. Prior to clinical rotations, ATSU-KCOM students are also required to obtain and maintain Advanced Cardiopulmonary Life Support (ACLS) certification. Non-compliance at any time during a student's enrollment may result in removal from clinical rotations, suspension and/or dismissal. The school provides an opportunity for certification in BLS twice during the program (years 1 and 2) and ACLS once in year 2. BLS recertification will be offered at the college during the second year however, participating students are responsible for the related fees. Also, any ACLS training off campus is at the student's expense.

### Responsibilities and Conduct

Please refer to the University Student Handbook for information related to the responsibilities and expectations of conduct for students at ATSU-KCOM.



## Immunizations, certifications, and screenings for DO and Biomedical Sciences programs

### *Immunizations*

ATSU-KCOM requires all entering students (medical students and biomedical science students) and fellows to provide proof of their immunizations to enroll in courses. This is necessary for the student's protection as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Therefore, compliance is required on a continuous basis. Non-compliance at any time during a student's enrollment may result in removal from clinical rotations, suspension and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by ATSU-KCOM immunization coordinator in the office of Clinical Affairs. All testing is at the expense of the student.

To request an immunization exemption, please complete the Immunization Exemption Form and submit to [kcomimmunizations@atsu.edu](mailto:kcomimmunizations@atsu.edu) for formal review.

Required immunizations are updated annually and therefore subject to change.

### **Academic Year 2022-23 Immunization Requirements:**

- Diphtheria, Tetanus, Pertussis (DTP) series; if documentation cannot be provided a TDAP will suffice
- Hepatitis B series; if documentation cannot be provided a positive titer will suffice
- Positive Hepatitis B Surface Antibody Titer (Negative result follow-up requirement listed below)
- Measles, Mumps, Rubella (MMR) series; if documentation cannot be produced a positive titer will suffice
- Positive Measles, Mumps, Rubella (MMR) Titer (Negative results follow-up requirement listed below)
- Meningococcal (MenAWCY)
- Polio series; if documentation cannot be produced, a positive titer is required
- Tdap; Must be dated within 6 years
- Varicella series; if documentation cannot be produced a positive titer will suffice
- Varicella Titer (Negative result follow-up requirement listed below)
- COVID-19 Vaccination/s (See additional information below)

### **COVID-19 Vaccination/s:**

- KCOM students are required to be vaccinated against COVID-19. The current accepted vaccinations include the following:
- Pfizer: 2 doses
- Moderna: 2 doses
- J&J: 1 dose

Booster doses are required. For more information, please reference The COVID-19 Vaccine Policy for Students found within the ATSU Policies section of this catalog.

### **Negative Hepatitis B Surface Antibody Titer Follow-Up Options:**

- Repeat the 3 vaccination series & repeat Surface Antibody Titer 1-2 months after
- Receive 1 vaccination for booster & repeat Surface Antibody Titer 1-2 months after (if the titer is still negative, proceed with completion of the series and additional titer).

### **Negative Measles, Mumps, Rubella (MMR) Titer Follow-Up requirement:**

- 1 MMR Vaccination for booster

### **Negative Varicella Titer Follow-Up requirement:**

- 2 Varicella Vaccination (4-8 weeks apart)

### **Non-Responder Hepatitis B**

- If you have completed the full 3 vaccination repeat series, and your repeat Hepatitis B Surface Antibody Titer is still non-immune, you are required to complete a Hepatitis B Surface Antigen Titer to test for active/chronic Hepatitis B.

### **Required immunizations while an active student at KCOM:**

- Tdap/Td Booster
- Yearly Influenza

### **Recommended immunizations:**

- Hepatitis A series
- Meningococcal-B series

### *Certification*

Some clinical training sites require that students show proof of immunity (example: measles) before being allowed to train at the site. Therefore, it is recommended that students have this testing done in advance of the clinical training portion of their curriculum.

### *Screenings*

Required proof of the following screenings while an active student at ATSU-KCOM:

- 2-Step PPD Tuberculosis Screening OR IGRA/Chest X-Ray; must be dated within matriculation year.
- Drug screenings as required by regions prior to participation in rotations. Students will be notified of these requirements. Updated screenings may be required by specific rotation sites. Drug screenings may also be conducted if reasonable suspicion or fitness-for-duty concerns arise. Students are required to provide body substance samples to determine the use of illicit drugs. The University will protect the confidentiality of all drug test results unless criminal charges are involved. All testing is done at the expense of the student. A student who tests positive may be immediately placed on suspension until further action is taken. Action will be made in accordance with University policy. The student shall not return to any clinical activities until formally approved and notified in writing. Additional requirements may be imposed. Failure to comply with any or all requirements may result in further disciplinary action including dismissal.

### ***Immunization Exemptions***

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the ATSU KCOM Immunization Coordinator an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

Students will be notified of impending non-compliant status. Students not in compliance with the immunization and screening requirements will be reported to the Associate Dean of Academic Affairs (DO program) or the Graduate Program Committee (Biomedical Sciences). In addition, non-compliant students may be immediately removed from clinical experience and direct patient care until compliance is achieved. Proper adherence to the requirements necessitates good advanced planning.

# Osteopathic Medicine, DO

## Doctor of Osteopathic Medicine (KCOM)

As the founding college of osteopathic medicine, ATSU-KCOM DO students receive comprehensive medical education that includes access to the latest technology, including human patient simulators, simulated patient encounters, and broad educational experience. The Complete DOctor, a course specific to ATSU-KCOM, incorporates early clinical experiences with didactic study in physical exam skills, cultural diversity, communication skills, spirituality in medicine, medical law, and ethics.

ATSU-KCOM DO students spend their first two years studying the basic sciences and clinical introductions in a campus setting. In the third and fourth years, students participate in clinical rotations in one of ATSU-KCOM's national rotation regions.

ATSU-KCOM DO graduates represent a diverse group of osteopathic physicians practicing in every state and several foreign countries. They span all medical specialties and sub-specialties and comprise approximately a quarter of all practicing osteopathic physicians.

## Length of Program

ATSU-KCOM's Doctor of Osteopathic Medicine program graduates will have earned a minimum of 210.5 credit hours. The program is a four-year program. Osteopathic medical students must complete the program within 150 percent of the standard time (six years following matriculation) excluding periods during which the student is not enrolled in the program.

## Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee
Class of 2026, year 1	\$60,914	\$1,150	\$1,078
Class of 2025, year 2	\$60,914	\$1,150	
Class of 2024, year 3	\$60,914	\$1,150	
Class of 2023, year 4	\$60,914	\$1,150	

## Admissions

### Application process

ATSU-KCOM participates with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). This service will collate materials, compute grades, and transmit standardized information to the applicant and the colleges which the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants. Applications may be obtained at [www.aacom.org](http://www.aacom.org) or from AACOMAS at 7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814, phone: 301.968.4100.

The College will send the applicant a secondary application if general qualifications are met. A non-refundable application fee and letters of recommendation from the pre-medical committee and a physician or employer will be required at the time the secondary application is submitted.

Applications must be submitted no later than February 1 of the academic year prior to which admission is sought. Applicants are encouraged to apply far in advance of the February 1 deadline. Additional information regarding the program application deadline date, tuition and expenses, and related financial assistance can be found at [www.atsu.edu](http://www.atsu.edu), or email inquiries may be sent to [admissions@atsu.edu](mailto:admissions@atsu.edu).

## Admission Requirements

Applicants for admission to the first-year DO class must meet the following requirements prior to matriculation.

- The applicant must have achieved a minimum 2.8 cumulative GPA and a 2.8 science GPA (based on a 4.0 scale). Applicants seeking admission with the intention of not having a degree prior to matriculation are required to have a minimum 3.5 cumulative GPA, a 3.5 science GPA, and a 504 on the Medical College Admission Test (MCAT).
- Applicants must have completed 90 semester hours or three-fourths of the required credit for a degree from a college or university (30 hours of which must be at a four-year, degree-granting institution) accredited by a US Department of Education institutional accreditor. Most of the candidates who are accepted for admission have earned a baccalaureate degree prior to matriculation. It is recommended that applicants complete a bachelor of art or science degree from an institution accredited by a US Department of Education institutional accreditor.
- Applicants must have completed one full academic year or the equivalent in each of the following with a final grade of C or above:
  - English – 6 semester hours/9 quarter hours. The student should be fluent in the oral and written use of English.
  - Biology – 8 semester hours/12 quarter hours. Must include a laboratory and a basic course in general biology or general zoology.
  - Physics – 8 semester hours/12 quarter hours. Must include a laboratory and cover the study of mechanics, sound, heat, magnetism, electricity, and light.
  - General or Inorganic Chemistry – 8 semester hours/12 quarter hours. Must include a laboratory.
  - Organic Chemistry – 8 semester hours/12 quarter hours. Must include a laboratory.
- Elective subjects should afford a broad educational and cultural background as encouraged by the applicant's pre-professional adviser. Courses in molecular biology, genetics, behavioral sciences, biochemistry, human anatomy/ physiology, and humanities are encouraged.





5. Applicants are required to submit scores from the MCAT that have been taken within three years from the date of application.
6. Applicants must provide two letters of recommendations, one letter from a pre-medical committee/health professions advisor or science faculty member, and one letter from a licensed physician unrelated to the applicant (DO or MD).
7. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation including confirmation of an undergraduate degree, unless accepted under the non-degree application requirements.
8. ATSU-KCOM and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. 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. A matriculant with a positive criminal background screen will be reviewed.
9. Matriculants will meet the minimum technology specifications.
10. Applicants must be a U.S. citizen or permanent resident.
11. Applicants must be fluent in the oral and written use of English.

## Transfer Student Admission

Requests for transfer into the DO program at ATSU-KCOM must be made to the Admissions department. Applicants must currently be enrolled in medical school and cannot previously have been rejected by ATSU-KCOM.

Applicants may only transfer from medical schools and colleges accredited either by AOA COCA, or by the Liaison Committee on Medical Education (LCME). When a student transfers from another college of osteopathic medicine (COM), or an LCME accredited medical school or college, the last two years of instruction must be completed at ATSU-KCOM. In the case of LCME transfers, the ATSU-KCOM requirements for osteopathic manipulative medicine must be completed prior to graduation. The following documentation must be on file before being considered for admission.

1. A letter from the academic dean or designee of the current professional school indicating the student is presently in good academic standing.
2. Minimum cumulative and minimum science GPA of 2.8 on a 4.0 scale.
3. Official transcript from the transfer school. (ATSU-KCOM will review and confirm the approval of the transfer credits via a letter for the student's file.)
  - Confirmation of a bachelor's degree or 90 semester hours or three-fourths of the required credit for a degree from a college or university (30 hours of which must be at a four-year, degree-granting institution) accredited by a US Department of Education institutional accreditor.
    1. Submitting an AACOMAS or AMCAS application may fulfill this.
  - If accepted for admission, official transcripts from all colleges and universities attended will have to be provided prior to matriculation.
4. MCAT score(s)
5. Secondary application and secondary fee
6. Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.

Following the receipt of the above credentials, if considered qualified for admission, the completed application will be reviewed and the applicant will be invited for an on-campus interview.

The applicant will have a minimum of four interviews including the Associate Dean of Clinical Affairs, Vice President of Student Affairs, Assistant Vice President of Admissions, and a basic science or clinical faculty member.

Following an academic report (credit evaluation) by the Associate Dean of Curriculum, the Admissions Committee will determine whether the applicant will be accepted for admissions, the amount of credit allowed, and the standing of the applicant.

## Transfer Credit

ATSU-KCOM does not accept transfer credit for students admitted to the first-year DO class. Please see the transfer student section for information regarding how to transfer from a current medical program into the DO program.

## Still Scholars Early Acceptance Program

The Still Scholars Early Acceptance Program is designed to provide admission opportunities to outstanding students who aspire to become osteopathic physicians. ATSU-KCOM prides itself on developing physicians who focus on whole person healthcare and community service and looks for students who also hold these values. ATSU-KCOM's Still Scholars Early Acceptance Program rewards highly capable students who are dedicated to the osteopathic philosophy with admittance into our institution's founding osteopathic medical program without traditional MCAT requirements. This program encourages students to focus on developing strong academic and leadership skills, yet allows them to focus on their undergraduate experience without the additional pressures of preparing for the MCAT. In addition, Still Scholars are awarded an academic scholarship for medical school upon entry to ATSU-KCOM.

Priority consideration agreements are in place with various undergraduate institutions across the United States to help pre-screen qualified applicants; however, students from any four-year accredited undergraduate institution in the United States may apply. Students representing schools that have an agreement with ATSU-KCOM receive priority consideration in the selection process. Applicants must qualify for selection as per the agreement established between ATSU-KCOM and the specific institution.

ATSU-KCOM has agreements with the following institutions:

- Avila University
- Brigham Young University
- Chaminade University
- Dillard University
- Doane University
- Elmhurst University
- Greenville University
- Langston University
- Massachusetts College of Pharmacy & Health Sciences University
- Midland University
- Missouri State University
- Missouri Western State University

- Northwest Missouri State University
- Rockhurst University
- Saint Xavier University
- Southeast Missouri State University
- Truman State University
- University of Health Sciences & Pharmacy
- Westminster College
- William Jewell College
- Wilmington College

Students from any school accredited by a US Department of Education institutional accreditor may also apply. For more information on the Still Scholars Early Acceptance Program, please contact residential admissions at [admissions@atsu.edu](mailto:admissions@atsu.edu) or by phone at 866.626.2878 ext. 2237.

## Early Decision Program

The Early Decision Program is a service for highly qualified medical school applicants who have made a definite decision that ATSU-KCOM is their first choice among medical schools. In order to be considered, the applicant must meet all of the following requirements and agree to apply only to ATSU-KCOM until an early decision notification is made. To qualify for early decision the applicant must meet all stated admissions criteria in addition to:

1. Meet a minimum GPA of 3.5 both cumulative and in the sciences.
2. Have taken the MCAT and earned a composite score of 504 or higher.
3. Submit the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) application, MCAT scores and transcripts from all institutions attended to AACOMAS by August 1. Applications become available through AACOMAS June 1. For information contact AACOMAS 7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814, phone: 301.968.4190, [www.aacom.org](http://www.aacom.org)
4. File all secondary materials and letter of intent with Admissions by September 1.
5. Withhold all applications to other medical schools until an early decision is made by ATSU-KCOM.
6. Interviews will be conducted in early October for qualified applicants.
7. The Admissions Committee will release a decision within two weeks of the interview.
8. A \$1,000 non-refundable acceptance fee will be required by December 15.

## International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the DO program at this time.

## Selection of Applicants

The Admissions Committee seeks those individuals who identify with the goals of ATSU's mission statement and ATSU-KCOM's mission statement. Applicants are screened for academic achievement, clinical involvement, interpersonal relations, leadership and service, perseverance, maturity, motivation, and osteopathic awareness.

Applicants who reach the final phase of the selection process will be invited to campus for an interview. All applicants selected for admission are interviewed prior to acceptance. The Admissions Committee reserves the right to accept, reject, or defer an application.

Students sent a letter of acceptance are granted a specified time period to notify ATSU-KCOM of their intention to enroll.

Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement
2. Non-refundable deposits
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor
6. Proof of health insurance form

Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

## Minimal Technical Standards for Admission and Matriculation

### Introduction

A.T. Still University's Kirksville College of Osteopathic Medicine (ATSU-KCOM) is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU-KCOM DO students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner.

### Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

ATSU-KCOM admits and matriculates qualified osteopathic medical students. A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

In adopting these standards the College believes it must keep in mind the ultimate safety of the patients who may be involved in the course of the student's education as well as those patients for whom its graduates will eventually care. The Standards reflect what the College believes are reasonable expectations of

osteopathic medical students (and physicians) in learning and performing common osteopathic medical treatment.

## Categories, Standards, and Examples

A Doctor of Osteopathic Medicine (DO) must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, students must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess, at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual, conceptual, integrative and quantitative; and, behavioral and social. These abilities and skills comprise the categories of ATSU-KCOM Minimal Technical Standards for Admission and Matriculation and are defined below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

1. **Observation:** Students must have sufficient vision to observe demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and treatment integration. They must be able to observe a patient accurately at a distance and up close.
2. **Communication:** Students should be able to hear, observe and speak to patients in order to elicit and acquire information, examine them, describe changes in mood, activity, and posture, and perceive their nonverbal communication. Students must also be able to communicate effectively in oral and written form with staff and faculty members, the patient and all members of the health care team.
3. **Motor:** Motor demands include reasonable endurance, strength and precision. Students should have sufficient motor function to execute movements reasonably required for general care and emergency treatment. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. **Sensory:** Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. **Strength and mobility:** Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory, classroom and clinical experiences.
6. **Intellectual, conceptual, perceptual, integrative and quantitative:** These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities.
7. **Behavioral and social:** Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically demanding workloads

and to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in clinical problems of patients. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Students shall be prepared to endure the physical and emotional demands of the medical profession.

Please also reference examples of associated standards here: Minimal Technical Standards of the KCOM DO program

## Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774.

## Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President of Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

## Graduation Requirements



Students in the DO program at ATSU-KCOM must meet the following requirements for graduation. Each student must have:

- Been a student in an accredited osteopathic university or equivalent for at least four academic years.
- Been enrolled in ATSU-KCOM during the final two years of education. Must complete, to the satisfaction of the faculty, prescribed courses and clinical rotations.
- Passed the National Board of Osteopathic Medical Examiners, Inc. (NBOME) Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1, COMLEX Level 2 Cognitive Evaluation (CE), and COMLEX Level 2 Performance Evaluation (PE) prior to graduation. (see [COMLEX-USA Policy](#) for details on COMLEX Level 2PE)
- Successfully completed all academic, administrative, and professional requirements for promotion.
- Been approved by faculty vote for promotion to graduation.
- Completed the ATSU-KCOM Exit Questionnaire "Senior Survey."
- Attended, in person, a commencement program at which time the degree is conferred.

## Extended Academic Programs

In order to participate in commencement, students must have completed all clinical requirements prior to July 1 of their graduation year. Students with an extended academic program who are expected to complete all graduation requirements by December 31 of the graduation year, may participate in commencement. For students with extended academic programs, the official graduation date will be the last day that the student participates in coursework or the day following

notification of passage of the final board examination required for graduation.

## Class Rank

Class rank will be calculated for ATSU-KCOM DO students at the end of the fall and spring term for each of the first two years of medical school. Enrollment Services will notify students when the ranking is available for viewing on the Anthology Student Portal. ATSU-KCOM ranks students in quartiles.

- Quartile 1: better than approximately three-quarters of the class
- Quartile 2: better than approximately one-half of the class
- Quartile 3: better than approximately one-quarter of the class
- Quartile 4: lower than approximately three-quarters of the class

## Physical Health Services

Each medical student is strongly encouraged to establish a relationship with and utilize the services of a primary care provider for comprehensive healthcare as well as for the acute care of illness. Each student must sign an attestation stating that any physician caring for him or her via a therapeutic relationship or for sensitive health services will not be involved in the grading or assessment as they proceed through medical school. A therapeutic relationship is defined as either ongoing provision of healthcare services (more than two interactions) or any health care services involving "sensitive health services." Sensitive health services include but are not limited to, psychiatric/psychological counseling, substance abuse, and sexually transmitted diseases. If a student elects to establish a therapeutic relationship with a faculty member or resident or seeks to obtain health care services involving 'sensitive health services', that health care provider is precluded from any evaluation role for that student (irrespective of the wishes of the medical student) for a two-year period because of a dual-relationship and potential conflict of interest issues. ATSU requires all students enrolled in a residential program to maintain active health insurance coverage in order to readily access diagnostic, preventive, and therapeutic healthcare in all regions where training occurs. See Health Insurance requirements in the ATSU Policies section.

ATSU-KCOM maintains specific immunization and screening requirements of matriculants, students, and fellows with reporting and monitoring requirements maintained by the immunization coordinator in the Clinical Affairs office.

## Mental Health Counseling Services

Mental health services are available to all ATSU-KCOM students 24 hours a day, 365 days a year from all locations via the Well-Connect Program:

- Online information and resources at [www.wellconnectbysrs.com](http://www.wellconnectbysrs.com)
- Or by telephone: 866-640-4777
- Student Access Code: ATSU-STU
- Faculty Access Code: ATSU-FAC

See the Behavioral Health & Wellness Counseling page for more details on counseling services. For more information on

counseling services in the clinical regions see the ATSU-KCOM Student Manual.

## Career Counseling

ATSU-KCOM provides career counseling to all osteopathic medical students predominantly via the Office of Academic Affairs with collaborative efforts across the university. A variety of group and one-on-one career counseling activities are available, including:

- Student Success Forums (academic, board preparation, and career guidance in Years 1 and 2)
- On-going support for board examination preparation
- Networking with residency programs, i.e. Hospital Days event
- Ongoing advising through the residency application process
  - Resources for career exploration
  - Interactive online career counseling platform with an evolving repertoire for residency specialty and match application resources
  - Residency specialty panel discussions
  - MSPE preparation and review
  - Planning for matching to residency as couples
  - Preparation for the residency interview process
  - Technical assistance for unmatched students
- Assistance with curriculum vitae and personal statements
- Career guidance for military students

Students may request one-on-one career counseling via the KCOM Academic Affairs office.

## Academic Standards

### Professionalism

An important aspect of the ATSU-KCOM DO program is the development of professional behaviors and role identity. Students are expected to conduct themselves in a professional and ethical manner at all times. Students on clinical rotations and in other professional settings are expected to dress professionally and appropriately for the environment. Honesty, compassion, integrity, confidentiality, accountability, respectfulness, altruism, and excellence are expected in all situations. In addition, students are expected to comply with institutional policies and procedures as well as city, county, state, and federal laws and regulations. ATSU-KCOM considers breaches of professional conduct as academic deficiencies. Specifically, breaches in professionalism may demonstrate lack of progress toward and attainment of osteopathic core competencies (e.g., professionalism, interpersonal and communication skills).

### Dress Code

For all real or simulated patient activities, students must maintain an appearance that demonstrates respect, trust, and credibility. The reasons for appropriate attire include infection control, communication, and cultural sensitivity. Patient trust and confidence in their health care provider are essential for successful treatment experiences and outcomes. All clothing should be neat, clean and of appropriate size and fit for the clinical setting. Good personal hygiene is expected. The student should confirm requirements for appropriate attire including, but not limited to, footwear, jewelry, hair, nails, fragrances, makeup,



and identification badge(s) for each clinical setting/rotation. Guidelines related to dress code are available in the ATSU-KCOM Student Manual.

## Clinical Rotation Conduct

In the event the Regional Assistant/Associate Dean (RAD) or Director of Student Medical Education (DSME) determines that a student may constitute a threat to the student's personal welfare, fellow students, staff, or patients, the RAD/DSME has the authority to immediately remove the student from clinical rotations and/or from the academic environment. The notification must be in writing and the Associate Dean of Academic Affairs must be notified immediately. Situations where such action may be necessary include, but are not limited to, substance abuse (alcohol and other drugs), medical or psychological illnesses, suspected illegal behavior and suspected abuse (physical, sexual, or emotional). Once removed, the student is no longer covered by the professional liability coverage provided by the University.

Upon notification, the Associate Dean of Academic Affairs will initiate the proper review to expedite resolution of the interim status. Action will be made in accordance with ATSU-KCOM and University policy.

## Supervision in the Clinical Environment

While in the clinical training portion of the academic program, medical students are assigned a regional assistant dean and/or a director of student medical education to oversee their overall learning and professional development. Students may only participate in clinical rotations in hospitals, facilities or with preceptors where a formal affiliation agreement, letter of agreement or contract with ATSU-KCOM is in place. For each clinical rotation, a preceptor of record provides and assures supervision in the clinical setting.

While in clinical learning situations involving patient care, medical students must have direct, on-premises supervision by a licensed healthcare professional. Direct supervision includes:

- Physically present – licensed healthcare professional is located in the same room as the student when patient care is rendered.
- Immediately available – licensed healthcare professional is located in the facility and immediately available to be physically present.

The Preceptor of Record must be a credentialed, licensed, board certified or eligible physician (AOA/ABMS) who has been appointed to the ATSU-KCOM faculty to oversee student learning including oversight in the clinical environment as well as a formal review of student performance in the clinical rotation. Students may also work with other licensed physicians and licensed healthcare professionals while on clinical rotations. See the ATSU-KCOM Student Manual for additional information.

## Injuries and Accidents on Clinical Rotations

Any student who sustains an injury or bloodborne pathogen exposure while on clinical rotations must notify their RAD/DSME and regional coordinator as soon as possible and follow the processes herein and in the ATSU-KCOM Student Manual.

In the event the injury involves exposure to bloodborne pathogens, notify the clinical site's occupational medical staff immediately and follow their protocol for bloodborne exposure. A needle-stick protocol checklist and post-exposure guidelines are provided in the ATSU-KCOM Student Manual and on the ATSU-KCOM app for rapid reference.

Follow these steps if you have an injury (including a needle-stick injury) while on a rotation:

1. Notify your supervising physician immediately.
2. Seek appropriate care:
  1. Bloodborne Pathogen Exposure: Follow the clinical site's protocol for risk evaluation and post-exposure prophylaxis. This information can be obtained through the Emergency Department or the Risk Management Department.
  2. Other injury: Seek medical attention, as needed. Follow your clinical site's risk management protocol for reporting and treatment.
3. Notify the ATSU-KCOM Clinical Affairs office, your RAD/DSME, and your regional coordinator immediately or as soon as possible, and follow the processes on the ATSU-KCOM Student Manual.
4. Keep one complete set of documents for your personal records (medical record, incident report, data) and give the incident report and confirmation that you followed the clinical site's post-exposure guidelines to your RAD/DSME or regional coordinator. You do not have to provide personal medical information to the RAD/DSME or regional coordinator. However, you are required to provide documentation that you sought medical advice and any required treatment following national health guidelines.

Use your health insurance to cover any medical expenses incurred as a result of an injury at clinical sites. ATSU has purchased accident insurance and needle-stick coverage that may help to defer the cost of needle-stick injury or exposure to bloodborne pathogens. For more information on the accident insurance and needle-stick coverage, see the ATSU-KCOM Student Manual.

## Safety Issues on Clinical Rotations

Every site should have a disaster plan directing individuals' actions in the event of an emergency (i.e. tornado, violence at the site, etc.). In the event of an emergency follow the site's emergency plan and the direction of your site supervisor. As soon as it is safe and feasible, please notify ATSU-KCOM administration regarding your status.

Students are required to become familiar with the safety procedures established in each clinical facility. As in every situation, especially when one is in an unfamiliar environment, it is prudent to maintain good situational awareness and to be cognizant of surroundings.

## Professional Liability, Supplemental Accident, and Disability Insurance Coverage

### Professional Liability Coverage

ATSU-KCOM DO students enrolled in 'active status' have professional liability coverage provided by the University. Coverage is in effect for:

- Situations that arise in the United States. It does not cover or defend malpractice outside of the United States.
- ATSU-sponsored experiences. All appropriate documentation must be completed prior to the start of a rotation to secure professional liability coverage. Experiences that are not sponsored by ATSU will not be covered.



## Supplemental Accident Insurance

The insurance is supplemental accident insurance and does not apply to sickness or illness. It does not substitute health insurance coverage required for enrollment. The supplemental accident insurance provides coverage after a primary health insurance claim has been filed. Coverage applies while the student is enrolled in 'active status' and:

1. Is participating in college courses, labs, and clinical training that is sponsored by ATSU;
2. Is on premises designated and supervised by ATSU-KCOM;
3. Is on premises used for classes, labs or clinical training (clinical rotations); or
4. While traveling with a group in connection with the activities under the direct supervision of ATSU.

Travel to and from a curriculum activity is not covered.

Steps for filing a claim:

1. The student will file a claim to their personal health insurance (primary coverage).
2. The student will complete a claim with the accident insurance coverage and return it to the Associate Dean of Clinical Affairs for verification of enrollment.
3. The Clinical Affairs office will forward the completed claim form to the student.
4. The student will forward the accident coverage claim form along with primary health insurance explanation of benefits (EOB), if available, billing statements, and supporting documents to the accident insurance provider.

## Disability Insurance

ATSU students enrolled in residential clinical-based programs are required to carry University-provided disability insurance coverage. See the ATSU Student Handbook for more information on disability insurance.

# ATSU-KCOM Attendance Policy & Guidelines

## Extended Absence - Contract Required

Extended Absence - A contract is required for absences lasting 6-15 days. Contact Associate Dean of Academic Affairs to discuss this option before taking action. See ATSU Policies section of this Catalog for additional information and the appropriate form to complete.

Student Leave - For a leave greater than 15 days. Contact Associate Dean of Academic Affairs to discuss this option before taking action. See the ATSU Policies section of this Catalog for additional information and the appropriate form to complete.

## OMS I and OMS II Students

Required attendance activities are denoted on the student calendar (R). Students are encouraged to attend all academic activities to optimize their learning. ATSU-KCOM offers 3 personal days and 3 conference presentation days per academic year for DO students.

All planned absence requests for first and second year students should be submitted two (2) business days prior to the absence on the appropriate electronic form via the ATSU-KCOM Student Manual (see attendance years 1-4) or ATSU-KCOM app (under student success). Retroactive excused absence requests or requests submitted fewer than two (2) business days may not

be considered or approved. For absences greater than five days, see the Excused Absence Policy in the ATSU Policies section of this catalog. Questions about attendance can be directed to the office of Academic Affairs via email at [kcomabsences@atsu.edu](mailto:kcomabsences@atsu.edu).

## Personal Days

Personal days are to be used for planned absences (see examples below). Students are allowed up to three (3) personal days per academic year where scheduled required activities may be made up (if the exercise is reproducible). Any portion of a day requested as a personal day will count as an entire day off. Personal days should not be used for high-stakes assessments (e.g., section exams, practicals, finals). Each student is responsible for their own academic progress.

Examples of personal day use include:

- Religious observations
- Wellness exams
- Elective medical procedures
- ATSU/ATSU-KCOM club representation at regional/national meetings
- Weddings

## Conference Presentations

Students may be approved for an excused absence for up to three (3) days to travel to and attend a meeting or conference during which the student is making a scholarly presentation. Additionally, conference absences may be used to attend meetings as a representative of a school-sanctioned organization (e.g. SGA president, KOAA board representative, etc.). The student may be required to submit appropriate documentation with the absence request.

## Unplanned Absences

ATSU-KCOM recognizes that unplanned absences from required curricular activities may arise. Students may request an unplanned excused absence for medical reasons (with proper documentation, e.g. physician note) or unplanned/unanticipated events. Examples:

- Student illness, accident, and/or hospitalization (with proper documentation)
- Immediate family member acute illness or funeral
- Absences for reasons beyond the control of the students (e.g., weather, flight cancellations) may be considered. If approved, a personal day will not be used.

## Make-up for excused absences

If a first or second year student's absence is determined to be excused, appropriate individuals within the college will be notified that the student is authorized for make-up. A make-up is offered for all major examinations. Either the Medical Education and/or Osteopathic Medical Manipulation office representative or other appointed individual will contact the student to make notification of the make-up schedule.

Some courses or activities do not have built-in leeway for missing class or assessment and no make-up is offered, even if the absence is excused. Finally, sometimes a make-up is not possible due to the nature of the activity even if the student was granted an excused absence.

## OMS III and OMS IV Students

Students are required to make appropriate and timely notification if they will be absent. Students must notify their clinical preceptor(s), Regional Assistant Dean (RAD) / Director of Student Medical Education (DSME) and Rotation Site Coordinator in writing immediately if they will be away for any reason (anticipated or unexpected). The following are descriptions of each type of absence.

### ***Excused absences***

Third and fourth year students should submit absence request forms to their RAD/DSME. The form can be found in the ATSU-KCOM Student Manual. Students are also responsible for notifying their region site coordinator and preceptor immediately for an excused absence to be approved.

### ***Personal/Conference Day/Medical***

Students are allowed up to 3 personal days per academic year. Personal days must be approved in advance by the RAD/DSME, cannot be used consecutively without prior approval of the RAD/DSME, and cannot be carried over from the third year to the fourth year. In the case of an urgent absence, students must notify their regional coordinator immediately who will then submit the request to the RAD/DSME for review.

Students are allowed up to 3 days per academic year to attend qualifying conferences. Conference days must be approved in advance by the RAD/DSME. Conference days cannot be carried over from the third year to the fourth year.

Medical excused absences must be approved by the RAD/DSME. Whenever possible medical excused absences should be approved in advance.

### ***Postgraduate Interviews***

For postgraduate interviews, students must complete the required excused absence form and discuss with and obtain approval by the RAD/DSME and regional coordinator prior to the absence. Students are encouraged to schedule interviews for postgraduate programs during vacation, personal days, etc. and to limit time off during clinical rotations.

The RAD/DSME along with the preceptor will determine the scope of any work that needs to be addressed or completed as a result of absences related to travel for interviews.

### ***Flextime/Vacation Time***

Vacations are scheduled in conjunction with the regional site coordinator to accommodate the rotation schedule.

- OMS III - Winter Break is scheduled for all third year students to commence in mid to late December and lasts for 2 weeks.
- OMS IV - Three weeks of flextime/vacation time is scheduled by the student and approved by the region. All flextime/vacation time must be taken between rotations unless special permission is granted by the RAD/DSME. It must be used in full week increments (no partial weeks). Flextime/ vacation time is often used to fill gaps in student schedules between rotations. It may also be used for a variety of purposes including vacation, non-credit academic time, residency interviews, etc.

### ***Cumulative Absences***

Students should not be absent for more than 2 days for any 2-week period. Absences beyond the 2 days will be evaluated with potential make-up time scheduled, as appropriate.

### ***Management of Illnesses during OMS III and OMS IV***

If a student contracts an illness, he/she should contact the RAD/DSME and regional coordinator to notify them of the medical status. The attending preceptor should also be contacted by the student or appropriate regional representative should the student be incapacitated. Students should follow the CDC recommendations that people with illness remain at home until at least 24 hours after they are free of fever (100 degrees F) or signs of a fever without the use of fever-reducing medications. Should further guidelines related to illness be established by the facility to which the student is assigned, the student should also follow the facility guidelines. Once the student has recovered, an individualized plan for makeup will be developed. If an extended absence (absence lasting 6-15 days) is required, please contact the Associate Dean of Academic Affairs at [KCOMAbsences@atsu.edu](mailto:KCOMAbsences@atsu.edu).

### ***Clinical Hours***

Although a regional coordinator may provide a tentative daily schedule for a clinical rotation, the student is responsible to their assigned preceptor during clinical duty hours on each rotation. The student is required to keep the hours expected by the preceptor. A 'typical' student clinical day begins at 7 a.m. and ends at 7 p.m. but will be confirmed by the preceptor or designee. Students may be required to work overnights and be 'on call.' Ideally, the student should:

- Not be involved in patient care for greater than 24 continuous hours or required to attend patient hand-offs or didactic sessions for more than an additional 6 continuous hours (30 hours total).
- Have two weekends per month free.
- Not typically work more than 60 hours per week, on average.

## **ATSU-KCOM Student Promotion Board**

The responsibility of the ATSU-KCOM Student Promotion Board is to review and assess the academic progress and professionalism of all students and ensure that adequate progress is being made toward the doctor of osteopathic medicine degree. Reviewed material may include the entire academic record, subjective evaluations by course directors, faculty members, preceptors, staff, standardized patients and administrators, written notes, results of performance assessments such as PA I, PA II, and PA III, as well as other material necessary to fully evaluate the student's progress, including professional behaviors.

Lack of progress includes but is not limited to failure of one or multiple courses, failing the same course multiple times, failing a COMLEX, failing to make and sustain adequate progress in the attainment of the seven osteopathic competencies for medical students (osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice), failing to successfully complete assignments and assessments, or failure to perform successfully in clinical rotations.

### **Composition**

The Dean appoints the Student Promotion Board. The Board is chaired by the Associate Dean of Academic Affairs or designee

and includes five voting members from the faculty. In the case of a tie or to meet a quorum, the Chair is a voting member. Decisions of the Board are made by majority vote. Non-voting consultants to the Student Promotion Board are the Associate Dean of Clinical Affairs, Associate Dean of Curriculum, Vice President of Student Affairs, and Learning and Disability Resources staff members. Additional appropriate faculty such as a DSME or RAD may be requested to attend the Student Promotion Board meeting without vote.

In the event that a course director is also a voting member of the committee, he/she will retain voting privileges. Clinical faculty members who serve on the Student Promotion Board must ensure that they do not have a therapeutic relationship with a student appearing before the Board and have not provided sensitive health services to the student. If such a relationship exists, the physician shall alert the Associate Dean of Academic Affairs to request an alternate be present to hear the student case.

## Convening of Student Promotion Board

To evaluate student progress, the Student Promotion Board will be convened by the Associate Dean of Academic Affairs at the end of the academic term or on an as needed basis at any time to consider lack of professionalism or academic progress by any student.

## Student Attendance

The student may be invited to attend the Student Promotion Board when the student's status is presented for discussion. The student will be notified of the date and time of the meeting at least two business days prior to the meeting (students may waive the two business day notice, if desired). When called before the Student Promotion Board, the student has the right to present a short statement and address questions before the Student Promotion Board. The student must be transparent in presenting the facts of the situation to the Student Promotion Board. In the case of information of a highly sensitive nature, the student may present such information to the Associate Dean of Academic Affairs, Associate Dean of Clinical Affairs, or Associate Dean of Curriculum prior to the commencement of the meeting of the Student Promotion Board. Professional dress is expected (without white coat).

## Sanctions

The Student Promotion Board can impose requirements, supports, and discipline appropriate to the circumstances. Additionally, the Board may impose a reprimand, place the student on probation, suspend the student or dismiss the student from the program. The Associate Dean of Academic Affairs will typically notify the student of the outcome, in writing, within 24 hours of the Board meeting.

## Appeal

The student may appeal the Student Promotion Board decision in writing to the Dean within five working days of notification of the Student Promotion Board decision only if new or significant information is revealed after the Student Promotion Board decision was made or if the student believes that the Student Promotion Board process was not followed as presented in the University Catalog. The Dean may meet with the Chair of the Student Promotion Board to discuss the appeal and determine if the Student Promotion Board process was followed. The Dean has the authority to overturn or uphold the Student Promotion Board decision. The highest level of appeal within the school is

the Dean or the Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals policy: Promotion and/or Dismissal Decisions.

## Academic Probation

Any DO student who has failed any course, rotation, or who has failed COMLEX Level 1, COMLEX Level 2 CE or COMLEX Level 2 PE may be placed on academic probation and informed in writing by the Associate Dean for Academic Affairs. Students may also be placed on probation due to professionalism issues. The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced difficulty. Students on probation may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the College without explicit permission from the Associate Dean for Academic Affairs or designee. These measures are employed to assist the student in concentrating on improvement in his or her academic and professional progress.

Once the deficiencies have been remediated by the student, the probation shall be removed by written notification from the Associate Dean of Academic Affairs or designee. The successful remediation of an academic course will be identified by a notation (RC) on the student's transcript.

## HIPAA and OSHA Training

Health Information Portability & Accountability Act (HIPAA) and the Occupational Safety and Health Act of 1970 (OSHA) training and certification is required for all ATSU-KCOM DO students. The training occurs three times during the four-year program. Training is offered electronically with specific completion deadlines. Completion is documented within CampusNexusStudent and is reflected on the Certification and Immunization document. It is the responsibility of the student to maintain up-to-date HIPAA and OSHA training throughout the entire duration of enrollment. Students who do not comply with training requirements may be subject to discipline including removal from clinical rotations, suspension, and review by the Student Promotion Board.

## COMLEX-USA Policy

To advance through the osteopathic medicine program and graduate, students are required to pass the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA series of examinations including COMLEX Level 1, COMLEX Level 2 Performance Evaluation (PE), and COMLEX Level 2 Cognitive Evaluation (CE). Students are required to take each board examination during specific time frames listed in the Student Assessment Plan Summaries and CMLX6500 and CMLX 7500 syllabi (unless special permission to deviate from the schedule is granted by the Associate Dean of Academic Affairs). Failure to test within the specific time frames without prior approval may be reviewed as a professionalism violation with potential referral to the ATSU-KCOM Student Promotion Board.

In order to attend the commencement ceremony, students must have successfully completed COMLEX Level 1, Level 2CE and Level 2PE by December 31 of the academic year in which the student will graduate. (unless special permission to deviate from this requirement is granted by the ATSU-KCOM Dean).

**COMLEX Level 1:** Students must take assigned practice examinations as outlined in the syllabus for course COMLEX

Level 1 Preparation (CMLX 6500). Students may require additional preparation time and more assessments based on student performance indicators. ATSU-KCOM representatives will make students eligible for COMLEX Level 1 within the NBOME system following successful completion of semesters 1 and 2 and having earned passing marks in semester 3 of the program.

**COMLEX Level 2PE:** Students must successfully complete COMLEX Level 1 and Performance Assessment-III (PA-III) prior to taking COMLEX Level 2PE. Students may require additional preparation time including remediation strategies. ATSU-KCOM representatives will administer student eligibility for COMLEX Level 2 PE within the NBOME system after notice of successful passage of COMLEX Level 1 has been received.

**NOTE on COMLEX Level 2PE:** the NBOME has suspended COMLEX Level 2PE indefinitely, and is exploring alternatives for fundamental clinical skills assessment at the COM level. In the interim, the COM must attest students have demonstrated the fundamental osteopathic clinical skills necessary for graduation.

**COMLEX Level 2CE:** Prior to taking COMLEX Level 2CE, students must take the assigned practice examinations and meet the specific thresholds outlined in the syllabus for course COMLEX Level 2 Preparation (CMLX7500). ATSU-KCOM representatives will administer student eligibility for COMLEX Level 2 CE within the NBOME system after notice of successful passage of COMLEX Level 1 has been received. For all COMLEX exams, students must schedule, pay for, and take them within the approved testing windows.

## Board Examination Failures

If a student fails a board examination, the student must inform the Associate Dean of Academic Affairs and the RAD/DSME of the failure within 48 hours of notification. The Associate Dean or designee will work with the student to create an individualized remediation plan including a testing deadline. The plan may include time off from clinical rotations, a formal board preparation course at the student's expense, independent board preparation, documentation of meeting the threshold of an approved practice examination, on campus remediation for failure of Level 2PE, or other appropriate strategies. The Associate Dean of Academic Affairs will report the board failure to the ATSU-KCOM Student Promotion Board.

If a student fails the same board examination twice or a second board examination, the student will be reviewed by the ATSU-KCOM Student Promotion Board. The board has the authority to impose supports and discipline as well as dismiss the student from the program. If the board votes to dismiss the student from the program, the Associate Dean of Academic Affairs will notify the student within 24 hours. If the board votes to allow the student to retake the board examination:

- An individualized remediation plan will be developed under the direction of the ATSU-KCOM Student Promotion Board and the administration of the Academic Affairs office.
- Some individualized remediation plans will require the student be removed from all clinical experiences until the student retakes and/or passes the previously failed board examination.

Class-specific information about COMLEX preparation and testing is contained in the Student Assessment Plan Summaries (specific for each graduating class year), the related course syllabi, and in the ATSU-KCOM Student Manual.

## Predocutorial Fellowship

Predocutorial fellowship positions are offered in the disciplines of anatomy, osteopathic manipulative medicine, and medical education. Fellows are involved in teaching and research. Details concerning applications for these positions are available from the Medical Education office.

## Curriculum

The DO curriculum at ATSU-KCOM is systems-based, patient-oriented, and multiple innovative learning models have been adopted throughout its evolution. Each course has numerous presentation styles including problem-based sessions, case-based presentations, web-based instruction, and small-group labs, workshops, and other activities in the first and second years. Osteopathic theory and methods are taught throughout the first two years, integrated through an interdependent alignment with basic science and clinical courses. Courses in the first two years prepare the student for the curriculum expected during the clinical rotation experience. Clinical curriculum, including didactics, labs, workshops, and osteopathic manipulative medicine, is delivered to students in regional sites during the third and fourth years.

The DO curriculum is designed as a linear curriculum; that is, students should successfully complete the schedule of courses offered in sequence during their first and second years of matriculation. To proceed through the curriculum, students must demonstrate successful completion of each prior section and each course contained within the section. Failure to do so is subject to Student Promotion Board consideration.

## First and Second Years

Early first semester is devoted to the foundation of basic medical sciences. Students spend the remainder of the first and second year learning clinical medicine and the evidence supporting it. ATSU-KCOM also includes clinical education experiences as early as the first semester. The first year of study includes a primary care clerkship. Osteopathic theory and methods are taught concurrently with the basic science and clinical courses during the first and second years.

Assessment during the first two years may include but is not limited to, multiple-choice question exams, similar to the national board examinations that are comprehensive and integrated across content. In addition, performance assessment is used to assess physical examination skills, osteopathic manipulation skills, interpersonal skills, and clinical skills. Many of the performance skills are assessed in ATSU-KCOM's Performance Assessment Center and the Human Patient Simulation Center.

During the last 94 weeks of the academic program, students participate in clinical rotations at regional sites. The selection of rotation sites is by an electronic match and utilization of a letter of interest. This match is held during the second year.

To be eligible to enter clinical rotations, students must have completed all OMS I and OMS II coursework with the exception of CMLX6500 (COMLEX Level 1). Students who have not taken COMLEX Level 1 prior to the start of clinical rotations must have an approved board study plan and timeline approved through the office of Academic Affairs.

Military students are strongly encouraged to participate in officer training prior to matriculation or during the first two years



of medical education. Military students wishing to complete officer training during the third or fourth year may utilize elective time (equal to the number of weeks required by their respective branch – up to 6 weeks) for clinical requirements, as approved by the RAD/DSME and the Associate Dean of Academic Affairs. Students will complete the rotation report form and submit a copy of 'orders' to demonstrate confirmation of officer training. Upon receipt of documentation from the military program verifying completion, the course will be scored as pass/fail. The course will be documented on the student transcript as ELEC 8599 - Medical Military Officer Training.

## Third and Fourth Years

Third year clinical rotations typically begin on the fifth Monday following June 30th. Each region prepares an on-site orientation preceding the start of clinical rotations. Students must attend the on-site orientation for their region unless previously approved for an absence or for an alternative schedule by the Associate Dean of Academic Affairs or designee.

Documentation required for each rotation must be signed, completed and submitted for all third and fourth year experiences at least 30 days prior to the start of the experience. Proper procedures and forms will be included in the regional orientation sessions. Documentation includes but is not limited to Rotation Report Form, preceptor information and CV, hospital site information, updated audit/schedule, site application, site fee, provider agreement (if needed), and student personal health insurance.

Assessment of student learning during Foundations 1 clinical rotations includes clinical evaluations, NBOME COMAT examinations, and procedure logs recorded in the electronic tracking program. Other rotations are assessed via clinical evaluations only. A standard grading scale is used for all clinical evaluations. Students earn Honors, High Pass, Pass, or Fail for each clinical rotation. Additionally, students are assessed on curriculum performance via an oral case presentation, scholarly reports, online courses, and journal club presentations. Students are also assessed via a clinical skills performance assessment (PA-III) with standardized patient testing to assess physical examination skills, interpersonal skills, and clinical reasoning.

Students are responsible for working with the preceptor of record to assure that the clinical evaluation is completed by the final day of the rotation or notifying the regional coordinator if the preceptor has not responded. Students are required to complete the preceptor and rotation evaluation for Foundations 1 and 2 rotations within two weeks following the end of the rotation via the electronic evaluation system. Refer to the ATSU-KCOM Student Manual for further details.

Each region will have a series of scheduled education days. Attendance is required. Students should notify preceptors in advance if an education day is scheduled during their rotation period. It is the student's responsibility to be aware of this schedule and attend all required sessions. The site may also have didactic sessions with required student attendance. Responsibilities to the preceptor do not take precedence over required didactics.

Military students may schedule one four-week military rotation commitment as part of the Foundations 1 rotation schedule. The military rotation/specialty must be equivalent to the rotation requirement. The COMAT will be completed after returning to the region. Students must submit a request for military rotation substitution in writing to the Associate Dean of Academic Affairs

via the regional coordinator. Students will receive notice in writing regarding the approval status of the request. Students should avoid scheduling a military rotation that will interfere with the PA-III testing and COMSAE exam dates. Military students may use all elective rotations for military rotations.

Students may obtain credit for mission trips. Mission trips completed as a component of a four-week rotation (completed as one continuous block) may be approved for credit pending review by the Associate Dean of Academic Affairs or designee. The same attending preceptor must accompany the student as part of the four-week experience. The mission trip may not exceed half of the scheduled time of the rotation. Students will receive clinical credit consistent with the entire four-week experience (e.g., pediatrics, surgery, etc.). The mission trip must be a clinical experience that includes patient care. Refer to the ATSU-KCOM Student Manual for more information for credit and non-credit mission trips.

## ATSU-KCOM Programmatic Educational Objectives

The ATSU-KCOM programmatic educational objectives are aligned with the osteopathic core competencies for medical students:

1. Demonstrate knowledge of osteopathic principles and practice such that care of patients is approached from distinct behavioral, philosophical, and procedural aspects of osteopathic medical practices related to the four tenets of osteopathic medicine. [Osteopathic Principles and Practices and Manipulative Treatment]
2. Demonstrate the understanding and application of established and evolving principles of foundational biomedical and clinical sciences integral to the practice of patient-centered care. [Application of Knowledge for Osteopathic Medical Practice]
3. Osteopathic Patient Care and Procedural Skills
  1. Gather accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including structural examinations).
  2. Formulate a differential diagnosis based on the patient evaluation and epidemiologic data and to prioritize diagnoses appropriately.
  3. Perform basic clinical procedures essential for the generalist practice of osteopathic medical practice.
  4. Provide diagnostic information; to develop a safe, evidence-based, cost-effective, patient-centered care plan.
  5. Demonstrate health care services that are consistent with osteopathic principles and practice, including an emphasis on preventive medicine and health promotion based on best medical evidence.
  6. Assess patient health literacy, counsel and educate patients accordingly.
4. Demonstrate the ability to effectively document and synthesize clinical findings, diagnostic impressions, and diagnostic / treatment instructions in verbal, written, and electronic formats. [Interpersonal and Communication Skills in the Practice of Osteopathic Medicine]
5. Consistently display high moral and ethical standards exemplifying integrity, humanistic behavior, cultural sensitivity, and responsiveness to the needs of the patient. [Professionalism in the Practice of Osteopathic Medicine]
6. Assimilate and apply fundamental biostatistical and epidemiologic concepts, clinical decision-making skills,



evidence-based medicine principles and practices, fundamental information-mastery skills, and methods to evaluate the relevance and validity of research information. [Practice-Based Learning and Improvement in Osteopathic Medicine]

7. Systems-based Practice in Osteopathic Medicine
  1. Effectively identify and utilize system resources to maximize the health of the individual and the community, thus improving the health of populations.
  2. Work as part of an interprofessional team to identify areas for enhancing quality and patient safety and reducing medical errors and inequities.

Additionally, the Core Professional Attributes (CPAs) are a set of five cross-curricular meta-skills inherent to all A.T. Still University graduates including ATSU-KCOM osteopathic medical students. The CPAs enable graduates to select, adapt and apply their discipline-specific knowledge and skills to varying situations, enhancing competence and improving outcomes across all aspects of their roles as healthcare professionals.

## Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### First Year: Fall Semester

#### **ANAT 5121 - Human Gross Anatomy/Radiology I** **8 credit hours**

The course is taught by the Department of Anatomy and is a dissection-oriented course in human gross anatomy. Didactic hours are followed with cadaver dissection laboratory sessions. Gross Anatomy covers back, thorax, abdomen, perineum/pelvis, the upper and lower limbs, and head and neck. Medical imaging is presented as it relates to understanding anatomy and future clinical medicine.

#### **BIOC 5101 - Human Biochemistry I** **3 credit hours**

Biochemistry is taught by faculty of the Department of Biochemistry and introduces the molecular basis of cell function and the biochemical basis of structure and function of the body. The goals of the course are to educate students in the fundamentals of contemporary biochemistry in sufficient detail to 1) permit comprehension of other basic biomedical sciences, 2) understand biochemical mechanisms associated with disease, modern diagnostic techniques, and modern therapeutics, and 3) be able to maintain currency in the primary biomedical literature throughout their professional lives. Special attention is given to disease states caused by biochemical and genetic abnormalities. The courses are primarily lecture-based with some use of workshops to promote active learning of selected topics.

#### **CODO 5251 - The Complete Doctor I** **2.5 credit hours**

This course is taught by the Department of Family Medicine, Preventive Medicine, and Community Health. The course introduces the student to skills used in clinical practice including professionalism, medical ethics, communication skills, and all aspects of the physical examination. Also included in the course are preventive medicine topics, public and community health curriculum, and human sexuality from a life cycle model. Topics

on behavioral sciences, death and dying, and substance abuse are included. Small group sessions, the use of videotaping of patient simulations, the teaching with standardized patients, school physicals, and a home visit are some of the unique and effective means of delivery of this curriculum.

#### **GENE 5271 - Medical Genetics and Embryology** **1.5 credit hours**

The Medical Genetics and Embryology course will cover medical genetics in the areas of inheritance patterns, including aspects of population genetics and probability. We will emphasize subjects of medical interest such as genetic and metabolic disorders, including cytogenetic disorders and genetic testing. We will treat human embryology from fertilization through the development of the major organ systems. Emphasis will be on the developmental basis of the structures seen in gross anatomy, as well as the clinical significance of developmental abnormalities.

#### **HIST 5111 - Histology I** **1.5 credit hours**

This course is taught by the Department of Anatomy. Histology studies the microscopic structure of tissues and organs of the body. This course teaches tissue recognition and function. It lays the foundation for the study of Pathology.

#### **IMMU 5131 - Immunology I** **1 credit hour**

This course is taught by the Department of Microbiology and Immunology. The course teaches the humoral and cell-mediated immune systems of man and their role in autoimmunity, transplantation, host-parasite relationships, and disease. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The objectives of this course are to provide an understanding of the numerous immunologic issues that will come forth in conditions taught in Medical Microbiology and Infectious Diseases.

#### **MICR 5151 - Medical Microbiology** **2.5 credit hours**

This course is taught by the Department of Microbiology and Immunology. It teaches the structure, metabolism and genetics of viruses, bacteria, fungi, and parasites in relation to their identification, and pathogenicity. This course focuses on associating microbial agents with diseases that they cause in man. The laboratories cover basic microbiological procedures and techniques and supplement the material being covered in lectures. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small-group setting. Students perform online case exercises. The objective of this course is to develop in students a basic understanding of virology, bacteriology, mycology, parasitology, and entomology that will be required to be successful in the subsequent Infectious Diseases course.

#### **OSTE 5171 - Osteopathic Theory & Methods I** **3.5 credit hours**

The teaching of Osteopathic Theory and Methods and development of specific palpatory skills for diagnoses and treatment extends throughout the four-year curriculum. The four tenets of the osteopathic concept and philosophy are fundamental to each aspect of the course work: 1) the human body functions as a unified being; 2) the physical structure and tissues are interrelated with function; 3) the human body has a

natural tendency for healing with self-regulatory and restorative functions; and 4) the osteopathic approach to healing and disease integrates the first three tenets. The didactic instruction and supervised hands-on laboratory training experienced in the first year prepare for effective integration of the osteopathic approach into clinical practice. Excellent faculty-student ratios promote mastery of palpatory diagnosis and osteopathic manipulative techniques. These techniques include high velocity, low amplitude (thrust), muscle energy, counterstrain, indirect, myofascial release, and cranial osteopathy, as well as approaches to visceral dysfunction and myofascial pain syndromes. One-on-one assessment of skills enhances confidence that techniques learned are accurate and effective. The interplay of the musculoskeletal system in health and disease is demonstrated throughout the course, and special emphasis is placed on recognition and treatment of factors that perpetuate and predispose to dysfunction and disease. Practical treatment designs are formulated to promote healing within each patient by maximizing circulatory and immune functions while enhancing the role of the autonomic nervous system.

### **PHAR 5191 - Medical Pharmacology I** **1.5 credit hour**

This course, taught by faculty in the Department of Pharmacology, presents students with the principle pharmacological information they will need to pass the board examinations and practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications and potential drug-drug interactions. Course content is delivered in several formats, including traditional lectures, iBooks, and application exercises. iBooks replace traditional handouts by not only including lecture materials but also additional content and quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of pharmacology of the drugs.

### **PHYS 5201 - Medical Physiology I** **1 credit hour**

Physiology is taught by the Department of Physiology and includes the study of the normal function of each of the organ systems in the human body. Emphasis is placed on basic principles and mechanisms that have application throughout all areas of medical practice. Physiology content includes cellular, autonomic, cardiovascular, respiratory, renal, acid-base, gastrointestinal, and endocrine physiology. Problem-based workshops emphasize concepts and clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures.

### **ULTR 5231 - Clinical Ultrasound I** **0.5 credit hours**

This course provides training in bedside ultrasound skills at the point of care to medical students through hands-on practical experience, empowering students to develop and achieve their personal and career goals. Ultrasound training has the potential not only to enhance the learning of anatomy and medicine for students, but also to improve the quality of patient care.

First year: Spring Semester

### **ANAT 5122 - Human Gross Anatomy/Radiology II**

#### **4 credit hours**

This course is a continuation of ANAT 5121. Prerequisites: ANAT 5121.

### **BIOC 5102 - Human Biochemistry II** **1 credit hour**

This course is a continuation of BIOC 5101. Prerequisites: BIOC 5101.

### **CLIN 5261 - Clinical Experiences II** **1.75 credit hours**

This two-week active learning experience is spent with a physician in a clinic/facility which provides primary healthcare services in the areas of general practice/family medicine, general internal medicine, pediatrics, obstetrics/gynecology and/or emergency care. The student will assist the physician and his or her staff, observe how the physician interacts with patients and staff, and contribute to provision of care on site and in the community service setting.

### **CODO 5252 - The Complete DOctor II** **2 credit hours**

This course is a continuation of CODO 5251. Prerequisites: CODO 5251.

### **HIST 5112 - Histology II** **1 credit hour**

This course is a continuation of HIST 5111. Prerequisites: HIST 5111.

### **IDIS 5141 - Infectious Diseases I** **.25 credit hours**

This course is taught by the Department of Microbiology and Immunology and uses an organ-systems-based approach to provide in-depth coverage of the etiology, epidemiology, signs and symptoms, pathology, lab tests, differential diagnosis, treatment, and prevention of infectious diseases. In addition to lectures, students perform online case exercises and they participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The objective of this course is to develop in students an understanding of infectious diseases needed for subsequent clinical courses and rotations.

### **OSTE 5172 - Osteopathic Theory & Methods II** **2.5 credit hours**

This course is a continuation of OSTE 5171. Prerequisites: OSTE 5171.

### **PATH 5181 - Pathology I** **2 credit hour**

This is the first in a series of courses taught by faculty in the Department of Internal Medicine. Pathology begins in the first year and extends through the second year to align with conditions discussed in other courses. The course emphasizes disease as a manifestation of altered function in relation to structural and homeostatic changes. The basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms are presented. Systemic pathology includes review of diseases and disease mechanisms in all organ systems. Correlation of pathological conditions with commonly used laboratory tests is discussed.

**PEDS 5261 - Pediatrics I****.25 credit hours**

The course covers growth, development, and healthcare from birth through adolescence. Examination, diagnosis, and treatment, as well as etiology and symptomatology of disease, are emphasized. Acute and chronic conditions are taught. Both ambulatory and critical care topics are included. Curricular content in pediatrics extends through clinical rotations in the third and fourth years.

**PFAS 5001 - Performance Assessment I****0 credits**

This summative skills-based assessment occurs at the end of the first academic year. The performance assessment is intended to prepare students for clinical experiences and to be successful on COMLEX Level 2-PE.

**PHAR 5192 - Medical Pharmacology II****2 credit hours**

This course is a continuation of PHAR 5191. Prerequisites: PHAR 5191.

**PHYS 5202 - Medical Physiology II****3.5 credit hours**

This course is a continuation of PHYS 5201. Prerequisites: PHYS 5201.

**PRMS 5291 - Principles of Medicine and Surgery I****7 credit hours**

Principles of Medicine and Surgery I will cover the areas of gastroenterology, cardiology / vascular and renal diseases as well as the surgical approach to trauma. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

**ULTR 5232 - Clinical Ultrasound II****.75 credit hours**

This course is a continuation of ULTR 5231. Prerequisites: ULTR 5231.

**Second year: Fall Semester****BIOC 6103 - Human Biochemistry III****2 credit hours**

This course is a continuation of BIOC 5102. Prerequisites: BIOC 5102.

**CODO 6253 - The Complete DOctor III****2 credit hours**

This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

**HIST 6113 - Histology III****1.5 credit hours**

This course is a continuation of HIST 5112. Prerequisites: HIST 5112.

**IDIS 6142 - Infectious Diseases II****.25 credit hours****IMMU 6132 - Immunology II****1 credit hour**

This course is a continuation of IMMU 5131. Prerequisites: IMMU 5131.

**OSTE 6173 - Osteopathic Theory & Methods III****3.5 credit hours**

This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

**PATH 6182 - Pathology II****3 credit hours****PEDS 6262 - Pediatrics II****.25 credit hours****PHAR 6193 - Medical Pharmacology III****2 credit hours**

This course is a continuation of PHAR 5192. Prerequisites: PHAR 5192.

**PHYS 6203 - Medical Physiology III****2 credit hours**

This course is a continuation of PHYS 5202. Prerequisites: PHYS 5202.

**PRMS 6292 - Principles of Medicine and Surgery II****6.5 credit hours**

Principles of Medicine and Surgery II is a continuation of PRMS 5291 and will cover the areas of pulmonology, endocrinology, rheumatology, and hematology/oncology as well as ENT and breast surgery. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

**ULTR 6233 - Clinical Ultrasound III****.25 credit hours**

This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

**WOHE 6261 - Women's Health****2 credit hours**

This course, taught by faculty in the Department of Surgery, presents care of the female patient during and after her reproductive life. Management of the pregnant female from preconception to delivery, including genetic screening, is presented. Medical, surgical, and pharmacologic treatment approaches to disorders of the urogenital tract, as well as other healthcare issues that affect women, are also covered.

**Second year: Spring Semester****CMLX 6500 - COMLEX Level I Preparation****4 credit hours**

This course completed over first and second year has the

primary goal of assisting student preparation for successful completion of COMLEX Level 1.

### **CODO 6254 - The Complete DOctor IV**

**3 credit hours**

This course is a continuation of CODO 6253. Prerequisites: CODO 6253.

### **DERM 6271 - Dermatology**

**1.5 credit hours**

This course is taught by the dermatology faculty and examines the etiology, symptomatology, diagnosis, and treatment of diseases of the skin. The course also covers diagnosis of systemic diseases that present as skin disorder.

### **IDIS 6143 - Infectious Diseases III**

**2.5 credit hours**

### **NEUR 6281 - Neuroscience**

**9 credit hours**

This course is taught by faculty members from the Departments of Anatomy, Physiology, Pathology, Neurobehavioral Science, and Pharmacology. The first part of the course is an introduction to cellular physiology and neuroanatomy of the human central nervous system function in health and disease. Specific topics include neuroanatomy and neuronal function, the motor unit, and the anatomy of the neural axis. The second part emphasizes higher order central nervous system function and introduces neurological and neuropharmacological approaches to the diagnosis and treatment of diseases of the human nervous system. Specific topics include general and special senses, motor systems, sensorimotor integration and movement, disorders of voluntary movement, cerebrovascular supply and neurological deficits, higher cortical function, and the neurology of trauma and disease.

### **OSTE 6174 - Osteopathic Theory & Methods IV**

**2.5 credit hours**

This course is a continuation of OSTE 6173. Prerequisites: OSTE 6173.

### **PEDS 6263 - Pediatrics III**

**1 credit hours**

### **PFAS 6001 - Performance Assessment II**

**0 credits**

This course is a continuation of PFAS 5001. Prerequisites: PFAS 5001 and successful completion of year two curriculum.

### **ULTR 6234 - Clinical Ultrasound IV**

**.25 credit hours**

This course is a continuation of ULTR 6233. Prerequisites: ULTR 6233.

## **Preclinical Electives**

### **ELEC 5000 - 6999 - Preclinical Electives**

**0.5 to 3 credit hours**

Preclinical Elective Courses are approved by the KCOM Curriculum Committee and the KCOM Dean. As a general rule, no medical student may begin an elective course prior to the

11th week of the first semester. Specific information for elective courses (e.g., start-end dates, eligibility for enrollment, pre-requisite courses, course costs, syllabus, etc.) should be obtained by contacting the course director. Information on the Preclinical Elective courses available can be found in the ATSU-KCOM Student Manual.

## **Other Courses**

- **Directed Studies – varies – credit varies:** Directed studies may be required as assigned by the Dean, the Associate Dean of Curriculum, Associate Dean of Academic Affairs, or ATSU-KCOM Student Promotion Board.

## **Third Year**

### **TYPA 7512 - Performance Assessment III**

**1 credit hour**

### **CMLX 7500 - COMLEX Level 2CE and 2PE**

#### **Preparation**

**4 credit hours**

The goal of this course is to facilitate student preparation and successful completion of COMLEX Level 2CE and Level 2PE.

### **FNCH 7400 - Foundations of Community Health**

**1 credit hour**

The Foundations of Community Health course is designed to prepare physicians who are well-prepared to practice in and lead transforming health systems and hold a rich awareness of patient-centered care planning, demonstrable primary care workforce competencies, and leadership capacity to educate future health care team members in conversion to the medical home model of care.

### **HSCA 7510 - Health Systems &**

#### **Communications**

**4 credit hours**

### **OPPC 7171 - Advanced Osteopathic Principles**

#### **and Practice**

**2 credit hours**

Osteopathic Principles and Practice (OPP) is a three semester online course that runs during the third and fourth years of osteopathic medical school. OPP is a concept of health care that embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology). The osteopathic philosophy emphasizes the following principles: (1) The human being is a dynamic unit of function; (2) The body possesses self-regulatory mechanisms that are self-healing in nature; (3) Structure and function are interrelated at all levels; and (4) Rational treatment is based on these principles. The OPP course focuses on the integration of OPP, including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The OPP curriculum will help osteopathic medical students master the OPP competencies as outlined by the American Association of the Colleges of Osteopathic Medicine. The OPP Course includes modules of systems-based or special population-based conditions that respond well to adjunctive osteopathic manipulative medicine (OMM), OMM Practice Logs, manual medicine literature assignments, and multiple choice assessments.

## **OPPC 7172 - Advanced Osteopathic Principles and Practice**

### **3 credit hours**

This course is a continuation of OPPC 7171 and includes OPP COMAT. Prerequisites: OPPC 7171.

#### **Clinical Rotations-Foundations1:**

- FNDN7500- Family Medicine – 8 credit hours
- FNDN7503 - Internal Medicine – 8 credit hours
- FNDN7507 - OB/GYN – 4 credit hours
- FNDN7502 - Pediatrics – 4 credit hours
- FNDN7505 - Psychiatry – 4 credit hours
- FNDN7506 - Surgery – 4 credit hours

## **RSRV 7800 - 7899 - Reserved Required Courses**

### **1 to 4 credit hours**

Courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute required courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

## **Clinical Rotations and Courses - Third Year**

Students are required to take 32 credit hours of Foundations 1 rotations and 15 credit hours of other courses for their third year.

## **Fourth Year**

## **OPPC 8173 - Advanced Osteopathic Principles and Practice**

### **2 credit hours**

This course is a continuation of OPPC 7172. Prerequisites: OPPC 7172.

## **WRCS 8443 - Scholarly Report 2**

### **1 credit hour**

#### **Clinical Rotations - Foundations 2:**

- FNDN8500-8504 - Family Medicine – 4 credit hours
  - FNDN8505-8514 - Critical Care/ICU – 4 credit hours
  - FNDN8515-8520 – Emergency Medicine – 4 credit hours
- #### **Clinical Rotations - Electives**
- ELEC7000, 8000, 8400-8700 - Electives – 44 credit hours

## **RSRV 8800 - 8899 - Reserved Required Courses**

### **1 to 4 credit hours**

Courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute required courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

## **RELE 8000 - 8899 - Reserved Elective Courses**

### **0.5 to 2 credit hours**

Elective courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute elective courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

## **Clinical Electives**



## **ELEC 8431 - Clinical Pharmacology**

### **1 or 2 credit hours**

This 80-hour course for fourth-year medical students will address advanced topics in pharmacology and will build upon the student's knowledge to facilitate their continuing development toward physicians who will prescribe drugs. The overall objectives of this course are to increase the student's knowledge of the core principles of clinical pharmacology, improve the student's ability to evaluate and effectively utilize drug information resources, and help develop the student's competence to rationally prescribe drugs for a variety of individual patients.

## **ELEC 7000 - Directed Studies**

### **1, 2, 3, or 4 credit hours**

Directed studies may be approved for students preparing for a board examination or for other academic purposes. This elective course may be approved for up to four weeks for COMLEX Level 1 preparation.

## **ELEC 8000 - Directed Studies**

### **1, 2, 3, or 4 credit hours**

Directed studies may be approved for students preparing for a board examination or for other academic purposes. This course may be approved for up to four weeks for COMLEX Level 2CE and/or Level 2PE preparation.

## **ELEC 8535 - International**

### **2 or 4 credit hours**

International rotation approved for elective credit. For more information, contact the KCOM Clinical Affairs office or check the ATSU-KCOM Student Manual.

## **ELEC 8417 - Research II**

### **2 or 4 credit hours**

This course (80- or 160-hour options) will provide fourth-year medical students an opportunity to participate in either a clinical, basic science, or educational research project under the supervision and guidance of an experienced research mentor. Students can expect to be involved in the planning and execution of studies, data analysis, and writing, as appropriate for the stage of the research. No prior research experience is necessary.

## **ELEC 8700 - GME Preparation**

### **1 or 2 credit hours**

The GME Prep Elective must be approved by the DSME and used for board preparation and testing, GME interviews, approved scholarly activity, or additional rotation.

## **RELE 8840 - Interdisciplinary Clinical Experience**

### **1 credit hour**

In this course, students participate in a clinically-based experience for the purpose of learning about a health discipline different from osteopathic medicine. Students must be supervised by a licensed healthcare professional. The purpose of this course is for the osteopathic medical student to gain an appreciation for one or more health disciplines and reflect upon



the benefits of and opportunities for collaboration across disciplines.

### **Clinical Rotations and Courses - Fourth Year**

Students are required to take 56 credit hours of required rotations and three credit hours of other courses during their fourth year. In addition to the Clinical Elective courses listed above, a list of Foundations 2 and other Clinical Electives are available in the ATSU-KCOM Student Manual.

# Biomedical Sciences, MS

## Master of Science in Biomedical Sciences

The Biomedical Sciences program provides an opportunity for individuals aspiring to health science careers to become better prepared for professional studies in medicine, education, and/or research. KCOM offers research opportunities in anatomy, biochemistry, immunology, microbiology, pharmacology, and physiology.

### Program Mission Statement

To provide individuals aspiring for a health science career an opportunity to become prepared for professional studies in the areas of medicine and research.

### Length of Program

The MS in Biomedical Sciences graduates must earn a minimum of 31.5 credit hours to graduate. This total consists of 17.5 core credits, a minimum of 9 thesis research credit hours, and a minimum of 5 elective credit hours.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. For more information on Student Account Collection, please reference ATSU Policy #50-112 within the Financial Policies section of this catalog.

Class/Year	Tuition	Student Technology Fee
Class start 2022-23	\$9,734	\$1,150
Class start 2021-22	\$3,242	
Extended students, year 3	\$100	

### Admissions

#### Application process

Applicants will need to create an account at <https://apply.atsu.edu/> for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please call Admissions at 866.626.2878, ext. 2237.

Application materials must be received no later than March 1 of the academic year to which admission is sought. Applicants are encouraged to apply far in advance of the March 1 deadline.

Additional information regarding the program application deadline date, tuition and expenses, and related financial assistance can be found at [www.atsu.edu](http://www.atsu.edu), or email inquiries may be sent to [admissions@atsu.edu](mailto:admissions@atsu.edu).

### Admission Requirements

Applicants for admission to the first-year Biomedical Sciences program must meet the following requirements prior to matriculation.

1. Applicants must have earned a baccalaureate degree from an institution accredited by a US Department of Education institutional accreditor prior to matriculation.
2. Applicants must have achieved a minimum 2.65 cumulative GPA overall and a 2.65 minimum science GPA on a 4.0 scale.
3. Applicants must have completed the following courses prior to matriculation:
  - Biology – one year with laboratory or 8 semester hours/12 quarter hours
  - Physics – one year with laboratory or 8 semester hours/12 quarter hours
  - General Chemistry – one year with laboratory or 8 semester hours/12 quarter hours
  - Organic Chemistry – one year with laboratory or 8 semester hours/12 quarter hours
  - English – 6 semester hours/9 quarter hours
  - College Algebra or higher – 3 semester hours/5 quarter hours
4. Applicants are required to submit scores from the MCAT, the Graduate Record Exam (GRE), or the Dental Admission Test (DAT). The College requires that all test scores must be taken within three years from the date of application.
5. Applicants must submit two (2) letters of recommendation from college science faculty members, unrelated to the applicant.
6. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcript confirming an undergraduate or graduate degree, if required for the academic program, must be submitted by the date of matriculation.
  - Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by a foreign evaluation service.
  - Individuals who have a reason acceptable to the University for submitting transcripts after the due date (i.e., late accepts or delays by sending institutions) must submit their official transcripts to Enrollment Services by the first day of the second week of classes. Official recording of all required transcripts will occur by the end of the first academic term.
7. ATSU-KCOM and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. 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. A matriculant with a positive criminal background screen will be reviewed.
8. Matriculants will meet the minimum technology specifications.

### Transfer Student Admission

Please visit the Transfer Credit section for information on transferring into the Biomedical Sciences program.

### Transfer Credit

Please refer to the ATSU Transfer Credit Policy of the University Catalog.

## Advanced Standing Admissions

The request must be submitted at least four weeks prior to the start of class.

Potential advanced standing for specific courses will be determined by the Associate Dean for Curriculum in consultation with the Graduate Program Committee. Once eligible courses have been determined, the accepted student will be given comprehensive exams, designed and administered by the appropriate department chair. The accepted student must score an 80 percent or higher to receive advanced standing. All testing and decisions for advanced standing must occur before the first day of classes.

## International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the Biomedical Sciences program at this time.

## Selection of Applicants

Applicants who are considered potential candidates will be invited to visit ATSU-KCOM to participate in an applicant interview process. Eligibility for an interview will be determined by the Graduate Program Committee and will be based on academic preparation, interest in biomedical research, career goals, life and work experiences, and letters of evaluation. Qualified applicants will be interviewed on-campus by members of the Graduate Program Committee as part of the final selection process. The Graduate Program Committee will contact applicants who have completed their applications to schedule interviews. All applicants selected for admission are interviewed prior to acceptance. The Graduate Program Committee reserves the right to accept, reject, or defer an application.

Students sent a letter of acceptance are granted a specified time period to notify ATSU-KCOM of their intention to enroll.

Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement
  2. Non-refundable deposits
  3. Copies of official transcripts from every institution attended
  4. Immunization record
  5. Criminal background check through the University approved vendor
  6. Proof of health insurance form
- Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

## Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

## Minimal Technical Standards

### Introduction

Biomedical Sciences (BMS) Program at A.T. Still University (ATSU-KCOM) is committed to equal access for all qualified applicants and students. Minimal Technical Standards for

Admission and Matriculation (the "Standards") state expectations of BMS students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Admission and Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a BMS student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources.

## Categories, Standards and Examples

A Masters in Biomedical Sciences graduate must have the knowledge and skills to function in a broad variety of laboratory situations and a wide spectrum of research, education, and leadership. To carry out the activities described below, students must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess, at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual, conceptual, integrative and quantitative; and, behavioral and social. These abilities and skills comprise the categories of ATSU-KCOM Minimal Technical Standards for Admission and Matriculation and are defined below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

1. **Observation:** Students must have sufficient vision to see demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and integration.
2. **Communication:** Students should be able to hear, see and speak to colleagues in order to elicit and acquire information. Students must also be able to communicate effectively in oral and written form with staff and faculty members and all members of the health team.
3. **Motor:** Motor demands include reasonable endurance, strength and precision. Students should have sufficient motor function to safely and accurately execute movements reasonably required for research, education, and laboratory work. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. **Sensory:** Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory and classroom experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. **Strength and mobility:** Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory and classroom experiences.
6. **Intellectual, conceptual, perceptual, integrative and quantitative:** These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving and reasoning, critical skill, demanded of researchers and educators, requires all of these intellectual abilities.

7. Behavioral and social: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities attendant to research, education, and leadership, and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically demanding workloads and to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in research, education, and leadership. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Students shall be prepared to endure the physical and emotional demands of careers in research education and leadership. Students must possess organizational skills to be an effective researcher.

## Additional information

Examples of associated standards are listed in some detail on the ATSU Learning & Disability Resources page. Categories, standards, and examples mentioned at the link serve for purposes of demonstration and are not intended as a complete list of resources.

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774.

## Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

## Graduate Program Committee

The responsibility of the Graduate Program Committee is to assess the academic and professional progress of all graduate students and ensure that adequate progress is being made toward the degree master of science in biomedical sciences. Reviewed material will include the academic record, subjective evaluations by course directors and faculty, written notes, progress toward completion of their research project and written thesis, as well as other material necessary to fully evaluate the student's progress.

The Graduate Program Committee is comprised of the Chair and includes 4 voting faculty members. The Chair is a voting member and the decisions of the Committee will be made by majority vote.

Non-voting consultants to the Graduate Program Committee will be the Registrar, representative(s) of the residential Admissions team, and a second year BMS student approved by the Graduate Program Committee. The Registrar serves as a non-voting

consultant to the Graduate Program Committee. In the event that a course director is also a voting member of the committee, he or she will retain voting privileges.

To evaluate student progress, the Graduate Program Committee will be convened by the Chair at the end of each academic term on an as needed basis, or at the end of the first, second, and third academic years to review student progress. The Graduate Program Committee can also be convened by the Chair at any time to consider professionalism issues or lack of academic progress by any student.

At such time, the Graduate Program Committee may require or recommend the following:

- Academic warning (GPA below 2.7) or academic probation (GPA below 2.5) pending review at the end of the next academic term.
- Referral to Learning Resources and/or Counseling Services.
- Limitation of co-curricular activities.
- Dismissal from ATSU-KCOM.

Students will be notified in writing of the outcome by the Chair.

## Graduate Program Committee Decision Appeals

- The student must present all information relevant to academic performance to the Graduate Program Committee. In the case of information of a highly sensitive nature, the student may present such information to the Chair of the Graduate Program Committee prior to the convening of the Graduate Program Committee.
- The student may appeal the Graduate Program Committee decision in writing to the Dean within seven calendar days of notification by the chair of the Graduate Program Committee only if new or significant information is revealed after the Graduate Program Committee decision was made or if the student believes that the Graduate Program Committee process was not followed as presented in the University Catalog.
- The Dean may meet with the Graduate Program Committee to discuss the appeal and determine if the Graduate Program Committee process was followed.
- The Dean has the authority to overturn or uphold the Graduate Program Committee decision.
- The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals policy: Promotion and/or Dismissal Decisions.

## Academic Probation

Any Biomedical Sciences student who has failed any course is considered to be on academic probation and will be informed in writing by the Chair of the Graduate Program Committee. Students may also be placed on probation due to professionalism issues. The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced difficulty. Students on probation may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the College without explicit permission from the Chair of the Graduate Program Committee. These measures are employed to assist the student in concentrating on improvement in his or her academic progress.

Once the deficiencies have been remediated by the student, the probation shall be removed by written notification from the Chair of the Graduate Program Committee. The successful remediation of an academic course will be identified by a notation (R-C) on the student's transcript.

## Graduation Requirements

Students in the Biomedical Sciences program at ATSU-KCOM must meet the following requirements for graduation. Each student must have:

- Successfully completed his or her approved study program.
- Successfully completed a research project, a presentation of an approved written thesis, and a presentation and passing of the oral defense of the thesis.

## Academic Standards, Guidelines, and Requirements

### Attendance

Required attendance activities are denoted on the student calendar. Other activities are attendance encouraged. Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, ATSU-KCOM offers 3 personal days annually for students. All absences and personal days require prior approval by the Associate Dean for Academic Affairs. Appropriate request forms are available via the KCOM Student Manual.

### Personal Days

Students are allowed up to 3 personal days per academic year where scheduled required activities may be made up (if the exercise is reproducible). Personal day requests must be submitted to the office of the Associate Dean for Academic Affairs via the KCOM absence request form. Each student is responsible for their own academic progress.

Examples of personal day use include:

- Religious observations
- Wellness exams
- Elective medical procedures
- ATSU/KCOM club representation at regional/national meetings
- Weddings

Personal days cannot be divided into portions. Any portion of a day requested will count as an entire day off.

Personal day use for high-stakes exams (e.g., section exams, practicals, finals) will be limited and require advance approval by the office of Academic Affairs. Each student is responsible for their own academic progress.

Examples of absences not counted as personal days:

- Medical excused absences (with proper documentation – please use the medical excused absence form)
- Absences to attend funerals (please use the non-medical excused absence form).
- Absences for required activities as a result of school sanctioned leadership positions (e.g. SGA president, KOAA board representative, etc.)
- Absences for reasons beyond the control of students (e.g., weather, flight cancellations) will be considered. If approved, a personal day will not be used.

## Curriculum

The Biomedical Sciences program is designed to develop fundamental concepts and skills in research along with a focus on a specialized area of biomedical study. The program is appropriate for students who wish to obtain a masters level biomedical education in a medical school environment, or who wish to strengthen their credentials for medical school, dental school, or other professional degree program.

The curriculum for the Biomedical Sciences program includes a minimum of 31.5 credit hours along with specialized study in a particular area of biomedical research and health science. Each student's study program is determined with the approval of the student's research advisor and advisory committee.

### Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

\* Indicates possible choice to meet the elective course requirements

### First Year: Fall Semester

#### **BMSCI 510 - Human Biochemistry I** **3 credit hours**

This course describes the molecular basis of cell function and the biochemical basis of structure and functions of the body. Special attention is given to disease states caused by biochemical abnormalities as well as genetic abnormalities. The broad objective of the course is to contribute to the formation of a solid foundation of knowledge for future comprehension of clinical diagnosis and therapy. Laboratories are intended to reinforce basic concepts and to demonstrate the biochemical basis of key metabolic diseases. Clinical case presentations and small problem-based learning groups are used for instruction as well.

#### **BMSCI 520 - Immunology** **1 credit hour**

This course is concerned with the principles of humoral and cell-mediated immune systems of man and their role in autoimmunity, transplantation phenomena, host-parasite relationships, and disease. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The broad objective of this course is to provide an understanding of the numerous immunologic issues that will come forth in conditions taught in medical microbiology. Prerequisite: Human Biochemistry I

#### **BMSCI 522 - Medical Microbiology** **2.5 credit hours**

This course is concerned with the structure, metabolism, and genetics of viruses, bacteria, fungi, and parasites in relation to their identification, pathogenicity, and antibiotic sensitivity. The laboratories cover basic microbiological procedures and techniques and supplement the material being covered in the lectures. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small-group setting. Students perform online case exercises. The broad objective of this course is to teach the



basic understanding of virology, bacteriology, mycology, and parasitology.

### **BMSCI 524 - Physiology I**

**1 credit hour**

This course includes fundamental principles associated with mechanisms that have broad application throughout all areas of medical practice. Physiology I covers topics cell excitability, signal transduction, muscle physiology, body fluid compartments, and autonomic physiology.

### **BMSCI 540 - Techniques in Biomedical Science** **2 credit hours**

This course involves experiences in a minimum of two research laboratories at KCOM in order to acclimate to the environment and to have more information in determining a research project and research adviser. This course is graded as pass/fail.

### **BMSCI 541 - Introduction to Research Design**

**1.5 credit hours**

This course involves identifying and developing biomedical science research projects. Topics include defining research questions and hypotheses, establishing significance of the research, selecting outcome measures, and choosing appropriate experimental designs.

### **BMSCI 542 - Data Analysis & Biostatistics**

**2.5 credit hours**

This is a course in experimental design, methodology, and statistical analysis.

### **BMSCI 546 - Ethics in Biomedical Research**

**1.5 credit hours**

This course involves presentation and discussion of ethical issues to be considered in biomedical research.

### **BMSCI 548 - Critical Reading for Biomedical Science**

**1.5 credit hour**

This course involves group discussion of assigned multidisciplinary scientific research publications. The student will learn to evaluate and critique primary research publications. This course is graded as pass/fail.

### **BMSCI 550 - Topics in Biomedical Science**

**2 credit hours**

This focused course is designed to provide the narrow area of content that will be most useful as the student develops the research project. The course is directed by the student's research adviser and is set up on an individualized basis. Course work may involve directed reading, discussion, assignments, and attendance at appropriate specific lectures in the medical curriculum that are considered especially useful to the individual's research project. The student will write a literature review that will provide the basis of the general introduction of their thesis.

### **BMSCI 555 - Diversity in Biomedical Sciences**

**0 credit hours**

First Year: Spring Semester

### **BMSCI 512 - Human Biochemistry II**

**1 credit hour**

This course is a continuation of BMSCI 510. Prerequisite: Human Biochemistry I

### **BMSCI 516 - Histology I**

**1.5 credit hours**

This course focuses on cell biology, basic tissues, and genetics in the study of the microscopic structure and normal development of tissues and organs of the body. This course is aimed at the recognition of that which is normal in order that modifications produced by pathological conditions or congenital malformations can be recognized. This course can be taken by a graduate student in their second year or as independent study earlier in their program of study with permission of the chair of anatomy. It cannot be taken during Semester 1.

### **BMSCI 518 - Histology II**

**1 credit hour**

This course can be taken by a graduate student with approval of the chair of anatomy.

### **BMSCI 526 - Physiology II**

**3.5 credit hours**

This is a continuation of BMSCI 524. Physiology II includes gastrointestinal, cardiovascular, renal, and acid-base physiology. Conferences and problem-based workshops in each quarter provide clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures. Prerequisite: Physiology I

### **BMSCI 544 - Grant Writing**

**1 credit hour**

This course focuses on the technical aspects of organizing and writing a grant proposal, leading to the start of the student's own research proposal. It also includes instruction in basic medical informatics.

### **BMSCI 545 - Oral Presentation**

**0.5 credit hour**

This course focuses on the preparation and presentation of a research seminar. In addition to class instruction and discussion, students regularly attend and discuss basic science seminars. The course culminates in the student's presentation of their research proposal during a basic science seminar.

### **BMSCI 701-705 - Biomedical Science Thesis Research**

**9 credit hours minimum to 15 credit hours maximum, with 1-5 credit hours allowed per semester**

This course provides credit for the intensive time and intellectual endeavor involved in data acquisition and writing the thesis on the student's research project. The research area must be supported by the individual's Advisory Committee and approved by the Graduate Program Committee during the first quarter that this course is taken by the individual. The candidate must be registered for this course at the time of the thesis defense. Letter grades are assigned for each quarter of enrollment.

Second Year: Fall Semester

### **BMSCI 513 - Human Biochemistry III**

#### **2 credit hours**

This course is a continuation of BMSCI 512. Prerequisite: Human Biochemistry II

### **BMSCI 519 - Histology III**

#### **1.5 credit hours**

This course can be taken by a graduate student with approval of the chair of anatomy.

### **BMSCI 531 - Physiology III**

#### **2 credit hours**

This is a continuation of BMSCI 526. Physiology III covers respiratory and endocrine physiology. Conferences and problem-based workshops in each quarter provide clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures. Prerequisite: Physiology II

### **BMSCI 701-705 - Biomedical Science Thesis Research**

#### **9 credit hours minimum to 15 credit hours maximum, with 1-5 credit hours allowed per semester**

This course provides credit for the intensive time and intellectual endeavor involved in data acquisition and writing the thesis on the student's research project. The research area must be supported by the individual's Advisory Committee and approved by the Graduate Program Committee during the first quarter that this course is taken by the individual. The candidate must be registered for this course at the time of the thesis defense. Letter grades are assigned for each quarter of enrollment.

## Second Year: Spring Semester

### **BMSCI 561 - Thesis Seminar**

#### **required but no academic credit awarded**

This course encompasses the student's presentation of the public and private portions of the defense of the student's thesis. This course is graded as pass/fail. Fulfillment of all other planned course work needed for completion of the Biomedical Sciences program, except Thesis Research.

### **BMSCI 701-705 - Biomedical Science Thesis Research**

#### **9 credit hours minimum to 15 credit hours maximum, with 1-5 credit hours allowed per semester**

This course provides credit for the intensive time and intellectual endeavor involved in data acquisition and writing the thesis on the student's research project. The research area must be supported by the individual's Advisory Committee and approved by the Graduate Program Committee during the first quarter that this course is taken by the individual. The candidate must be registered for this course at the time of the thesis defense. Letter grades are assigned for each quarter of enrollment.

## Other Courses

### **BMSCI 530 - Issues in Biomedical Sciences**

#### **1-3 credit hours**

This course is individually designed to provide focused education useful to the student's research project as needed.

For example, it might consist of a relevant part of larger, multi-faceted course.

### **BMSCI 532 - Graduate Pharmacology**

#### **1 credit hour**

This course will provide the student with a basic overall understanding of the discipline of pharmacology at a level that will allow the student to apply pharmacological principles to their independent research project. The course will also provide an overall perspective of pharmacology emphasizing the basic principles of pharmacology. Specific categories of drugs will be presented and discussed based on the basic mechanism of action of the drug group. Specific drug classes to be discussed include those with an action on the autonomic and central nervous systems and the cardiovascular system. Prerequisites: Human Biochemistry I, and Physiology I, II, and III

### **BMSCI 624 - Clinical Research**

#### **1-3 credit hours as arranged and approved**

This course involves mentored participation in a clinical research project.



MOSDOH

**ATSU** | Missouri School of  
Dentistry & Oral Health

# Missouri School of Dentistry & Oral Health

Dear Dental Students,

I am honored to welcome and congratulate you for choosing Missouri School of Dentistry and Oral Health (ATSU-MOSDOH) for your professional education. Your experience at ATSU-MOSDOH will be premier in scope. Not only will you receive an outstanding education but through your involvement in community service you will emerge as excellent leaders with a strong desire to serve in your respective communities.

This is an exciting but challenging time in your lives as you embark on a four-year pursuit that will culminate with you earning the highly respected dental degree. You have made an excellent career choice! Your dental degree and certificate in public health will distinguish you from your peers and will serve as a reminder of ATSU-MOSDOH's commitment to graduate community leaders that will serve those in need.

Along your journey, you will be supported by experienced staff, faculty, and administrators who will take interest in your professional development and experiences. We know that as ATSU-MOSDOH graduates, you will help to advance the dental profession through your contributions in dental practice, research and service.

We are proud to have you join the ATSU-MOSDOH family. Best wishes to you as you pursue your professional goals.

Sincerely,  
Dwight E. McLeod, DDS, MS  
Professor of Periodontics  
Dean, Missouri School of Dentistry & Oral Health

## About ATSU-MOSDOH

The Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) offers an educational model that relies on an exceptional cadre of motivated, experienced learning guides (mentors) for students in both the preclinical and clinical phases of the degree program. In addition to the issues of oral health and the skills of dentistry, students learn from and are encouraged to become caring, community-minded healthcare providers. Graduates will be leaders in their community and managers of public, not-for-profit and private sector oral health organizations. The dental program features:

- Innovative Curriculum – Integrating science, human systems and clinical care.
- Simulation Technology – Accelerating skill development for clinical excellence.
- State-of-the-art Facilities – Utilizing new facilities and digital resources for the faculty and students of tomorrow.
- Needs Focused – Educating competent, compassionate dentists for underserved communities.
- Service Education – Coordinating student partnerships with communities of need.
- Leadership Training – Educating dentists to be community health leaders.

ATSU-MOSDOH students spend the first and second year studying basic and clinical sciences. Students complete dental simulation exercises at the Kirksville campus simulation clinic and receive introduction to clinical dentistry in the classroom as well as early clinical experiences in community settings. Third and fourth-year students are proctored by licensed dentists at the St. Louis Dental Center. Fourth-year external rotations may include experiences at a community health center, and/or Indian Health Service clinics. The program culminates with a DMD degree as well as a certificate in Public Health with Dental Emphasis. Students have the option of earning a Master's Degree in Public Health.

## ATSU-MOSDOH Mission Statement

The Missouri School of Dentistry & Oral Health is an innovative and socially responsible institution that is committed to the advancement of educational excellence, scholarship, community service, diversity, inclusion, leadership and technology. Graduates will serve communities in need while engaging in lifelong learning.

## Program Accreditation

Effective August 3, 2017, the Doctor of Dental Medicine (DMD) degree program has been granted full accreditation without any reporting recommendations by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

## Student Complaints

Students may file complaints about the four-year predoctoral dental program with the Senior Associate Dean, Academic Affairs. The Office of Academic Affairs will work with students to verify complaints and seek resolutions. Students may also file an anonymous complaint by using the Student Complaint link on the MOSDOH Student Portal. All student complaints will be

logged and made available on-site to the CODA visit committee at the next regularly scheduled CODA site visit in April 2025.

## Student Filing of Complaints to CODA

Students enrolled in the DMD program may file a complaint regarding the School's adherence to the Predoctoral Education Standards by contacting the Commission on Dental Accreditation at: Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

## Predoctoral Program Competencies

Domain	Competency
A Professionalism	Practice dentistry guided by professional values, ethical principles, self-assessment and as required by legal principles and regulatory concepts to address the oral health needs of individual patients and the community. (CODA 2-10, 2-11, 2-17, 2-21)
B Scientific Practice	Apply critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. (CODA 2-10, 2-11, 2-18, 2-22)
C Human Sciences	Apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient. (CODA 2-12, 2-13, 2-14)
D Behavioral Sciences	Apply behavioral principles to function successfully in a multicultural work environment, to manage and educate a diverse patient population, and to promote, improve and maintain the health of dental patients. (CODA 2-16, 2-17, 2-23, 2-24 e,d)
E Treatment Planning	Formulate a provisional, differential and definitive diagnosis and a comprehensive, sequenced treatment plan, alternative plans and limited care plans for dental patients; make referrals to other providers; describe prognosis; obtain informed consent, evaluate outcomes of treatment, and recommend recall. (CODA 2-10, 2-24 a, c, o, 2-25)
F Patient Care	Assess and manage the oral health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). (CODA 2-22, 2-23, 2-24 b, c, d, e, f, g, h, i, j, k, l, m, n, o; 2-25, 2-26)
G Practice Management	Apply principles and philosophies of patient management, models of health care delivery and leadership of an oral health care team. (CODA 2-18, 2-19, 2-20)
H Public Health	Work collaboratively to assess, address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. (CODA 2-18, 2-26)

Function effectively, respectfully and ethically in an interprofessional team to plan and deliver patient-/population-centered care. (CODA 2-19, 2-20, 2-24 c)

## Contact ATSU-MOSDOH

Kirksville Location  
A.T. Still University – Missouri School of Dentistry & Oral Health  
800 West Jefferson  
Kirksville, MO 63501  
[www.atsu.edu/mosdoh](http://www.atsu.edu/mosdoh)

St. Louis Location  
A.T. Still University - St. Louis Dental Education & Oral Health Center  
1500 Park Avenue  
St. Louis, MO 63104  
[www.atsu.edu/mosdoh](http://www.atsu.edu/mosdoh)

Dwight E. McLeod, DDS, MS  
Professor of Periodontics and Dean  
[dmcleod@atsu.edu](mailto:dmcleod@atsu.edu)  
314.833.2790

Grishondra Branch-Mays, DDS, MS  
Professor and Senior Associate Dean, Academic Affairs  
[shonbranchmays@atsu.edu](mailto:shonbranchmays@atsu.edu)  
660.626.2842

Poonam Jain, BDS, MS, MPH  
Professor and Vice Dean, Clinical Education and Advanced Dental Education  
[poonamjain@atsu.edu](mailto:poonamjain@atsu.edu)  
314.833.2717

## School Policies

### Grading

ATSU-MOSDOH programs adhere to the University grading scale. Grading details for each course are outlined in the course syllabi.



# Dental Medicine, DMD

## Doctor of Dental Medicine (MOSDOH)

### Length of Program

The ATSU-MOSDOH Doctor of Dental Medicine program is comprised of 250 credit hours.

### Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee
Class of 2026, year 1	\$83,140	\$1,150	\$10,346
Class of 2025, year 2	\$83,140	\$1,150	\$9,636
Class of 2024, year 3	\$83,140	\$1,150	\$5,282
Class of 2023, year 4	\$83,140	\$1,150	\$5,846

### Admissions

ATSU-MOSDOH is dedicated to recruiting and selecting students interested in enhancing their knowledge and professional practice skills, and academic status by obtaining a doctoral degree. Selection is based on several criteria, cumulative and science grade point average, recommendations, community service benefiting underserved populations, volunteerism, shadowing in dentistry, dental admissions test (DAT) scores, and personal interviews.

### Application Process

ATSU-MOSDOH participates in the Associated American Dental Schools Application Service (AADSAS). Applications may be completed at <http://aadsas.adea.org>. Questions regarding completing the applications should be directed to customer services representatives at 800.353.2237 or via email at [csraadsas@adea.org](mailto:csraadsas@adea.org). The application deadline is December 1.

### Admission Requirements

Applicants for admission to the first-year DMD class must meet the following requirements prior to matriculation:

1. Applicants must have a minimum cumulative and science grade point average of 2.50 on a four-point scale. The overall and science GPA, the school(s) attended, and the rigor of the academic course load are all assessed on an individual basis.
2. A formal minimum of three years college or university coursework from a school accredited by a US Department of Education institutional accreditor in the United States only (90 semester hours or 135 quarter hours); a baccalaureate degree from an accredited institution is preferred.

3. All prerequisite coursework must have been completed prior to matriculation and from an institution accredited by a US Department of Education institutional accreditor.
  - General Biology – One year of lecture and lab, minimum of 8 semester hours/12 quarter hours.
  - General Chemistry – One year of lecture and lab, minimum of 8 semester hours/12 quarter hours.
  - Organic Chemistry – One year of lecture and lab, minimum of 8 semester hours/12 quarter hours.
  - Human Physiology - Three semester hours/4 quarter hours.
  - Biochemistry – Three semester hours/4 quarter hours – upper division.
  - Physics (algebra-based) – One year of lecture and lab, minimum of 8 semester hours/12 quarter hours.
  - Human Anatomy - Three semester hours/4 quarter hours.
  - English Composition/Technical Writing – Minimum of 3 semester hours/4 quarter hours.
4. All pre-requisite course work must have been completed from a US institution accredited by a US Department of Education institutional accreditor.
5. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcript confirming the required amount of coursework is completed or a undergraduate degree must be submitted by the date of matriculation. Individuals who have a reason acceptable to the University for submitting transcripts after the due date must submit a letter from their professor stating satisfactory completion of the course with a passing grade to ATSU-MOSDOH admissions and their official transcripts to Enrollment Services by the first day of the second week of classes.
6. All applicants are required to take and submit the US Dental Admissions Test (DAT) scores via the AADSAS site on or before December 1 or the application year. No scores older than three years will be accepted.
7. Applicants must provide a minimum of two letters of recommendation. They must be from a science faculty or appropriate non-science faculty.
8. Applicants must be U.S. citizens or permanent U.S. residents.
9. All residential students are required to have an iPad and a laptop computer, which meets ATSU-MOSDOH's specifications. Specifications are determined each year based on technological advances and may be found at: <http://its.atsu.edu/knowledgebase/mosdoh-technology-requirements/>. Students will be notified and must secure all equipment prior to matriculation and maintain throughout the program.

### Transfer Student Admission

ATSU-MOSDOH may consider transfer students on a case-by-case basis. Please contact Admissions for more information at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

### Transfer Credit

For students who matriculate as first year dental students, ATSU-MOSDOH does not accept previous course credit. Transfer credit may be considered for transfer students on a case-by-case basis.

### Advanced Standing Admission



ATSU-MOSDOH may consider advanced standing on a case-by-case basis. Please contact Admissions for more information at [admissions@atsu.edu](mailto:admissions@atsu.edu) or 866.626.2878 ext. 2237.

Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by a foreign evaluation service identified by ATSU-MOSDOH Admissions.

## International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the DMD program at this time.

## Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of ATSU-MOSDOH and its program. Completed applications in compliance with the minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, community service to underserved populations, extracurricular activities, work and life experiences, interest in dentistry and oral health, and recommendations.

Personal interviews may be offered to those applicants who rank among the highest in evaluation of all admission requirements. The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Processing Center of their intention to enroll. A non-refundable acceptance fee must accompany the letter of intent. Complete official transcripts from each postsecondary school and a degree granting transcript must be on file with Enrollment Services prior to matriculation.

Students sent a letter of acceptance are granted a specified time period to notify ATSU-MOSDOH of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement
2. Non-refundable deposits
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor
6. Proof of health insurance form

After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

## Minimal Technical Standards for Admission and Matriculation

### Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

A.T. Still University's Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) is committed to admitting and matriculating qualified students in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. ATSU-MOSDOH endeavors to select candidates who have the ability to become highly competent dentists who are well prepared to enter dental practice and/or enter graduate and residency training programs.

## Categories of Technical Standards

Candidates must possess the skills and ability that will allow them to successfully complete the course of study and receive the full benefit of the education. With this in mind, students must be able to meet the following technical standards with or without reasonable accommodations. ATSU-MOSDOH's technical standards are required to successfully complete the school's competencies needed for graduation.

### Motor Skills:

- General: A candidate must possess gross motor strength, balance and a sufficient level of manual dexterity to execute the fine movements required to provide general care and treatment to patients.
- Specific: It is required that a candidate possess the motor skills to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory test and diagnostic procedures. A candidate must be able to perform basic life support (including CPR), transfer and position disabled patients, physically restrain adults who lack motor control, and position and reposition self around patient and chair in a sitting or standing position. The candidate must be able to operate dental equipment controls utilizing fine hand movements, operate high or low speed handpieces, requiring controlled dental movements of less than 0.5 millimeter, and utilize hand instrumentation. These actions require the ability to use both hands and the coordination of both gross and fine muscular movements and functional uses of the senses of both touch and vision.

### Sensory/Observation:

- General: A candidate must be able to acquire and process a defined level of required information as presented through demonstrations, lectures, and experiences in the biomedical and dental sciences.
- Specific: This includes, but is not limited to, information conveyed through lab demonstrations and through microscopic images of microorganisms and human or animal tissues in normal and pathologic states. A candidate must be able to acquire information from written documents and to visualize information presented in

images from paper, films, slides, video or computer. A candidate must be able to interpret x-ray and other graphic images, with or without the use of assistive devices. A candidate must have functional use of visual, auditory, and somatic sensation.

- General: A candidate must be able to observe a patient accurately, at a distance and close at hand, and observe non-verbal communications when performing general dental treatment or administering medications.
- Specific: A candidate must be able to perform visual and tactile dental examinations and treatment including visual acuity, ability to discern slight differences and variations in color, shape and general appearance between normal and abnormal, soft and hard tissues. Use of tactile senses may be either direct, by palpation or indirect, through instrumentation. A candidate must also possess the visual acuity, with or without correction to read charts, records, small print and handwritten notation and distinguish small variations in colors intra- and extra-orally.

Communication:

- General: A candidate must be able to communicate clearly, effectively and be sensitive with patients, parents and/or guardians; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and answer questions and give directions during treatment and post-treatment. For effective treatment, the candidate must be able to communicate effectively and efficiently with patients, parents, guardians, interpreters and all members of the dental and medical health care team and must be culturally appropriate. Communication includes oral and written modes.
- Specific: A candidate must be able to speak and write, and have sufficient fluency with English to retrieve information from texts, lectures, computerized databases, and to communicate concepts on written exams, in patient charts and on prescriptions. Patients, faculty, students, and staff must be able to easily understand the candidate's oral and written communication in order to effectively evaluate performance and to work collaboratively in the care of patients.

Cognitive:

- General: A candidate must be able to measure, calculate, memorize, reason, analyze, integrate, and synthesize information.
- Specific: A candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, clinical and decision-making skills are critical skills demanded of dentists and require all of these intellectual abilities. A candidate must be able to perform these critical thinking and problem-solving skills in a timely fashion.

Behavioral:

- General: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, maintenance of confidentiality, the exercise of good judgment, the prompt completion of all responsibilities in the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with other students, faculty, staff and patients.
- Specific: A candidate must recognize that the dental school curriculum is physically, mentally, and emotionally challenging and must be able to adapt to changing course and patient schedules. Students must be able to tolerate physically and emotionally demanding workloads of school and in the clinic, function effectively under stress, adapt to changing environments, display flexibility and learn to

function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Further, a candidate must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, culturally accepted, congenial, personal manner. A candidate must reasonably be expected to accept criticism and respond by appropriate modification of behavior. Rev. 9/14

## Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Learning and Disability Resources, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), or by phone at 660.626.2774.

## Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments, or email [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu).

## Grading

### Assessment and Grading Protocol

Faculty are encouraged to use assessments that are based on multiple methods such as examinations, quizzes, papers, projects, presentations, critically appraised topics, objective structured clinical examinations (OSCE), case studies, preclinical experiences, clinical experiences, community-based experiences, and/or a final examination. In addition, integrated block examinations will be used to assess students. Faculty members are encouraged to strive and implement both formative and summative evaluation methods. The following are standardized grading criteria:

- A single examination should not constitute more than 50% of the grading assessment.
- If a student fails a critical assessment, they fail the course. Pending approval by the Academic Progress Committee, students may be given the opportunity to remediate the course.
- Except for examinations and quizzes, each assessment method must have a grading criteria matrix (e.g., a grading rubric) established at the time the students are notified of the assignment.
- Scores from each of the assessments shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).
- Course grades shall be recorded as raw scores with corresponding letter scores.
- ATSU-MOSDOH DMD students earn a letter grade or pass/fail grade, which will count towards the overall course grade. Each course is linked to the nine ATSU-MOSDOH competencies that must be attained prior to graduation.

## Grading Criteria: Letter Grades

ATSU-MOSDOH adheres to the University grading scale. Students earning less than 70% must remediate course content if approved by the Academic Progress Committee (APC) and will receive an "F" for the course. When students successfully complete the remediation process with a 70% or higher score, the grade of "F" will be changed to a "RC".

If the student does not successfully complete remediation of a course, the grade of "F" will remain on the transcript and the student must retake and successfully pass the course at their own expense prior to the next semester of that current academic year if approved by the Academic Progress Committee (APC). The fee is determined by the Finance Office and is based upon a per credit equation. The student must contact the Finance Office directly to determine the fee(s) for the retake. The "F" will be changed to an F\* upon successful completion of the retake. The F\* as well as the retake grade will remain on the transcript.

\*Students who have questions regarding an assigned grade of "W" should arrange a meeting with the Senior Associate Dean, Academic Affairs.

## Grading Criteria: Pass/Fail Courses

ATSU-MOSDOH adheres to the University grading scale. Faculty have the option to determine the percentage score to be considered for passing prior to the start of the course (at least 70%). Students earning less than the stated minimum percentage point value will be required to remediate course content and will receive an "F" for the course if approved by the Academic Progress Committee (APC). When students successfully complete the remediation process with at least the minimum percentage point value, the grade of "F" will be changed to a "RP".

If the student does not successfully complete remediation, the grade of "F" will remain on the transcript and the student must retake and successfully pass the course at their own expense prior to the next semester of that current academic year if approved by the APC. The fee is determined by the Finance Office and is based upon a per credit equation. The student must contact the Finance Office directly to determine the fee(s) for the retake. The "F" will be changed to an F\* upon successful completion of the retake. The F\* as well as the retake grade will remain on the transcript.

If a student needs to remediate a course he/she is required to do so during dates designated for remediation/retake. If a student fails a course at the end of a semester, they are required to remediate/retake the course at the beginning of the next semester on the dates designated for remediation/retake.

## Incomplete Grades

ATSU-MOSDOH adheres to the University Incomplete Grade Policy.

Students whose work at the end of a course is incomplete due to illness or other extenuating circumstances may be given, at the course director's discretion, a grade of Incomplete (I). It is the responsibility of the student to contact the course director to receive a grade of "I". A student must be passing the course to be eligible for an incomplete. When an instructor issues an incomplete grade, the student will have a maximum of 4 weeks post-course to complete all course requirements. If additional time is necessary, the Extended Incomplete Agreement Form (pdf) must be completed and submitted to Enrollment Services. Courses that are not assigned a grade within 4 weeks, and do

not have an Extended Incomplete Form on file, will be assigned an 'F' for the course.

The Course Director will complete the ATSU-MOSDOH "Agreement Form" outlining requirements for course completion and completion date. After the course director and student have signed the agreement, the agreement shall be filed with the ATSU-MOSDOH Office of Academic Affairs. When the student has successfully completed the coursework, the Course Director will file a Grade Change Form with the Vice Dean, Academic Affairs who will forward it to Enrollment Services.

## Remediation Process

### *Non-Clinical Courses*

All students earning below 70% (unless requesting a grade of incomplete due to unforeseen or extenuating circumstances) will be required to participate in course remediation with the grade of "F" granted as well as receiving Academic Warning when approved by the APC. To successfully complete the remediation process and remove the "F" grade, students must receive an equivalent of a 70% or higher on remediation assessment(s) and will earn a grade of RC or RP, as appropriate. Students, who do not successfully complete the remediation process, will have the "F" remain on their transcripts, and the APC will review the student's progress to determine if the student will be placed on Academic Probation, repeat the year or be dismissed from the ATSU-MOSDOH DMD program. Students may not be allowed to remediate a course or multiple courses totaling 12 credit hours or greater per academic year even when the course(s) associated with the 12 hours have been previously remediated. The student may be subjected to dismissal from the DMD Program.

A student failing multiple courses in a semester or academic year may be required to repeat the academic year and/or be dismissed from the DMD program subject to review by the APC.

### *Clinical Courses*

Students who fail a clinical course will need to remediate the failure or will repeat part or all of an academic year or may be recommended for dismissal from the DMD program subject to review by the APC.

### *Elective Courses*

Students who fail an elective course will need to remediate or repeat the course as stipulated in the course syllabus. If an elective is only offered in one semester, the student will repeat the elective the next time it is offered.

### *National Board Examination Retakes*

Students are required to take the Integrated National Board Dental Examination (INBDE) at a time designated by the Senior Associate Dean, Academic Affairs. Students who fail the INBDE will be required to submit a study plan and their graduation may be delayed. The Academic Progress Committee will review and approve the final plan.

## Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and



procedures described under the DMD program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, Academic Appeals policy.

## Appeal of Academic Progress Committee Decisions

ATSU-MOSDOH follows the University Academic Appeals policy. The details of this process may be found within the ATSU Policies section, Academic Appeals.

Once the student is informed in writing of the APC's decision, the student may appeal the APC's decision to the Dean only if:

- new and significant information has been discovered or,
- the student believes that the APC process was not followed as presented.

A written appeal detailing the new and significant information or detailing the APC process that was not followed to the Dean must occur within five calendar days (excluding holidays and/or University closure dates) of the APC's decision and must contain a signature of the student (emails are acceptable). The Dean will review the appeal and issue a decision within seven calendar days (excluding holidays and/or University closure dates) of receipt of the student's appeal. The Dean may meet with the Chair of the APC to discuss the appeal and determine if the APC process was followed. The Dean has the authority to overturn or uphold the APC decision. The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: Promotion and/or Dismissal Decisions

## Academic Standing

The APC is responsible for monitoring students' academic progress. The intent is for the APC to be proactive as well as reactive in responding to concerns regarding student academic progress and professional and behavioral conduct. The Committee's charge is to offer resources and assistance to students as well as imposing academic discipline which may include academic warning, academic probation, repetition of the year, other appropriate actions and dismissal from the program. In addition, the APC functions as the program's student promotion board. The APC is responsible for promoting students from one academic year to the next as well as certifying students for graduation. Academic standing in the ATSU-MOSDOH is designated as Satisfactory Progress, Academic Warning, or Academic Probation.

### Academic Standing Policy

The Academic Standing Policy provides guidelines for conducting reviews of students' progress and identifying students experiencing difficulty in navigating and/or successfully completing the ATSU-MOSDOH DMD program. The APC will review the performance of individual student progress monthly and as needed.

Procedure for determining Academic Standing: Students may be designated as Satisfactory Progress, Academic Warning or Academic Probation.

To view the complete policy, see the Academic Standing Policy (#001).

## Class Rank

Enrollment Services will notify students when the ranking is available for viewing on the Anthology Student Portal.

## Student Academic Promotion

The following is a list of academic criteria necessary for student progression and promotion from one year to the next of the four-year dental school program, culminating in graduation from the program.

### First-Year Promotion

Prior to being promoted from the first year to the second year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass ("RC", "RP", or 70% and above) the D1 courses, integrated block examinations, and maintain a cumulative GPA of at least 2.0.

### Second-Year Promotion

Prior to being promoted from the second year to the third year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass ("RC", "RP" or 70% and above) the D2 courses, integrated block examinations, maintain a cumulative GPA of at least 2.0, as well as 2.0 in the preclinical courses, preclinical and clinical faculty assessment of defined skills to assure safety of the patient, faculty, staff and peers, and pass all parts of the D2 exit exam.

### Third-Year Promotion

Prior to being promoted from the third year to the fourth year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass ("RC", "RP" or 70% and above) the D3 courses, all D3 competencies, clinical simulation exercises and clinical faculty assessment of defined skills to assure safety of the patient, faculty, staff and peers, and maintain a cumulative GPA of at least 2.0. Students must successfully complete all necessary prerequisite courses, assessments, and D3 competencies prior to being approved for commencing external clinical rotations. The Class must challenge INBDE within the time period determined by the Senior Associate Dean, Academic Affairs.

## Certificate in Public Health - Dental Emphasis

All students will be required to obtain the Certificate in Public Health with Dental Emphasis through the College of Graduate Health Studies (ATSU-CGHS) at A. T. Still University unless a Master's in Public Health or Dental Public Health has been previously awarded. These classes are offered online beginning in the fall of the D2 year. The additional courses are included in the ATSU-MOSDOH tuition fee. There will not be any tuition reimbursements if you have already been awarded a MPH degree. The ATSU-MOSDOH Office of Academic Affairs reserve the rights to withdraw students who are not progressing satisfactorily from the certificate in public health program until they demonstrate satisfactory progress.

Any student requesting deferral of the Certificate in Public Health with Dental Emphasis Program must follow the ATSU-MOSDOH Policy "Protocol for Requesting Deferral of Master's of Public Health Certificate in Public Health with Dental Emphasis." To view the complete policy, see the Protocol for Requesting Deferral of Master's in Public Health Certificate in Public Health with Dental Emphasis Policy (#016).



Program Caveat: ATSU-MOSDOH reserves the right to require students with a Master's in Public Health or Dental Public Health to complete courses in the Certificate in Public Health with Dental Emphasis Program to fulfill the predoctoral DMD curriculum requirements.

## DMD and MPH Dual Degree Program

ATSU and ATSU-MOSDOH are proud of the highly successful dual degree program available to dental school students. ATSU-MOSDOH and ATSU-CGHS have joined together to offer dental students the unique opportunity to earn their DMD and MPH degrees during their four years in dental school. The MPH with Dental Emphasis degree program is comprised of a total of fifteen courses. The opportunity to continue with the MPH with Dental Emphasis degree program begins when a student has completed at least 80% of the Public Health Certificate.

## Graduation Requirements

To earn a DMD degree from ATSU-MOSDOH, all students must:

1. Successfully complete all prescribed didactic, preclinical, and clinical courses ("RC", "RP", or 70% and above) with a minimum GPA of 2.0;
2. Pass ATSU-MOSDOH semester Integrated Block Examinations;
3. Challenge the Integrated National Board Dental Examination;
4. Demonstrate attainment of all ATSU-MOSDOH program competencies;
5. Successfully complete at least 2 Integrated Community Service Partnership rotations;
6. Have completed or earned a Master's Degree in Public Health, a Master's Degree in Dental Public Health, or have earned the Certificate in Public Health with Dental Emphasis;
7. Close all patient encounters and appropriately transfer all patients;
8. Complete and file all necessary ATSU-MOSDOH graduation forms; and
9. Attend the commencement ceremony and commencement activities.

## Degree Completion

It is imperative that the four-year academic program be completed within a timeframe that fosters the successful attainment of skills that lead to minimum competency for initial entry into the clinical practice of dentistry. Students are expected to complete their degree within four years in accordance with the program's standard plan of study as indicated in this catalog. We acknowledge that circumstances may arise that require an extension of the academic program time. This policy is designed to articulate a specific timeframe in which all students must complete the four-year Doctor of Dental Medicine curriculum program, irrespective of leave of absences for medical, mental health, or parental, repeating years for academic or behavioral infractions, including accrued excused absences.

It is the expectation that a student will complete the ATSU-MOSDOH four-year curriculum in no more than six years. In addition, the first two years of the DMD curriculum must be completed within no more than three years and last two years of the curriculum must be completed in no more than three years for a total of six years. The Academic Progress Committee must approve the extension of a student's time from four years to six

years with final approval from the Dean. If a student fails to meet this timeline it will result in dismissal from the ATSU-MOSDOH Doctor of Dental Medicine program.

## Academic Standards, Guidelines, and Requirements

### ATSU-MOSDOH Chain of Communication

To ensure open communication among faculty, staff and students, please adhere to the following chain of communication regarding course work, grades, letters of recommendation, dispute resolutions, etc.

Address the concern with the:

1. Faculty Member
2. Course Director
3. Director, Student Success
4. Senior Associate Dean, Academic Affairs or Vice Dean, Clinical Education and Advanced Dental Education
5. Dean

### Attendance

It is imperative for students to follow the guidelines and expectations for attendance and excused absences. As a professional school, ATSU-MOSDOH requires mandatory attendance and active participation in components of the curriculum, which includes but is not limited to, lectures associated with activities that immediately follow (flipped classrooms, group discussion, PBL/CBLs, presentations etc.), assessments, activities, SimClinic, laboratories, seminars, clinics, rotations and other course/clinic activities etc. to obtain a passing grade. Students are expected to be in class, SimClinic, laboratories, clinic etc. on time and stay for the duration of the time. Attending lectures that do not have activities that immediately follow are not mandatory, but still strongly encouraged.

Only students with excused absences will be allowed to make up an assessment activity.

An excused absence is a request for a period of administratively approved absence from any required learning activities or clinic participation, without penalty. Excused absences may not be possible for required learning/laboratories or clinical activities that cannot be made up or for which the student's attendance is required for group work. Students seeking an excused absence should review the policy and processes below before seeking approval. See the Excused Absence Request Policy (#005).

Please refer to the Absence Policies section of the ATSU University Catalog for details regarding the Extended Absence (6-15 consecutive days) and the Student Leave Policy (15+ consecutive days).

### Immunizations

ATSU-MOSDOH requires all students to provide proof of their immunizations in order to matriculate. This is necessary for the students' protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection. Failure to maintain year-to-date immunizations may prevent a student from entering the clinical phase of his/her education. All testing is at the expense of the student. Students should be aware that

prior planning is needed to maintain compliance in the immunization program.

1. Tuberculosis Skin Test (TST): Students must have a two-step tuberculosis skin test within the year prior to matriculation or an IGRA Blood Test (T-Spot or Quantiferon Gold) may substitute for TSTs. If the test is positive, the student must have a chest X-ray within the year. (Students documenting with chest X-ray must do so every 2 years). Students must update one-step TB Skin Testing annually. If there is a known history of BCG vaccination, an IGRA blood test is preferred.
2. Diphtheria/Tetanus/Pertussis (Tdap): Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis and booster dose within ten (10) years prior to the beginning of the academic year and must ensure it is up to date while at ATSU-MOSDOH.
3. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive a booster dose or provide a positive titer.
4. Measles, Mumps, and Rubella (MMR): Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended. (We require 2 MMR and a titer showing positive result)
5. Hepatitis B (HepB): Students are required to complete a series of three Hepatitis B vaccinations prior to matriculation and provide a positive titer.
6. Varicella (Chicken Pox): Students must receive two vaccinations four weeks apart, and a positive titer.
7. Meningitis Vaccine: Students are required to have one (1) dose of Quadrivalent (Menactra or Menevo) vaccine.
8. Influenza Vaccine: Students are required to complete annually.
9. COVID-19 Vaccine: Students are required to have the vaccine and the booster prior to matriculation. For more information, please reference The COVID-19 Vaccine Policy for Students found within ATSU Policies section of this catalog.

All required titer screenings must have a positive (or immune) result to be accepted by ATSU-MOSDOH. Any results that come back as non-reactive, negative, or equivocal will not be accepted. These results will require the student to begin the re-vaccination process and a new titer will be needed to be completed. Immunizations must be verified before matriculation by submitting copies of immunization records from a licensed Physician (DO or MD), Physician Assistant (PA), and/or Nurse Practitioner (NP), or State Health Department, and/or pharmacy.

### ***Immunization Exemptions***

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the dean an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

## **Drug and Alcohol Abuse Prevention Program**

Please refer to the ATSU Student Drug and Alcohol Abuse and Prevention Policy and the ATSU-MOSDOH Drug and Alcohol Abuse Policy (#017). Students who are found in violation of the policy are subject to but not limited to loss of clinical privileges and/or dismissal from the ATSU-MOSDOH DMD program.

## **CPR Certification**

ATSU-MOSDOH requires all residential students maintain Cardiopulmonary Resuscitation (CPR) Healthcare Provider certification. Certification will be provided during orientation in Kirksville and again prior to transitioning to D3 year. All students must complete any scheduled ATSU sponsored certification, even if you are currently CPR certified, so all students will be on the same renewal schedule. Student records will be audited annually to confirm continuous coverage.

## **HIPAA Training**

All ATSU-MOSDOH students must complete Health Information Portability & Accountability Act (HIPAA) training yearly. Training is offered online by ATSU and Affinia Healthcare.

## **Student Dress Code**

The image presented through interactions with your patients will be a major influence in the acceptance of treatment by the patient. A professional practitioner's appearance is often equated by the patient with the practitioner's level of skill. Therefore, students are expected to dress in a manner befitting the profession of dentistry and thus are expected to maintain high standards of personal hygiene and professional appearance when in class, lab and clinic. Professional, business casual or scrubs (class specific colors) are required during business hours. The Student Dress Code Policy (#019) can be viewed on the ATSU-MOSDOH Student Portal.

## **Curriculum**

The ATSU-MOSDOH Curriculum Committee coordinates, integrates and evaluates all courses across the four-year curriculum. The Curriculum Committee is responsible for directing all aspects of the curriculum including modification of course and content, establishing courses and goals and/or objectives, establishing course sequencing, coordinating student assessment in each course, establishing mechanisms to assure student attainment of competency (DMD), and maintaining a quality improvement and monitoring system for the curriculum.

## **Courses: Descriptions and Credit Values**

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### **First Year: Fall Semester (D1)**

#### **MDOH 5301 - Interprofessional Education and Interprofessional Collaborative Practice 0.75 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care.

### **MDOH 5302 - Scientific Practice**

#### **2.75 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry.

### **MDOH 5303 - Biomedical Sciences and Dental Sciences**

#### **26.25 credit hours**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences.

### **MDOH 5304 - Professionalism, Ethical Practice, and Behavioral Sciences**

#### **1.75 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community.

### **MDOH 5305 - Oral Health Care Delivery**

#### **1 credit hour**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance.

### **MDOH 5306 - Person Centered-Care**

#### **3 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs).

### **MDOH 5307 - Skills Acquisition**

#### **3.5 credit hours**

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills.

## **First Year: Spring Semester (D1)**

### **MDOH 5401 - Interprofessional Education and Interprofessional Collaborative Practice**

#### **0.75 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5402 - Scientific Practice**

#### **7.5 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the fall semester courses. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5403 - Biomedical Sciences and Dental Sciences**

#### **11 credit hours**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5404 - Professionalism, Ethical Practice and Behavioral Science**

#### **1.5 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5405 - Oral Health Care Delivery**

#### **0.75 credit hours**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5406 - Person Centered-Care**

#### **4.75 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children,

adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the fall semester courses. MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

### **MDOH 5407 - Skills Acquisition** 7 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the fall semester courses.

## **Second Year: Fall Semester (D2)**

### **MDOH 6301 - Interprofessional Education and Interprofessional Collaborative Practice** 0.75 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5301, 5401

### **MDOH 6302 - Scientific Practice** 8.75 credit hours

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5302, 5402

### **MDOH 6303 - Biomedical Sciences and Dental Sciences** 11.75 credit hours

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring semester courses.

### **MDOH 6304 - Professionalism, Ethical Practice and Behavioral Sciences** 1.75 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5304, 5403

### **MDOH 6305 - Oral Health Care Delivery** 1 credit hour

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5305, 5405

### **MDOH 6306 - Person-centered care** 2.5 credit hours

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5306, 5406

### **MDOH 6307 - Skills Acquisition** 11.75 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5307, 5407

## **Second Year: Spring Semester (D2)**

### **MDOH 6401 - Interprofessional Education and Interprofessional Collaborative Practice** 0.75 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301

### **MDOH 6402 - Scientific Practice** 11 credit hours

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302

### **MDOH 6403 - Biomedical Sciences and Dental Sciences** 5.25 credit hours

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms



that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5303, 5403, 6303

### **MDOH 6404 - Professionalism, Ethical Practice and Behavioral Sciences**

#### **1.75 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304

### **MDOH 6405 - Oral Health Care Delivery**

#### **1 credit hour**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305

### **MDOH 6406 - Person Centered-Care**

#### **3.25 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5306, 5406, 6306

### **MDOH 6407 - Skills Acquisition**

#### **5 credit hours**

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307

## **Third Year: Fall Semester (D3)**

### **MDOH 7301 - Interprofessional Education and Interprofessional Collaborative Practice**

#### **0.5 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own

role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401

### **MDOH 7302 - Scientific Practice**

#### **9 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302

### **MDOH 7303 - Biomedical Sciences and Dental Sciences**

#### **0.25 credit hours**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5303, 5403, 6303, 6403

### **MDOH 7304 - Professionalism, Ethical Practice and Behavioral Science**

#### **0.5 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404

### **MDOH 7305 - Oral Health Care Delivery**

#### **0.5 credit hours**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405

### **MDOH 7306 - Person Centered-Care**

#### **20 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5306, 5406, 6306, 6406



### **MDOH 7307 - Skills Acquisition**

**1 credit hour**

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH5307, 5407, 6307, 6407

## **Third Year: Spring Semester (D3)**

### **MDOH 7401 - Interprofessional Education and Interprofessional Collaborative Practice**

**0.5 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301

### **MDOH 7402 - Scientific Practice**

**6.75 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5302, 5402, 6302, 6402, 7302

### **MDOH 7403 - Biomedical Sciences and Dental Sciences**

**1 credit hour**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5303, 5403, 6304, 6403, 7304

### **MDOH 7404 - Professionalism, Ethical Practice, and Behavioral Sciences**

**0.75 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304

### **MDOH 7405 - Oral Health Care Delivery**

**0.5 credit hours**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405, 7405

### **MDOH 7406 - Person Centered-Care**

**20 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses.

Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306

### **MDOH 7407 - Skills Acquisition**

**0.5 credit hours**

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307

## **Fourth Year: Fall Semester (D4)**

### **MDOH 8301 - Interprofessional Education and Interprofessional Collaborative Practice**

**0.5 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301, 7401

### **MDOH 8302 - Scientific Practice**

**3 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302, 6402, 7302, 7402

### **MDOH 8303 - Biomedical Sciences and Dental Sciences**

#### **0.25 credit hours**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses.

### **MDOH 8304 - Professionalism, Ethical Practice, and Behavioral Sciences**

#### **0.5 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304, 7404

### **MDOH 8305 - Oral Health Care Delivery**

#### **0.5 credit hours**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses.

### **MDOH 8306 - Person Centered-Care**

#### **20 credit hours**

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306, 7406

### **MDOH 8307 - Skills Acquisition**

#### **0.25 credit hours**

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307, 7407

**Fourth Year: Spring Semester (D4)**

### **MDOH 8401 - Interprofessional Education and Interprofessional Collaborative Practice**

#### **0.25 credit hours**

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/ population-centered care. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301, 7401, and 8301

### **MDOH 8402 - Scientific Practice**

#### **3 credit hours**

This course is designed to cultivate critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5302, 5402, 6302, 6402, 7302, 7402, 8302

### **MDOH 8403 - Biomedical Sciences and Dental Sciences**

#### **0.25 credit hours**

This course is designed to allow students to apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the prevention, diagnosis and management of disease in the dental patient, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5303, 5403, 6303, 6402, 7303, 7403, 8303

### **MDOH 8404 - Professionalism, Ethical Practice, and Behavioral Sciences**

#### **0.5 credit hours**

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self-assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304, 7404, 8304

### **MDOH 8405 - Oral Health Care Delivery**

#### **0.5 credit hours**

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405, 7305, 7405, 8305

### **MDOH 8406 - Person Centered-Care**

## 20 credit hours

This course is designed to provide students with the skills required to assess the health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306, 7406, 8306

## MDOH 8407 - Skills Acquisition

### 0.25 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307, 7407, 8307

## Other Courses



## Electives

Electives may be made available. They must be approved by the Curriculum Committee.

## EDOH 6020 - Osteopathic Manipulative Medicine for Dental Conditions

### 1.3 credit hours

The student will develop and demonstrate osteopathic manipulative techniques for dental conditions.

## EDOH 6212 - Dental Spanish I

### 1 credit hour

This communication-based course is designed to help dental professionals progress in their ability to communicate with patients in Spanish. Students will practice everyday situations that dental students, pre-professionals, and professionals may encounter in dental settings. The course reviews Spanish grammar, introduces essential medical and dental vocabulary, and presents cross-cultural information, all within the context of communicating with Hispanic patients.

## EDOH 6500 - Research Elective

### 1 credit hour

An elective course in which the student will receive credit for completion of a research project related to dentistry or oral public health. Each student will carry out and complete a research project, under the direction of a faculty advisor. Students may collaborate on projects. Enrolled students will meet periodically with faculty and each other to discuss research backgrounds, strategies, difficulties, and ways to meet the challenges of conducting research. Prerequisites: D1 Fall and Spring Courses

## EDOH 6550 - Primary Care Evaluation and Diagnostics for the Dentist

### 1.33 credit hours

This course is designed to provide basic preventative primary

care education to dental students in order to improve the management and detection of chronic disease, as well as expanding their physical exam skills and diagnostic capabilities. This will be accomplished through 10 weekly modules to be completed online and 4 labs to be held after 5PM. The course will culminate with a standardized patient encounter which will allow students to apply what they have learned.

## EDOH 6900 - Interprofessional Cross-Campus Collaborative Case

### 1.0 credit hour

This 15-hour course provides students an experiential learning activity focused on assessment of the needs of a patient and their family within the frame of interprofessional teamwork, patient safety, and quality improvement. Students work as a multi-disciplinary team to analyze a complex patient case, design a plan of care, and participate as part of the team in presenting the care plan to a team of faculty evaluators.

## EDOH 6925 - Radiology Interpretation Elective

### 0.63 credit hours

The student will further develop and demonstrate skills in the interpretation of radiographs at a preclinical level. Students will be able to identify normal anatomical conditions, deviations of normal, pathologies of the dental hard and soft tissues, and common radiographic technique errors. Students will develop differential diagnoses, present, discuss and defend findings in class and in small groups online as well as demonstrate interpersonal skills as both a group leader and a group member. Students will practice communicating the translation of radiographic findings into lay terms. Finally, students will discuss the benefits and challenges of participating in learning networks.

## EDOH 7000 - Academic Dental Careers II

### 1 credit hour

This is an experiential course in which the student explores various aspects of academic dentistry including but not limited to university structure and function, structure and function of the dental school, teaching and learning, biomedical/educational research, and service.

## EDOH 7020 - Ethics & Professionalism Elective

### 1 credit hour

The student will further develop and demonstrate advanced skills in ethics and/or professionalism.

## EDOH 7050 - Public Health & Community Dentistry Elective

### 1 credit hour

The student will further develop and demonstrate skills in public health and/or community dentistry.

## EDOH 7101 - Advanced Concepts in Clinical Practice I

### 1 credit hour

The student will further develop and demonstrate advanced skills in clinical practice.

## EDOH 7103 - Advanced Concepts in Clinical Practice -Urgent Care

### 1 credit hour

The student will further develop and demonstrate advanced

skills in diagnosis and management of acute dental treatment needs, in addition to refining critical thinking and patient management skills in an urgent care setting. This course is designed to cater to the special interests of those students exploring the options for post-graduate training.

**EDOH 7110 - Advanced Concepts in Clinical Practice - Preventive & Restorative Dentistry**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in preventive and/or restorative dentistry.

**EDOH 7120 - Advanced Concepts in Clinical Practice - Endodontics**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in endodontics.

**EDOH 7130 - Advanced Concepts in Clinical Practice - Oral Surgery**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in oral surgery.

**EDOH 7140 - Advanced Concepts in Clinical Practice - Periodontics**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in periodontics.

**EDOH 7150 - Advanced Concepts in Clinical Practice - Fixed Prosthodontics**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in fixed prosthodontics.

**EDOH 7160 - Advanced Concepts in Clinical Practice - Removable Prosthodontics**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in removable prosthodontics.

**EDOH 7170 - Advanced Concepts in Clinical Practice - Orthodontics**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in orthodontics.

**EDOH 7180 - Advanced Concepts in Clinical Practice - Pediatric Dentistry**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in pediatric dentistry.

**EDOH 7190 - Concepts in Leadership I**  
**1.5 credit hours**

Through a series of lectures, guided interactions and group exercises, students will explore the principles of leadership.

**EDOH 7185 - Advanced Concepts in Clinical Practice - Special Care Dentistry**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in special care dentistry.

**EDOH 7195 - Advanced Concepts in Clinical Practice - Implant Dentistry**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in implant dentistry. Prerequisites: MDOH 6302, 6307, 6402, 6407

**EDOH 7196 - Advanced Concepts in Clinical Practice - Sleep Dentistry**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in sleep dentistry. Prerequisites: MDOH D1 & D2 Courses

**EDOH 7212 - Dental Spanish II**  
**1 credit hour**

This communication-based course is designed to help dental professionals progress in their ability to communicate with patients in Spanish. Students will practice everyday situations that dental students, pre-professionals, and professionals may encounter in dental settings. The course reviews Spanish grammar, introduces essential medical and dental vocabulary, and presents cross-cultural information, all within the context of communicating with Hispanic patients.

**EDOH 7500 - Research Elective**  
**1 credit hour**

An elective course in which the student will receive credit for completion of a research project related to dentistry or oral public health. Each student will carry out and complete a research project, under the direction of a faculty advisor. Students may collaborate on projects. Enrolled students will meet periodically with faculty and each other to discuss research backgrounds, strategies, difficulties, and ways to meet the challenges of conducting research.

**EDOH 7900 - Interprofessional Practice Elective - Health Partners**  
**1.33 credit hours**

The student will further develop and demonstrate skills in interprofessional practice.

**EDOH 7901 - Interprofessional Education Elective**  
**1.33 credit hours**

The student will further develop and demonstrate skills in interprofessional practice.

**EDOH 8101 - Advanced Concepts in Clinical Practice II**  
**1 credit hour**

The student will further develop and demonstrate advanced skills in clinical practice.

**EDOH 8102 - Advanced Digital Restorative Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in digital dentistry. Prerequisites: D1, D2 & D3 courses

**EDOH 8103 - Advanced Concepts in Clinical Practice- Urgent Care**

**1 credit hour**

The student will further develop and demonstrate advanced skills in diagnosis and management of acute dental treatment needs, in addition to refining critical thinking and patient management skills in an urgent care setting. This course is designed to cater to the special interests of those students exploring the options for post-graduate training. Prerequisites: D1, D2, D3 courses

**EDOH 8110 - Advanced Concepts in Clinical Practice - Preventive & Restorative Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in preventive and/or restorative dentistry.

**EDOH 8120 - Advanced Concepts in Clinical Practice - Endodontics**

**1 credit hour**

The student will further develop and demonstrate advanced skills in endodontics.

**EDOH 8130 - Advanced Concepts in Clinical Practice - Oral Surgery**

**1 credit hour**

The student will further develop and demonstrate advanced skills in oral surgery.

**EDOH 8140 - Advanced Concepts in Clinical Practice - Periodontics**

**1 credit hour**

The student will further develop and demonstrate advanced skills in periodontics.

**EDOH 8150 - Advanced Concepts in Clinical Practice - Fixed Prosthodontics**

**1 credit hour**

The student will further develop and demonstrate advanced skills in fixed prosthodontics.

**EDOH 8160 - Advanced Concepts in Clinical Practice - Removable Prosthodontics**

**1 credit hour**

The student will further develop and demonstrate advanced skills in removable prosthodontics.

**EDOH 8170 - Advanced Concepts in Clinical Practice - Orthodontics**

**1 credit hour**

The student will further develop and demonstrate advanced skills in orthodontics.

**EDOH 8180 - Advanced Concepts in Clinical Practice - Pediatric Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in pediatric dentistry.

**EDOH 8185 - Advanced Concepts in Clinical Practice - Special Care Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in special care dentistry.

**EDOH 8190 - Concepts in Leadership II**

**1 credit hour**

Through a series of lectures, guided interactions and group exercises, students will explore the principles of leadership.

**EDOH 8195 - Advanced Concepts in Clinical Practice - Implant Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in implant dentistry. Prerequisites: D1, D2, D3 courses

**EDOH 8196 - Advanced Concepts in Clinical Practice - Sleep Dentistry**

**1 credit hour**

The student will further develop and demonstrate advanced skills in sleep dentistry. Prerequisites: D1, D2, D3 courses

**EDOH 8500 - Research Elective**

**1 credit hour**

An elective course in which the student will receive credit for completion of a research project related to dentistry or oral public health. Each student will carry out and complete a research project, under the direction of a faculty advisor. Students may collaborate on projects. Enrolled students will meet periodically with faculty and each other to discuss research backgrounds, strategies, difficulties, and ways to meet the challenges of conducting research.

**Certificate in Public Health - Dental Emphasis**

All students will be required to obtain the Certificate in Public Health with Dental Emphasis through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health or Dental Public Health has been previously awarded. These classes are offered online beginning in the fall of the D2 year. The additional courses are included in the MOSDOH tuition fee. There will not be any tuition reimbursements if you have already been awarded a MPH degree.

Program Caveat: MOSDOH reserves the right to require students with a Master's in Public Health or Dental Public Health to complete courses in the Certificate in Public Health with Dental Emphasis Program to fulfill the pre-doctoral DMD curriculum requirements.

**PUBH 5050 - Introduction to Dental Public Health**

**3 credit hours**

This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational



arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

### **EPID 6100 - Epidemiology**

#### **3 credit hours**

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

### **HLTH 6500 - Behavioral Sciences and Health Education Concepts**

#### **3 credit hours**

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.

### **PUBH 6550 - Dental Healthcare Policy and Management**

#### **3 credit hours**

This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

### **PUBH 5500 - Financing Dental Care**

#### **3 credit hours**

This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.



SOMA

**ATSU** | School of Osteopathic  
Medicine in Arizona

# School of Osteopathic Medicine in Arizona



Welcome to A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)!

Established in 2007, ATSU-SOMA began using an innovative curricular model collaborating with the National Association of Community Health Centers (NACHC). We are a unique national osteopathic medical school with an important mission and vision to provide care to the most underrepresented communities in the country.

Combined with contextual learning, our clinical presentation curriculum provides our small cohorts of students within our community health center partner sites, an enriched experience in years II-IV. The early clinical experience and continued integration into the community's healthcare team builds competence and confidence in the clinical training years. We are proud of our ten-year accreditation with exceptional outcomes, our 99% residency placement rate and continue to have over 70% of students each year entering into primary care training programs.

The administration, faculty and staff of ATSU-SOMA are committed to providing you the most innovative medical education as you enter this new phase in your career of lifelong learning.

Wishing you the best in this journey together,

Valerie Sheridan DO, FACOS, DFACOS, FACS

Dean  
School of Osteopathic Medicine in Arizona  
A.T. Still University of Health Sciences

## About ATSU-SOMA

### Program Accreditation

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 East Ontario Street, Chicago, IL 60611, Phone: 800.621.1773. For complaints related to accreditation standards and procedures, students must submit the complaint in writing to the Dean. Upon receipt of a written complaint, the Dean will review and evaluate all relevant information and documentation relating to the complaint. If resolution cannot be reached, the student may appeal in writing to the President. If the student has followed the complete appeals process and the student believes that the complaint provides evidence that the school is not following accreditation standards and procedures the student may consult with the American Osteopathic Association's Commission on Osteopathic College Accreditation at 142 E. Ontario St., Chicago, IL 60611. The COM Accreditation Standards and Procedures can be found at [www.aococa.org](http://www.aococa.org).



### State Licensing

The following is a list of states that have given degree-granting authority to ATSU-SOMA. Please see the State Licensing section under About ATSU for information related to degree-granting authority by The Arizona State Board for Private Postsecondary Education and A.T. Still University's participation in NC-SARA. ATSU-SOMA has been given degree-granting authority by The Arizona State Board for Private Postsecondary Education. At the Arizona campus, if the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: [www.ppse.az.gov](http://www.ppse.az.gov).



ATSU-SOMA has been granted a Certificate of License to Operate an Institution of Higher Education from the District of Columbia Education Licensure Commission in accordance with the provisions of Title 38, Chapter 13, of the District of Columbia Official Code (D.C. Official Code §38-1301 et seq.) and applicable regulations of the DC Education Licensure Commission. D.C. Higher Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002.

ATSU-SOMA is authorized to operate as a post-secondary degree-granting educational institution in the State of Hawaii by the Department of Commerce and Consumer Affairs (DCCA). Pursuant to Hawaii Revised Statutes (HRS) §305J-12(a), authorization by the DCCA is conditioned on the maintenance of accreditation by A.T. Still University and continuing compliance with HRS §305J-14 (financial integrity). Inquiries concerning the standards or school compliance may be directed to the 335 Merchant Street, Room 310, Honolulu, HI 96809.

ATSU-SOMA has been granted authorization to operate in the Chicago and Southwestern Regions and to grant the Doctor of Osteopathic Medicine degree in the Chicago and Southern Regions by the Illinois Board of Higher Education under the "Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010). This authorization is subject to implementation and maintenance of the conditions presented in the institution's application and that form the basis upon which the authorization is granted. Inquiries concerning the standards

or school compliance may be directed to the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

ATSU-SOMA has been granted the authorization by the Ohio Board of Regents – University System of Ohio to offer clinical and practicum experience in Ohio to fulfill program requirements for the Doctor of Osteopathic Medicine degree. Inquiries concerning the standards or school compliance may be directed to the Ohio Board of Regents, 25 South Front Street, Columbus, OH 43215.

This school is a business unit of a corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 3225 25th Street NE, Salem, OR 97302, or [PPS@state.or.us](mailto:PPS@state.or.us).

ATSU-SOMA is licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Telephone 803.737.2260, [www.che.sc.gov](http://www.che.sc.gov). Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

A.T. Still University-School of Osteopathic Medicine in Arizona has demonstrated that it meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, as defined in Chapter 7.3 of Board rules from certain, but not all, regulations. This exception will continue as long as the institution maintains its accreditation status with the Accrediting Organization Higher Learning Commission and standards acceptable to the Coordinating Board. A.T. Still University-School of Osteopathic Medicine in Arizona is authorized to conduct courses, grant degrees, grant credit toward degrees, and to use protected academic terms in the State of Texas until expiration of its current grant of accreditation.

A.T. Still University of Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes AT. Still University of Health Sciences to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov). For Washington state residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov). The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

The transferability of credits earned at A.T. Still University of Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at A.T. Still University of Health Sciences will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at A.T. Still University of Health Sciences to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at A.T. Still University of Health Sciences will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## ATSU-SOMA Mission Statement

Prepare individuals through high-quality, innovative, learning-centered undergraduate and graduate medical education programs to become compassionate osteopathic physicians and healthcare leaders who serve medically underserved populations with a focus on research and community-oriented primary care.

### Osteopathic Pledge of Commitment

As members of the osteopathic medical profession, in an effort to instill loyalty and to strengthen the profession, we recall the tenets on which this profession is founded: the dynamic interaction of mind, body and spirit; the primary role of the musculoskeletal system; that preventive medicine is the key to maintain health. We recognize the work our predecessors have accomplished in building the profession. We will commit ourselves to continuing that work.

I pledge to:

- Provide compassionate, quality care to my patients;
- Partner with them to promote health;
- Display integrity and professionalism throughout my career;
- Advance the philosophy, practice and science of osteopathic medicine;
- Continue life-long learning;
- Support the profession with loyalty in action, word and deed;
- Live each day as an example of what an osteopathic physician should be.

## Contact ATSU-SOMA

A.T. Still University – School of Osteopathic Medicine in Arizona  
5850 E. Still Circle  
Mesa, AZ 85206  
[www.atsu.edu/soma](http://www.atsu.edu/soma)

Valerie Sheridan DO, FACOS, DFACOS, FACS  
Dean  
480.265.8017  
[vsheridan@atsu.edu](mailto:vsheridan@atsu.edu)

Deborah M Heath, DO  
Associate Dean of Innovation and Curricular Integration  
[dmheath@atsu.edu](mailto:dmheath@atsu.edu)



Sharon Obadia, DO, FNAOME  
Associate Dean of Clinical Education and Services  
[sobadia@atsu.edu](mailto:sobadia@atsu.edu)

Carolina Quezada, MD  
Assistant Dean of Clinical Education  
[cquezada@atsu.edu](mailto:cquezada@atsu.edu)

Rupal Vora, MD, FACP  
Assistant Dean, Student Achievement  
[rvora@atsu.edu](mailto:rvora@atsu.edu)

Mark Coty, PhD  
Assistant Dean of Innovation and Curricular Integration  
[markcoty@atsu.edu](mailto:markcoty@atsu.edu)

Christina Weaver, DO  
Assistant Dean of Innovation and Clinical Curricular Integration  
[cweaver01@atsu.edu](mailto:cweaver01@atsu.edu)

## ATSU-SOMA School Policies

### Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

### Minimal Technical Standards for Admission and Matriculation

Technical standards are the non-academic skills and abilities necessary for the successful completion of the course of study in osteopathic medicine. A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. ATSU-SOMA students must be able to meet all of the Standards, with or without reasonable academic adjustments (accommodations). Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning and Disability Resources. Procedures to apply for academic adjustments are found at the conclusion of this policy.

Every ATSU-SOMA student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine degree must have the knowledge, skills, and attitudes to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

### Categories of Technical Standards

ATSU-SOMA's minimal technical standards are as follows. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards. For additional detail regarding the ATSU-SOMA

technical standards, see the ATSU-SOMA Policies and Procedures manual, policy 50-002-01.

1. **Observation:** Students must have sufficient vision to observe demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and treatment integration. They must be able to observe a patient accurately at a distance and up close.
2. **Communication:** Students should be able to hear, observe and speak to patients in order to elicit and acquire information, examine them, describe changes in mood, activity, and posture, and perceive their nonverbal communication. Students must also be able to communicate effectively in English, in oral and written form, with staff, faculty members, patients, and all members of the health care team.
3. **Motor:** Motor skills include reasonable endurance, strength and precision. Students should have sufficient motor function to execute movements reasonably required for general care and emergency treatment. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. **Sensory:** Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. **Strength and mobility:** Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory, classroom and clinical experiences.
6. **Intellectual, conceptual, perceptual, integrative and quantitative:** These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities.
7. **Behavioral, emotional, and social:** Students must possess the emotional health required for full utilization of their intellectual abilities; the exercise of good judgment; the prompt completion of assignments and other responsibilities, especially those attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically, intellectually, and emotionally demanding challenges and workloads and be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in patient care. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all required personal qualities. Students must be able to successfully endure the physical, intellectual, and emotional demands of the medical education curriculum and process as well as the medical profession.

### Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. Students who have questions regarding disability-related academic adjustments, or who wish to make a request, should contact Learning & Disability Resources



([disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), 480.245.6248). Communications with Learning & Disability Resources regarding disability and potential academic adjustments have no bearing on the candidate application process. The process for requesting academic adjustments is published in the University Student Handbook.

## Advising

Each ATSU-SOMA student is assigned a primary Mesa faculty advisor, a secondary Mesa faculty advisor, and Regional Director of Medical Education (RDME) faculty advisor(s).

- The Mesa primary faculty advisor is the student's main support and contact during the OMS I year and continues to provide guidance for the duration of the student's tenure at ATSU-SOMA.
- RDME faculty advisors serve the primary advising role in OMS II-IV years (and are additionally available for guidance as needed during the student's OMS I year).
- The secondary Mesa faculty advisor may provide additional student support and is selected based upon the student's community partner site assignment.

The roles of a faculty advisor include:

- Assisting students with the policies and practices of ATSU.
- Addressing questions or concerns regarding course requirements and expectations, performance criteria, academic standing, and professionalism.
- Providing feedback on student progress in course and/or clinical requirements, faculty expectations, graduate competencies and program goals.
- Providing support for student personal and professional growth. This support may include referrals to resources that are internal (e.g. Student Affairs, Enrollment Services, ATSU-SOMA faculty/administration) or external to ATSU as needed.
- Discussing academic performance in an effort to optimize learner success.
- Assisting students deemed to be at-risk by providing guidance and support.

Students must meet with their faculty advisor at least once per semester in the first and second year and once per year in the third and fourth year to promote professional development and self-reflection. Advisees are required to complete a self-assessment prior to these mandatory advising meetings. Advisees will be notified of the time frame during which they are required to schedule and complete their advisor/advisee meetings. Students are expected to contact their faculty advisor as soon as they are notified. Failure to do so may be considered a professionalism violation. It is the student's responsibility to contact their advisor when issues need to be discussed at other times.

## Grading

ATSU-SOMA programs adhere to the University grading scale.

## Auditing a Course

In general, the audit policy is designed for use by ATSU-SOMA students who either need to review course content or are taking an extended course of study. All audits are subject to the approval of the ATSU-SOMA dean or their designee. The conditions of an audit are as follows:

- Students are allowed to attend class and may participate in laboratory experiences only on a space available basis.

- Students are not allowed to take any of the course assessments offered in class.
- No tuition is charged for the audit(s).
- No record of the audit(s) appears on the transcript.

## Program or Course Cancellation

Should the institution cancel a program or course, each currently enrolled student will be permitted to complete such program or course before it is discontinued. No new students will be permitted to enroll in a program or course that the institution has canceled.

## Attendance

Please see the ATSU Policies section of the catalog for the University policy on student absences.

At ATSU-SOMA, attendance is required for all mandatory sessions. In the case of excused absences, make-up classes, lab assignments and/or examinations are provided solely at the discretion of the Assistant or Associate Dean of Innovation and Curricular Integration and/or their designee.

## Absence Policy

### *OMS I and OMS II*

ATSU-SOMA's faculty members recognize that occasionally a student must miss a curricular activity due to a required or unavoidable circumstance. If this occurs, the student must follow the following procedure:

Medical Skills, Osteopathic Principles and Practice, Small Group sessions, Anatomy Lab, Clinic, and any other events marked as "mandatory" require attendance. Any missed mandatory activity must have an Excused Absence Request form submitted with proper documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu) in order to receive approval for an absence. There are separate forms for the OMS I and OMS II classes.

### Medical Absences

- OMS Is- Submit the Excused Absence Request form with documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu) as soon as you become aware that you will be absent. Absence during any mandatory event related to an illness requires a health care provider or hospital note, or course director permission.
- OMS IIs- Must report each day of absence to the RDME(s). Submit the Excused Absence Request form with documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu) as soon as you become aware that you will be absent. The absence form must have the RDME(s) approval signature and necessary documentation (e.g. health care provider or hospital note, or course director or RDME(s) permission) when submitting to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu).

### Unplanned Non-Medical Absences

- OMS Is- Submit the Excused Absence Request form with documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu) as soon as you become aware that you will be absent.
- OMS IIs- Inform your RDME(s) as soon as you become aware that you will be absent. Submit the Excused Absence Request form with documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu) as soon as possible. Copy your RDME(s) on this email.



- Examples of that documentation include:
  - Family member's illness or medical procedure: Official documentation regarding the medical issue (e.g. letter from physician, hospital record, etc.)
  - Death of a family member: Published announcement of the death (newspaper clipping or printout from a webpage, etc.) or an original program from the funeral service
  - Flight cancellation: Documentation provided of the flight from the airline

### Planned Absences

*(Must be submitted at least 2 weeks prior to the event. Earlier than 2 weeks is preferred.)*

- Requests cannot be used for exam days (didactic exams, practicals, OSCEs). Only one Small Group activity may be missed per year for a planned absence. OMS I & OMS II students traveling during ATSU breaks/holidays must plan to be back for the first day following breaks.
  - OMS Is- Six personal days/year permitted. Submit the Excused Absence Request form with documentation to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu).
  - OMS IIs- Four personal days/year permitted. The Excused Absence Request form must have RDME(s) approval and signature with documentation. Submit to [SOMAabsences@atsu.edu](mailto:SOMAabsences@atsu.edu).
- Submission of an Excused Absence Request form a minimum of two weeks prior to the requested event is required. The nature of the documentation will be determined by the reason for the absence.
- Typical examples include:
  - Religious holidays: A program, bulletin, or other printed item from the religious observance held on the day of absence
  - Weddings: For immediate family members, a wedding invitation; if the student is in the wedding party, a wedding program
  - Conferences: Conference schedules (must be in good academic standing and passing current courses in order to attend)
  - Medical Mission trip: Not offered at this time.

### Excused/non excused absences

- Excused- the student and the course directors (and RDME(s)) will be notified that the student is eligible to make-up an activity or exam.
- Unexcused- the student and the course directors (and RDME(s)) will be notified that the student is ineligible to make-up an activity or exam.

### Make-up for excused absences

- Make-up exams must be taken within 72 business hours of the originally scheduled date (e.g. if exam is schedule on Monday, exam must be taken by Thursday)
- For all other activities, a student should contact the course director(s) or RDME(s) to schedule the make-up activity.
- Students who are unable to make-up an exam within 72 business hours or who are unable to make-up an activity within the course must submit a request to the Associate Dean of Innovation and Curricular Integration for an "incomplete" in the course.

Any exceptions must be approved by the Associate Dean of Innovation and Curricular Integration. Unexcused absences beyond the limits outlined herein may result in a lowered grade (refer to appropriate course syllabi) and referral to the Student Performance Committee.

If the Assistant or Associate Dean of Innovation and Curricular Integration determines that the absence is excused, the appropriate course directors will be notified that the student is authorized for make-up. A make-up is offered for all major examinations and must be scheduled within 72 business hours of the original examination. After receiving approval for an excused absence, a student should contact the Assistant or Associate Dean of Innovation and Curricular Integration to schedule the make-up examination. Students unable to make-up an examination within 72 business hours of the original examination must take an incomplete in the course and fulfill course requirements at the end of the academic year.

Some courses or activities have built-in leeway for missing class or a quiz (e.g. the lowest quiz grade is dropped) and no make-up is offered, even if the absence is excused. Due to expenses incurred in providing a make-up, some courses or activities must charge a fee to students in order to be able to provide the make-up, even if it is excused. Finally, sometimes a make-up is not possible due to the nature of the activity even if the student was granted an excused absence.

### Additional requirements for community partner site-based OMS II students

Remember to report each day that you are absent to the RDME(s) at your community partner site and electronically copy your RDME(s) when sending excused absence requests to [ATSU-SOMA absences@atsu.edu](mailto:ATSU-SOMA_absences@atsu.edu).

If an OMS II wishes to participate in any academic activity at a community partner site other than their assigned site, an excused absence request must be submitted to [ATSU-SOMA absences@atsu.edu](mailto:ATSU-SOMA_absences@atsu.edu) no later than two weeks in advance of the planned absence from the assigned site. An OMS II is not permitted to participate in academic activities at another community partner site unless approved by the Assistant or Associate Dean of Innovation and Curricular Integration and the RDMEs from both sites. Failure to comply with this requirement may result in disciplinary action and/or referral to the Student Performance Committee.

### Community partner site-based OMS III and OMS IV

Clerkship activities are mandatory and timely attendance is expected at all scheduled clinical and educational events. All students receive flex-time throughout the OMS III and OMS IV years. Flex-time may be used for vacation, non-credit academic study, residency interviews or conference time to avoid absence days.

#### Procedure:

An OMS III or OMS IV may request a pre-arranged or emergency-related schedule change during clinical rotations for personal, emergency, compassionate, professional, or health related reasons.

- It is the responsibility of the student to contact the RDME(s) and the site/preceptor prior to the schedule change request to identify the make-up time arrangement. The RDME(s) must grant approval of such a schedule change.
- If clinical make-up time is not arranged or in the event that a rotation does not provide time to be utilized for make-up days, the student will be given a clerkship supplemental assignment from the Core curriculum (on Canvas) or case study assignment topic\* from the RDME(s). The case study\* as described below is to be completed by the 14th day after the completion of the rotation.

- It will be the responsibility of the RDME(s) to track each student's approved schedule changes within their community partner site for competency and safety reasons. This information is to be presented promptly to ATSU-SOMA CED if requested.
- If the student neglects to complete or perform the make-up time, the assigned supplemental assignments, or the case study assignment(s), the absence will be unexcused and the student will be referred to the SPC for a professionalism violation.
- The following excused absences will not require clinical make-up days unless specified by the RDME(s). These days may not be taken on the day of Grand Rounds or the day prior to a COMAT/End of Rotation or COMLEX/USMLE exam. These days must be pre-approved by the RDME(s).

Personal Days – Each OMS III and OMS IV student is allowed three days per year. It is the responsibility of the student to contact their preceptor and the clerkship director to let them know they will be absent that day, after the RDME(s) has approved the request. These days may not be used consecutively and no more than two per rotation block may be used. Generally, no documentation is required unless requested by the RDME(s) or ATSU-SOMA.

- These personal days can be utilized for the following reasons:
  - Personal illness, family member's illness (including surgeries), mental health day (does not include day before ANY exam), religious holidays, weddings, major family functions, funerals or bereavement days, additional interview or conference days (including travel).
  - Personal day requests approved by the RDME(s) are to be submitted to the Assistant Dean of Clinical Education (for recording purposes) as approved.

The following absence requests must be sent to and approved by the Assistant Dean of Clinical Education. Once approved, these absences will not require clinical make-up days unless specified. Supporting documentation is required for these absences. Requested days may not be taken on the day of Grand Rounds or the day prior to a COMAT/End of Rotation or COMLEX/USMLE exam unless approved. All required documentation items, including an excused absence form, are to be submitted with the absence request. Once approved and documented, the requests will be forwarded to the RDME(s). It remains the student's responsibility to collaborate with the preceptor and notify the clerkship director regarding missed rotation days. These days are specific to each OMS year and are not cumulative. These include:

Interview Days– OMS IV's are allowed four days; however, no more than two days may be taken per rotation block.

- Documentation examples: Email or letter/invite from site coordinator or Program Director.

Conference Days – Conference day requests must be submitted at least two weeks prior to the event.

- Documentation may include a copy of the conference registration or invitation to present a poster/give a presentation or proof of necessary attendance as an organizational officer.
- OMS III's are allowed two conference days. They cannot be taken during a CORE rotation without approval from the Assistant Dean of Clinical Education. All student officers and representatives in each community partner site must know the conferences they are requested or required to

attend per their position and plan their schedules accordingly using flex-time if necessary.

- Typical conference student attendance may include the American Osteopathic Association (AOA) House of Delegates (HOD) meeting every July and the National Association of Community Health Centers (NACHC) meeting every August for poster and research presentations. Any additional requested conference days throughout the OMS III year must be approved by the Assistant Dean of Clinical Education and will require make-up time, Core curricular supplemental assignments, or a case presentation assignment.
  - OMS IV's are allowed three conference days. They cannot be taken during a CORE rotation without approval from the Assistant Dean of Clinical Education. They may be taken consecutively if approved by the RDME(s); however, students may not have more than three absence days per rotation block. Any additional requested conference days throughout the OMS IV year **MUST** be approved by the Assistant Dean of Clinical Education and will require make-up time, supplemental assignments, or a case study assignment.

#### • COMLEX/USMLE exams

- Students are permitted a 24-hour excused absence to take COMLEX Level 2 CE/USMLE 2CK exams if a request is submitted to the CED at least 10 business days in advance of the examination date. This absence does not require clinical make-up time.
- Regardless of approved absences for any reason, no more than three days can be missed in any four-week rotation block or more than two days in any two-week rotation block; or a failure of the rotation will result, and the rotation will need to be repeated. It remains the student's responsibility to collaborate with their preceptor regarding missed days to ensure the appropriate documentation from the preceptor occurs on the student's evaluation. The student is responsible for contacting their clerkship director regarding any missed days on rotation.
- Failure to comply with any of the above-stated requirements may result in disciplinary action and/or referral to the SPC.
- Unexcused absences will be referred to the SPC as a professionalism violation.
- Absences greater than 5 days for any reason will require an 'Extended Absence Form' or 'Personal Withdrawal' per the University Student Handbook. These forms must be obtained from and submitted to the Student Affairs Office.

\*Any student receiving a case study assignment must notify their respective CEC in the CED of the date the case was assigned. Core supplemental assignments must be uploaded on Canvas prior to the end of the rotation and the clerkship director notified.

The Core supplemental assignments or case study assignment topics will be chosen by the RDME(s) for every missed clinical day of rotation that cannot be made up. Each make up assignment should be consistent with 8 hours of work to replace clinical time to earn credit for that day. Assignments will be consistent across community partner sites with a consistent template and grading rubric. The case study assignments will be in the missed rotation discipline. It will be assigned by the RDME(s) if the absence is identified during the rotation. Core supplemental assignments are due by the end of the rotation. The case study assignments are to be completed and submitted to the RDME(s) and the Assistant Dean of Clinical Education within 14 days of the end of the rotation. If an

absence is identified and cannot be verified on the student evaluation, the Assistant Dean of Clinical Education will assign case study topics or supplemental assignments for each missed day without verification. These assignments will be due 14 days after assigned by the RDME(s) and the Assistant Dean of Clinical Education and uploaded into Canvas. If case studies are assigned, they will be completed by the student based on the topic they are given. They will have defined objectives, which will include providing five differential diagnoses and five plans for each of the differential diagnoses. They will also need to prepare a board-style question about each case and provide the correct answer and explanations about why the choices are correct or incorrect. The grading rubric will be standard for all student case assignments. It will be a P/F grade and will not count toward their overall clerkship grade for CORE rotations; yet, their final clerkship grade will not be submitted to Enrollment Services until the case study assignments are completed and graded. If a Fail grade is given, the assignment must be repeated with a different topic assigned by the Assistant Dean of Clinical Education (as a learning experience) or the student may be referred to the SPC if the assignment is not completed.



## Flex-Time

Flex-time is defined as the time during the OMS III and IV years when a student is not on clerkships (clinical rotations). Often, flex-time is used to fill in the gap between the end date of one rotation and the start date of the next rotation. Flex-time can also be used for a variety of other purposes including vacation, non-credit academic study, residency interviews, etc. Flex-time may NOT be used to take additional clinical rotations. Depending on the academic calendar in a given year, students generally have 12 weeks of flex-time during the two clerkship years. Flex-time must be taken in increments of one-week blocks (no partial weeks) and can include multiple consecutive weeks. If approved, students may take up to three consecutive weeks of flex-time. If a gap exists in rotation scheduling, the RDMS may request 4 weeks of flex-time to fill the gap from the Assistant Dean of Clinical Education.

Students wishing to schedule flex-time must discuss this with their RDME(s) and if approved, submit a request to the Clinical Education Department (CED). If approved by the CED, the flex-time will be entered into the student's schedule by the Clinical Education Coordinator (CEC). Any student wishing to take more than three consecutive weeks of flex-time must seek additional approval from the Assistant Dean of Clinical Education. If approved, after four weeks of flex-time the student must enroll in a Directed Studies course, or take a leave from school approved by the dean of ATSU-SOMA.



## Class Schedule for OMS I and II

ATSU-SOMA classes are generally scheduled between the hours of 8 a.m. and 5 p.m. Monday thru Friday. Please check individual course syllabi and class schedules for specific class times. When class times must be changed due to circumstances beyond the control of ATSU-SOMA, every effort will be made to provide as much advanced notification as possible. Official ATSU holidays are published in the Academic Calendar; students are advised to check this calendar prior to making travel plans for holidays and time away from campus. Occasionally, it is necessary to schedule class activities on evenings or weekend days. Every attempt will be made to provide as much advanced notice as possible for these activities.

Occasionally classes may end early or run late or other circumstances may occur that will cause some lapse in the published schedule. Students are advised to maintain access to

study materials during these periods so that time may be utilized productively. Please be advised that faculty are directed to begin and end classes on the published ATSU-SOMA schedule.

## HIPAA and OSHA Training

All ATSU-SOMA students must complete Health Information Portability & Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training annually. In addition, all ATSU-SOMA students must complete Human Subjects and Bloodborne Pathogens training. Mask fitting prior to clinical experiences is a site-dependent requirement.



## Immunizations

ATSU-SOMA requires all entering students to provide proof of their immunizations in order to enroll in courses. This is necessary for the student's protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Non-compliance at any time during a student's enrollment could result in suspension and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by ATSU-SOMA administration. All testing is at the expense of the student.

1. Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or booster dose within ten (10) years prior to the beginning of the academic year. A single dose of Tdap (Tetanus, Diphtheria, acellular Pertussis) between ages 19 and 64 is required if the student has not previously received Tdap, or to replace one decennial Td booster.
2. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.
3. Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended.
4. Hepatitis B: Students are required to initiate a series of Hepatitis B vaccine prior to matriculation. Students must complete the series according to the prescribed timeline (completed within 6 months of matriculation).
5. Tuberculosis Skin Test: Students must have had a tuberculosis skin test (PPD) or a Quantiferon blood test within the year prior to matriculation. In those individuals who have had a positive PPD test in the past, PPD testing is not advisable. The Quantiferon test, a negative CXR, or a record of INH treatment may provide evidence of absence of TB disease. In individuals who have had BCG vaccination, PPD testing or the Quantiferon should be performed as noted above. TB status must be updated annually.
6. Varicella immunization, serum titer, or healthcare provider documentation of date of contraction.
7. COVID-19 vaccine: Required for all enrolled students at ATSU-SOMA\*
  - Pfizer: 2 shots and booster
  - Moderna: 2 shots and booster
  - Johnson & Johnson: 1 shot and booster (Pfizer/Moderna)

\*Await further CDC guidelines for continued booster recommendations



\* For more information, please reference The COVID-19 Vaccine Policy for Students found within ATSU Policies section of this catalog.

Recommended Immunizations (some clinical training sites may require some or all of these):

- Influenza
- Hepatitis A
- Meningococcal
- Pneumococcal

### ***Titers***

Some clinical training sites require that students show proof of immunity (e.g. measles) before being allowed to train at the site. Therefore, it is recommended that students have this testing done in advance of their clinical training portion of the curriculum. Not all insurance plans cover the costs of titers. Students will be responsible for those costs not covered by insurance.

### ***Immunization Exemptions***

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the Clinical Education Project Coordinator an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

### **Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS)**

ATSU-SOMA requires that all students obtain and maintain BLS certification throughout the entire duration of enrollment. Proof of certification must be on file by the end of OMS I orientation. It is the student's responsibility to renew certification prior to the expiration date. Students are responsible for the costs of BLS recertification. Proof of ACLS certification must be obtained prior to reporting for clerkship duty in the OMS III year. ATSU-SOMA will not cover the costs for ACLS renewal. These requirements may only be met using an online course if it is a certification renewal. First-time certification must be completed via a live course. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

### **Dress Code**

For all classroom and real or simulated activities (e.g. those that involve patients or standardized patients), all students must maintain an appearance that demonstrates respect, trust and credibility. The reasons for appropriate attire and hygiene are rooted in infection control, communication and cultural sensitivity. This prepares the student for their role as a professional health care provider. Patient trust and confidence in their health care provider are essential for successful treatment experiences and outcomes. The message communicated by the provider by their dress and appearance plays a fundamental role in establishing this trust and confidence. Students should

consider the cultural sensitivities of their most conservative potential patients and present themselves in a manner that will earn the patients' respect, ensure trust and make them feel comfortable.

Business casual attire is required. In general, all clothing should be neat, clean and of appropriate size and fit for the clinical setting. Good personal hygiene is expected. The Osteopathic Principles and Practice and Medical Skills courses have a dress code specific to lab days. Please refer to the course syllabi for additional details. For students in OMS II through OMS IV, please refer to the Clinical Education Manual on the eValue home page for specific dress code requirements. Each community partner site may make modifications to the official Dress Code that conform to regional standards. Students are responsible to check with the community partner site RDME(s) with any questions concerning the Dress Code for their region.

### **Examinations**

Examination content is derived from course goals and objectives. Rescheduling an examination or other assessment can be accommodated if a student receives an excused absence. If you cannot attend an examination or assessment, you are required to follow the Excused Absence Policy in the ATSU-SOMA Catalog. ATSU-SOMA reserves the right to assess students for the cost of reproducing examinations or assessments where the reproduction of said exam or assessment would be excessive (i.e., require special scheduling of standardized patients).

ATSU-SOMA students are expected to exhibit the highest degree of intellectual honesty in the writing of examinations and completion of assignments given by ATSU-SOMA, and must adhere to the exam protocols provided at the beginning of each academic year. Behaviors that are not consistent with this standard are subject to disciplinary actions by the ATSU-SOMA Student Performance Committee.

All assignments and projects submitted for any course are the property of ATSU-SOMA and may not be available for return to the student. Students should maintain a copy of all work assignments submitted. All work on exams, exercises and assignments are to be completed individually unless direction is given by the faculty member that said assignment may be completed as a group project or with the assistance of others.

### **Professionalism**

An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. Medical education literature demonstrates that unprofessional behavior exhibited during training is a predictor of future referrals to state regulatory boards and/or the need for disciplinary actions. Since such behavior presents a potential danger to the provision of good patient care and issues for the credibility of the profession, equal importance is placed on professionalism, as is placed on academic performance and clinical skills. ATSU-SOMA considers breaches of professional conduct as academic deficiencies. Recognizing the responsibility to display appropriate professional behaviors, ATSU-SOMA sets expectations for professional conduct and evaluates students in this sphere to document satisfactory acquisition of these important behaviors.

Listed below are examples of expectations of professionalism adapted by ATSU-SOMA from the Behaviors Reflecting Professionalism identified by the National Board of Medical Examiners. It is expected that each member of ATSU-SOMA will





model these behaviors to ensure respect to others, quality patient care and growth of the profession.

### ***Altruism***

- Helps colleagues and team members who are busy.
- Takes on extra work to help the team.
- Serves as knowledge or skill resource to others.
- Advocates for policies, practices and procedures that will benefit patients.
- Endures inconvenience to accommodate patient needs.

### ***Honor and Integrity (honesty)***

- Admits errors and takes steps to prevent recurrence.
- Deals with confidential information appropriately.
- Does not misuse resources (i.e. school property).
- Attributes ideas and contributions appropriately for other's work.
- Upholds ethical standards in research and scholarly activity.
- Submits original work at all times and on time for graded assignments.
- Requests help when needed.
- Assumes personal responsibility for mistakes.

### ***Caring and Compassion***

- Treats the patient as an individual, considers lifestyle, beliefs and support systems.
- Shows compassion to patients and maintains appropriate boundaries in professional relationships.
- Responds to patient's needs in an appropriate way.
- Optimizes patient comfort and privacy when conducting history, physical examination and procedures.

### ***Respect***

- Respects institutional staff, representatives, faculty, and colleagues at all times.
- Adheres to stated ATSU-SOMA dress code policy.
- Participates constructively as a team member.
- Adheres to institutional and departmental policies and procedures.
- Displays compassion and respect for all patients even under difficult circumstances.
- Discusses patients/faculty/colleagues without inappropriate labels or comments.

### ***Responsibility and Accountability***

- Presents self in an appropriate manner to patients and colleagues.
- Completes assignments and tasks in a timely manner.
- Responds promptly when contacted (emails, texts, phone calls, etc.).
- Intervenes or seeks help when unprofessional behavior presents a clear and present danger to self or others.
- Uses resources effectively.
- Responds appropriately to an impaired colleague.
- Responds to and reflects on own or other's lapses in conduct and performance.
- Makes valuable contributions to class, rounds and group interactions.
- Elicits patient's understanding to ensure accurate communication of information.
- Facilitates conflict resolution.

- Remains flexible to changing circumstances and unanticipated changes.
- Balances personal needs and patient responsibilities.
- Respectfully provides honest and constructive feedback.

### ***Excellence***

- Has internal focus and direction, sets goals to achieve excellence.
- Takes initiative in organizing, participating and collaborating with peer groups and faculty.
- Maintains composure under difficult situations.
- Inspires confidence in patients by proper preparation for clinical tasks and procedures.

## **Community Partner Sites**

### ***Assignment to Community Partner Site Location***

Assignment to a community partner site involves the consideration of various factors including the student's expressed desire concerning location. Community partner site assignments are ultimately under the purview of the School and ATSU-SOMA reserves the right to make all community partner site and clinical assignments. Unauthorized trading or attempts to influence community partner site placements by bartering, coercion or offering goods or services are grounds for disciplinary action.

Placement at a community partner site is considered a permanent assignment. It is only under extraordinary circumstances that transfer from one community partner site to another will be considered. Requests for transfer and questions about community partner sites should be addressed to the Associate Dean of Clinical Education and Services.

### ***Travel to Clinical Experiences***

Many of the courses required to complete the curriculum require travel to participate in clinical experiences. Unless otherwise published, travel is at the student's expense and not paid for by ATSU-SOMA or clinical agencies. Most students find having a car and valid driver's license a necessity to complete the program of study. In particular, students are encouraged to consider the travel requirements associated with specific community partner sites prior to their indication of interest in attending that community partner site.

At each site the weather conditions may make travel hazardous. Students should take their cue on travel from the site supervisor and follow local policy that may dictate procedures. Ultimately the decision to travel or not travel should be made using the individual's best judgment based on the available information.

### ***Housing***

Students are responsible for making arrangements for and payment of their housing needs. Please be advised that there are occasions when students will be assigned at a distance from their community partner site. In very select cases some subsidies may be available at certain locations. However, housing costs remain the ultimate responsibility of the student. Students are encouraged to investigate housing costs prior to community partner site selection.



## Community Health Center General Policies and Procedures

### *Injuries, Accidents, and Disease Prevention*

Students are expected to follow Universal Precautions at all times.

Universal Precautions is an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infectious for HIV, HBV and other bloodborne and aerosolized pathogens. All students are required to read and understand the Disease Exposure Prevention and Control Plan Policy.

All students should take precautions to prevent injuries caused by needles, scalpels, other sharp instruments, or any exposure to bloodborne or airborne pathogens. A student is encouraged to use needle and scalpel safety devices when available. All students are required to use appropriate personal protective equipment (PPE) in any clinical or research experience if possible, exposure to bloodborne or airborne pathogens could occur.

Report and seek treatment for occupational exposures immediately.

Any student who sustains an injury or potentially infectious exposure while on their clinical experience must notify their RDME(s) as soon as possible. A needlestick protocol checklist and post-exposure prophylaxis (PEP) guideline is provided on the eValue homepage. See the ATSU-SOMA Needlestick and Bloodborne Pathogens Policy for additional details.

### *Safety Issues*

Every site should have a disaster plan directing individuals' actions in the event of an emergency (i.e. tornado, violence at the site, etc.). In the event of an emergency follow the site's emergency plan and the direction of your site supervisor. As soon as it is safe and feasible please notify the ATSU-SOMA Administration regarding your status.

Students are required to become familiar with the safety procedures that are established at each of the community partner sites. As in every situation, especially when one is in an unfamiliar environment, it is prudent to maintain good situational awareness and to be cognizant of one's surroundings.

### *Professional Conduct*

Students are under the supervision of, and responsible to, the community partner site faculty, including the RDME(s) and clinical preceptors. The student may be subject to review and removed from the community partner site by the ATSU-SOMA administration if their conduct is deemed unsafe or inappropriate by the faculty at the community partner site.

### *Student Responsibilities at the Community Partner Site*

The student is expected to put a patient's needs and safety as the top priority during all clinical encounters.

The student is expected to adhere to the schedule provided by the community partner site RDME(s) for both didactic courses and clinical courses. The student is expected to attend conferences, rounds, and clinics assigned by the community partner site faculty as part of their OMS II curriculum. It is the student's responsibility to review the curricular objectives and

augment didactic and clinical experiences with independent research and discussion with the community partner site faculty.

### *Community Partner Site Responsibility to the Student*

The community partner site must organize an orientation at the start of OMS II year to provide general information about the site, student requirements, and contact information for key personnel. The community partner site must ensure that on-site faculty guidance is available to assist students in their concerns related to the OMS II curriculum. The student will be provided with information and procedures to handle injuries and other health concerns sustained at the community partner site.

## Medical Student Performance Evaluation (MSPE)



The Medical Student Performance Evaluation (MSPE), previously the "Dean's Letter", is a document utilized in the residency application process. It serves as an evaluation of a medical student's performance and describes, in a sequential manner, a student's performance through three full years of medical school. As per the American Association of Medical Colleges (AAMC), "the purpose of the MSPE is not to advocate for the student, but rather to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based, to the greatest degree possible, on verifiable information and summative evaluations." Once the MSPE draft has been created for each student, students will be provided the opportunity to review their MSPE and correct factual errors in the MSPE, but not to revise evaluative statements in the MSPE. The national release date for the MSPE to residency programs is typically October 1 of the student's final academic year preceding the match(es).

## Postgraduate Placement



Postgraduate (i.e. residency) match results which may include a student's name, specialty, and residency program placement will be made public by ATSU-SOMA unless the student opts out. Students may opt out at any time by contacting the Dean's Office up to one month prior to graduation.

## Echo360



ATSU-SOMA uses Echo360 for video and audio recording of many didactic presentations for later playback; however, as with any technology, the Echo360 system may not work at times. ATSU-SOMA will notify students via ATSU e-mail when the Echo360 is unavailable. The student is always responsible for the material covered in a session, even if an Echo360 recording is not available. Echo360 is not intended to serve as an alternative to classroom attendance.

## Annual Catalog, Handbook, and Clinical Education Manual Review

All ATSU-SOMA students are required to read the ATSU University Catalog and the University Student Handbook annually. In addition, the OMS III and OMS IV students must also read the ATSU-SOMA Clinical Education Manual annually. An attestation is sent via the eValue system to all students annually. Each student must sign and submit the form, affirming that they have read the required items. Failure to do so may be considered a professionalism violation and may result in a delay in the student's course work, and may result in the student appearing before the Student Performance Committee.

# Osteopathic Medicine, DO

## Doctor of Osteopathic Medicine (SOMA)

The ATSU-SOMA curriculum is aligned with the American Osteopathic Association (AOA) Seven Osteopathic Core Competencies for Medical Students. Under each of these competency domains, there are measurable curricular goals which, upon student attainment and completion, indicate competence in the domain. These curricular goals broadly shape and define the courses and clerkships (clinical rotations) within the four-year ATSU-SOMA curriculum. For each curricular goal, there are accompanying learning activities, whose purpose is to help students achieve the goal and learn course content. Each learning activity is guided by a set of specific, measurable learning objectives that state what the student will accomplish during the activity.

1. Osteopathic Principles & Practices  
"Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings."
  - Demonstrate and communicate knowledge of osteopathic principles and osteopathic manipulative therapy (OMT) including the scientific basis and physical findings of somatic dysfunction as well as the mechanism of action, indications, contraindications, and basic application of OMT.
  - Perform and document a complete and appropriately focused osteopathic structural examination in a respectful, logical, and organized manner.
  - Apply osteopathic principles and OMT consistently and appropriately into specific patient care plans.
  - Demonstrate the knowledge and skills necessary to integrate osteopathic principles and practice into all aspects of whole person healthcare.
2. Clinical Skills & Osteopathic Patient Care  
"Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan."
  - Elicit a comprehensive and appropriately focused history and generate a list of a patient's concerns in a respectful, rationale and organized manner.
  - Perform a complete and appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.
  - Perform basic clinical procedures essential for general osteopathic medical practice.
  - Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.
  - Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.
3. Medical Knowledge  
"Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care."
  - Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.
  - Recognize and explain normal structure and function across the lifespan.
  - Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.
  - Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.
  - Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.
  - Interpret diagnostic studies and correlate abnormal findings to disease states.
  - Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.
4. Professionalism  
"Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession."
  - Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.
  - Apply ethical decision making in all aspects of professional practice.
  - Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.
  - Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.
  - Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.
5. Interpersonal and Communication Skills  
"Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team."
  - Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient's case in a logical, articulate fashion both orally and in writing.
  - Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.

- Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.
6. Practice-Based Learning and Improvement  
"Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care."
- Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
  - Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
  - Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
  - Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
  - Integrate technology into the practice of medicine and the delivery of healthcare services.
7. Systems-Based Practice  
"Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large."
- Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.
  - Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
  - Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.
  - Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.

Several important pedagogical modalities are used to bring basic science into a clinical context. These modalities include: clinical presentation "schemes," small group learning discussions, hands-on laboratories, demonstrations, and simulation activities.

## Community Health Center (CHC) Learning Partnerships

A unique feature of ATSU-SOMA's education program is its emphasis on contextual learning in community healthcare settings. Beginning in the second year (OMS II year), students are stationed at one of the community partner sites listed below. Each of these locations has dedicated classroom space for didactic instruction and facilitation, OPP training, and clinical skills application and practice. These classrooms are equipped with web connectivity and video conferencing capabilities so that academic interaction can occur with the Mesa campus faculty and with the other community partner sites. ATSU-SOMA's community partnerships include:

- ATSU Santa Maria: Santa Maria, California
- Adelante Healthcare: Mesa, Arizona
- Beaufort Jasper Hampton Comprehensive Health Services: Ridgeland, South Carolina
- El-Rio CHC: Tucson, Arizona
- Family HealthCare Network: Visalia, California
- HealthPoint CHC: Renton, Washington
- HealthSource of Ohio: Mt. Orab, Ohio
- Near North Health Service Corporation: Chicago, Illinois
- North Country Health Care: Flagstaff, Arizona
- North Central Texas Community Health Care Center: Wichita Falls, Texas
- NWRPCA (Northwest Regional Primary Care Association): Portland, Oregon
- San Ysidro Health Center: San Ysidro, California
- SIHF Healthcare (Southern Illinois Healthcare Foundation): Alton, Illinois
- Family Health Centers at NYU Langone: Brooklyn, New York
- The Wright Center for Community Health: Scranton, Pennsylvania
- Waianae Coast CHC: Waianae, Hawaii

## Length of Program

The Doctor of Osteopathic Medicine program can be completed in four years, and must be completed within six years from the date of matriculation. The curriculum is comprised of a minimum of 243.6 semester credit hours.

## Tuition and Fees

Tuition is due twice a year at ATSU. It is due at the beginning of the first and second semesters. Each payment is half the cost for the entire year. Tuition may be paid any time during the week that it is due. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year.

Class/Year	Tuition	Student Technology Fee	Medical Equipment Fee
Class of 2026, year 1	\$62,526	\$1,150	\$1,000
Class of 2025, year 2	\$62,526	\$1,150	
Class of 2024, year 3	\$62,526	\$1,150	
Class of 2023, year 4	\$62,526	\$1,150	

## Admissions

### Application process

ATSU-SOMA uses the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). AACOMAS provides centralized services including data collection, analysis, and distribution of the online primary application to osteopathic medical schools the applicant designates. Please visit [www.aacom.org](http://www.aacom.org) or contact AACOMAS at 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231, phone: 301.968.4100.





## Application Deadline

The deadline for submission of the AACOMAS application is March 1; however due to ATSU-SOMA's rolling admissions process and early admission decisions, applicants are strongly encouraged to apply early.

Upon review of the AACOMAS application, ATSU-SOMA will send qualified applicants a secondary (supplemental) application. A non-refundable application fee, at least one letter of recommendation (LOR) from a science faculty member (or from the pre-medical committee), and at least one LOR from a physician (strong preference for a letter from a DO) must be submitted with the secondary application.

The deadline for submission of the secondary (supplemental) application is April 1. Due to ATSU-SOMA's rolling admissions process and early admission decisions, applicants are strongly encouraged to apply early.

## Admission Requirements

Applicants for admission to the first-year DO class must meet the following requirements prior to matriculation.

1. The applicant must have achieved a minimum 2.8 cumulative grade-point average (GPA) and a minimum 2.8 science GPA on a 4.0 scale.
2. Applicants must have completed a bachelor of arts or science from a US college or university accredited by a US Department of Education institutional accreditor.
3. Applicants must have successfully completed one full academic year (or equivalent) with a grade (or equivalent) of "C-" or better in each of the following courses prior to matriculation:
  - English
  - Biology/Zoology (with laboratory)
  - Inorganic/General Chemistry (with laboratory)
  - Physics (with laboratory)
  - Organic Chemistry (with laboratory)
  - Additionally, ATSU-SOMA strongly recommends the following elective courses:
    - Anatomy
    - Behavioral Science
    - Biochemistry
    - Genetics
    - Immunology
    - Microbiology
    - Molecular Biology
    - Multicultural Studies
    - Physiology
    - Public Health/Epidemiology
4. Applicants are required to submit scores from the Medical College Admission Test (MCAT). The exam must have been taken within three years of application.
5. Matriculants are required to submit complete official transcripts from each school attended by the date of matriculation.
6. ATSU-SOMA and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. 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. A matriculant with a positive criminal background screen will be reviewed.
7. Applicants must be a U.S. citizen or permanent resident.

8. Applicants must be fluent in the oral and written use of English.
9. Applicants must have basic computer literacy. Matriculants will meet the minimum technology specifications found at: <http://its.atsu.edu/knowledgebase/soma-technology-requirements/>

## Doctor of Osteopathic Medicine and Master of Public Health Dual Degree



With ATSU's dual Doctor of Osteopathic Medicine and Master of Public Health program, students earn their Master of Public Health (MPH) through ATSU's College of Graduate Health Studies (ATSU-CGHS) while completing their DO degree at ATSU-SOMA. Students trained in ATSU-SOMA's innovative community partner model will be well prepared for a medical career in public health venues. The MPH requires additional courses completed online via ATSU-CGHS. Applications to the MPH program are accepted toward the end of the students' first year at ATSU-SOMA.

After earning their DO and MPH degrees students will be able to do the following and more:

- Analyze issues of access, quality, and cost for populations, communities, and individuals
- Evaluate social determinants of health and health disparities at your community health center and beyond
- Hypothesize reasons for observed disparities
- Create interventions to address health disparities
- Design research studies to address health disparities
- Compare and contrast research methodologies
- Critically appraise public health and medical literature
- Define health literacy and apply its concepts to health promotion and disease prevention programs
- Apply knowledge and skills acquired from the curriculum and complete an academic paper suitable for publication
- Present research findings at national meetings
- Evaluate health promotion and disease prevention programs from a variety of perspectives

Students must meet the following criteria to apply for the DO/MPH dual degree:

- Must have attended the introductory presentation.
- Must be in good academic standing
- Must have no course failures during the OMS I year
- Must not be identified as At Risk according to the ATSU-SOMA catalog description

Once these criteria have been met, a letter of support must be obtained for the student from the ATSU-SOMA Dean. The student may then apply online via the ATSU website. There is no admission fee for potential DO/MPH students.

## Hometown Scholars Program

The National Association of Community Health Centers has a Hometown Scholars Program that identifies potential applicants who match the mission and values of ATSU-SOMA. Please visit [www.atsu.edu/hometown-scholars](http://www.atsu.edu/hometown-scholars) for more details on the Hometown Scholars Program.

## Transfer Student Admission

The curriculum model and structure of ATSU-SOMA does not allow for transfer student admission.



## Transfer Credit

The curriculum model and structure of ATSU-SOMA does not allow for transfer course credit.

## Transferability of Credits

The transferability of credits earned at ATSU is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at ATSU will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at ATSU to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at ATSU will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Advanced Standing Admission

The curriculum model and structure of ATSU-SOMA does not allow for the awarding of advanced standing into the School.

## International Student Admission

All ATSU-SOMA applicants must be U.S. citizens or permanent residents.



## Selection of Applicants

The ATSU-SOMA Admissions Committee seeks individuals who will be a good match to ATSU-SOMA's mission and are capable of meeting ATSU-SOMA's academic and professionalism standards. Applicants are screened for academic achievement, clinical involvement, interpersonal skills, leadership qualities, service, perseverance, maturity, motivation, and knowledge of the osteopathic profession. Applicants who pass this screening will be invited for an interview. The interview day is designed to be a two-way process to help the ATSU-SOMA Admissions Committee determine if the applicant is a good fit for ATSU-SOMA while enabling the applicant to determine if ATSU-SOMA is a good fit for the applicant. Physical attendance at an interview day is mandatory for admission unless other arrangements have been made by ATSU-SOMA.

Following the interview day, the Admissions Committee will review the applicant's entire packet and determine the disposition of the application. The Admissions Committee will accept (with or without contingencies), reject, or place candidates on an alternate list. Applicants are notified of the Committee's decision as soon as possible (usually within two weeks of the interview day).

An offer of acceptance is accompanied by assignment to a specific Community Health Center Contextual Learning Site (informally known as "CHC"). Successful applicants are granted a specified time period to notify the Office of Admissions of their intention to enroll. This letter of intent must be accompanied by payment of a non-refundable acceptance fee.

Admission after acceptance is subject to the satisfactory completion of all academic requirements. Admission to ATSU-SOMA may be revoked for fraud, misrepresentation, or other violation of University standards.

## Matriculation Requirements

The following are required prior to attendance on the first day of class at ATSU-SOMA. Failure to comply with any of the listed requirements may lead to withdrawal of acceptance and will prevent a student from initially enrolling or remaining enrolled at ATSU-SOMA.

1. Successful completion of a Bachelor of Arts or Science (B.A., B.S.) degree and all ATSU-SOMA prerequisite courses from a US college accredited by a US Department of Education institutional accreditor. This must be verified with submission of all final official transcripts to the ATSU Admission Office.
2. Attendance at all ATSU-SOMA osteopathic medical student, year 1 (OMS I) orientation activities: These activities occur during the week prior to the first day of class.
3. Background Check: ATSU-SOMA requires that entering students submit to and provide the results of background check prior to enrollment. Recognize that this is a minimum standard and that some clinical facilities may have additional requirements that students must meet prior to beginning clerkships (clinical rotations) at those sites. These requirements may include (but not be limited to) additional background checks and drug screening.
4. Required Immunizations: ATSU-SOMA requires all entering students to provide proof of their immunizations in order to enroll in courses. Please see the Academic Standards, Guidelines, and Requirements section for the specific immunization requirements.
5. Basic Life Support (BLS) Certification: ATSU-SOMA requires that all students obtain and maintain BLS certification throughout the entire duration of enrollment. Proof of certification must be on file by the end of OMS I orientation. It is the student's responsibility to renew certification prior to the expiration date. Proof of Advanced Cardiac Life Support (ACLS) certification must be obtained prior to reporting for clerkship duty in the OMS III year. These requirements may only be met using an online course if it is a certification renewal. First-time certification must be completed via a live course. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

## Grading

ATSU-SOMA programs adhere to the University grading scale.

### Grading Guidelines

ATSU-SOMA students are evaluated by a number of methodologies to ensure they are meeting curricular goals and competencies. The following are examples of methods that may be used to provide either formative or summative evaluation of student performance.

- Examinations (either written or computer based), quizzes and assignments
- Observation of Head-To-Toe Physical Exam
- Observation of Problem-Specific Physical Exams
- Performance of Clinical Procedures
- Performance at Clinical Experiences
- Discussion with Preceptors at Clinical Sites
- Behavioral Performance Evaluation
- Comprehensive End-of-Year Examinations
- Faculty Advisory Reviews
- Evaluation of Medical Documentation
- Observation of Patient Presentations
- Objective Structured Clinical Examinations (OSCEs)

- Clinical Examination Exercise (Mini-Cex)
- Clinical Protocol Certifications

Final pre-clinical course and system grades are reported as Honors (H 90% and above), Pass (P 70-89%), or Fail (F <70%). In addition to earning a cumulative grade above 70%, individual courses may also specify further requirements in order to successfully pass. A failed class that is remediated is reported as a Remediated Pass (RP). GPA is calculated using the final actual percentage score a student achieved in a course or system, weighted in proportion to the units of the course or system. Class rank is determined by ordering the GPA's of the members of the class from highest to lowest. While GPA and class rank are not reported on the official transcript, ATSU-SOMA can provide this information in an official letter at the student's request.

Grades for clinical clerkships and courses for students in OMS III & IV are reported on the transcript as Honors (H greater than 4.75), High Pass (HP 4.0-4.75), Pass (P 3.0-3.9), or Fail (F less than 3.0). A failed rotation that is successfully remediated is designated as a Remediated Pass (R-Pass) on the transcript. The following criteria are used to determine OMS III & IV grades:



### Clinical Rotation Evaluation

Students will need to receive a passing score on any Clinical Rotation Evaluation (CRE) for each 4-week course section (rotation) of the course. A failing grade on the CRE will result in a failure in the clerkship. See individual course syllabi for additional details.



### Subject or Course Exam (COMAT)

The Subject/Course Exam (COMAT) applies to Core Rotations only. On the Friday of Week 4 of the rotation, the student is required to take and pass a subject or Course Exam (COMAT). The content of the exam is based on clinical presentations presented in the Core clerkship curriculum and frequently seen in clinical in-person patient encounters. There is a very strong probability that some clinical presentations covered in the COMAT may not be addressed directly in the syllabus. There is a possibility that some of the clinical presentations covered in the COMAT may not have been observed during the rotation. Many of the objectives and presentations are covered in the rotation syllabus. The student must receive a passing score on the COMAT exam linked to the course to pass the course. See individual course syllabi for additional details.

For Family Medicine and Internal Medicine, the COMAT is taken at the end of the second rotation. Due to these courses being a total of 8 weeks each (two four-week experiences for Family Medicine and two four-week experiences for Internal Medicine), the COMAT is factored into both rotation grades (Family Medicine I and II for the Family Medicine COMAT, and Internal Medicine I and II for the Internal Medicine COMAT), even if the rotations are taken in different semesters.

Should a student fail a post-rotation examination, a limit of one (1) retake (for a total of two attempts) will be allowed. Any retake requires approval by the Assistant Dean of Clinical Education. A failure of the rotation will occur if the student does not successfully pass on the second attempt. All clerkship failures will result in a referral to the SPC and repeat of another 4-week clerkship in the same discipline at a different site and with a different preceptor and a final attempt at the end of rotation exam. The student is responsible for all fees associated with a clerkship remediation.

Any student receiving a second clerkship failure or three COMAT failures total in any discipline combination will be referred to the SPC to determine progression in the program.

### Coursework/Weekly Assignments

Coursework will be graded based on course grading rubrics for each individual assignment in Canvas. Assigned supplemental requirements without clinical patient contact are graded based on satisfactory completion and submission by the weekly deadline, per the instructions for each of those individual assignments. See individual course syllabi for additional requirements.

A grade of I (incomplete) indicates that course requirements have not been completed. A grade of IP (in progress) indicates the course spans more than one semester. Grades of I or IP are not replaced on the official transcript until all course requirements are met. Failure to complete course requirements may result in grades of I or IP being replaced with a failing grade.

### Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DO program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, Academic Appeals policy.

## Student Performance Committee



### Responsibilities and Membership

ATSU-SOMA's Student Performance Committee (SPC) is a standing committee that evaluates the academic and professional performance and development of all ATSU-SOMA students and, when appropriate, forwards recommendations to the Dean as described below. The SPC ensures that all students meet the standards to progress through each year of the ATSU-SOMA curriculum and that each student has completed all graduation requirements.

Lack of progress includes, but is not limited to, failure of one or multiple courses; failing the same course multiple times; failing a COMSAE or COMLEX examination; failing to make and sustain adequate progress in the attainment of the seven osteopathic competencies for medical students (osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice); failing to successfully complete assignments, logs, and assessments; or failure to perform successfully in clinical rotations.

The voting members of the SPC include clinical and basic medical science faculty appointed by the Dean including at least one Regional Director of Medical Education, and one public member from a community health center partner site leadership team chosen by the Dean. The Chair of the SPC is appointed annually by the Dean. The SPC is chaired by the Assistant Dean of Innovation and Curricular Integration or their designee. Each faculty, RDME and public member of the committee is a voting

member except the ex-officio members listed. In the case of a tie, or to meet a quorum, the Chair is a voting member. Decisions of the Committee are made by a majority vote.

Non-voting consultants to the Student Performance Committee are the Associate Dean of Clinical Education and Services, Assistant Dean of Innovation and Clinical Education, and Vice President of Student Affairs. Additional appropriate faculty such as a student's RDME or faculty advisor may be requested to attend the Student Performance Committee meeting without a vote.

In the event that a course director is also a voting member of the committee, he/she will retain voting privileges. Clinical faculty members who serve on the Student Performance Committee must ensure that they do not have a therapeutic relationship with a student appearing before the committee and have not provided sensitive health services to the student. If such a relationship exists, the physician shall alert the Assistant Dean of Innovation and Curricular Integration to request an alternate be present to hear the student case.

## Referrals

An individual with a concern about a student's academic or professional performance will refer the issue to the appropriate Assistant or Associate Dean(s), who then may refer the matter to the SPC. Examples include, but are not limited to the following:

- Failure of a course, rotation, COMLEX exam, or other required activity
- Overall poor performance in the academic program
- Violation of professionalism standards
- Inability to meet ATSU-SOMA technical standards
- Failure to abide by ATSU-SOMA Catalog policies and procedures

## Attendance and Notification

The student will be notified of the referral to the SPC and may be required to attend the SPC meeting (either in person or by video-conference) when the student's academic status is presented for discussion. Each student's entire academic profile since matriculation is reviewed by the SPC, taking into account the student's overall performance. Reviewed material may include the entire academic record, subjective evaluations by course directors, faculty members, preceptors, staff, standardized patients and administrators, emails, written notes, concern cards, results of performance assessments as well as other material necessary to fully evaluate the student's progress, including professional behaviors.

The student will be afforded the opportunity to speak during the SPC meeting. The student will be notified of the meeting and any requirement to attend the meeting at least two business days (Monday-Friday, excluding holidays) before the meeting. The student's required dress code for meetings with the SPC is business attire.

## Sanctions

The Student Performance Committee (SPC) can impose requirements, supports, and discipline appropriate to the circumstances. Additionally, the committee may impose a reprimand, place the student on probation, suspend the student or dismiss the student from the program. The Assistant Dean of Innovation and Curricular Integration will typically notify the

student of the outcome, in writing, within 48 hours of the committee meeting.

The following sanctions may be imposed by the SPC:

**Consultation** – Consultations may include but are not limited to the following:

- Mandated meetings with the Learning Advisors in Student Affairs;
- Mandated meetings with the student's academic advisor or RDME(s);
- Mandated counseling sessions with the University's Mental Health Wellness Counselor or a mental health counselor of the student's choice (at the student's expense);
- Educational psychology testing to evaluate the student's cognitive ability to progress in medical school;
- Evaluation by a physician, clinical psychologist or psychiatrist to determine the student's ability to meet the technical standards of the program;
- Evaluation and/or treatment by a healthcare provider for addictive behaviors.

## Academic Warning

- Academic Warning is issued to a student who fails to meet ATSU-SOMA's academic or professionalism standards. This may include a course failure, second COMSAE failure, rotation failure, or first failure of COMLEX Level 1, COMLEX Level 2 CE.
- The purpose of the Academic Warning is to alert the student, faculty, and administration that the student has experienced difficulty, and that special consideration may be given for consultation, referral, counseling, academic assistance, or other activities to help the student resolve academic or professionalism deficiencies.
- Students on warning may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the college without explicit permission from the Assistant Dean of Innovation and Curricular Integration or their designee. If a student is seen before the SPC and given a warning status at any time, they are not eligible to run for an officer position in a club. These measures are employed to assist the student in concentrating on improvement in their academic progress.
- Once the deficiencies have been remediated by the student, the warning may be removed following review by the SPC and by written notification from the chair of the SPC at the end of the academic year.
- The successful remediation of an academic course will be identified by a notation (70R or R-Pass) on the student's transcript.

## Academic Probation

- Academic Probation is imposed on any student who has violated ATSU-SOMA's professionalism standards or who has multiple course failures, COMSAE failures, rotation failures, COMLEX Level 1, or COMLEX Level 2 CE failures.
- The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced significant academic difficulty.
- This is a status change that will be documented and remain permanently in the student's official record.
- Students on probation may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the college without explicit permission from the



Assistant Dean of Innovation and Curricular Integration or their designee. If a student is seen before the SPC and given a probation status at any time, they are not eligible to run for an officer position in a club. These measures are employed to assist the student in concentrating on improvement in their academic progress.

- Probation is a permanent academic status. If permitted, successful remediation of the failure or behavior may be changed internally within the school, to an appropriate status so the student may continue in future learning activities.
- The successful remediation of an academic course or clerkship will be identified by a notation (70R or R-Pass) on the student's transcript.

The Student Performance Committee can recommend the following sanctions to the Dean for review and consideration:

**Suspension** – Suspension is defined by ATSU as a temporary and immediate separation from the institution. The SPC and Dean will determine if the student will be eligible for reinstatement, the terms of the reinstatement, or if the student is to be dismissed from ATSU-SOMA. Students may be dismissed for various causes including but not limited to:

- Posing an immediate threat to the university community and/or to themselves
- Engaging in illegal activities
- Failure to comply with sanctions imposed by the school or the university

**Dismissal** – Dismissal is a permanent separation from the institution. Students may be dismissed for various causes including but not limited to:

- Poor academic performance including multiple failures
- Professionalism violations

Following a Student Performance Committee meeting, the student will be notified of the outcome by the SPC Chair in writing within seven calendar days. Decisions by the SPC may be appealed to the Dean in writing, within seven calendar days of notification by the SPC Chair. See the appeal process below. In the event of a SPC recommendation for dismissal, suspension, or extension of the academic program affecting the student's graduation, the final decision and notification to the student will come directly from the Dean of ATSU-SOMA.

QA 1  
update

## Right of Appeal

A notification to the student by the SPC regarding the decision concerning the student's status may be appealed, in writing, to the Dean of ATSU-SOMA. A student's appeal must be received no later than seven calendar days following receipt of the SPC letter. The appeal must include a statement of the reason(s) the action is unwarranted. The written appeal must be dated and signed by the student. Upon receiving the written appeal, the Dean may choose to meet with the student. The Dean will notify the student in writing of their decision concerning the appeal no later than seven calendar days following receipt of the student's appeal.

The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: Promotion and/or Dismissal Decisions.

QA 1  
update

## Remediation Policy

Remediation examinations for course failures in OMS I and OMS II will take place during the earliest scheduled time after a course failure occurs. There are four scheduled times during the academic year to complete a remediation program as designed by the course director: at the end of Fall Break (OMS I) or the end of Thanksgiving Break (OMS II), at the end of Winter Break, at the end of Spring Break, and at the conclusion of the academic year. Scheduling of the remediation program may be modified by the Associate Dean of Innovation and Curricular Integration, at student request, to best fit the academic needs and requirements of the student.

Remediations must be successfully completed before a student can be advanced to the next stage of the curriculum. It may be necessary to delay the start of OMS III clinical rotations and/or sitting for COMLEX Level 1 in order to successfully complete the remediation process.

All OMS I and II remediation examinations must be proctored by an ATSU-SOMA employee or designee as approved by the Associate Dean of Innovation and Curricular Integration. Failed clinical rotations (OMS III and IV) must be repeated and successfully completed. The course and preceptor must be approved by the Associate Dean of Clinical Education and Services. A student who fails a course remediation examination will be referred to the Student Performance Committee and is subject to dismissal.

## COMLEX Policies

Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. These examinations are:

- COMLEX Level 1 (COMLEX 1)
- COMLEX Level 2 CE (COMLEX 2CE)

Students are required to take COMLEX during specific time-frames listed in the sections below. Students must be actively participating in curricular activities (e.g. not on a leave of absence) to sit for COMLEX. If a student is eligible to take COMLEX, and does not take it according to the scheduling requirements listed in this section (unless prior permission to deviate from the required schedule is granted by the Assistant or Associate Dean), it is a professionalism violation and the student will be removed from clinical rotations until a passing score on COMSAE and COMLEX is received. The student will be referred to the Student Performance Committee at the discretion of the Assistant or Associate Dean.

### COMLEX Level 1

Students must take COMLEX 1 prior to the scheduled first day of the OMS III rotations cycle for the class as published in the ATSU-SOMA Schedule. Exceptions must be approved in advance by ATSU-SOMA's Assistant or Associate Dean of Innovation and Curricular Integration. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX 1 if they have:

- Passed all OMS I and OMS II courses
- Achieved a minimum passing score as described in the Integrative II syllabus on a secured version of the Phase 1 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does

QA 1  
update

QA 1  
update



not meet the COMSAE requirement. See Integrative I and Integrative II course syllabi for details.\*

- If a student has not achieved at least the minimum COMSAE passing score as described in the Integrative II syllabus within five business days of their examination date or by June 15th of the second academic year, they must meet with the Assistant or Associate Dean of Innovation and Curricular Integration or their designee to assist the student in creating an individualized preparation plan with benchmarks the student will be required to reach before being authorized to take COMLEX Level 1. It may be necessary to postpone the start of clinical rotations. If a student alters the plan set forth by the Assistant or Associate Dean of Innovation and Curricular Integration without prior authorization, this action will be viewed as a professionalism violation with referral to the Student Performance Committee (SPC).
- If a student has not achieved the minimum passing score on a COMSAE exam after two consecutive attempts, they will be referred to the SPC for academic performance inadequacy and may be subject to dismissal.
- Under certain circumstances, such as in cases of overall poor academic performance, the Assistant or Associate Dean of Innovation and Curricular Integration may require the student to delay taking the COMLEX until readiness to take the exam is determined. The student will be placed in a Directed Studies course until a minimum passing score on a COMSAE is achieved and COMLEX Level I has been taken.
- Extended time to take the COMSAE for students with disabilities will be provided only if NBOME has approved extended time for a student's COMLEX Level I exam. Proof of NBOME's approval must be submitted to ATSU Learning and Disability Resources Office (disabilityresources@atsu.edu) by May 1st of the OMS II year. Otherwise, the COMSAE will be taken with standard timing.

\*The Phase 1 COMSAE exams are administered to OMS II students during the Integrative II course.

### **COMLEX Level 1 First Failure**

Failure of COMLEX Level 1 may significantly impact a student's clinical rotation schedule and progression through the curriculum.

A student who fails the first attempt of COMLEX Level 1 is required to inform immediately the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration, their RDME(s), and their clinical education coordinator (CEC) when they are notified of their result. Based on the student's numeric COMLEX score and past academic record, they will be required to appear before the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine the student's academic status and if the opportunity for a retake of the COMLEX Level I will be granted.

If a retake exam is granted by the SPC, the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration and/or faculty designee will work with the student to create an individualized remediation plan which may include time off clinical rotations, Directed Studies, a formal board preparation course, and documentation of an

additional secured and proctored COMSAE score greater than the minimum passing score.

- The student must re-take COMLEX Level 1 within eight weeks of notification of failure unless otherwise prescribed by the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration.
- The student must submit evidence at least five business days prior to taking the COMLEX Level 2CE of a minimum score on a secured version of the Phase 2 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does not meet the COMSAE requirement.
  - If a student has not achieved the minimum passing score on a COMSAE exam after two consecutive attempts, they will be referred to the SPC for academic performance inadequacy and may be subject to dismissal.

### **COMLEX Level 1 Second Failure**

A student who fails the second attempt of COMLEX Level 1 is required to immediately inform the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration, their RDME(s), and their CEC.

The student will be removed from clinical rotations at the conclusion of their current clinical clerkship, placed on Directed Studies, and immediately placed on academic probation if the academic status reflects otherwise. The student is required to meet with the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program.

### **COMLEX Level 2CE**

Students who are on-track with their OMS IV class are required to take COMLEX Level 2CE by September 1 of the OMS IV year. Exceptions to this deadline must be authorized in advance by the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX Level 2CE if they have:

- Successfully completed all OMS III Core curricular requirements including the Osteopathic Principles and Practice (OPP) course. The requirements for each course are listed in the course syllabus and may include, but are not limited to completion of all patient logs, cases, quizzes, and passage of all post-rotation OMS III NBOME COMAT examinations, including the OPP NBOME COMAT examination.
- Submitted evidence at least five business days prior to taking the COMLEX Level 2CE of a minimum score (as communicated to the students at the end of their OMS III year) on a secured version of the Phase 2 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does not meet the COMSAE requirement.





- If a student has not achieved at least the minimum Phase 2 timed COMSAE score within five business days of their examination date, the student must meet with the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration or their designee to assist the student in creating an individualized preparation plan with benchmarks the student will be required to reach before being authorized to take COMLEX 2CE. During this time, the student may be taken off clinical rotations and placed on Directed Studies to prepare for the examination.

If a student is off-track with their OMS IV class for any reason, the student is required to take the COMLEX 2CE within 60 days following successful completion of all OMS III curricular requirements (see above section for OMS III curricular and COMSAE requirements). The Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration or their designee must authorize exceptions to this deadline in advance.

Students are given a 24-hour excused absence from rotations to take COMLEX Level 2CE if a request is submitted to the Clinical Education Department at least 10 business days in advance of the examination.

### ***COMLEX Level 2CE First Failure***

Failure of COMLEX Level 2CE may significantly impact a student's clinical rotation schedule, progression through the curriculum, ability to match into residency, graduation, and eligibility to start residency. A student who fails the first attempt of COMLEX Level 2CE is required to inform immediately the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration and Services and their RDME(s) and CEC when they are notified of their result.

The Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration and/or faculty designee will work with the student to create an individualized remediation plan, which may include time off clinical rotations, Directed Studies, a formal board preparation course, and an additional minimum passing score on a timed secure COMSAE exam. The student will be referred to the Student Performance Committee (SPC) where academic status and progression in the program will be determined. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine if the opportunity for a retake of the COMLEX Level II will be granted.

If a retake is granted by the SPC, the student must re-take COMLEX Level 2CE within eight weeks of notification of the failure unless otherwise prescribed by the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration.

### ***COMLEX Level 2CE Second Failure***

A student who fails the second attempt of COMLEX Level 2CE is required to inform immediately the Assistant Dean of Clinical Education and the Assistant Dean of Innovation and Clinical Curricular Integration, and their RDME(s) and CEC. The student will be removed from clinical rotations at the conclusion of their current clinical clerkship rotation, placed on Directed Studies, and immediately placed on academic probation if the academic status reflects otherwise. The student is required to meet with

the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program.

## **COMLEX Level 3**

Following graduation, the ATSU Enrollment Services approves each graduate to take COMLEX Level 3 through the NBOME website. Generally, graduates take this examination at the completion of the first year of post-graduate training. However, requirements for taking this examination vary from state to state. Graduates should contact the osteopathic medical licensing board in the state where they will have post-graduate training for further information.

## **Class Rank**

GPA is calculated using the final actual percentage score a student achieved in a course, weighted in proportion to the units of the course. Class ranks are calculated at the end of the student's second year and are determined by ordering the GPAs of the members of the class from highest to lowest. While scores in years three and four are not used to determine GPA or class rank, they are used as part of the calculations for determining clinical and professionalism scores reported on the Medical Student Performance Evaluation (MSPE). Estimated class ranks or GPAs may be requested through the ATSU-SOMA's Dean's Office at any time, or viewed on the student snapshot.

## **Graduation Requirements**

In order to graduate from ATSU-SOMA, a student must:

- Have been a student in an accredited osteopathic medical school or equivalent for at least four academic years.
- Have been enrolled in ATSU-SOMA for at least their final two academic years.
- Successfully complete all academic, administrative, and professional requirements for promotion.
- Take and pass the National Board of Osteopathic Medical Examiners, Inc. (NBOME) Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1, and the COMLEX Level 2 Cognitive Evaluation (CE).
- Have been approved by the faculty to receive their diploma.
- Attend the commencement program at which time the degree is conferred.

## **Completion of Degree**

A student is expected to complete all DO degree requirements within ATSU-SOMA's usual four-year plan of study. However, a student may have their plan of study altered beyond the usual four-year timeframe due to academic or personal issues. Regardless of the circumstances, all DO degree requirements must be completed within six years of the original date of matriculation. Failure to complete all DO degree requirements within the specified time period will result in an administrative withdrawal from ATSU-SOMA.

## **Curriculum**

Students are promoted to each level of the curriculum (e.g., OMS I to OMS II) by meeting the requirements for progression (unless an exception is made by the dean). Listed below are brief



overviews of the structure of the didactic and clinical training along with the requirements that must be met to formally progress through the curriculum.

## Interprofessional Education and Interprofessional Practice

Interprofessional education (IPE) and Interprofessional Practice (IPP) are integrated throughout the ATSU-SOMA curriculum as a series of classroom workshops and clinical activities designed to foster a team approach to patient care, with an emphasis on the quadruple aim.



### Year One (OMS I)

The OMS I curriculum is conducted primarily on the Mesa, Arizona campus. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online OMS I master academic calendar contains information concerning holidays and examinations. Each course syllabus contains course requirements and due dates for course assignments.

Requirements for progression to OMS II

- Pass all OMS I coursework and maintain a good academic standing.
- Attend one of two Team of Physicians for Students (TOPS) events during the OMS I year.
- Comply with all professionalism standards of behavior and ATSU-SOMA technical standards.
- Maintain comprehensive health insurance, disability insurance, BLS certification and current immunization standards.



### Year Two (OMS II)

The OMS II curriculum is conducted primarily at a student's assigned community partner site. OMS II coursework consists of synchronous and asynchronous learning activities that include a combination of didactic, clinical, and patient care experiences which reinforce and enhance the knowledge, skills, and attitudes acquired during the OMS I year. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online OMS II master academic calendar contains information concerning holidays, synchronous activities across all community partner sites, and examinations. Each course syllabus contains course requirements and due dates for course assignments. Additionally, each community partner site provides a weekly schedule of clinical experiences, medical skills, small group, OPP, and other assigned activities.

#### *Clinical Assignments and Responsibilities*

Consistent with ATSU-SOMA's mission, students are given the opportunity for an early clinical experience in their assigned community partner site environment beginning in year two. On occasion, students will be given the opportunity to perform clinical procedures. Students are authorized to perform procedures for which they have been trained, with the proviso that they are properly supervised. In all cases, the safety and comfort of the patient must come first. Questions related to participation in any clinical procedure or activity should be directed to the local RDME(s) or Clinical Education Department prior to proceeding.

The student will realize the importance of punctuality and fulfilling responsibility in completing clinical assignments given by the supervisor. It is recommended that students assure they are familiar with the location, personnel, practices and expectations of the sites they are assigned to. Punctuality and professional conduct are expected at all times as an academic requirement. Concerns about working too few or too many hours should be directed to the local RDME(s) as soon as possible.

#### *Requirements for progression to OMS III*

Students are classified as OMS III upon completion of the following the requirements:

- Successful completion of all OMS II requirements
- Comply with all professionalism standards of behavior and ATSU-SOMA technical standards
- Successful completion of requisite COMSAE at a score of 450 or higher.
- Maintain comprehensive health insurance, disability insurance, BLS certification and current immunization standards
- Obtain ACLS certification

### Year Three (OMS III)

Rotations are scheduled in four-week blocks, with the exception of the Elective II, which is a two-week experience. All rotations are required. In the OMS III year, eight are Core rotations. The remaining are a Patient Care Selective, Maternal and Child Health Selective (the selective may be distributed to either Obstetrics and Gynecology or Pediatrics or Maternal and Child Health as per the Clinical Education Manual), a four-week Elective and a two-week Elective. The student works directly with the RDME(s), the community partner site regional education coordinator, and the Mesa-based clinical education coordinator in all matters related to the clerkship years. This is the student's opportunity to explore their interest in clinical medicine and hone their skills in preparation for the OMS IV year. In addition to the study materials and expectations of the individual clerkship attending or preceptor, each Core rotation has an ATSU-SOMA clerkship director who develops and oversees the clerkship didactic materials and academic objectives. The ATSU-SOMA Clerkship Director posts and maintains all ATSU-SOMA clerkship materials on the learning management system. The Clinical Education Department oversees the OMS III clerkship year. Students are expected to participate in rotation activities on a weekly basis, even if the student's preceptor is not on service.



#### *International Rotations*

Due to the current pandemic, no international rotations will be offered for the 2021-22 academic year.

#### *Requirements for progression to OMS IV*

- Successful completion of OMS III clerkship requirements.
- Comply with all professionalism standards of behavior and ATSU-SOMA technical standards.
- Maintain comprehensive health insurance, disability insurance, BLS and ACLS certification, and current immunization standards.

### Year Four (OMS IV)

Rotations are scheduled in four-week blocks, except for Neurology, which is a two-week rotation. This is the academic year where the student has four Core rotations, four Selectives



and three Electives. This is the year to schedule audition rotations and/or spend more time in one area of practice. A maximum combination of four Electives/Selectives in one medical specialty may be taken, yet not consecutively, in OMS IV. In addition to the study materials and expectations of the individual clerkship attending or preceptor, each Core rotation has a ATSU-SOMA Clerkship Director who develops and oversees the clerkship didactic materials and academic objectives. The ATSU-SOMA Clerkship Director posts and maintains all ATSU-SOMA clerkship materials on the learning management system. Students work directly with their RDME(s) and the regional Clinical Education Coordinator in scheduling and maintaining their academic schedule. The Clinical Education Department oversees the OMS IV clerkship year. Students are expected to participate in rotation activities on a weekly basis, even if the student's preceptor is not on service.

## Courses: Descriptions and Credit Values

### First Year

#### Case-based Inquiry (CBI) Curriculum

In a CBI curriculum, passive reception of information is almost eliminated. Students are placed into small groups and assigned a faculty member whose function is to facilitate discussion in the group. In this process, a series of patient cases and clinical presentation schemes serve as a basis for learning and applying the basic, clinical and health systems sciences. In this scenario, the object is not to diagnose the case, but to use it to *identify* key opportunities for learning which then act as topics for further study. Students work independently on their learning topics before the next group meeting, at which time the new information is discussed and refined in the context of the case. If necessary, further learning topics are then identified and studied.

With this approach, the memorization of singular isolated facts is de-emphasized. The skills that help students develop into self-directed, independent and Master Adaptive learners are emphasized. Along with learning the basic, clinical and health systems sciences, *the "process" of learning is stressed*. The small group setting also fosters the development of a sense of community among students, who learn to work together in a problem-solving and collaborative capacity. They learn both trust and responsibility as active members of the group. They become comfortable in both receiving and giving criticism, with having their position questioned without taking it personally, and questioning without fear of threatening others. The small group process also provides valuable practice in sharpening students' clinical reasoning skills.

Through this approach, students will enhance educational and personal development and:

- Shift the emphasis from teaching to learning, by requiring students to be active, independent, self-directed learners and problem solvers, rather than passive recipients of information. This process enforces key components of Master Adaptive learning used throughout life.
- Emphasize the development of attitudes and skills, which stress the understanding of the new information in a clinical context, rather than the memorization of knowledge.
- Limit the amount of factual information that students are expected to memorize.

The CBI curriculum is delivered during the OMSI academic year and divided into 4 blocks as described below.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

### First year: Fall Semester



#### CBIQ 5001 - Critical Based Inquiry I

##### 11 credit hours

Block 1 focuses on the osteopathic principle that "the body has the ability to heal itself." This block introduces the process of case-based inquiry and the application of basic, clinical, and systems sciences to clinical cases that highlight foundational knowledge of underlying homeostatic mechanisms and osteopathic patient care. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

#### CBIQ 5002 - Critical Based Inquiry II

##### 12 credit hours

This block builds on the CBI process learned in block 1 with special emphasis on cases involving the neuromusculoskeletal system & special Senses. All basic, clinical, and health systems sciences are derived from neuromusculoskeletal cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

#### MEDS 5080 - Medical Skills I

##### 5 credit hours

Medical Skills 5080 is held weekly throughout the fall semester of the first year. The Medical Skills courses will teach the arts of the physical examination, history-taking, chart documentation, and oral presentation of a patient. The Medical Skills courses are enriched by the mentoring of bedside manner skills and medical student personal growth through communications sessions and standardized patient encounters. Throughout the year, students will participate in large group discussions of topics such as professionalism, evidence-based medicine, the social determinants of health, and health promotion. Students will also engage in small group practice of history-taking and physical examination skills with clinician facilitators, practice of basic medical procedures, simulation activities with patient simulator models, and multiple one-on-one encounters with standardized patients throughout the year. Student skills will be assessed intermittently through the use of graded note-writing, written examinations, and OSCEs (objective structured clinical examinations).

#### OSPP 5090 - Osteopathic Principles and Practice I

##### 5 credit hours

The year one courses in Osteopathic Principles and Practice (OPP) introduce the history, philosophy, and principles of Osteopathic Medicine. The course provides training in the fundamentals of physical diagnosis and treatment of the neuromusculoskeletal system. Emphasis is placed on the development of palpatory skills to diagnose and treat dysfunction of the body framework system: skeletal, arthroal, and myofascial structures, and their related vascular, lymphatic, and neural elements. A range of standard approaches to osteopathic manipulative treatment (OMT), are introduced to

address the needs of many patients complaints with a "whole person" approach of body, mind, and spirit. These include direct and indirect techniques including soft tissue, myofascial release, strain-counterstrain, muscle energy, high velocity-low amplitude, and osteopathy in the cranial field. Interactive lab sessions reinforce basic science knowledge of anatomy and physiology through the use of non-invasive physiologic measurements that are taken real-time pre and post OMT. Clinical applications are discussed during the course. Students are closely supervised and guided in the lab for an optimum learning experience.



## First year: Spring Semester

### **CBIQ 5007 - Critical Based Inquiry III**

#### **11.5 credit hours**

This block builds on the CBI process learned in blocks 1 & 2 with special emphasis on cases involving the cardiovascular and pulmonary systems. All basic, clinical, and health systems sciences are derived from cardiovascular and pulmonary cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to the cardiovascular and pulmonary, thus review and application of previously learned material may be emphasized. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

### **CBIQ 5008 - Critical Based Inquiry IV**

#### **12.5 credit hours**

Block 4 is a continuation of the process introduced during all previous CBI blocks with an emphasis on cases involving the gastrointestinal and renal systems. All basic, clinical, and health systems sciences are derived from gastrointestinal and renal cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to the gastrointestinal and renal systems, thus review and application of previously learned material may be emphasized. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

### **MEDS 5081 - Medical Skills II**

#### **5 credit hours**

Medical Skills MEDS 5081 is held weekly throughout the spring semester of the first year. MEDS 5081 is a continuation of MEDS 5080.

### **OSPP 5091 - Osteopathic Principles and Practice II**

#### **5 credit hours**

This course is a continuation of OSPP 5090.

## Second year: Fall Semester

### **ENRE 6002 - Endocrinology and Human Reproduction**

#### **8 credit hours**

The Endocrinology & Human Reproduction course integrates the basic and clinical sciences associated with the endocrine and reproductive systems. A major emphasis is placed on using clinical presentations to discover the relationships among anatomy, embryology, physiology, microbiology, immunology, biochemistry, genetics, pharmacology and pathology. An understanding of these basic sciences will be used to learn a clinical approach to common conditions involving the endocrine and reproductive systems. Reading assignments, webcast presentations and small group exercises allow students to examine basic science concepts of endocrinology and reproduction from a clinical viewpoint. Material presented in Medical Skills and Osteopathic Principles and Practice augment this learning with physical diagnosis and osteopathic manipulative treatment skill development.

### **EPID 6200 - Epidemiology**

#### **3.5 credit hours**

This course examines the study of disease in populations from a public health perspective, a foundation for the integration of primary care and public health. Topics covered include data sources and management, surveillance/outbreak investigation, study design, sampling, data analysis and causation. The tools acquired allow students to apply research findings to individual patient care, population health and public policy. Additional tools include the fundamentals necessary for evidence-based practice. Specific learning objectives are provided for each topic presented. Students apply knowledge by developing "community projects" and submitting applications to the Institutional Review Board (IRB). Students work in teams on either "research" or "best practice/innovation" projects. Each team starts with a needs assessment in their community. Students work together to develop project ideas, research questions, hypotheses and potential plans. All projects must be related to the social determinants of health and the tenants of Osteopathic Medicine.

### **HEME 6001 - Hematology and Oncology**

#### **5 credit hours**

The Hematology & Oncology course integrates the basic and clinical sciences associated with the hematologic system and includes select oncology topics. A major emphasis is placed on using clinical presentations to discover the relationships among anatomy, embryology, physiology, microbiology, immunology, biochemistry, genetics, pharmacology and pathology. An understanding of these basic sciences will be used to learn a clinical approach to common conditions involving the blood and lymphatic systems. Reading assignments, webcast presentations and small group exercises allow students to examine basic science concepts of hematology and oncology from a clinical viewpoint. Material presented in Medical Skills and Osteopathic Principles and Practice augment this learning with physical diagnosis and osteopathic manipulative treatment skill development.

### **INTE 6004 - Integrative I**

#### **3 credit hours**

Integrative I is a structured course in which basic sciences, clinical sciences, and OPP are integrated together in order to prepare students for national board exams. The material is dovetailed to coincide with and enhance the other courses in the second year. Learning activities include case studies, videos, podcasts and board-style practice questions and exams. This course sequentially increases the number of questions over time



for exposure and endurance. The COMSAE exam, which will be administered during the course, assesses board eligibility for each student. This is Pass/ Fail course, and credits will not be included in the GPA calculation.

### **MEDS 6090 - Medical Skills III**

#### **16 credit hours**

The OMS II "Medical Skills" courses are designed to enhance and maintain the cognitive and psychomotor skills necessary to obtain a medical history and perform a physical examination, support the personal and professional development of the student, help the student understand the mission of the community health center, and model primary care continuity-based clinical service. Supervised clinical activities, large and small group interactive presentations, and individual reflection lead to documented competencies in clinical assessment, community-based preventive medicine and health care provision.

### **OSPP 6100 - Osteopathic Principles and Practice III**

#### **4.5 credit hours**

The year two courses in Osteopathic Principles & Practice (OPP) build upon the concepts taught in the year 1 and include additional clinical application. Coursework is organized by system and clinical presentations emphasize the clinical application of osteopathic manipulative medicine in the primary care setting. The courses are delivered through both online curriculum materials and live instruction by OPP faculty at each community campus. Osteopathic screening, palpatory diagnosis, and treatment in all body regions are presented and reinforced. Emphasis is placed on the expansion of palpatory skills to diagnose and treat dysfunction of the body framework system: skeletal, arthrodiagonal, and myofascial structures, and their related vascular, lymphatic, and neural elements. Additional OMT treatment types are introduced, including The Still Technique and Facilitated Positional Release. Clinical cases with OPP applications are discussed, and practice in performance and documentation of OMT are included. The Spring semester course concludes with a final review block, covering topics from years 1 and 2. Relevant functional anatomy will be included throughout the year and represented in course written examinations.

The Osteopathic Principles and Practice-III course spans the fall semester of the second year. The course teaches the philosophy of osteopathic medicine, the process of treatment design and implementation for varying clinical presentations and the manual skills necessary for accurate diagnosis and efficacious treatment with osteopathic manipulative treatment (OMT).

Osteopathic Principles and Practice-IV begins January and runs through April of second year. The course is designed to impart both the philosophy of osteopathic medicine and the palpatory skills required to perform osteopathic manipulative treatment (OMT).

Specifically, what this means is that for every clinical presentation the anatomy, physiology and pathophysiology involved in that clinical entity, are the basis of a rational treatment plan. Manual skills are used for diagnosis, and treatment, such that the pathophysiology of disease is reversed, to the extent possible, and self-regulatory mechanisms resume function at a maximum. In this process, every treatment plan is individualized to a specific patient and situation, and the Thinking Osteopathic Physician, based on an understanding of the principles learned, can apply the safest, most efficacious modalities to ensure the best clinical outcome possible. This integrated thought process and the use of our hands for

diagnosis and treatment is what distinguishes Osteopathic Physicians among medical professionals. It is this heritage that is being expanded in year II. As clinical medical knowledge is expanded the manual and diagnostic skills are better utilized in a more meaningful fashion and osteopathic treatments for various common clinical scenarios emerge. Course content conveys the rationale and research, where applicable, relevant to an osteopathic approach to clinical presentations and systems which constitutes the ATSU-SOMA medical curriculum. Furthermore, the course content also conveys the anatomical and physiological concepts underlying the OMT modalities presented, while the laboratory component, particularly, develops skills in OMT.

## **Second year: Spring Semester**

### **BIOS 6210 - Biostatistics & Preventative Medicine**

#### **3.5 credit hours**

Biostatistics & Preventive Medicine introduces the basic principles of biostatistics and preventive medicine. Biostatistics is the study and development of mathematical, statistical and computational methods applied to biological and medical data. The study of biostatistics serves to further the educational link between primary care and public health. Topics covered include methods to describe variation in data, statistical inference and hypothesis testing, confidence intervals, bivariate analysis, multiple variable analysis and probability theory. Preventive medicine topics include primary, secondary and tertiary prevention. Additional topics include public health systems, policy and finance. Students apply their knowledge by completing their "community project." Students are expected to summarize their work in an abstract and to present their work in poster form. Student teams also complete a video recording of their poster presentation.

### **INTE 6005 - Integrative II with Comprehensive Osteopathic Medicine**

#### **8 credit hours**

Integrative II is designed to provide the student with the opportunity to prepare independently for COMLEX Level 1 and USMLE Step 1 examinations. Within this course is the Comprehensive Osteopathic Medicine section, which is based on the principle that the body is an integrated unit of function and is influenced by the interaction of the body, mind, and spirit. With this whole person perspective, selected clinical presentations are covered in greater depth and complexity to more closely examine the interactions of organ systems. More advanced basic and clinical sciences will be utilized to discuss the pathophysiologic processes affecting structure and function associated with the clinical presentation. Reading assignments, webcast presentations and in-person small group case exercises allow students to examine the integration of pathophysiology and clinical presentations from a whole person viewpoint. Material presented in Medical Skills and Osteopathic Principles and Practice augment this learning with physical diagnosis and osteopathic manipulative treatment skill development. The COMSAE, which assesses board eligibility for each student, will be administered during the course. The earned grade in this course will either be PASS or FAIL, and credits will not be included in the GPA.

### **MEDS 6091 - Medical Skills IV**

#### **16 credit hours**

This course is a continuation of MEDS6090.



## **MIND 6003 - Human Mind and Behavior**

**7 credit hours**

The Human Mind and Behavior course is designed to provide the student with a comprehensive understanding of all aspects of human development, human behavior and selected neuroscience topics including dementia, seizure disorders and movement disorders through the integration of basic and clinical sciences. Emphasis will be placed on the evaluation of both the healthy patient and patients with disorders in these areas. The knowledge will serve as the foundation and tool in an inductive reasoning process for examining relevant clinical scenarios and for continuing to build on growing concepts in the fields of human development, human behavior and selected neuroscience topics. Selected topics in Dermatology will also be presented.

## **OSPP 6101 - Osteopathic Principles and Practice IV**

**4.5 credit hours**

This course is a continuation of OSPP6100.

## **Year 3 Clerkships and Courses**

### **CORE 7000 - Family Medicine I**

**4 credits**

The clerkship in Family Medicine provides two required, four-week Core experiences. These experiences may include in person patient encounters, Telehealth remote patient encounters, or online didactic experiences. This clerkship is designed to provide the student with an understanding of Family Medicine through the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an osteopathic family physician. They include "Guidelines from the Society of Teachers of Family Medicine" as well as the diagnosis and management of the most common clinical presentations encountered in an ambulatory care setting.

The learning assignments may be accessed through the Learning Management System (LMS) portal and include readings, videos, online case modules, interactive live sessions, written assessments, and board style multiple choice questions. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

### **CORE 7001 - Family Medicine II**

**4 credits**

The clerkship in Family Medicine provides two required, four-week Core experiences. These experiences may include in person patient encounters, Telehealth remote patient encounters, or online didactic experiences. This clerkship is designed to provide the student with an understanding of Family

Medicine through the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an osteopathic family physician. They include "Guidelines from the Society of Teachers of Family Medicine" as well as the diagnosis and management of the most common clinical presentations encountered in an ambulatory care setting.

The learning assignments may be accessed through the Learning Management System (LMS) portal and include readings, videos, online case modules, interactive live sessions, written assessments, and board style multiple choice questions. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

### **CORE 7006 - General Surgery**

**4 credit hours**

The clerkship in General Surgery provides the student with an overview of General Surgery with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

While the clerkship should focus on those clinical presentations typically seen by a general surgeon, the student should avail themselves of the opportunity to work with other surgeons including oncologic, trauma, cardiovascular, thoracic, otorhinolaryngologic, gynecologic, orthopedic, vascular, and urologic surgeons.

In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an Osteopathic General Surgeon. They include the diagnosis and management of the most common clinical presentations encountered in an ambulatory and inpatient care setting of the adult and pediatric patient. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of general surgery.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship



regardless of whether or not the patient's condition is listed in the reading objectives. During the General Surgery clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

## **CORE 7002 - Internal Medicine I**

### **4 credit hours**

Internal Medicine third year clerkship is designed to provide the student with an overview of the clinical specialty of General Internal Medicine with an emphasis on the integration of the basic and clinical sciences. The

The clerkship in Internal Medicines provides the student with an overview of the clinical specialty of General Internal Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an Osteopathic Internal Medicine physician. They include the diagnosis and management of the most common clinical presentations encountered in an ambulatory and inpatient care setting of the adult patient. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of internal medicine through the integration of epidemiology, psychosocial factors, cultural diversity, nutrition, and preventive medicine. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives.

During the General Internal Medicine clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

## **CORE 7003 - Internal Medicine II**

### **4 credit hours**

The clerkship in Internal Medicines provides the student with an overview of the clinical specialty of General Internal Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where

students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an Osteopathic Internal Medicine physician. They include the diagnosis and management of the most common clinical presentations encountered in an ambulatory and inpatient care setting of the adult patient. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of internal medicine through the integration of epidemiology, psychosocial factors, cultural diversity, nutrition, and preventive medicine. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives.

During the General Internal Medicine clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

## **CORE 7005 - OB/Gyn**

### **4 credit hours**

The OB/GYN clerkship is a 4-week Core experience. These experiences may include in person patient encounters, Telehealth remote patient encounters, or online didactic experiences. This clerkship is designed to teach the student a basic understanding of obstetrics and gynecology through the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an osteopathic obstetrician/gynecologist using clinical experiences as well as didactics/reading. Students will be exposed to the primary care screening protocols as well as diagnosis and management of various abnormalities involving women's care.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

## **CORE 7008 - Osteopathic Principles and Practice V**

### **3 credit hours**

This is a course which includes scholarly, hands-on and didactics in a flexible framework during the OMS 3 clinical clerkship year. The course is designed to reinforce knowledge gained in the first two years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

### **CORE 7009 - Osteopathic Principles and Practice VI**

#### **3 credit hours**

This is a course which includes scholarly, hands-on and didactics in a flexible framework during the OMS 3 clinical clerkship year. The course is designed to reinforce knowledge gained in the first two years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

### **CORE 7004 - Pediatrics**

#### **4 credit hours**

The Pediatrics clerkship is a 4-week Core experience. This experience may include in person patient encounters, Telehealth remote patient encounters, or online didactic experiences. This clerkship is designed to provide the student with an overview of the clinical specialty of Pediatrics through the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of pediatric patients in ambulatory, inpatient settings, or remote or Telehealth encounters. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an osteopathic pediatric physician. They include following the American Osteopathic Association's Core Competencies and the Council on Medical Student Education in Pediatrics/Association of Pediatric Program Directors Core Curriculum in Pediatrics, as well as the diagnosis and management of the most common clinical presentations encountered in an inpatient or ambulatory care setting. Students will be provided with a multifaceted view of pediatrics through the integration of epidemiology, psychosocial factors, cultural diversity, nutrition, and preventive medicine.

Throughout the clerkship, osteopathic medical students should approach the care of the pediatric patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

### **CORE 7007 - Psychiatry**

#### **4 credit hours**

The psychiatry clerkship is a 4-week Core experience. This experience may include in person patient encounters, Telehealth remote patient encounters, or online didactic experiences. This clerkship is designed to provide the student with a brief, yet in-depth, experience of psychiatry through the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in

ambulatory, inpatient settings, or remote or Telehealth encounters. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an osteopathic psychiatry physician. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

### **CPSL 7010-7017 - Maternal and Child Health**

#### **4 credit hours each**

The Maternal and Child Health third year clerkship is designed to provide the student with a basic understanding of pediatrics and/or obstetrics through the integration of didactic core knowledge and clinical experience. This clerkship may be fulfilled by any combination of a pediatrics or OB-GYN clerkship. The clerkship overall is based upon the clinical presentation curriculum with an emphasis on diagnosis and management. Students will receive exposure to patients in both ambulatory and inpatient settings as appropriate during the course of the third year maternal and child health clerkship. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients. To satisfy the Ob/Gyn clerkship, Pediatrics clerkship, and MCH clerkship, any of the following may be used:

- Option 1: Ob/Gyn: 4 weeks, Pediatrics: 4 weeks, and MCH: 4 weeks (The MCH may be 4 weeks of OB focus, 4 weeks Pediatrics focus, or 2 weeks OB focus and 2 weeks Pediatrics focus)
- Option 2: Ob/Gyn: 6 weeks and Pediatrics: 6 weeks (taken together)
- Option 3: Ob/Gyn: 8 weeks and Pediatrics: 4 weeks
- Option 4: Ob/Gyn: 4 weeks and Pediatrics: 8 weeks

### **PCSL 7014-7204 - Patient Care Selectives**

#### **4 credit hours each**

This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of primary care medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

### **ELEC 7028-7210 - Electives I**

#### **4 credit hours each**

This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

### **ELEC 7049-7210 - Electives II**

#### **2 credit hours each**

This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting

part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.



## Year 4 Clerkships and Courses

### **CORE 8000 - Cardiology**

#### **4 credit hours**

The Cardiology clerkship is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of Cardiology.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives.

During the Cardiology clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

### **CORE 8001 - Critical Care**

#### **4 credit hours**

The Critical Care clerkship is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in the inpatient setting or in Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of Critical Care Medicine.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives.

During the Critical Care clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

### **CORE 8003 - Emergency Medicine**

#### **4 credits**

The clerkship in Emergency Medicine provides the student with an overview of the clinical specialty of Emergency Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. In addition to in person or virtual patient care encounters, the completion of a variety of learning assignments are required during the clerkship. These assignments reflect the unique practice of an Osteopathic Emergency Medicine physician. They include the diagnosis and management of the most common clinical presentations encountered in an ambulatory and inpatient care setting of the adult patient. The student is encouraged to apply concepts of diagnosis and management to the patient presenting to the Emergency Department. Following the American Osteopathic Association's Core Competencies and Entrustable Professional Activities of the American Association of Medical Colleges, this course will provide students with a multifaceted view of Emergency Medicine through clinical reasoning, evidence-based medicine, as well as the incorporation of psychosocial factors, cultural diversity, and resource management.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives. Students will receive exposure to patients in the Emergency Department as appropriate during this clerkship. Patients of all ages will assist the student in developing a core knowledge base and fundamental approach to caring for those with urgent or emergent conditions. Under direct supervision of emergency medicine faculty, the student will be required to identify the patient's problem with a focused history and physical examination, suggest appropriate utilization of tests/studies, and provide a reasonable assessment and plan as appropriate to this level of training.

During the Emergency Medicine clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.



## **CORE 8002 - Neurology**

### **2 credit hours**

The Neurology clerkship is a required, two-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. Following the American Osteopathic Association's Core Competencies, students will be provided with a multifaceted view of Neurology. It is designed to provide medical students with the opportunity to learn how to care for patients with neurological symptoms and disorders through practical contact and observation. The experience is centered on direct patient care.

Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective. With this multidimensional approach, the patient's physical complaints are considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. Students should always function in a professional manner, as a member of the interprofessional healthcare team, and continually strive to provide optimum quality patient care and services in a complex system.

Students are expected to interact with and provide appropriate care for all patients they encounter during this clerkship regardless of whether or not the patient's condition is listed in the reading objectives.

During the Neurology clerkship, students are expected to develop their competencies in many basic clinical skills. While not every required skill can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

## **CORE 8004 - Osteopathic Principles and Practice VII**

### **1.8 credit hours**

This course includes scholarly, hands-on and didactics in a flexible framework during the OMS 4 clinical clerkship year. The course is designed to reinforce knowledge gained in the first three (3) years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

## **CORE 8005 - Osteopathic Principles and Practice VIII**

### **1.8 credit hours**

This course includes scholarly, hands-on and didactics in a flexible framework during the OMS 4 clinical clerkship year. The course is designed to reinforce knowledge gained in the first three (3) years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

## **SELE 8006-8090, 8202-8209 - Selective I: Medicine**

### **2 to 4 credit hours each**

Medicine clerkship is a required, four-week rotation. This clerkship is designed to provide the student with a basic understanding of medical topics through the integration of

didactic knowledge and clinical experiences. Students may select a rotation from among a list of medical disciplines. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings.

## **SELE 8006-8090 - Selective II: Medicine, Research, or Academic Study**

### **4 credit hours**

#### Medicine Option

- This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

#### Research Option

- The Selective II: Research clerkship is a four-week course. The purpose of the Research Selective is to provide meaningful research experiences for SOMA medical students, with the expectation that students will gain initial experience and interest in research that will carry over into the practice of medicine. The goals of the Research Selective are to provide students an opportunity to participate an ongoing research project, to create a greater appreciation for clinical, basic science, or medical education research, and to introduce future physicians to good research practices.

#### Academic Study Option

- This clerkship is designed to provide the student with the opportunity to prepare for board examinations or perform any approved academic activity through reviewing educational content and participating in optional clinical experiences. The student will submit a comprehensive board study syllabus and timeline for their curriculum of study for approval to the RDME and the CEC. The study syllabus must clearly outline a minimum of 160 hours of academic study time over the four-week rotation period. The activities and hours for each day must be listed in detail. Scheduled dates of the COMLEX and USMLE exam should also be noted. The RDME will oversee weekly progress and submit an evaluation at the end of the rotation.

## **SELE 8051-8094 - Selective III: Pediatrics**

### **4 credit hours**

The Pediatrics OMS IV Selective is designed to enhance the student's competency in the clinical specialty of pediatrics with an emphasis on the clinical practice of pediatrics. The clerkship will give you additional exposure to office-based pediatrics or a pediatric sub-specialty with greater opportunity to provide clinical services. Our commitment is to place you in a learning environment in which this is possible.

## **SELE 8058-8078, 8206 - Selective IV: Surgery**

### **2 to 4 credit hours each**

The selective surgery fourth-year-clerkship is necessary to provide the student with further experience in general surgery, or other surgically-related subspecialties, by supplementing the student's core knowledge with clinical experience. The curriculum content will vary depending on what surgical experience the student desires to explore. This clerkship is based upon the clinical presentation curriculum with an emphasis on diagnosis and management. Students will receive exposure to patients in both ambulatory ("outpatient") and inpatient settings. While the clerkship should focus on the surgical focus of the particular rotation, the student might also



avail themselves of the opportunity to work with other subspecialist surgeons: oncological, trauma, cardiovascular, otorhinolaryngological, gynecological, orthopedic, vascular, and urological.

### **ELEC 8091-8208 - MS4 Elective I**

#### **2 to 4 credit hours each**

The OMS IV "Elective I, II, III" clerkships are required rotations, each 4 weeks in duration. These rotations are designed to provide the student with the opportunity to select a discipline and receive hands-on training through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings.

### **ELEC 8091-8205 - MS4 Elective II**

#### **2 to 4 credit hours each**

The OMS IV "Elective I, II, III" clerkships are required rotations, each 4 weeks in duration. These rotations are designed to provide the student with the opportunity to select a discipline and receive hands-on training through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings.

### **ELEC 8091-8205 - MS4 Elective III**

#### **2 to 4 credit hours each**

The OMS IV "Elective I, II, III" clerkships are required rotations, each 4 weeks in duration. These rotations are designed to provide the student with the opportunity to select a discipline and receive hands-on training through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings.

## **Other Courses**

### **Clerkships**

#### **SELE 8177 - Selective II: Public Health [for SOMA DO/MPH dual degree program only]**

##### **4 credit hours**

The OMS III Patient Care Selective (PCSL 7134) and OMS IV Selective II (SELE 8177) are four-week rotations. The Public Health option requires that the student be enrolled in the DO/MPH dual degree program. DO/MPH students may take the Public Health clerkship in either the OMS III or the OMS IV year but it can only be taken once (i.e. PCSL 7134 or SELE 8177). This DO/MPH specific clerkship can satisfy one SOMA Selective and one CGHS Elective. All DO/MPH students are strongly encouraged to enroll in this course, but they are not required to do so. If students decide not to enroll in this DO/MPH specific clerkship then they will take one additional elective from the CGHS MPH program.

This DO/MPH specific clerkship is designed to provide the student with a basic understanding of primary care and public health topics through the integration of didactic knowledge, clinical and other experiences. The student will work with their DO/MPH program director, course director (Director of Community Oriented Primary Care), RDME and other advisors to create a unique experience.

Students are required to submit a proposal to the course director with the planned course of study. This proposal should

include rotation details such as location, on site preceptor, objectives and competencies the student will achieve. This should also include a description detailing how the student will spend their time, how they will achieve the detailed competencies and how they will demonstrate the achievement of the competencies. The course syllabus details the list of competencies to choose from. The demonstration of achievement may be in the form of a presentation, paper or other creative product. This "product" will be graded by the course director.

Students must submit their proposal 90 days in advance of their proposed start date.

Once the proposal is approved by the program director, they will forward it to the ATSU-CGHS Dean or CGHS Public Health Chair for approval. This approval will allow the student to earn dual credit towards the SOMA Selective rotation and one CGHS Elective.

## **Electives**

### **DIRS 5000 - Directed Studies**

#### **1 credit hour per week**

The Directed Studies course is a supplemental didactic program of study and is offered to students who wish to pursue additional study in areas of interest that do not fall within the required core, selective, or elective courses. Students requiring additional didactic study in one or more areas may also be assigned this course by the Dean or Associate or Assistant Dean(s). One (1) credit hour per week is awarded for participation in the Directed Studies course. (Additional fee may apply)

### **DIRS 6000 - Directed Studies**

#### **1 credit hour per week**

The Directed Studies course is a supplemental didactic program of study and is offered to students who wish to pursue additional study in areas of interest that do not fall within the required core, selective, or elective courses. Students requiring additional didactic study in one or more areas may also be assigned this course by the Dean or Associate or Assistant Dean(s). One (1) credit hour per week is awarded for participation in the Directed Studies course. (Additional fee may apply)

### **DIRS 7000 - Directed Studies**

#### **1 credit hour per week**

The Directed Studies course is a supplemental didactic program of study and is offered to students who wish to pursue additional study in areas of interest that do not fall within the required core, selective, or elective courses. Students requiring additional didactic study in one or more areas may also be assigned this course by the Dean or Associate or Assistant Dean(s). One (1) credit hour per week is awarded for participation in the Directed Studies course. (Additional fee may apply)

### **DIRS 8000 - Directed Studies**

#### **1 credit hour per week**

The Directed Studies course is a supplemental didactic program of study and is offered to students who wish to pursue additional study in areas of interest that do not fall within the required core, selective, or elective courses. Students requiring additional didactic study in one or more areas may also be assigned this course by the Dean or Associate or Assistant Dean(s). One (1) credit hour per week is awarded for

participation in the Directed Studies course. (Additional fee may apply)

## **ELEC 8178 - Public Health Practicum: Elective I, II, and III [for SOMA DO/MPH dual degree program only]**

### **4 credit hours**

The OMS IV ATSU-SOMA Public Health Practicum (ELEC 8178) is a four-week rotation. This course is only open to ATSU-SOMA DO/MPH students. Enrollment in this DO/MPH specific course requires concurrent enrollment in PUBH 7850: Public Health Practicum SOMA Part II, which is offered by the CGHS. The DO/MPH specific course can satisfy one ATSU-SOMA Elective and part (3 credits) of the CGHS Practicum (6 credit) experience. All DO/MPH students are strongly encouraged to enroll in this course, but they are not required to do so. If students decide not to enroll in this DO/MPH specific Elective course then they will be enrolled in the CGHS program for the full 6 credits for their MPH Practicum course (PUBH 7800: Public Health Practicum). This DO/MPH specific course is designed to provide the student with an understanding of primary care and public health topics through the integration of didactic knowledge, clinical and other experiences. The student will work with their course director (Director of Community Oriented Primary Care), CGHS MPH practicum coordinator, RDME, on site preceptor, and other advisors to develop and execute an applied practice experience at their rotation site.

Students are required to: 1) set up an advising appointment with the course director to discuss the DO/MPH specific Elective course option, 2) contact the Clinical Education Department (CED) to enroll in the Elective, 3) once enrolled, identify and receive CGHS approval of a site and preceptor via the agreement forms provided by the MPH practicum coordinator/instructor of record, and 4) complete and submit an Applied Practice Experience (APE) Learning Agreement to the course director. The course director will work closely with all DO/MPH students to discuss the student's plans and ensure appropriate choice of site and preceptor.

Students should adhere to their advising appointment with the course director, receive course approval by the CED, and submit the aforementioned agreement forms 90 days in advance of their proposed start date.

Once the APE Learning Agreement is approved by the course director, she will forward it to the CGHS MPH practicum coordinator for final approval.

Once final approval is given by the CGHS MPH practicum coordinator, the course director will inform the student.

The APE is the first component of the practicum where students must outline the products to be created and the MPH Foundational and Program Competencies that they will demonstrate (the course syllabus includes the list of competencies from which students may choose).

At the end of this DO/MPH specific Elective course, students must turn in the following items into ATSU-SOMA to receive a grade: 1) patient logs (or indication of no patient logs) for SOMA and the CGHS-required Time Sheet recording any time spent working on the APE, 2) Clinical Rotation Evaluation (CRE), 3) Student Evaluation of the Rotation (SER), 4) Attestation, and 5) a one-page document summarizing what the student has learned from the experience, in addition to a timeline for when the student plans to complete the MPH required elements of the APE and ILE.

OMS IV year, and Final Course exams (administered via the Learning Management System) for the remaining Core Rotations in the OMS IV year. These electronic examinations are to be scheduled for and taken on the last day of the rotation (usually a Friday). For the OMS III, these examinations are to be taken for Family Medicine, Internal Medicine, OB/Gyn, Pediatrics, Psychiatry, and Surgery. In addition, the OPP COMAT must be taken and passed in the second semester of the OMS III year. See the OPP syllabus for further requirements. For the OMS IV, these Core Rotations are Cardiology, Critical Care, Neurology, and Emergency Medicine. The student must have engaged in the rotation prior to being eligible to sit for the post-rotation exam at the completion of that rotation, and not before. Extensions are considered for extenuating circumstances by the Assistant Dean of Clinical Education. Should a student fail a post-rotation examination, the student is required to notify the Assistant Dean of Clinical Education and retake the exam within 30 days of the original failure. If a student fails an end of rotation exam twice, they will fail the clerkship requiring an SPC referral and repeat of the clinical rotation with a final attempt of the end of rotation exam. See the clerkship syllabus for further requirements.

## **Pre-Doctoral Osteopathic Teaching Fellowship**

The Pre-doctoral Osteopathic Teaching Fellowship is a unique opportunity which expands the medical training period from four to five years by including one twelve (12)-month Fellowship time period. The Fellowship is composed of 2 courses that are each 24 credits. The Fellowship credit hours are not transferable to any other course or program within SOMA. The goals of the course include providing opportunities for focused special training in teaching, research, and clinical activities in the discipline areas of Osteopathic Principles and Practices, Anatomy, and Medical Skills. The fellowship provides unique opportunities to become proficient in advanced osteopathic skills modalities as well as specialized clerkship opportunities in the Osteopathic Medicine Clinic.

Students must meet the following criteria to apply for the Osteopathic Teaching Fellowship:

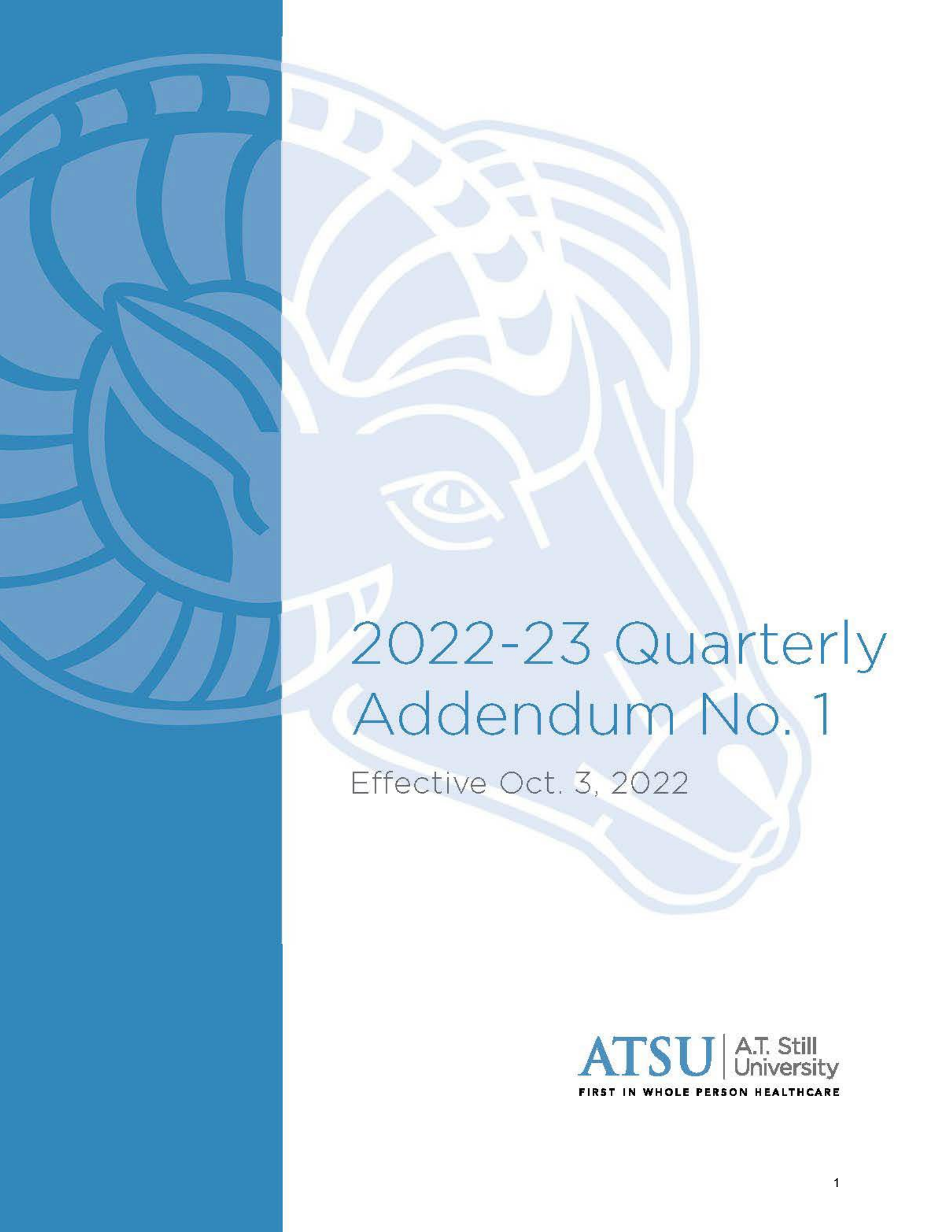
1. Must be in good standing and provide a letter of good standing from ATSU-SOMA
2. Must have successfully completed OMS I and OMS II years
3. Must submit a letter of intent, and two letters of recommendations (1 from a ATSU-SOMA faculty member)

All OMS III coursework must be completed prior to the start of the Fellowship.

## **End-of-Rotation Examinations**

End-of-Rotation Examinations are required after each Core Rotation. ATSU-SOMA currently uses the NBOME COMAT examination for the OMS III year and Emergency Medicine in the





# 2022-23 Quarterly Addendum No. 1

Effective Oct. 3, 2022

# Contents

<b>ATSU Board of Trustees</b> .....	<b>4</b>
<b>ATSU Faculty Listing</b> .....	<b>4</b>
Arizona School of Dentistry & Oral Health Faculty.....	4
Arizona School of Health Sciences Faculty.....	8
College for Healthy Communities Faculty.....	14
College for Graduate Health Studies Faculty .....	15
Kirksville College of Osteopathic Medicine Faculty.....	18
Missouri School of Dentistry & Oral Health Faculty .....	20
School of Osteopathic Medicine in Arizona Faculty .....	22
<b>Arizona School of Health Sciences</b> .....	<b>25</b>
About ATSU-ASHS.....	25
Program Accreditation .....	25
Athletic Training, DAT.....	25
Athletic Training Non-Degree Option (online).....	25
Admissions for online Non-Degree option.....	25
Non-Degree Option Curriculum .....	26
Medical Science, DMSc.....	29
Admissions .....	29
Courses .....	30
Occupational Therapy, OTD .....	30
Admission Requirements .....	30
Graduation Requirements.....	30
National Board for Certification in Occupational Therapy (NBCOT).....	30
OTD Program Administrative Transfer Policy .....	30
Courses .....	30
Certificate in Public Health.....	33
Physical Therapy, DPT.....	33
Courses .....	33
Occupational Therapy, MS .....	34
Philosophy of the Occupational Therapy Program ...	34
Admission Requirements .....	34
Prerequisite Courses .....	34
Graduation Requirements.....	34
MSOT Program Goals and Outcomes.....	34
National Board for Certification in Occupational Therapy (NBCOT).....	34
Academic Progression Transfer Policy: MSOT to OTD Program.....	35
Courses .....	35
Optional Certificate in Public Health.....	36

Physician Assistant Studies, MS.....	36
Courses.....	36
<b>College of Graduate Health Studies</b> .....	<b>37</b>
Contact ATSU-CGHS.....	37
School Policies.....	37
Plagiarism.....	37
Nursing, DNP .....	38
Health Administration, MHA.....	38
Courses: Descriptions & Credit Values.....	38
Kinesiology, MS.....	43
Year 2 Courses .....	43
Public Health, MPH .....	43
Public Health Certificates .....	43
Year 1 Courses .....	43
Public Health with Dental Emphasis, MPH .....	43
Public Health Certificates .....	43
Year 1 Courses .....	43
Public Health Workforce Preparedness, Graduate Certificate.....	44
Associated Credit Exception.....	44
Public Health, Graduate Certificate.....	44
Courses.....	44
<b>Kirksville College of Osteopathic Medicine</b> .....	<b>44</b>
Contact ATSU-KCOM .....	44
Immunizations, certifications, and screenings for DO and Biomedical Sciences programs .....	44
Academic Year 2022-23 Immunization Requirements: .....	44
Screenings .....	44
Doctor of Osteopathic Medicine .....	45
Admission Requirements.....	45
Graduation Requirements .....	45
ATSU-KCOM Curriculum .....	45
Courses.....	45
<b>Missouri School of Dentistry &amp; Oral Health</b> .....	<b>45</b>
Admissions.....	45
Advanced Standing Admission.....	45
Courses.....	46
Directed Studies .....	46
Advanced Standing International Dentist Program ..	46
<b>School of Osteopathic Medicine in Arizona</b> .....	<b>46</b>
About ATSU-SOMA .....	46

Program Accreditation .....	46
State Licensing .....	47
Osteopathic Pledge of Commitment .....	47
Contact ATSU-SOMA.....	47
Academic Standards, Guidelines, & Requirements .....	47
Attendance.....	47
Postgraduate Placement.....	47
Absence Policy.....	47
Immunizations .....	50
Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS).....	51
Examinations .....	51
Community Partner Sites General Policies and Procedures.....	51
Postgraduate Placement.....	52
Audio-Video Recording .....	52
Osteopathic Medicine, DO.....	52
Community Partner Sites .....	52
Admissions .....	52
Doctor of Osteopathic Medicine and Master of Public Health Dual Degree .....	52
Selection of Applicants.....	52
Clinical Rotation Evaluation.....	52
Subject or Course Exam (COMAT).....	52
Student Performance Committee .....	53
Right of Appeal.....	54
Remediation Policy .....	54
Student Success .....	55
COMLEX Policies .....	56
Curriculum.....	57
Courses: Descriptions and Credit Values .....	59
End-of-Rotation Examinations.....	62



# ATSU Board of Trustees

Herb Kuhn

*Chair*

Lohman, MO

Isaac Navarro, DMD, MPH, '08

*Vice Chair*

Visalia, CA

Michelle Mayo, PhD

*Secretary*

Durham, NC

Rosie Allen-Herring, MBA

Washington, D.C.

Danielle Barnett-Trapp, DO, '11

Glendale, AZ

Reid W. Butler, JD

Phoenix, AZ

Marco Clark, EdD

Notre Dame, IN

Jonathan Cleaver, DO, FAOCD, FAAD, FASMS, '08

Kirkville, MO

Reid Downey

Atlanta, GA

Linda Eremita, MUA

Pittsburgh, PA

Alan Morgan, MPA

Stafford, VA

Kimberly Perry, DO, MBA, MHCM, FACEP, FACOEP, '91

St. Louis, MO

Linnette Sells, DO, FAOASM, '82

Alpharetta, GA

Floyd Simpson III, MBA, CFP, CFA

Philadelphia, PA

Bertha Thomas, BPhil

Kirkville, MO

Felix M. Valbuena, Jr, MD, DABFM, FAAFP

Bloomfield Hills, MI

## ATSU Faculty Listing

The faculty listing is updated as part of the first quarterly addendum each year.

## Arizona School of Dentistry & Oral Health Faculty

Heather R. Andrew, MLS, RDH

Instructor Dental Hygienist

ASDOH Pre-Doc Education

Mahshid Asrari, DDS, MS

Adjunct Faculty

ASDOH Pre-Doc Education

Eric S. Bjerke, DMD

Assistant Professor

ASDOH Pre-Doc Education

Michelle M. Bordges, RDH

Adjunct Professor

ASDOH Pre-Doc Education

Jean M. Brady, MA, RDH

Instructor Dental Hygienist

ASDOH Pre-Doc Education

Jonathan J. Brennan, MD, DMD, MPH

Associate Dean Innovation Curriculum

ASDOH Administration

Gary P. Brigham, DDS, MSD

Adjunct Professor

ASDOH Ortho Education

Carleigh R. Canterbury, DDS

Assistant Professor

ASDOH Pre-Doc Education

Anthony C. Caputo, DDS

Adjunct Professor

ASDOH Pre-Doc Education

Sonja A. Carl, DMD

Adjunct Assistant Professor

ASDOH Pre-Doc Education

Kai-Chiao J. Chang, DDS, MS

Assistant Professor

ASDOH Pre-Doc Education

Clark Chen, DMD

Assistant/Associate Professor

ASDOH Pre-Doc Education

Jeffrey T. Cohen, DDS

Assistant Professor

ASDOH Pre-Doc Education

Richard J. Cohen, DDS

Assistant Professor

ASDOH Pre-Doc Education

Wayne Cottam, DMD, MS

Vice Dean

ASDOH Administration

Vance S. Cox, DDS

Adjunct Professor

ASDOH Pre-Doc Education

Joseph C. Creech, DDS  
Director Dental Specialty Pediatrics  
ASDOH Pre-Doc Education

Russell J. Crockett, DMD  
Adjunct Professor  
ASDOH Pre-Doc Education

Daniel L. Custis, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Christopher J. DeMoss, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Sandra L. DeVita, RDH, BSN  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Roberto E. DiVito, DDS, PLLC  
Adjunct Professor  
ASDOH Pre-Doc Education

Earl P. Duffy, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Rachel L. Duffy, DMD, MPH  
Assistant Professor  
ASDOH Pre-Doc Education

MaiLy T. Duong, DMD, MPH, MAEd, FAGD, FSCD  
Director - Special Care Dentistry  
ASDOH Pre-Doc Education

Tamer A. El-Gendy, DMD, BDS, MS  
Director Dental Specialty Prof  
ASDOH Pre-Doc Education

Amira E. Elgreatly, DDS, MS  
Assistant Professor  
ASDOH Pre-Doc Education

Ryan H. Engelberg, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Karen M. Fallone, RDH  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Irwin Feinberg, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Lindsay R. Felien, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Philip J. Fernandez, PhD  
Adjunct Professor  
ASDOH Ortho Education

Andrew E. Forman, DDS, MS  
Adjunct Professor  
ASDOH Ortho Education

Barbara B. Giancola, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Ellen Gohlke, RDH, BS  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Michael S. Goodman, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Saul E. Grajales, DMD, MSD  
Adjunct Professor  
ASDOH Pre-Doc Education

Victoria G. Green, MS, RDH  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Terri G. Hanger, RDH, MEd  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Laurence A. Harlan, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Eric J. Harris, DDS  
Director Dental CCU Assistant Professor  
ASDOH Pre-Doc Education

Emily J. Hawkins, RDH  
Adjunct Professor  
ASDOH Pre-Doc Education

Alfredo I. Hernandez, DDS  
Associate Professor  
ASDOH Pre-Doc Education

David E. Hoffman, DMD  
Adjunct Professor  
ASDOH Ortho Education

Roy P. Hoxea, DDS  
Director Dental CCU Assistant Professor  
ASDOH Pre-Doc Education

Brandon Holyoak, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Scott E. Howell, DMD, MPH  
Directory of Public Health/Teledentistry, Associate Professor  
ASDOH Pre-Doc Education

Eugene F. Jasper, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Marcia G. Jasper, RDH  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

James A. Jennings, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Heather A. Johnson, RDH, MEd  
Co-Director Dentistry in the Community  
ASDOH Pre-Doc Education

Janet L. Jordan-Richmann, DDS  
Adjunct Faculty  
ASDOH Ortho Education

Matthew B. Kahn, DDS, MS  
Director AEGD Clinical  
ASDOH Pre-Doc Education

Sabah Kalamchi, DDS  
Director Dental OralMax Professor  
ASDOH Pre-Doc Education

Sara E. Karlin, DDS  
Adjunct Assistant Professor  
ASDOH Pre-Doc Education

Suliman A. Kassisieh, DDS, MS  
Adjunct Professor  
ASDOH Ortho Education

Mark A. Kerr, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Eric B. Kosel, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Satish S. Kumar, DMD, MDS, MS  
Director Periodontics  
ASDOH Pre-Doc Education

Michael LaCorte, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Jenna Y. Lau, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Michael P. Lazarski, DMD, MPH  
Adjunct Professor  
ASDOH Pre-Doc Education

Anna Lee, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

William B. Leibow, DDS, MSD  
Director Endodontics  
ASDOH Pre-Doc Education

Alyssa S. Levin, DDS, MS  
Adjunct Professor  
ASDOH Ortho Education

Robert D. Levine, DDS  
Director Dental CCU Assistant Professor  
ASDOH Pre-Doc Education

Kimberly B. Lovell, MEd, BSDH  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

James Lynskey, PT, PhD  
Adjunct Faculty  
ASDOH Pre-Doc Education

William M. Madaio, DMD  
Assistant Professor  
ASDOH Pre-Doc Education

Ahmed M. Mahrous, DDS, MS  
Director CAD/CAM  
ASDOH Pre-Doc Education

Tannaz Z. Malekzadeh, DMD, MAEd  
Assistant Professor  
ASDOH Pre-Doc Education

Katie L. Martin, DMD, MPH, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Erin E. Maruska, DMD, MPH  
Assistant Professor  
ASDOH Pre-Doc Education

Debra Mavroidis, DDS, BA  
Adjunct Faculty  
ASDOH Pre-Doc Education

Natasha Y. May, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Elizabeth T. McCarthy, MEd, BSDH, AZEFDA  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Katie V. Meier, RDH, BS  
Adjunct Professor  
ASDOH Pre-Doc Education

Neisha Merrell, RDH, BS  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Victoria G. Michaels, LCSW  
Director BRITE Program  
ASDOH Pre-Doc Education

Mindy Z. Motahari, DMD  
Assistant Dean Comprehensive Care  
ASDOH Administration

Janet L. Nihill, RDH, BS  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Tinisha A. Notice,  
Adjunct Faculty  
ASDOH Pre-Doc Education

Matthew Pagani, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Michael K. Papademetriou, MS, DMD  
Clinical Director - Postgraduate Orthodontics Program,  
Associate Professor  
ASDOH Ortho Education

Jeffery L. Parent, DDS  
Associate Dean for Patient Care & Clinic Education  
ASDOH Administration

Jae H. Park, DMD, MSD, MS, PhD  
Director  
ASDOH Ortho Education

Bharat S. Patel, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Seena B. Patel, DMD, MPH  
Director, Oral Medicine  
ASDOH Pre-Doc Education

Diane C. Paz, DBH, MEd, RDH  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Maureen E. Perry, DDS, MPA  
Associate Dean Post Grad Clinical  
ASDOH Administration

Jonetta A. Podmanik, RDH, MEd  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Klud Razoky, BDS  
Associate Dean Pre-Clinical  
ASDOH Administration

Bobbie L. Repp, RDH-AP, BS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Robert S. Roda, DDS, MS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Treven B. Rollins, DMD  
Adjunct Professor  
ASDOH Ortho Education

Barnett R. Rothstein, DMD, MSD  
Adjunct Professor  
ASDOH Ortho Education

Cliff H. Running, DDS  
Adjunct Professor  
ASDOH Ortho Education

Ferdinand G. Ruocco, DDS  
Director Dental CCU, Assistant Professor  
ASDOH Pre-Doc Education

Phillip J. Santucci, DDS  
Adjunct Professor  
ASDOH Ortho Education

Rebecca Schaffer, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Matthew J. Scheerhorn,  
Adjunct Faculty  
ASDOH Pre-Doc Education

Heather N. Schneider, DMD  
Adjunct Faculty  
ASDOH Pre-Doc Education

Austin J. Shackelford, DMD  
Assist Professor  
ASDOH Pre-Doc Education

Marc Shlossman, DDS, MS  
Associate Professor  
ASDOH Pre-Doc Education

Azfar Siddiqui, BDS, DMD, MSc  
Adjunct Professor  
ASDOH Pre-Doc Education

Darrell Sims, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Steven R. Sluyk, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Larisa R. Smith, DMD  
Adjunct Professor  
ASDOH Pre-Doc Education

Richard P. Smith, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Richard L. Sparks, DDS, MS  
Adjunct Professor  
ASDOH Ortho Education

Ann E. Spolarich, RDH, PhD  
Assistant Dean Research  
ASDOH Administration

Lindsay G. Springer, DMD, MPH, MS  
Assistant Professor  
ASDOH Pre-Doc Education

George B. Spruce, DDS, MPH  
Assistant Dean American Indian Affairs  
ASDOH Administration

Dale N. Steiner, DMD  
Director Dental CCU, Assistant Professor  
ASDOH Pre-Doc Education

Oksana Stoj, DMD  
Adjunct Professor  
ASDOH Pre-Doc Education

Robin Sutton, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Timothy S. Taylor, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Yvette M. Thornton, RDH, MPH  
Co-Director Dentistry in the Community  
ASDOH Pre-Doc Education

Hanann Tomeh, DDS  
Clinical Associate Professor  
ASDOH Pre-Doc Education

Robert M. Trombly, DDS, JD  
Dean Arizona School Dentistry & Oral Health  
ASDOH Administration

Colleen R. Trombly, RDH, MHSA  
Assistant Professor Hygiene  
ASDOH Pre-Doc Education

Judy K. VanGheluwe, DDS, MS  
Adjunct Professor  
ASDOH Pre-Doc Education

Jessica M. Walker-Livingston, BSDH, RDH, AP  
Adjunct Professor  
ASDOH Pre-Doc Education

Anne Marie Wang,  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Mitzi M. Wasden, DDS, MS  
Assistant Professor  
ASDOH Pre-Doc Education

Richard C. Westergard, DDS  
Adjunct Assistant Professor  
ASDOH Pre-Doc Education

Lynne M. Whitcomb, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Bruce A. White, DDS  
Assistant Professor  
ASDOH Pre-Doc Education

Angela S. Wilson, DMD  
Adjunct Professor  
ASDOH Pre-Doc Education

Spencer G. Wilson, DDS  
Adjunct Professor  
ASDOH Pre-Doc Education

Janet L. Woldt, PhD, MS  
Associate Dean Academic Assessment  
ASDOH Administration

Bailey Woodcock, RDH, BS  
Instructor Dental Hygienist  
ASDOH Pre-Doc Education

Samantha J. Yineman, DMD, MPH  
Assistant Director  
ASDOH Pre-Doc Education

Jaclyn A. Young, DDS  
Adjunct Faculty  
ASDOH Pre-Doc Education

Xingzhong Zhang, DDS, MSD, PhD  
Assistant Professor  
ASDOH Ortho Education

## Arizona School of Health Sciences Faculty

Andrew P. Albrecht, DPT  
Adjunct Professor  
Physical Therapy

Francesca G. Alexander, PA-C  
Adjunct Professor  
Physician Assistant

Heather C. Allen, DPT, MPT  
Adjunct Professor  
Transitional DPT

Bart E. Anderson, DHSc, AT, ATC  
Professor  
Athletic Training Program

Lacee M. Andrews, MS, BS  
Instructor  
Occupational Therapy

Howard E. Asaki, PA-C  
Adjunct Professor  
Physician Assistant

Cailee W. Bacon, PhD, ATC  
Associate Professor  
Athletic Training Program

Shelley P. Baltodano, AuD  
Assistant Professor  
Audiology - Residential

Beatriz E. Barragan Serrano, PhD  
Associate Professor  
Speech-Language Pathology

Ralph C. Bay, PhD  
Professor - Biostatistician  
Interdisciplinary Health Science

Kari S. Bernard, PA-C, PhD  
Associate Professor, Associate Director of Research &  
Capstone Activities  
Doctor Medical Science, PA

Annette Bettridge, MS, PA-C  
Assistant Professor  
Physician Assistant

Erika L. Biggs, PA-C  
Adjunct Professor  
Physician Assistant

Norman J. Bizon, PA-C  
Adjunct Professor  
ASHS Administration

Kayla D. Black, DPT, PT, CCS  
Adjunct Assistant Professor  
Physical Therapy

Rachel E. Blackburn, DPT  
Adjunct Professor  
Physical Therapy

Kellie H. Bliven, PhD, ATC  
Department Chair  
Interdisciplinary Health Science



Erica M. Bodie, AuD Adjunct Assistant Professor Audiology - Residential	Avinash S. Chandran, PhD, MS Adjunct Assistant Professor Athletic Training Program
Briana N. Bonner, OTD, MS Assistant Professor Occupational Therapy	Kyle E. Cherney, PT, DPT, OCS Adjunct Professor Physical Therapy
Elton Bordenave, PhD, MED Associate Professor Audiology - Residential	Cynthia Churgin, FNP, CNM, PA-C Adjunct Professor Physician Assistant
Lori Bordenave, PT, DPT, PhD Department Chair Physical Therapy	Monica I. Cioffi, DPT, PT, MS Adjunct Professor Transitional DPT
Gregory D. Borgmeyer, AuD Adjunct Assistant Professor Audiology - Distance	Gail P. Clarin, AuD Adjunct Assistant Professor Audiology - Residential
Bettie B. Borton, AuD Adjunct Assistant Professor Audiology - Distance	Chad A. Clements, MS, ATC Associate Professor - Athletic Training Interdisciplinary Health Science
Carolyn R. Bower, AuD Adjunct Assistant Professor Audiology - Distance	Tess L. Coon, PA-C Adjunct Assistant Professor Physician Assistant
Jenny C. Bradley, DPT Adjunct Professor Transitional DPT	Rachel F. Cornwell, AuD Adjunct Assistant Professor Audiology - Residential
Sara D. Brown, MS, ATC Adjunct Professor Athletic Training Program	Francis Crosby Jr., DHSc, MPAS, PA-C Adjunct Professor Doctor Medical Science, PA
Ann Lee Burch, PT, EdD, MPH Dean Arizona School of Health Sciences ASHS Administration	Rebekah F. Cunningham, PhD Adjunct Faculty Audiology - Residential
Raven S. Burrell, MSPAS, MPH, PA-C, CPH Adjunct Faculty Physician Assistant	Maria C. Daab, DPT, MPT Adjunct Professor Transitional DPT
Karen Bustillo, PT, OCS Adjunct Professor Transitional DPT	Patricia Dabrowski, AuD Associate Professor Audiology - Residential
Jeffrey D. Butler, DO Adjunct Professor Physician Assistant	Randy Danielsen, PhD, PA-C Emeritus Professor Doctor Medical Science, PA
Andrew S. Bzowycyk, PharmD, BCPS, CDE Adjunct Assistant Professor Audiology - Distance	Katherine J. Darling, DPT, MPT Adjunct Faculty Physical Therapy
Janina J. Carter, AuD, CCC-A Adjunct Assistant Professor Audiology - Distance	Richard E. Davis, EdD Adjunct Faculty Doctor Medical Science, PA
James F. Cawley, MPH, PA-C Adjunct Professor Doctor Medical Science, PA	Lora L. Davis, PT, DPT, MS Adjunct Professor Physical Therapy
Maria A. Centeno Vazquez, Director Speech-Language Pathology	Melinda M. Delbridge, MS Instructor Occupational Therapy
Michael E. Champion, DHS, PA-C, MSc, MBA, MMSc, MEd Adjunct Assistant Professor Doctor Medical Science, PA	Sondra M. DePalma, DHSc, PA-C, CLS, CHC, DFAAPA, FNLA, AAC Adjunct Assistant Professor Doctor Medical Science, PA

Jerica N. Derr, DMSc, PA-C  
Adjunct Faculty  
Doctor Medical Science, PA

Thomas B. Dewey, DAT, ATC, CSCS  
Adjunct Teaching Assistant  
Athletic Training Program

Rachel Diamant, PhD, OTR/L, BCP  
Professor  
Occupational Therapy

Michelle O. DiBaise, DHSc, PA-C, DFAAPA  
Department Chair  
Physician Assistant

Skyler J. Dixon, PT, DPT  
Adjunct Faculty  
Physical Therapy

Michael Doiron, MPAS, DScPAS, PA-C  
Adjunct Faculty  
Physician Assistant

David A. Doublestein, PT, PhD, CLT, Cert MDT, LLCC  
Assistant Professor  
Physical Therapy

Nilma Z. Elias-Santiago, PT, DPT  
Adjunct Professor  
Transitional DPT

Tracy A. Ellison, PT, DPT, NCS  
Assistant Professor  
Physical Therapy

Anne W. Ensor, PT, DPT, WCS  
Adjunct Professor  
Transitional DPT

Robert M. Evans, DMSc, PA-C  
Adjunct Associate Professor  
Physician Assistant

Jolie C. Fainberg, AuD, MA  
Adjunct Assistant Professor  
Audiology - Distance

Susan A. Falsone, PT, MS  
Associate Professor  
Athletic Training Program

Deanne R. Fay, PT, DPT, PhD  
Director  
Physical Therapy

Timothy O. Fearon, PT, MS  
Adjunct Professor  
Physical Therapy

Sabrina A. Finklea-Strickland, MSN, FNP-BC, PHN, FCN  
Assistant Professor  
Physician Assistant

Larry P. Fisher, PA-C, MPAS, DHSc  
Adjunct Assistant Professor  
Doctor Medical Science, PA

Krista M. Fitzgerald, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Ilia R. Fong, AuD, CCC-A, FAAA  
Adjunct Assistant Professor  
Audiology - Distance

Alexandra M. Fulleman, PA-C  
Adjunct Professor  
Physician Assistant

Brandi M. Fulwider, PhD, OTR/L  
Assistant Professor  
Occupational Therapy

Mara E. Funke, MPH  
Adjunct Professor  
Occupational Therapy

John M. Galbraith, OTD, MS  
Adjunct Instructor  
Occupational Therapy

Kelsey J. Garcia, PhD, ATC  
Assistant Professor Anatomy  
Interdisciplinary Health Science

Gloria D. Garner, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Rachel E. Geoghegan, DAT, MSHRD  
Adjunct Faculty  
Athletic Training Program

Gina M. Giuliano, PT, DPT  
Adjunct Faculty  
Physical Therapy

Meryl A. Glenn, OTD, MS, OTR/L, CBIS  
Assistant Professor  
Occupational Therapy

Margarita Gonzalez, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Austin G. Goodrich, MS, BS  
Adjunct Instructor  
Interdisciplinary Health Science

Suzanne J. Greenwalt, DPT, MS  
Adjunct Professor  
Transitional DPT

Heather I. Guerra, AuD  
Clinic Director of Student Engagement  
AFA Balance & Hearing Institute

Rozzy Guz, MS, PA-C  
Adjunct Faculty  
Physician Assistant

Feigi S. Halberstam, AuD  
Adjunct Assistant Professor  
Audiology - Residential

Troy D. Hale, AuD  
Associate Professor  
Audiology - Residential

Janice F. Hamilton, PA-C, MPAS  
Adjunct Associate Professor  
Physician Assistant

Paige M. Hamilton,  
Adjunct Faculty  
Physician Assistant

Nicolette A. Harris, DAT, LAT, ATC, CSCS  
Director AT - Student Recruitment  
Interdisciplinary Health Science

Thomas C. Hartman, DMSc, PA-C  
Assistant Professor  
Physician Assistant

Jessica W. Hayes, PT, DPT  
Assistant Professor  
Physical Therapy

Alan M. Haynie, RRT  
Adjunct Faculty  
Physician Assistant

Elizabeth H. Heick, PT, CWS  
Adjunct Professor  
Transitional DPT

Katherine K. Hench, PT, DPT, NCS  
Adjunct Assistant Professor  
Physical Therapy

Rebecca J. Hlavac, MS  
Instructor Anatomy  
Interdisciplinary Health Science

Cheri A. Hodges, PT, DPT  
Associate Professor  
Physical Therapy

Trenton J. Honda, PhD, MMS, PA-C  
Adjunct Faculty  
Doctor Medical Science, PA

Brian V. Hortz, PhD, ATC  
Adjunct Professor  
Athletic Training Program

Brittney L. Hulse, MS, MS, PA-C  
Assistant Professor P  
Physician Assistant

Sara L. Jagger, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Amie M. Jasper, DPT  
Adjunct Professor  
Transitional DPT

Garrett J. Johnson, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Michelle L. Johnson, DPT  
Adjunct Professor  
Physical Therapy

Katherine M. Jones, MA, OTR/L, CLT-LANA  
Assistant Professor  
Occupational Therapy

Jason D. Karstens, PT, DPT  
Assistant Professor  
Physical Therapy

Pamela V. Kays, PT, DPT, EdD  
Director Curriculum  
Physical Therapy

Dana J. Kernan, PT, DPT, ATC, MTC  
Adjunct Professor  
Physical Therapy

Angela C. Kiselyk, EdD, MS PA-C  
Director - Progression & Retention  
Physician Assistant

Amisha Klawonn, PT, DPT, OCS, FAAOMPT  
Adjunct Professor  
Orthopedic PT

Zackary B. Kleven, PT, DPT, GCS  
Adjunct Faculty  
Physical Therapy

Alison Klossner, PT, DPT  
Adjunct Professor  
Transitional DPT

Kristin R. Knight, MS  
Adjunct Assistant Professor  
Audiology - Distance

Kimberly A. Kochanoff, MS, PA-C  
Director  
Physician Assistant

Jamie M. Kuettel, PT, DPT, NCS, GCS  
Director Progress Admi  
Physical Therapy

Kevin R. Kupferer, PA-C, DHS, MsCI  
Adjunct Assistant Professor  
Doctor Medical Science, PA

Danielle N. Kyman, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Kenneth C. Lam, ScD, ATC  
Professor - Biostatistician  
Interdisciplinary Health Science

Robin R. Latto, MPH, PA-C  
Adjunct Professor  
Physician Assistant

Jessica S. Laurino, PA-C  
Adjunct Faculty  
Physician Assistant

Richard M. Laursen, MS, ATC  
Adjunct Professor  
Athletic Training Program

Mary K. Laxton, DHSc, PA-C, DFAAPA  
Adjunct Assistant Professor  
Doctor Medical Science, PA

Jedediah E. Lee, PT, DPT, OCS, SCS  
Adjunct Assistant Professor  
Physical Therapy

Sarah A. Limberg, MS, PA-C  
Adjunct Professor  
Physician Assistant

Virginia L. Little, PhD, MS  
Director - Research  
Physical Therapy

Chandrika J. Lotwala, DPT, PT  
Adjunct Professor  
Physical Therapy

Melanie M. Lyon, MS, PA-C  
Adjunct Faculty  
Physician Assistant

Linda S. MacConnell, DMSc, MAEd, MPAS, PA-C  
Associate Professor  
Physician Assistant

Kelly A. Malcolm, AuD, MPH, CCC-A  
Adjunct Assistant Professor  
Audiology - Distance

Ivonne M. Maldonado De la Rosa, PhD, MS, CCC-SLP  
Instructor  
Speech-Language Pathology

James C. Manton, PT, DPT, OCS  
Director Physical Therapy Orthopedic  
Physical Therapy

Ma de Lourdes Martinez Nieto, PhD, MA  
Associate Professor  
Speech-Language Pathology

Renee M. Mazurek, DPT  
Adjunct Professor  
Transitional DPT

Nicole S. McCants, PT, DPT  
Adjunct Faculty  
Physical Therapy

Beatrice A. McCurdy, PT, DPT  
Adjunct Professor  
Transitional DPT

Lisa A. McDaniel, MS, PA-C  
Adjunct Professor  
Physician Assistant

Tara L. McIsaac, PT, PhD  
Adjunct Professor  
Physical Therapy

Andrea N. McKelvy, MPAS  
Adjunct Professor  
Physician Assistant

Michelle M. McMoon, PA-C, PhD  
Adjunct Faculty  
Doctor Medical Science, PA

John R. McMullen, MS, PA-C, EdD  
Professor  
Doctor Medical Science, PA

Robert A. McPherson, PA-C  
Adjunct Assistant Professor  
Physician Assistant

Zarin Mehta, PhD  
Associate Professor  
Audiology - Residential

Brooke Menzie, MS, PA-C  
Adjunct Professor  
Physician Assistant

Philemon R. Merrill, PA-C, MEd  
Adjunct Professor  
Physician Assistant

Ami N. Mikhail, PA-C, MS  
Assistant Professor  
Physician Assistant

Ashley E. Miranda, PT  
Adjunct Professor  
Physical Therapy

Vanessa B. Mitchell, PA-C  
Adjunct Professor  
Physician Assistant

Leon A. Moak, DMSc, PA-C  
Adjunct Assistant Professor  
Doctor Medical Science, PA

Melinda A. Moore Gottschalk,  
Adjunct Assistant Professor  
Doctor Medical Science, PA

S. Jason Moore, PhD, PA, MS  
Adjunct Faculty  
Doctor Medical Science, PA

Amy J. Morse, DPT  
Adjunct Faculty  
Interdisciplinary Health Science

Janet L. Mutschler, MHS  
Adjunct Professor  
Transitional DPT

Cheryl Newman,  
Adjunct Faculty  
Physical Therapy

Brian K. Nordgren, DHSc, MPH, PA-C  
Adjunct Faculty  
Doctor Medical Science, PA

Jessica A. Norstrom,  
Adjunct Faculty  
Interdisciplinary Health Science

David Nunez,  
Lab Teaching Assistant - Anatomy  
Interdisciplinary Health Science

Joely M. O'Neal, DPT  
Adjunct Assistant Professor  
Physical Therapy

Mary C. Ormson, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Lindsay R. Palisca, DPT  
Adjunct Professor  
Physical Therapy

Elizabeth D. Palmer, AuD  
Assistant Professor  
AFA Balance & Hearing Institute

Dana Palmer, DPT, BMRPT  
Adjunct Professor  
Transitional DPT

Tabitha C. Parent-Buck, AuD  
Department Chair Audiology  
Audiology

Sara M. Parker, PT, DPT  
Assistant Professor  
Physical Therapy

Adrienne R. Parry, DPT  
Adjunct Professor  
Transitional DPT

Raymond Pavlick, PhD  
Professor  
Physician Assistant

Stacy L. Payne, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Mia R. Pendergrass, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Samantha A. Perry, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Seth R. Peterson, PT, DPT, CSCS, OCS  
Adjunct Professor  
Physical Therapy

Jeanne L. Peterson, MS, PA-C  
Adjunct Professor  
Physician Assistant

Monica L. Queen, PT, DPT  
Assistant Professor  
Physical Therapy

Sydney S. Querfeld, PA-C, MPAS  
Adjunct Faculty  
Physician Assistant

Jennifer L. Radziak, OTD, OTR/L, CHT  
Assistant Professor  
Occupational Therapy

James A. Randolph, DPT  
Adjunct Professor  
Transitional DPT

Melinda A. Rawcliffe, PA-C  
Adjunct Faculty  
Physician Assistant

Kelly M. Reavis, PhD, MPH, MS  
Adjunct Assistant Professor  
Audiology - Distance

Colin T. Rigney, PT, DPT, OCS  
Adjunct Professor  
Physical Therapy

Carrie L. Robinson, PT, DPT, OCS  
Assistant Professor  
Physical Therapy

Tamara L. Roehling, PT, DPT, PhD  
Director  
Transitional DPT

Christina N. Romeo, PT, DPT, CLT  
Adjunct Assistant Professor  
Physical Therapy

Gaspar A. Rosario Jr., DHSc, PA-C  
Adjunct Faculty  
Doctor Medical Science, PA

James R. Roush, PT, PhD, ATC, ATL  
Adjunct Professor  
Physical Therapy

Lindsay M. Ruder, PA-C  
Adjunct Professor  
Physician Assistant

Pablo Ruiz Jr., BS, PT  
Adjunct Faculty  
Physical Therapy

Maria K. Rundell, DPT, PT, NCS, MSCS  
Adjunct Faculty  
Neurologic Residency PT

Andrea B. Ruotolo, AuD  
Director Audiology, Associate Professor  
Audiology - Distance

Marlene B. Salas-Provence, PhD, MHA, MA  
Vice Dean Arizona School of Health Sciences  
ASHS Administration

Victor M. Sanchez II, PT, DPT  
Adjunct Faculty  
Physical Therapy

Cecelia R. Sartor-Glittenberg, PT, PhD, NCS  
Adjunct Associate Professor  
Physical Therapy

Leslie R. Schmeltz, AuD  
Adjunct Associate Professor  
Audiology - Residential

Susan R. Schmidt, AuD  
Adjunct Assistant Professor  
Audiology - Residential

Tania L. Shearon, MOT, CHT, PYT-C,  
Director Curriculum  
Occupational Therapy

Sarah M. Shuker, PA-C, BS  
Adjunct Professor  
Physician Assistant

Albert F. Simon, DHSc, PA-C  
Associate Director  
Doctor Medical Science, PA

Katherine E. Siros, PT, DPT, OCS  
Adjunct Professor  
Physical Therapy

Kimberly G. Skinner, AuD, PhD  
Assistant Professor  
Audiology - Residential



Griffith Skjelstad, PT, DPT  
Adjunct Assistant Professor  
Physical Therapy

Wayne S. Smith, DPT  
Adjunct Professor  
Physical Therapy

Victoria K. Smith, PA-C  
Adjunct Faculty  
Physician Assistant

Sara M. Sorace, PA-C  
Adjunct Instructor  
Physician Assistant

Corrie J. Stayner, MS  
Adjunct Professor  
Physical Therapy

Anthony Stephas, DHSc, PA-C  
Adjunct Assistant Professor  
Doctor Medical Science, PA

Adam M. Story, PT, DPT, OTR/L, OTD, MTC  
Assistant Professor  
Occupational Therapy

Nicole Strout,  
Adjunct Instructor  
Interdisciplinary Health Science

Anna E. Thatcher, PT, DPT, SCS, OCS, ATC, CSCS  
Adjunct Professor  
Physical Therapy

Tessa M. Tibben, DHSc, MSPAS, PA-C  
Assistant Professor  
Physician Assistant

Michele M. Tourne, PT DPT PCS  
Adjunct Professor  
Physical Therapy

Karla M. Tuzzolino, DPT  
Adjunct Professor  
Physical Therapy

Alison R. Valier, PhD, ATC, FNATA  
Professor  
Athletic Training Program

Tamara C. Valovich McLeod, PhD, ATC  
Department Chair  
Athletic Training Program

Jeannette D. Vaughn-Dotterer, PA-C  
Adjunct Professor  
Physician Assistant

Melanie H. Venne, AuD  
Adjunct Assistant Professor  
Audiology - Distance

Christine B. Vining, PhD, CCC-SLP  
Director - Clinical Education  
Speech-Language Pathology

Abbie R. Wagoner, MED, MA  
Adjunct Assistant Professor  
Audiology - Residential

Michael C. Waits, DPT  
Adjunct Professor  
Physical Therapy

Stacy E. Walker, PhD, ATC, FNATA  
Adjunct Professor  
Athletic Training Program

Andrew P. Walker, PA-C  
Adjunct Faculty  
Physician Assistant

Iva M. Walls, PT, DPT, NCS  
Adjunct Faculty  
Physical Therapy

Sarah E. Walsh, MS, BS, PA-C  
Adjunct Faculty  
Physician Assistant

Joseph G. Weber, DHSc, MBA, MPAS, PA-C  
Adjunct Associate Professor  
Doctor Medical Science, PA

Lorie L. Weber, MS, PA-C  
Assistant Professor  
Physician Assistant

Jefferson J. Wetherington, MS, AT, ATC  
Adjunct Professor  
Athletic Training Program

Tawna C. Wilkinson, PT, DPT, PhD, PCS  
Adjunct Associate Professor  
Physical Therapy

Wendy E. Williams, DPT  
Adjunct Professor  
Transitional DPT

Amy E. Wing, MMS, PA-C  
Assistant Professor  
Physician Assistant

Andrew P. Winterstein, PhD  
Adjunct Professor  
Athletic Training Program

Laura S. Witte, PhD, PA-C  
Adjunct Professor  
Physician Assistant

Rebecca L. Wolf, JD, MPH, OTR/L  
Department Chair  
Occupational Therapy

Jodi L. Young, DPT, OCS, FAAOMPT  
Adjunct Associate Professor  
Physical Therapy

Amanda Zappler Isley, AuD  
Adjunct Assistant Professor  
Audiology - Distance

## College for Healthy Communities Faculty

Sylwia Bareja, PA-C  
Associate Professor  
CA Physician Assistant

Hugo Bravo-Chavez, MS, PA-C  
Associate Professor  
CA Physician Assistant

Brandy A. Brooks, EdD, PA-C, MHS, BS  
Assistant Professor  
CA Physician Assistant

Steve R. Clarke, MD  
Medical Director  
CA Physician Assistant

Corey M. Cooper, BS  
Instructor  
CA Physician Assistant

Philip M. DaVisio, DMSc, PA-C, CAQ-EM  
Assistant Professor  
CA Physician Assistant

Jarrold D. Harbour, PA-C  
Assistant Professor  
CA Physician Assistant

Sean X. Hesler, ND  
Assistant Professor  
CA Physician Assistant

Kevin A. Hickman, DMSc, PC-C, MHA, MJ, CHC  
Assistant Professor  
CA Physician Assistant

Eric G. Jahn, PA-C  
Assistant Professor  
CA Physician Assistant

Amanda G. Mallory Spillman, PA-C  
Assistant Professor - Clinical Coordinator  
CA Physician Assistant

Daniel E. McDermott, DMSc, PA-C  
Chair  
CA Physician Assistant

Edwin E. Nyambi, DMSc, MPAS, PA-C  
Assistant Professor  
CA Physician Assistant

Joel A. Olmstead, MS, PA-C  
Assistant Professor  
CA Physician Assistant

Sarah J. Preston Hesler, ND  
Adjunct Faculty  
CA Physician Assistant

Jacqueline W. Rohrbaugh, MS, PA-C  
Assistant Professor  
CA Physician Assistant

Christina M. Snyder, MS, BS  
Assistant Professor  
CA Physician Assistant

Janet Sullivan, MD, MS  
Associate Professor  
CA Physician Assistant

Cristina Tipei, PA-C  
Assistant Professor  
CA Physician Assistant

Alejandro Torres, MPAS  
Assistant Professor  
CA Physician Assistant

Sara A. Wilson, MPAS, PA-C  
Associate Professor  
CA Physician Assistant

Elizabeth A. Wright, MPAS, PA-C  
Assistant Professor  
CA Physician Assistant

## College for Graduate Health Studies Faculty

George M. Ackerman, PhD, JD, MBA, MS  
Adjunct Faculty  
Doctor Of Health Sciences

Katherine M. Adler, DHA, FACHE  
Adjunct Faculty  
Doctor Health Administration

Elif D. Aksoylu, DMD, MPH  
Adjunct Faculty  
Master Of Public Health

Jeffrey L. Alexander, PhD, FAACVPR, ACSM-CEP®  
Associate Professor  
Doctor Of Health Sciences

Candace L. Ayars, PhD  
Associate Professor  
Doctor Health Education

Verneda Bachus, DHA, MBA  
Adjunct Faculty  
Doctor Health Administration

Angel A. Baez Vega, PhD  
Adjunct Faculty  
Doctor Health Administration

Jonna J. Belanger, PhD, MS  
Adjunct Faculty  
Kinesiology

Marjorie Belizaire, MD  
Adjunct Faculty  
Master Of Public Health

Trevor W. Bennion, DHSc, MS  
Adjunct Faculty  
Kinesiology

Joshua E. Bernstein, PhD, CHES  
Associate Professor  
Doctor Health Education

Anneta Bitouni, DDS, MPH, MS  
Assistant Professor  
MPH Dental Emphasis

Ray A. Borges, DHSc, MBA, MA  
Adjunct Faculty  
Doctor Of Health Sciences

Erin K. Breitenbach, PhD, MA  
Department Chair  
Doctor Health Education

Leanna J. Brown, MBA, DNP, ACNP-BC  
Adjunct Faculty  
Doctor Nursing Practice

Valerie A. Browne, EdD, RN, CNE  
Adjunct Faculty  
Doctor Nursing Practice

Douglas R. Brtek, EdD  
Adjunct Faculty  
Doctor Health Education

Travis J. Bunker, MS  
Adjunct Faculty  
Kinesiology

Kerin L. Burdette, DDS, MPH  
Adjunct Faculty  
Master Of Public Health

Eric H. Carver, DHSc, MPA, MABMH  
Adjunct Faculty  
Doctor Of Health Sciences

Sayyid A. Cato, PhD, MA  
Adjunct Faculty  
Doctor Health Education

Jeffrey G. Chaffin, DDS, MPH, MBA, MHA  
Assistant Professor  
MPH Dental Emphasis

Lilia A. Chavarria, EdD, MHSc  
Adjunct Faculty  
Doctor Health Administration

Carol L. Chevalier, DHSc, MPH, MS, CSSGB CPC  
Adjunct Faculty  
Doctor Of Health Sciences

Robert Clegg, PhD, MPH  
Department Chair  
Doctor Health Administration

Jo N. Conley, DM, MBA, BNS  
Adjunct Faculty  
Doctor Health Administration

Kirk A. Davis, EdD, MBA, BS  
Adjunct Faculty  
Doctor Health Education

Sohini Dhar, MPH, BDS  
Adjunct Faculty  
Master Of Public Health

Kathleen D. DiCaprio, PhD  
Department Chair  
Doctor Of Health Sciences

Thomas A. DiDonna, DHSc, MSN, RN  
Adjunct Faculty  
Doctor Of Health Sciences

Lihua Dishman, DBA, MBA  
Associate Professor  
Doctor Health Administration

Diane Drexler, DNP, MBA, FACHE  
Adjunct Faculty  
Doctor Nursing Practice

Sarah R. Everman, PhD  
Associate Professor  
Kinesiology

Helen J. Ewing, DHSc, MN, RN  
Adjunct Faculty  
Doctor Nursing Practice

Charles M. Ferruzza, DPT  
Adjunct Faculty  
Kinesiology

John W. Fick, EdD, FACHE  
Associate Professor  
Doctor Health Administration

Brittani H. Freund, DPT, PT, ATC, LAT  
Adjunct Faculty  
Kinesiology

Lisa J. Friedrich, MA  
Adjunct Faculty  
Doctor Health Administration

Paul T. Frizelle, PT, DPT, MS, OCS, MTC  
Adjunct Faculty  
Kinesiology

Christina L. Garcia, PhD, RN  
Adjunct Faculty  
Doctor Nursing Practice

Carey A. Gaukler, MPH  
Adjunct Faculty  
Master Of Public Health

Jennifer M. Glenn, MS, BS  
Adjunct Faculty  
Kinesiology

Jaana T. Gold, DDS, PhD, MPH, CPH  
Professor  
MPH Dental Emphasis

Laura E. Gray, PhD, EdS, MED, BA  
Adjunct Faculty  
Doctor Health Education

Michael P. Halasy, DHSc, MS, PA-C  
Adjunct Faculty  
Doctor Of Health Sciences

J M. Hamblin, DHSc, MPA  
Adjunct Faculty  
Doctor Of Health Sciences

Brent Harper, DSc, DPT  
Adjunct Faculty  
Doctor Health Education

Marisa L. Hastie, Ed.D., ACSM EP-C, PN1, FACSM  
Dean College Graduate Health Studies  
CGHS Administration

Larry Hearld, PHD, MHA  
Adjunct Faculty  
Doctor Health Education

Jeremy M. Hodder, DHSc, MSc, PG Dip Law, BScN, RN  
Adjunct Faculty  
Doctor Of Health Sciences

Tracy L. Hultgren, MS, BFA  
Adjunct Faculty  
Kinesiology

Samuel O. Imarhiagbe, PhD  
Adjunct Faculty  
Doctor Health Administration

Mountasser B. Kadrie, PhD  
Adjunct Faculty  
Doctor Health Administration

Preeti H. Kamat, PhD, MPH  
Adjunct Faculty  
Master Of Public Health

Gibbs Y. Kanyongo, PhD, MA  
Adjunct Faculty  
Doctor Health Education

Lynda T. Konecny, DHEd, DHSc, MCHES®  
Associate Professor  
Doctor Health Education

Linda F. Koonce, DHA, MBA  
Adjunct Faculty  
Doctor Health Administration

David M. Larson, MS  
Adjunct Faculty  
Kinesiology

Laurie A. Latvis, DHA  
Adjunct Faculty  
Doctor Health Administration

Joan S. Leafman, PhD  
Adjunct Faculty  
Master Of Public Health

Debra Leners, RN, PNP, PhD  
Adjunct Faculty  
Doctor Nursing Practice

Gregory S. Loeben, PhD, MA  
Associate Professor  
Master Of Public Health

Ashley S. Love, DrPH, MPH, MS, CPH  
Adjunct Faculty  
Master Of Public Health

Clair A. Lunt, DHSc, MN, RN  
Adjunct Faculty  
Doctor Nursing Practice

Donald P. MacLean, MBA  
Adjunct Faculty  
Doctor Health Administration

Pietro D. Marghella, DHSc, MS  
Adjunct Faculty  
Master Of Public Health

Ana Karina Mascarenhas, DrPH  
Adjunct Faculty  
Master Of Public Health

Rochelle I. Mascarenhas, MPH, BDS  
Adjunct Faculty  
Master Of Public Health

Kathleen M. Mathieson, PhD, CIP  
Associate Professor  
Doctor Of Health Sciences

Eric P. Matthews, PhD, MS  
Professor  
Doctor Of Health Sciences

Tracy M. Matthews, PhD, MA  
Adjunct Faculty  
Doctor Of Health Sciences

Michael D. McCunniff, DDS  
Adjunct Faculty  
MPH Dental Emphasis

Mary-Katherine S. McNatt, DrPH, MPH, MCHES, CPH, COI  
Department Chair  
Master Of Public Health

Andrea C. Merritt, EdD, MBA, CHC, CIA, CHCO  
Adjunct Faculty  
Doctor Health Education

Susan M. Miedzianowski, PhD, MS  
Adjunct Faculty  
Doctor Health Administration

James D. Mikeska, MS  
Adjunct Faculty  
Kinesiology

Natalie A. Milani, PhD  
Adjunct Faculty  
Doctor Of Health Sciences

Christopher M. Miller, DHSc  
Adjunct Faculty  
Master Of Public Health

Trisha N. Miller, PhD, MPS  
Adjunct Faculty  
Master Of Public Health

Claudia G. Mitchell, PhD, MSN, RN  
Adjunct Faculty  
Doctor Nursing Practice

Heather Moore, DHA, MBA  
Adjunct Faculty  
Doctor Health Administration

Jill C. Moore, MHA  
Adjunct Faculty  
Master Of Public Health

Olawunmi M. Obisesan, PhD, DHEd, MPH  
Adjunct Faculty  
Doctor Health Education

Dana Obos, DHA  
Adjunct Faculty  
Doctor Health Administration

Arsenio Paez, DPT  
Adjunct Faculty  
Doctor Health Education

Patrick A. Palmieri, DHSc, EdS, MBA, MSN, ACNP, RN  
Adjunct Faculty  
Doctor Of Health Sciences

Lisa A. Palucci, DNP, RN, NE-BC, CPHQ, CSSGB  
Adjunct Faculty  
Doctor Nursing Practice

Karin A. Polifko, PhD, MSN, BSN  
Department Chair  
Doctor Nursing Practice

Jeromea M. Pollock, MS, BS  
Adjunct Faculty  
Kinesiology

Scott J. Rankin, DDS, MS  
Adjunct Faculty  
MPH Dental Emphasis

Matthew R. Rhea, PhD  
Professor  
Kinesiology

Tracie J. Rogers, PhD  
Department Chair  
Kinesiology

Michael J. Ryan, PhD, MS  
Adjunct Faculty  
Kinesiology

Elizabeth K. Sambach, MS  
Adjunct Faculty  
Kinesiology

Katherine E. Schultz, MS  
Adjunct Faculty  
Doctor Health Education

Sabrina Segal, DBA, MBA  
Adjunct Faculty  
Doctor Health Education

Elizabeth Segura, DNP, APRN, FNP  
Adjunct Faculty  
Doctor Nursing Practice

Emily W. Smith, JD  
Adjunct Faculty  
Doctor Health Administration

Shara D. Steiner, DO, MACM  
Adjunct Faculty  
Doctor Health Education

Phillip M. Stephens, DHSc, PA-C  
Adjunct Faculty  
Doctor Of Health Sciences

Lisa M. Tavallali, PhD  
Adjunct Faculty  
Doctor Health Administration

Kathleen Thomas, DHA  
Adjunct Faculty  
Doctor Health Administration

Melanie M. Tidman, DHSc, MA, OTR/L  
Adjunct Faculty  
Doctor Of Health Sciences

Daryl O. Traylor, PhD, MPH, MS  
Adjunct Faculty  
Master Of Public Health

Cande L. Tschetter, PhD, APR  
Adjunct Faculty  
Doctor Health Administration

Marni E. Valenzuela, MPH, BS  
Adjunct Faculty  
Master Of Public Health

John D. Vizzuso, DBA, MS  
Adjunct Faculty  
Doctor Health Administration

Lisa A. Wallace, PhD  
Adjunct Faculty  
Doctor Of Health Sciences

Sheri L. Walters, PT, DPT, MS, SCS, ATC/L, CSCS  
Assistant Professor  
Kinesiology

Megan M. Weemer, DHSC, MCHES  
Assistant Professor  
Doctor Of Health Sciences

Meghan E. Wendland, DDS, MPH  
Adjunct Faculty  
Master Of Public Health

Calvin White,  
Adjunct Faculty  
Master Of Public Health

Annette M. Willgens, EdD, MEd  
Adjunct Faculty  
Doctor Health Education

Letha D. Williams, PhD, FACHE  
Adjunct Faculty  
Doctor Health Administration

Lynette M. Williamson, EdD, MBA, BS  
Adjunct Faculty  
Doctor Health Education

Sally M. Willis, PhD  
Adjunct Faculty  
Doctor Health Administration

Bobbi A. Winter, DHSc, MSc, MBA, MSN, RN  
Adjunct Faculty  
Doctor Nursing Practice

Josefine O. Wolfe, PhD, MPH  
Assistant Professor  
Master Of Public Health

Marjorie L. Wright, DMD, MPH  
Adjunct Faculty  
MPH Dental Emphasis

## **Kirksville College of Osteopathic Medicine Faculty**

James H. Adams, DO  
Assistant Professor  
Anatomy

Zulfiqar Ahmad, PhD  
Professor  
Biochemistry



Suhail Akhtar, PhD, MS, BSc  
Assistant Professor  
Biochemistry

Robert W. Baer, PhD  
Professor  
Physiology

Ralph O. Boling, DO  
Associate Professor  
Surgery

Michael W. Bradbury, PhD, MPhil  
Professor  
Biochemistry

William F. Brechue, PhD  
Department Chair  
Physiology

Kelly D. Burchett, DO  
Assistant Professor  
Surgery

Neal R. Chamberlain, PhD  
Professor  
Microbiology

Yingzi Chang, MD, PhD  
Professor  
Pharmacology

Lary L. Ciesemier, DO  
Associate Professor  
Internal Medicine

David W. Cleaver, DO  
Assistant Professor  
Internal Medicine

Lloyd J. Cleaver, DO  
Assistant Vice President Continuing Ed  
Internal Medicine

James L. Cox, PhD  
Associate Professor  
Biochemistry

Roy R. Danks, DO  
Adjunct Assistant Professor  
Surgery

Jeffrey D. Davis, DO, CMD  
Assistant Dean KCOM Clinical Affairs  
KCOM Clinical Affairs

John M. DeLeeuw, DO  
Assistant Professor  
Internal Medicine

Brent L. Dixon, DO  
Assistant Professor  
OMM

Jonathan D. Easterwood, DO  
Assistant Professor  
Surgery

Keith S. Elmslie, PhD  
Department Chair  
Pharmacology

Valena Fiscus, DO, MPH  
Assistant Professor  
Internal Medicine

Sara B. Funk, BS, PT  
Assistant Professor  
Anatomy

Timothy Geisbuhler, PhD  
Associate Professor  
Physiology

Maura B. Gerdes, DO  
Assistant Professor  
Internal Medicine

David E. Goldman, JD, DO, FCLM  
Associate Professor  
Neurobehavioral Sciences

Shana A. Greven, DO  
Assistant Professor  
OMM

Byunghee H. Han, PhD  
Professor  
Pharmacology

Julie M. Hessler, DO  
Assistant Professor  
Family Med & Comm Health

Jeremy J. Houser, PhD  
Associate Professor  
Anatomy

Jonathon R. Kirsch, DO  
Associate Professor  
OMM

Peter Kondrashov, PhD  
Department Chair  
Anatomy

Tatyana Kondrashova, PhD  
Professor  
Family Med & Comm Health

Eric R. Lesh, DO  
Assistant Professor  
Kirksville Family Medicine

Howard S. Levine, DO  
Regional Assistant Dean  
KCOM Regional Medicine

Robert Ligorsky, DO  
KCOM AZ Region Advisor  
KCOM Regional Medicine

Patricia B. Lodato, PhD  
Assistant Professor  
Microbiology

Shanu Markand, PhD  
Assistant Professor  
Anatomy

David S. Middlemas, PhD  
Associate Professor  
Pharmacology

Saroj Misra, DO  
Associate Dean KCOM Academic Clinical Ed  
KCOM Clinical Affairs

Andrea F. Nate, PhD, MA  
Adjunct Faculty  
AHEC

Yohei Norimatsu, PhD  
Associate Professor  
Physiology

Tim D. Ostrowski, PhD  
Associate Professor  
Physiology

Jordan Palmer, DO  
Assistant Professor  
Family Med & Comm Health

Priscilla L. Phillips, PhD  
Associate Professor  
Microbiology

Pandurangan Ramaraj, PhD  
Associate Professor  
Biochemistry

Robert P. Schneider, DO  
KCOM Residency Supervisor  
Kirksville Family Medicine

Patricia S. Sexton, DHED  
Associate Dean Medical Education  
KCOM Medical Education

William L. Sexton, PhD  
Professor  
Physiology

Vineet K. Singh, PhD  
Professor  
Microbiology

Karen T. Snider, DO  
Assistant Dean Curriculum  
KCOM Medical Education

Eric Snider, DO  
Department Chair  
OMM

Brent D. Speak, DO  
Department Chair  
Surgery

David V. Spencer, DO  
Adjunct Assistant Professor  
OMM

Billy W. Strait, DO  
Associate Professor  
OMM

Melissa Stuart, PhD  
Department Chair  
Microbiology

Chelsey Stull, DO  
Assistant Professor  
OMM

Robert J. Theobald, PhD  
Professor  
Pharmacology

Lex Towns, PhD  
Professor  
Anatomy

Caroline M. VanSickle, PhD, MA  
Assistant Professor  
Anatomy

Margaret A. Wilson, DO  
Dean  
KCOM Administration

Rekha R. Yesudas, PhD, MPhil, MS, BS  
Assistant Professor  
Pharmacology

Bruce A. Young, PhD  
Professor  
Anatomy

## Missouri School of Dentistry & Oral Health Faculty

Hesham H. Abdulkarim , BDS, MSD, ICOIF, ICOIM  
Associate Professor Dental  
Clinical Education

Michael F. Abels , DDS  
Director Dental CCU Assistant Professor  
Clinical Education

Shahnaz B. Ahmed , DDS  
Adjunct Assistant Professor  
Clinical Education

Richard D. Allinson , DDS  
Assistant Professor  
MOSDOH Education

Mamdouh Alrata , BDS  
Adjunct Faculty  
Clinical Education

Hussein Al-Wakeel , DDS  
Assistant Professor  
MOSDOH Education

Andre K. Artis , DDS  
Adjunct Assistant Professor  
Clinical Education

Paul W. Aubrey , DDS  
Assistant Professor  
MOSDOH Education

Melissa C. Ausmus , RDH  
Adjunct Instructor  
MOSDOH Education

Rawda Awad , BDS  
Adjunct Assistant Professor  
MOSDOH Education

Michael J. Backer , DMD  
Adjunct Assistant Professor  
Clinical Education

Graziela R. Batista , DDS, PhD  
Assistant Professor  
MOSDOH Education

Mikal Bell Sr. , DMD, MS  
Adjunct Faculty  
Clinical Education

Paul W. Bigg , DMD  
Director - Special Care Unit - Special Needs Dentistry  
Clinical Education

Grishondra L. Branch-Mays , DDS, MS  
Senior Associate Dean Academic Affairs  
MOSDOH Administration

Heidi M. Butts-Wiegand , DMD, MSD  
Adjunct Assistant Professor  
Clinical Education

Aaron Campbell , DDS, MS  
Adjunct Assistant Professor  
Clinical Education

Michael Chon , DMD, MPH  
Adjunct Assistant Professor  
MOSDOH Education

Robert Collinge , DDS  
Adjunct Assistant Professor  
MOSDOH Education

Brandon J. Crivello , DMD  
Adjunct Assistant Professor  
Clinical Education

Steve K. Dawson , DMD  
Adjunct Assistant Professor  
Clinical Education

David S. Dunivan , DMD  
Assistant Professor  
Clinical Education

Cierra Eaton , DMD  
Adjunct Faculty  
MOSDOH Education

Hashim G. Elmshiti , PhD, MS  
Assistant Professor  
Clinical Education

Forrest M. Farr , DDS  
Adjunct Assistant Professor  
Clinical Education

Amanda L. Fitzpatrick , DDS  
Adjunct Assistant Professor  
MOSDOH Education

Elie Freilich , DDS  
Adjunct Assistant Professor  
Clinical Education

Charles D. Fuszner , DMD  
Adjunct Assistant Professor  
Clinical Education

David E. Greaves , DDS  
Director - Specialty Assistant Professor  
Clinical Education

Matthew D. Greaves , DDS, MS  
Director - Lead CCU Assistant Professor  
Clinical Education

Michael R. Greaves , DDS  
Director- CCU Assistant Professor  
Clinical Education

David L. Hatch ,  
Adjunct Faculty  
Clinical Education

Patricia E. Inks , RDH, MS  
Director of DIC/ICSP  
MOSDOH Administration

Poonam Jain , BDS, MS, MPH  
Vice Dean  
MOSDOH Administration

Maria W. Kim , DMD  
Adjunct Assistant Professor  
Clinical Education

Christopher Koechner , DMD  
Adjunct Assistant Professor  
Clinical Education

Prashanth Konatham Haribabu , DDS, MSD, MDS  
Assistant Professor  
Clinical Education

Jenna F. Lew-Feit , DMD  
Adjunct Faculty  
Clinical Education

Gary C. London , DDS  
Adjunct Assistant Professor  
Clinical Education

Marsha L. Marden , DMD  
Assistant Professor  
Clinical Education

Ignacio C. Marquez , DDS, MS  
Director Clinical Faculty  
Clinical Education

Dwight E. McLeod , DDS, MS  
Dean Missouri School Dentistry Oral Hlth  
MOSDOH Administration

Richard G. Meier , DDS  
Adjunct Professor  
Clinical Education

Romana Muller , RDH, BA, MSDH  
Assistant Professor  
Clinical Education

Alan Mundhenke , DDM  
Adjunct Assistant Professor  
Clinical Education

Ammar J. Musawi , BDS, MDS, MPH  
Assistant Dean Simulation Clinic & Pre Clinical Education  
MOSDOH Administration

Hamid Nurrohman , PhD, DDS  
Associate Professor  
MOSDOH Education

Hanan Omar , BDS, MSC, PhD  
Associate Professor  
MOSDOH Education

Marzban G. Patel , DDS  
Adjunct Assistant Professor  
Clinical Education

Puja N. Patel , DMD  
Adjunct Assistant Professor  
Clinical Education

Ali Pourian , DDS, MS  
Adjunct Assistant Professor  
MOSDOH Education

Mohamed M. Rahhal , BDS, MSC, PhD  
Assistant Professor  
MOSDOH Education

Shaista Rashid , BDS, MS, MPH  
Director-CCU Assistant Professor  
Clinical Education

Avanija Reddy , DMD, MPH  
Adjunct Professor  
MOSDOH Education

Robert A. Reti , HBSC, DDS  
Adjunct Assistant Professor  
Clinical Education

Robert J. Schmidt , DDS  
Director - Special Care Unit - Special Needs Dentistry  
Clinical Education

Whitney N. Schmitz , BS  
Adjunct Instructor  
MOSDOH Education

Karl E. Shanker , DDS  
Adjunct Assistant Professor  
Clinical Education

Herbert P. Silva , DMD  
Director Dental CCU Assistant Professor  
Clinical Education

Michael J. Smoljan , DDS, MS  
Adjunct Faculty  
Clinical Education

Anthony Van Soest , DMD  
Adjunct Professor  
MOSDOH Education

Thomas L. Taylor , DDS  
Adjunct Professor  
MOSDOH Education

Dipali Thakker , DMD  
Adjunct Assistant Professor  
Clinical Education

David E. Urbanek , DMD  
Adjunct Assistant Professor  
Clinical Education

Richard J. Vargo , DMD  
Director Dental CCU Assistant Professor  
Clinical Education

Akshay A. Vij , BDS, ACT  
SCU Director - Associate Professor  
Clinical Education

Eric S. Von Hoven , DMD  
Adjunct Assistant Professor  
Clinical Education

John J. Wahle , DDS  
Adjunct Assistant Professor  
Clinical Education

Robert M. Waxler , DMD, MS  
Assistant Professor  
Clinical Education

Samantha Youngblood , DDS  
Adjunct Assistant Professor  
Clinical Education

Roger K. Zacher , DDS  
Adjunct Assistant Professor  
Clinical Education

Ahmed Zarrouh , DDS, DSc, BDS  
Director Dental CCU Assistant Professor  
Clinical Education

## School of Osteopathic Medicine in Arizona Faculty

Christina K. Adams , MD  
Assistant Professor  
Clinical Education

LeAnn Allgood , MD  
Assistant Professor  
Anatomy

Jacob A. Allgood , DO  
Department Chair  
Clinic Science Education

Roger S. Andersen , DO  
Assistant Professor  
Clinic Science Education

Eboni E. Anderson , DHEd, MSW, MEd, MA, BA  
Director Community Oriented Primary Care  
Public Health

Regina M. Asaro , DO  
RDME Associate Professor  
Clinical Education

Eve A. Ashby , DO  
Regional Director Clinical Education  
Clinical Education

Kimberly S. Au , MD  
Clinical Assistant Professor  
Clinical Education

Christina Bereda , DO  
Clinical Assistant Professor  
Osteo Principles & Practice

Victoria L. Bryant , PhD  
Assistant Professor  
Basic Medical Science Ed

Damian J. Bundschuh , DO  
Assistant Professor  
Osteo Principles & Practice

Thomas R. Byrnes , DO  
Assistant Professor  
Osteo Principles & Practice

Anna M. Campbell , PhD  
Department Chair, Associate Professor  
Anatomy

Nicholas J. Caputo , DO  
Assistant Professor  
Clinic Science Education

Teresa J. Carleton , MD, FACS  
Adjunct Faculty  
Clinic Science Education

David F. Castro Palomino , DO  
Clinical Assistant Professor  
Osteo Principles & Practice

Carolyn G. Chatterton , DO, MPH  
Assistant Professor  
Clinic Science Education

Sharon E. Chu , MD, MPH  
RDME Assistant Professor  
Clinical Education

Mark E. Coty , PhD  
Asst Dean - Innovation and Curricular Integration  
SOMA Administration

Alissa Craft , DO, MBA  
Associate Dean for Student Achievement and Accreditation  
SOMA Administration

Natasha M. Davis , MD  
Clinical Assistant Professor  
Clinic Science Education

Deane C. DeFontes , MD  
RDME Assistant Professor  
Clinical Education

David W. Dixon , DO  
Adjunct Faculty  
Clinic Science Education

Christopher L. Dixon , DO  
RDME Assistant Professor  
Clinical Education

Lisa A. Drummond , DO  
RDME Assistant Professor  
Clinical Education

Lindsey B. Faucette , DO, FAAFP  
Clinical Assistant Professor  
Osteo Principles & Practice

Mark Fischione , MD  
Professor  
Clinic Science Education

Ester S. Flores Midence , MD  
RDME Assistant Professor  
Clinical Education

Laura J. Grady , DO  
Assistant Professor  
Clinic Science Education

Andrew D. Grass , PhD  
Assistant Professor  
Anatomy

Kendra M. Gray , DO  
Adjunct Faculty  
Clinic Science Education

Kamalani K. Hanamaikai , DO  
Adjunct Faculty  
Anatomy

Jeffrey L. Hansen , PhD  
Associate Professor  
Basic Medical Science Ed

Lafe N. Harris , DO, MS  
Adjunct Faculty  
Osteo Principles & Practice

Stephanie B. Hartline , DO  
RDME Assistant Professor  
Clinical Education

Deborah M. Heath , DO  
Associate Dean of Innovation and Curricular Integration  
SOMA Administration

Derek C. Higgins , DO  
Assistant Professor  
Osteo Principles & Practice

Jonathan W. Hodgson , DO  
Adjunct Professor  
Clinic Science Education

Gregory C. Hollick , DO  
Assistant Professor  
Osteo Principles & Practice

John X. Hu , MD, PhD  
Associate Professor  
Anatomy

Michael R. Hubbard , DO  
Assistant Professor  
Clinic Science Education

Benjamin E. Ihms , DO  
Assistant Professor  
Clinic Science Education

John James ,  
Adjunct Faculty  
Anatomy

Breanne Jaqua , DO, MPH  
Assistant Professor  
Clinic Science Education

Danish Javed , MD, FAAP  
Assistant Professor  
Anatomy



Britani Javed , DO, FAAP  
Assistant Professor  
Clinic Science Education

Angela C. Jimenez , MD, FAAP  
RDME Assistant Professor  
Clinical Education

Jacob B. Kaiser , DO  
RDME Assistant Professor  
Osteo Principles & Practice

Terri Kakugawa , DO  
Clinical Assistant Professor  
Osteo Principles & Practice

James F. Keane , DO, MEd  
Assistant Professor  
Osteo Principles & Practice

Lawrence R. LeBeau , DO  
Department Chair GME  
Graduate Med Ed

Robert Lewis , PhD  
Assistant Professor  
Basic Medical Science Ed

Joy H. Lewis , DO, PhD, FACP  
Department Chair  
Public Health

Melchiorra M. Mangiaracina , DO  
Assistant Professor  
Osteo Principles & Practice

Joel P. Mascaro , DO  
Assistant Professor  
Clinic Science Education

Robert McCarver ,  
Adjunct Faculty  
Anatomy

Frederick W. McDonald , DO  
Assistant Professor  
Clinic Science Education

Erin McFadden , MD  
RDME Assistant Professor  
Clinical Education

Thomas McNeilis , DO, MS, FACOG  
Assistant Professor  
Osteo Principles & Practice

Bradley J. Meek , DO  
Assistant Professor  
Clinical Education

Erin D. Messer , PharmD, MBA  
Assistant Professor  
Basic Medical Science Ed

Ruth J. Michaelis , MD  
Clinical Assistant Professor  
Clinical Education

Angelique C. Mizera , DO  
Assistant Professor  
Osteo Principles & Practice

Jeffrey W. Morgan , DO, FACOI  
Associate Professor  
Clinic Science Education

Christine M. Morgan , EdD  
Assistant Professor Research  
Graduate Med Ed

Robert Q. Murillo , MD  
Assistant Professor  
Clinic Science Education

Sharon J. Obadia , DO  
Interim Dean  
SOMA Administration

John H. Olson , PhD  
Professor Anatomy  
Anatomy

Sharon H. Ong , DO  
Clinical Assistant Professor  
Clinical Education

Catherine Patrick , DO  
Clinical Assistant Professor  
Osteo Principles & Practice

Martin A. Peters , DO  
RDME Assistant Professor  
Clinical Education

Janelle J. Pieros , DO  
Clinical Assistant Professor  
Osteo Principles & Practice

Faith L. Polkey , MD, MPH, FAAP  
Regional Director Clinical Education  
Clinical Education

Barbara A. Polstein , DO  
Assistant Professor  
Osteo Principles & Practice

Milton P. Pong , PhD  
Associate Professor  
Basic Medical Science Ed

Jeffrey C. Proudfoot , DO, FACOEP  
Assistant Professor  
Clinic Science Education

Carolina Quezada , MD  
Assistant Dean Clinical Education  
Clinical Education

Lorree A. Ratto , PhD  
Department Chair Humanities and Simulation  
Medical Simulation

Steven F. Ritter , DO, MBA, MAS  
RDME Assistant Professor  
Clinical Education

Debosree Roy , PhD  
Assistant Professor  
Public Health

Inder Raj S. Makin , MD, PhD  
Professor  
Basic Medical Science Ed

Denise R. Sackett , DO  
Associate Professor  
Clinic Science Education

Ellen H. Savoini , PhD, MSc  
Associate Professor  
Anatomy

Aline Sengchannavong , DO  
RDME Assistant Professor  
Clinical Education

Catherine A. Shanahan , MD  
Chair RDME  
Clinical Education

Valerie L. Sheridan , DO  
Dean School Osteopathic Med Arizona  
SOMA Administration

Timothy Shipley , PhD  
Associate Professor  
Basic Medical Science Ed

David W. Shoup , DO  
Professor  
Osteo Principles & Practice

Mark C. Sivakoff , MD  
Associate Professor  
Clinical Education

Thomas B. Stason , DO  
Assistant Professor  
Osteo Principles & Practice

Grace E. Stewart , MD  
Assistant Professor  
Clinic Science Education

Hardhipriya Sudarsanam , MD  
Assistant Professor  
Clinic Science Education

Chad R. Taylor , DO  
RDME Assistant Professor  
Clinical Education

Lisa M. Tshuma , DBH, PA-C, MPA  
Assistant Professor  
SOMA Administration

Saudamini D. Wadwekar , MD  
Adjunct Faculty  
Clinic Science Education

Ray A. Wagner , MD, MS, FAAP  
Clinical Assistant Professor  
Clinical Education

Lisa D. Watts , DO  
Associate Professor  
Clinical Education

Christina M. Weaver , DO  
Assistant Dean of Innovation & Clinical Curricular Integration  
SOMA Administration

Shea Welsh , MD  
RDME Assistant Professor  
Clinical Education

Ebony B. Whisenant , MD  
Associate Professor  
Public Health

Earla J. White , PhD, MED  
Department Chair  
Undergraduate Med Ed

Robert C. Woodbury , DO  
Assistant Professor  
Osteo Principles & Practice

## Arizona School of Health Sciences

### About ATSU-ASHS

#### Program Accreditation

The Doctor of Audiology (AuD) education program (residential) at the A.T. Still University - Arizona School of Health Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850. Phone 800-498-2071 or 301-296-5700.

### Athletic Training, DAT

#### Athletic Training Non-Degree Option (online)

This option is designed for certified or licensed athletic trainers who are interested in completing an individual post-professional athletic training course or multiple courses, without enrolling in a full graduate certificate or degree program. All individual courses available are designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on clinical decision-making and advancement of clinical practice in athletic training. Digital badges are awarded for each course completion with a passing grade ("C" or better) and if all financial obligations are discharged to ATSU.

#### Admissions for online Non-Degree option

##### *Application Deadline*

Applications for the non-degree option may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year: July, September, January and March.

##### *Admission Requirements*

Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience. Applicants for admission into post-professional athletic training non-

degree online course(s) must meet the following requirements prior to matriculation:

1. Candidates accepted for admission into post-professional athletic training non-degree online course(s) will have earned a bachelor degree prior to enrollment from a regionally accredited institution, with a minimum GPA of 2.75 (on a 4.0 scale). Applicants can provide unofficial transcripts from all educational institutions attended where a degree was conferred.
2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification, or eligibility to sit for the BOC exam, or be eligible for the BOC International Agreement via certification from the Canadian Athletic Therapist Association or the Athletic Rehabilitation Therapists of Ireland, or the British Association of Sport Rehabilitators and Trainers.
3. Certified Candidates must demonstrate proof of state licensure (if required in your current state or country of residence).
4. Candidates must submit an application form.
5. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.

### Non-Degree Option Curriculum

Students in the post-professional athletic training non-degree online option may enroll in any of the following courses within the Athletic Training Department.

#### Clinical Decision-Making Foundation

**ATRN 7110 - Quality Improvement and Patient Safety, 3 credit hours:** Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of

Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 7120 - Evidence-Based Practice, 3 credit hours:**

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. Course objectives will be achieved through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 7130 - Patient-Oriented Outcomes, 3 credit hours:**

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

#### **ATRN 7140 - Health Information Technology, 3 credit hours:**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes. \* Course

may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

### **Applied Research Foundation**

#### **ATRN 8010 - Research Methods & Design, 3 credit hours:**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 8020 - Methods of Data Analysis, 3 credit hours:**

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. \* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 8100 - Practice-Based Research, 3 credit hours:**

This course aims to improve the athletic trainer's understanding of and, ability to conduct, practice-based research. Practice-based research represents the last step of the translational research continuum and is vital to the translation of evidence into routine clinical practice. In brief, practice-based research is conducted by clinicians at the point-of-care, with real patients, and during the usual course of patient care. To meet its purpose, this course will cover fundamental concepts related to practice-based research including but not limited to the clinician-scientist model, researcher-clinician partnerships, common study designs and statistical approaches, implementation and dissemination of evidence, and practice-based research networks.

#### **ATRN 8120 - Athletic Injury Epidemiology, 3 credit hours:**

This course is designed to instruct students in basic

sports injury epidemiology methods, and improve their ability to interpret the results of epidemiologic literature in order to incorporate epidemiologic findings in their clinical practice. It is intended to build upon students' existing skills in critical appraisal and evidence based practice. This course will cover basic epidemiologic methods including study design, measures of frequency and measures of comparison. Other topics will include US sports injury surveillance systems, epidemiology in the literature, and critical appraisal of epidemiologic literature. Course objectives will be achieved through readings, multi-media presentations, discussion boards and individual assignments. \*Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

#### **ATRN 8210 - Qualitative Research Methodology, 3 credit hours:**

This course is designed to introduce the athletic trainer to the methods of qualitative research. As athletic training continues to identify ways to enhance the care provided to various populations, it is essential to integrate patients' perspectives and preferences during the decision-making process. To effectively do so, it is important to have an understanding of the various strategies to gather this information. This course will cover the basics of qualitative research, methods to collect and analyze qualitative data, and strategies to incorporate qualitative data to aid athletic trainers in making informed clinical decisions.

### **Rehabilitation Track**

#### **ATRN 7210 - Foundations of Tissue Healing, 3 credit hours:**

This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, muscle, articular cartilage, and peripheral nerves will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

#### **ATRN 7230 - Assessment of Movement Dysfunction, 3 credit hours:**

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement.



Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

#### **ATRN 7240 - Corrective Techniques for Movement**

**Dysfunction, 3 credit hours:** This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

#### **ATRN 7250 - Rehabilitation Considerations for Sport**

**Performance, 3 credit hours:** This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

#### **Orthopaedics Track**

#### **ATRN 7410 - Orthopaedic Diagnostic Evaluation, 3 credit**

**hours:** This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, the back, and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical decision-making skills in injury evaluation and diagnosis. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

#### **ATRN 7420 - Orthopaedic Management, 3 credit hours:**

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly

complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

#### **ATRN 7430 - Orthopaedic Imaging and Labs, 3 credit**

**hours:** This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

#### **ATRN 7440 - Orthopaedic Surgical Considerations, 3**

**credit hours:** This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

#### **Leadership and Education Track**

#### **ATRN 8130 - Health Policy and Systems of Delivery, 3**

**credit hours:** This course provides a forum for exploration and discussion of current policy issues and trends in healthcare in general, and in athletic training more specifically. The course attempts to do three things: The first half of the course takes a broader approach to examine the U.S. health care system from a health policy and health politics perspective. Topics include general civics, the role of state and federal government in law and policy making, as well as organizing, financing, and delivering health care. The second half of the course will look more specifically at emerging policy issues. The second half of the course is designed to enhance the athletic trainer's understanding of legal and risk



management concepts as they pertain to daily clinical practice and the administration thereof. Concepts will include: accreditation, cardiac, heat and hydration, injury prevention and sport specialization, and concussion policy analysis.

**ATRN 8140 - Leadership and Professionalism in Athletic Training, 3 credit hours:** This course offers an examination and application of theories of professionalism and leadership as they related to various aspects of the practice of athletic training. Topics include, but are not limited to: Contemporary leadership theories, Medical professionalism, Organizational communication, Personal effectiveness and productivity, Communities of practice, Leading change, and Conflict management. The course requires students to be active participants in the learning process. We will rely on a series of readings (e.g. book chapters, classic and contemporary articles, research studies), presentations, discussions, and both reflective and authentic applied assignments to provide a deeper understanding of leadership and professionalism and their impact the athletic training profession. By the end of this course you should have the foundational knowledge and a framework for action that will allow you to make informed decisions about your own leadership roles and pursue meaningful change in both your work setting and your profession.

**ATRN 8160 - Contemporary Issues in Athletic Training Education, 3 credit hours:** This course that will explore contemporary issues in athletic training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

**ATRN 8170 - Applied Clinical Education and Mentoring, 3 credit hours:** This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education, facilitating transition to practice, and mentoring within the health professions will also be presented.

## Sport Neurology and Concussion Track

**ATRN 7310 - Foundations of Sport Neurology, 3 credit hours:** This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

**ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport, 3 credit hours:** This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

**ATRN 7330 - Classification and Management of Traumatic Head Injury, 3 credit hours:** This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

**ATRN 7340 - Assessment and Management of Complex Patients with Concussion, 3 credit hours:** This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

## Medical Science, DMSc

### Admissions

#### *\*Master's Equivalency Option*

To meet the master's equivalency the PA applicant must meet and document in a portfolio at least one (1) of the criteria below:

- An approved military or civilian post-professional PA residency or fellowship
- An approved medical specialty certificate program (e.g. public health certificate)
- A Certificate of Added Qualification (CAQ) offered by the NCCPA

- At least 15 credit hours of post-secondary education toward a master's degree
- Currently certified by the NCCPA with a minimum of at least ten years of continuous certification maintenance

## Courses

### *Global Health Track*

Replace DHSC8130 with PUBH5100.

**PUBH 5100 – Public Health Emergency Preparedness and Disaster Response, 3 credit hours:** For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

## Occupational Therapy, OTD

### Admission Requirements

- Applicants must have achieved a minimum 3.00 cumulative GPA overall, a minimum of 3.0 cumulative grade point average for the last 60 credits, or if under a minimum of 3.0 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach.
- All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. You can find information on the methods by which you can demonstrate your English Proficiency in the General Admissions section.
- Applicants who wish to be considered for more than one ATSU-ASHS program, including both Occupational Therapy programs, MSOT and OTD-entry level must submit separate application fees, transcripts and references. Acceptance to ATSU-ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.
- Applications for the Doctor of Occupational Therapy-entry level program are processed on a rolling admissions basis, which means that seats are offered to qualified applicants beginning in August and ending when all seats are filled. For that reason, applicants are encouraged to apply early as seats fill quickly. Point of entry into the program is only once each academic year with classes beginning in mid-July.

### *Prerequisite Courses*

- Statistics: one course for a minimum 3 semester/4 quarter hours. Course must be behavioral, education, psychological or mathematical statistics.

## Graduation Requirements

- Complete all didactic coursework with a passing grade and maintaining a minimum cumulative GPA of 2.75.
- Complete all Level II fieldworks with a passing grade within 24 months of successfully completing all didactic coursework.
- Complete doctoral capstone and summit with a passing grade within 12 months of completion of all Level II fieldwork.
- Attend and complete the Practice Competency: Certification Exam Prep Course
- Attend commencement activities and graduation.

## National Board for Certification in Occupational Therapy (NBCOT)

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web: [www.nbcot.org](http://www.nbcot.org). Upon passing the NBCOT exam, Entry-Level Doctor of Occupational Therapy graduates and Entry-Level MSOT graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## OTD Program Administrative Transfer Policy

In cases where a matriculated OTD student demonstrates a pattern of ongoing difficulties in meeting the academic rigor and expectations for the doctoral courses, the Academic Review Board may recommend that the student transfer to the MSOT program (administrative transfer). The administrative transfer can happen only at the end of the first academic year. The rationale is that the curriculum in the second year and beyond has courses that are unique to either the MSOT or the OTD programs.

The MSOT program requires completion of courses that are unique to the MSOT curriculum. Relevant accreditation standards are mapped to these courses that must be met prior to graduation. The administrative transfer to the MSOT program may therefore delay graduation as courses are offered only once a year.

## Courses

Updated course descriptions.

**ASHS 6100 – Human Anatomy I, 4 credit hours:** This blended course of lecture and lab components is designed

to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to apply their knowledge of the human body specifically, structures of the nervous system, upper extremity, back, and trunk to their clinical practice, allowing them to think critically and ultimately improve patient care.

**ASHS 6200 – Human Anatomy II, 4 credit hours:** This blended course of lecture and lab components is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to apply their knowledge of the human body specifically, structures of the trunk, lower extremity, and head and neck to their clinical practice, allowing them to think critically and ultimately improve patient care.

**OCTH 5410 – Professional Development I: Professionalism, 2 credit hours:** This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning, client-centered practice, ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

**OCTH 5310 – Occupational Therapy Practice Contexts Across the Lifespan, 3 credit hours:** This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, work to aging-in-place, and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life.

**OCTH 5140 – Analysis of Human Movement, 4 credit hours:** Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to occupational performance. Relevant clinical conditions will be used to apply biomechanical concepts to disorder of movement in osteoarthritis, spinal cord injury, hip fracture, connective tissue injury, peripheral nerve injury, and work related musculoskeletal injury. Prerequisite: ASHS 6100.

**OCTH 5130 – Neuroscience: Foundations for Human Behavior, 2 credit hours:** This course introduces students to basic knowledge and the development, structure, and

function of the central and peripheral nervous systems, the autonomic nervous system, neuroanatomy and neurophysiology. Through an introductory study of the structure, and cellular function of the central nervous system, students gain an understanding and appreciation of the relevance of neuroscience to occupational therapy practice. This course specifically addresses the understanding of the Body Systems and Body Functions that contribute to human function and dysfunction.

**OCTH 5150 – Introduction to Pediatric Practice in Occupational Therapy, 2 credit hours:** This course is an introduction to pediatric practice in OT and has a developmental focus from birth to 18 years. Developmental models and pediatric frames of reference will be used as guidelines for understanding the interacting nature of sensory-motor, cognitive, social-emotional, and communication development. Developmental assessment methods and settings for pediatric OT practice will also be introduced.

**OCTH 5230 - Foundations III: Research Designs and Methods of Data Analysis, 3 credit hours:** This twenty-week course has two ten-week modules. Module one will focus on the development and application of graduate-level knowledge and skills related to research methods in the health sciences. Students will develop skills in the identification of clinically-relevant research questions, conducting a literature review, developing a hypothesis, and writing an evidenced-based scholarly report. In Module two, students will be introduced to concepts, knowledge, and tools related to the different methods of data analysis. An understanding of data analysis is essential for the critical review of published research within the context of evidence-based practice. During the lab component of the course, students gain experience completing both a critical appraisal of a paper (CAP) as well as a critical appraisal of a topic (CAT) in order to enhance clinical decision-making skills. Students will also apply concepts of research methods and data analysis for assessment administration and interpretation of outcomes.

**OCTH 5520 - Practice Immersion I: Mental Health & Psychosocial Practice, 6 credit hours:** The overall purpose of this course is to prepare the student to assess and provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. Students will be able to design and deliver occupational therapy services based upon appropriate theoretical models and frames of reference that can be used across a variety of systems and settings, including behavioral health/psychiatric, community, and education-based settings. Students will develop an understanding of group dynamics, phases of group development, group roles, conflict resolution, problem solving, and therapeutic groups are discussed. Students will develop intervention group protocols typically used in mental health, lead groups, and process the outcomes.

**OCTH 5710 - Fieldwork Level I A, 1 credit hour:** Each Level I Fieldwork is approximately 40 hours in duration. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation, and participate in some aspects of the occupational therapy process.

**OCTH 5720 - Fieldwork Level I B, 1 credit hour:** Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participate in some aspects of the occupational therapy process.

**OCTH 5730 - Fieldwork Level I C, 1 credit hour:** Each Level I Fieldwork is approximately 40 hours in duration. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation, and participate in some aspects of the occupational therapy process.

**OTDE 8010 - Doctoral Inquiry Seminar I, 3 credit hours:** This course will introduce students to fundamentals and contributions of scholarly activities to a professional knowledge. Students will review scientific inquiry and the research process related to their specific capstone project idea/passion area. Students will conduct a review of literature incorporating works from within and outside the body of occupational therapy literature. Students will learn how to use research literature to evaluate and guide evidence-based program development or models of clinical decision-making. Students will identify areas of need or gaps in the literature that may form the preliminary basis for their capstone project.

**OCTH 6540 - Practice Immersion III: Adult Physical Rehabilitation, 6 credit hours:** This course will introduce students to the occupational therapy process for adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared as generalists in physical rehabilitation for adults with different conditions, in a variety of current practice settings and service delivery models. Students will learn relevant evidence-supported theoretical perspectives, models and frames of references, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision making with adults. Prerequisites: OCTH5130, OCTH5140, OCTH5220, OCTH5320

**OTDE 6450 - Professional Development IV: Leadership, Activism & Advocacy, 3 credit hours:** This course explores avenues of leadership for novice occupational therapists.

Students will learn advocacy skills needed to represent individual, community, and population-based concerns. Students will be exposed to activism strategies necessary to influence systems, current policy/legislation, and promoting social change for under-served populations.

**OTDE 6560 - Maintaining Health & Wellbeing: Chronic Disease Management, 3 credit hours:** Occupational therapy influences the health, well-being, and quality of life of individuals with chronic disease and the older adult population. Students will examine topics within public health and epidemiology and expand their knowledge of the OT's capacity to prevent disease, disability, and activity limitations and to promote health, participation, and social inclusion.

**OTDE 8020 - Doctoral Inquiry Seminar II, 3 credit hours:** In the second course of the doctoral seminar series, students will build on the needs assessment/gaps from the literature review from the previous course and develop a methodologically sound and feasible capstone project plan grounded in theory. Collaboration with the community site mentor is critical in the project feasibility plan. Students will learn research methodologies and design, including capstone outcomes, to support the design of the project plan. As part of the seminar, students will learn about human subject research with CITI training and complete an IRB application draft along with an informed consent process. Students will submit a scholarly project proposal and identify potential sources of funding or reimbursement for their project.

**OTDE 8030 - Doctoral Inquiry Seminar III, 3 credit hours:** The third doctoral seminar will introduce students to various approaches to data collection, interpretation, analysis, and synthesis. Students will apply this learning to prepare a case report, as well as their capstone project. They will continue to refine their capstone project in preparation for their Doctoral Capstone Experience. Students will finalize their site agreements, identify outcome measures for program evaluation, and determine logistics of program implementation. Additionally, students will delineate learning objectives. Students will gather all of the resources needed for their project, working collaboratively with their faculty advisor and community mentor. Students will begin the process of selecting an appropriate peer-reviewed journal and preparing a manuscript OR students will identify a professional conference and will begin preparation for submitting a conference abstract for presentation.

**OTDE 6580 - Occupational Therapy in Acute Care, 2 credit hours:** This intensive course prepares students to develop advanced clinical reasoning and skills for practice in the acute care setting. Students will incorporate relevant evidence-supported frames of reference, evidence-based practice literature, and clinical guidelines in the acute care evaluation process, intervention-planning, infection control, critical lab values and vitals, interdisciplinary communication and disposition planning, and indications



and contraindications for occupational therapy intervention. There will be a review of frequently utilized hospital equipment, adaptive equipment, and durable medical equipment, and a general overview of basic diagnoses commonly addressed in the acute care setting. This course prepares students for fieldwork experiences or clinical practice in the acute care environment. This course combines didactic review of common conditions with necessary bedside skills of the entry-level clinician in the complex hospital setting. Prerequisites/co-requisites as appropriate: OCH5120, OCH5125, OCH5140, OCH5220, OCH5320, OCH6530, OCH6540

**OTDE 6572 – Neurorehabilitation, 2 credit hours:** This course prepares students to develop advanced clinical reasoning and rehabilitation skills for treating neurological conditions across the lifespan. Students will learn application of motor control theories, and the neurological basis for motor control, motor learning and recovery of function. They will develop skills in various treatment approaches commonly used in neurorehabilitation. Use of evidence-based intervention and practice guidelines and translating current research using technology such as robotics and virtual reality in practice will be discussed. Prerequisites/co-requisites as appropriate: OCH5120, OCH5125, OCH5140, OCH5220, OCH5320, OCH6530, OCH6540.

OTDE 8040 - Doctoral Inquiry Seminar IV: Doctoral Capstone Experience, 12 credit hours: The Doctoral Capstone Experience is an in-depth experience that prepares students beyond the entry-level, in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will work closely with their assigned faculty advisor(s) to implement and evaluate the project they have developed in collaboration with their community site mentor, with oversight from their faculty advisor. Prerequisites: OTDE 8010, OTDE 8020, and OTDE 8030. Additionally, all fieldwork experiences must be completed before a student can start their Doctoral Capstone Experience.

**OTDE 8050 – Doctoral Inquiry Seminar V: Doctoral Summit, 4 credit hours:** In this course, students complete their culminating doctoral project with interpreting and analyzing results. They additionally disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. Public dissemination of their Doctoral Capstone projects takes place through a poster session that is conducted through A.T. Still University. Additionally, students submit a manuscript for publication or a conference abstract for presentation. Finally, students submit a doctoral portfolio that includes specific doctoral assignments as evidence of advanced preparation, as well as a case report. Their Doctoral Capstone papers and posters, along with their doctoral portfolios, are archived in the Occupational Therapy Doctoral Capstone

Repository, which is available through the A.T. Still University library LibGuide.

**OCH 7460 - Practice Competency: Certification Exam Prep Course; 1 credit hour:** Students attend a two-day course that provides information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic requirement to establish competency for entry level practice prior to graduation.

## Certificate in Public Health

All OTD students will be required to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless they have previously earned a Master's in Public Health (MPH). These classes are offered online beginning in the fall of the second year of their OTD studies. The additional courses are included in the OTD tuition fee. Students will not receive tuition reimbursements if they have already earned a MPH degree.

Program Caveat: ASHS-OTD Program reserves the right to require students with a Master's in Public Health to complete courses in the Certificate in Public Health to fulfill the OTD degree requirements.

## Physical Therapy, DPT Courses

Updated course descriptions.

**DPTR 7110 - Professional Practice I, 1 credit hour:** This course will focus on guiding the professional development of future clinicians. Emphasis is on ethical decision making, introduction to the professional association, and leadership.

**DPTR 8240 - Rehabilitation III, 2.5 credit hours:** This course is the third course in a series of courses on management of adults requiring multicomponent rehabilitation to improve function. This course focuses on evaluation and intervention for individuals with conditions such as spinal cord injury, Parkinson's Disease, vestibular disorders, and amputation. Laboratory is required. Prerequisite: DPTR 8140

**DPTR 8411 - Professional Practice II, 2 credit hours:** This course focuses on federal and state regulatory guidelines pertaining to physical therapy. Emphasis is placed on both national and local associations, lawful practice, supervision, and overall scope of practice. Prerequisite: DPTR 7110

**ASHS 6100 – Human Anatomy I, 4 credit hours:** This blended course of lecture and lab components is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected



human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to apply their knowledge of the human body specifically, structures of the nervous system, upper extremity, back, and trunk to their clinical practice, allowing them to think critically and ultimately improve patient care.

**ASHS 6200 – Human Anatomy II, 4 credit hours:** This blended course of lecture and lab components is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to apply their knowledge of the human body specifically, structures of the trunk, lower extremity, and head and neck to their clinical practice, allowing them to think critically and ultimately improve patient care.

## Occupational Therapy, MS

This is an entry-level, residential master's program for individuals wishing to become occupational therapists. The mission of the program is to prepare high quality practitioners to meet patient needs in changing healthcare delivery settings. The program provides a strong foundation of critical inquiry applied to practice, education, and administration of healthcare.

### Philosophy of the Occupational Therapy Program

The philosophy of the Occupational Therapy program is based on the belief that humans are occupational beings who are shaped and influenced by many factors. These factors include personal factors, such as the genetic makeup, and environmental factors, such as culture, social organization and systems, and life experiences across the lifespan. Occupation, observed in countless forms, provides a basis for engagement with the world.

The philosophical base of the profession rests on the belief in occupations as a health determinant, engagement in occupations is necessary, and meaningful occupations benefit all people and populations. Engagement in occupations affects the ability to achieve health and well-being. Occupations occur across the lifespan and are influenced and impacted by many contextual factors. The occupational therapy profession values occupations as a therapeutic means and end to facilitate function, health, and quality of life (AOTA, 2011).

### Admission Requirements

2. Applicants must have achieved a minimum 3.00 cumulative GPA overall, a minimum of 3.0 cumulative grade point average for the last 60 credits, or if under a

minimum of 3.0 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach.

### Prerequisite Courses

- Statistics: one course for a minimum 3 semester/4 quarter hours. Course must be behavioral, education, psychological or mathematical statistics.

### Graduation Requirements

To earn a Master of Science in Occupational Therapy degree, all students in the residential program must:

- Complete all didactic coursework with a passing grade and maintaining a minimum cumulative GPA of 2.50.
- Complete a minimum of 6 hours of volunteer work per semester for the first three semesters of your curriculum (total = 18 hours)
- Complete all Level II fieldworks with a passing grade within 24 months of successfully completing all didactic coursework.
- Attend and complete the Practice Competency: Certification Exam Prep Course
- Attend commencement activities and graduation.

### MSOT Program Goals and Outcomes

4. Facilitate interventions, activities and programming to promote health and well-being for all clients.
  - Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
  - Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender and lifestyle factors.
  - Modify and revise treatment goals and interventions based on the client's progress.
  - Develop and implement programming that facilitates responsibility for personal health and quality of life.

### National Board for Certification in Occupational Therapy (NBCOT)

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web: [www.nbcot.org](http://www.nbcot.org). Upon passing the NBCOT exam, Entry-Level Doctor of Occupational Therapy graduates and Entry-Level MSOT graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Academic Progression Transfer Policy: MSOT to OTD Program

The OT program at ATSU has two distinct entry-level occupational therapy degree programs – OTD and MSOT. Each student is admitted and matriculates into one of the two programs. The curriculum between the two programs are the same for the first year of coursework. However, after the first year is completed, the curriculum becomes distinct between the OTD and MSOT programs. The transfer process is conceived as a continuum of academic progression. Each students' request for transfer is constrained by the time of the request and is dependent upon application approval.

### *Transfer request process*

The student requesting the transfer must generate a written statement explaining why he or she is requesting the transfer to the OTD program. He or she will then submit the statement to the program chair for approval. Once the chair receives the request, the chair will meet with the student requesting the transfer to discuss their academic plan and ensure that the student understands the expectations of the OTD degree and is making an informed choice. The chair will then present this request to the OT faculty who, as the Academic Review Board, will determine the suitability of the student for the OTD program. Submission of a request for transfer is not guaranteed approval.

In cases of extenuating circumstances, regardless of the degree program the student has matriculated into, the University's academic and absence policies will apply.

## Courses

Updated course descriptions.

**ASHS 6100 – Human Anatomy I, 4 credit hours:** This blended course of lecture and lab components is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to apply their knowledge of the human body specifically, structures of the nervous system, upper extremity, back, and trunk to their clinical practice, allowing them to think critically and ultimately improve patient care.

**ASHS 6200 – Human Anatomy II, 4 credit hours:** This blended course of lecture and lab components is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems. It is also intended to build on foundational human anatomy using prosected human cadavers, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care.

Following this course, students should be able to apply their knowledge of the human body specifically, structures of the trunk, lower extremity, and head and neck to their clinical practice, allowing them to think critically and ultimately improve patient care.

### **OCTH 5310 – Occupational Therapy Practice Contexts**

**Across the Lifespan, 3 credit hours:** This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, work to aging-in-place, and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life.

### **OCTH 5410 – Professional Development I:**

**Professionalism, 2 credit hours:** This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning, client-centered practice, ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

### **OCTH 5130 – Neuroscience: Foundations for Human**

**Behavior, 2 credit hours:** This course introduces students to basic knowledge and the development, structure, and function of the central and peripheral nervous systems, the autonomic nervous system, neuroanatomy and neurophysiology. Through an introductory study of the structure, and cellular function of the central nervous system, students gain an understanding and appreciation of the relevance of neuroscience to occupational therapy practice. This course specifically addresses the understanding of the Body Systems and Body Functions that contribute to human function and dysfunction.

### **OCTH 5140 – Analysis of Human Movement, 4 credit**

**hours:** Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to occupational performance. Relevant clinical conditions will be used to apply biomechanical concepts to disorder of movement in osteoarthritis, spinal cord injury, hip fracture, connective tissue injury, peripheral nerve injury, and work related musculoskeletal injury. Prerequisite: ASHS 6100.

### **OCTH 5230 - Foundations III: Research Designs and Methods of Data Analysis, 3 credit hours:**

This twenty-week course has two ten-week modules. Module one will focus on the development and application of graduate-level knowledge and skills related to research methods in the health sciences. Students will develop skills in the identification of clinically-relevant research questions, conducting a literature review, developing a hypothesis, and writing an evidenced-based scholarly report. In Module two, students will be introduced to concepts, knowledge, and tools related to the different methods of data analysis. An understanding of data analysis is

essential for the critical review of published research within the context of evidence-based practice. During the lab component of the course, students gain experience completing both a critical appraisal of a paper (CAP) as well as a critical appraisal of a topic (CAT) in order to enhance clinical decision-making skills. Students will also apply concepts of research methods and data analysis for assessment administration and interpretation of outcomes.

**OCTH 5520 - Practice Immersion I: Mental Health & Psychosocial Practice, 6 credit hours:** The overall purpose of this course is to prepare the student to assess and provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. Students will be able to design and deliver occupational therapy services based upon appropriate theoretical models and frames of reference that can be used across a variety of systems and settings, including behavioral health/psychiatric, community, and education-based settings. Students will develop an understanding of group dynamics, phases of group development, group roles, conflict resolution, problem solving, and therapeutic groups are discussed. Students will develop intervention group protocols typically used in mental health, lead groups, and process the outcomes.

**OCTH 5710 - Fieldwork Level I A, 1 credit hour:** Each Level I Fieldwork is approximately 40 hours in duration. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation, and participate in some aspects of the occupational therapy process.

**OCTH 5720 - Fieldwork Level I B, 1 credit hour:** Each Level I Fieldwork is a one-week full-time experience. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation and participate in some aspects of the occupational therapy process.

**OCTH 5730 - Fieldwork Level I C, 1 credit hour:** Each Level I Fieldwork is approximately 40 hours in duration. The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they get comfortable working with clients in a variety of settings, apply and enhance their didactic learning through observation, and participate in some aspects of the occupational therapy process.

**OCTH 7460 - Practice Competency: Certification Exam Prep Course; 1 credit hour:** Students attend a two-day course that provides information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic

requirement to establish competency for entry level practice prior to graduation.

**MSOT 6571- Occupational Therapy in Acute Care, 2 credit hours:** This intensive course prepares students to develop advanced clinical reasoning and skills for practice in the acute care setting. Students will incorporate relevant evidence-supported frames of references, evidence-based practice literature, and clinical guidelines in the acute care evaluation process, intervention-planning, infection control, critical lab values and vitals, interdisciplinary communication and disposition planning, and indications and contraindications for occupational therapy intervention. There will be a review of frequently utilized hospital equipment, adaptive equipment, and durable medical equipment and a general overview of basic diagnoses commonly addressed in the acute care setting. This course prepares students for fieldwork experiences or clinical practice in the acute care environment. This course combines didactic review of common conditions with necessary bedside skills of the entry-level clinician in the complex hospital setting. Prerequisites/co-requisites as appropriate: OCTH5120, OCTH5125, OCTH5140, OCTH5220, OCTH5320, OCTH6530, OCTH6540

**MSOT 6572 – Neurorehabilitation, 2 credit hours:** This course prepares students to develop advanced clinical reasoning and rehabilitation skills for treating neurological conditions across the lifespan. Students will learn application of motor control theories, and the neurological basis for motor control, motor learning and recovery of function. They will develop skills in various treatment approaches commonly used in neurorehabilitation. Use of evidence-based intervention and practice guidelines and translating current research using technology such as robotics and virtual reality in practice will be discussed. Prerequisites/co-requisites as appropriate: OCTH5120, OCTH5125, OCTH5140, OCTH5220, OCTH5320, OCTH6530, OCTH6540.

### Optional Certificate in Public Health

All MSOT students will have the option to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless they have previously earned a Master's in Public Health (MPH). The additional courses for the certificate are not included in the MSOT tuition fee.

## Physician Assistant Studies, MS Courses

Updated course descriptions.

**MSPA 5030 Introduction to Mind-Body-Spirit Seminar, 2 credit hours:** The Body Mind and Spirit Seminar is a four course series (Fall session 1 and 2 and Spring session 1 and 2) that exposes students to foundational topics relevant to PA practice in the following areas: Professionalism (including intellectual honesty), cross culturalism and the care of diverse and vulnerable patient

populations with an emphasis on the social determinants of health, history of the PA profession, mental health education, health literacy, interprofessional team practice concepts, health care delivery systems, public health concepts, spirituality in medicine, mindfulness, patient and provider safety and wellness, communication skills and basic counseling strategies, behavior change and adherence, patient education, and medical ethics.

**MSPA 5110 Clinical Medicine: Musculoskeletal & Rheumatology, 5 credit hours:** The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on patient evaluation, diagnosis, management, and health promotion and disease prevention, across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions.

Along with other courses offered synonymously, students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

**MSPA 5120 Clinical Medicine: Behavioral Health, 4 credit hours:** The Clinical Medicine series is a twelve course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of

disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions.

Students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical Examination, Clinical Skills, and Body, Mind, & Spirit.

## College of Graduate Health Studies

### Contact ATSU-CGHS

#### Updated Dean Information

Marisa Hastie, EdD, MS, ACSM-EP, PN-1, FACSM  
Dean  
480.219.6008  
marisahastie@atsu.edu

### School Policies

#### Plagiarism

Plagiarism is the presentation of another's work as if it were one's original work. Also, turning in previously submitted work, in part or in whole, is considered self-plagiarism. Plagiarism is a violation of the University's Code of Academic Conduct found in the University Catalog and carries serious penalties in CGHS. Proper and complete citation and reference, in accordance with APA style guidelines, is required of all student work. Specific examples of plagiarism include:

- Cutting and pasting or re-entering information from another's work into a document without correct citation or attribution



- Information is attributed to a source other than the original
- Material authored by someone else is submitted as original work
- Self-plagiarism is unacceptable. All previously prepared work, in part or in whole, may not be resubmitted, including work from a course that is being retaken.
- In instances where it may be appropriate to include prior work, the student must obtain permission from the instructor to include the prior work.
- Information is properly cited but the paraphrasing is not substantively different from the original source
- Infrequent or missing citations

### ***Plagiarism Sanctions***

All assignments submitted for a grade are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence. Incidents are cumulative during enrollment in CGHS programs.

**First occurrence:** A first instance of plagiarism is generally believed to result from a lack of familiarity and inexperience using APA guidelines and is perceived as a misuse of sources.

The sanctions for a first offense generally are, but not limited to:

- A grade of zero on the assignment.
- Required completion of the University Writing Center's Proper use of Sources tutorial
  - Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment
- Resubmission of the assignment for a reduced grade
  - The program chair may allow the student to revise the assignment within 7 business days of notification for a grade up to 80% of the possible points.

**Second occurrence:** A second occurrence of plagiarism is a more serious academic offense and is not attributed to naiveté, ignorance of guidelines, or a misunderstanding of what constitutes acceptable graduate scholarship at ATSU.

The sanction for a second plagiarism offense is, but is not limited, to:

- A grade of zero on the assignment
- A grade of F in the course

**Third occurrence:** A third occurrence of plagiarism is seen as a student's chronic inability or refusal to produce acceptable graduate-level scholarship and is viewed as the student's refusal to follow this policy.

The sanction for a third plagiarism offense is, but is not limited, to:

- A grade of zero on the assignment
- A grade of F in the course
- Expulsion from the university

**Appeal process:** Please refer to the appeal process outlined in the current Catalog.

## **Nursing, DNP**

Other Courses

Updated course description.

**DNPP 9901 Independent Research, 1 credit hour:** This is a self-directed course for DNP students with faculty approval. The primary goal of the course is to provide students with the exploration of a specific topic of interest to the individual student under the advisement of a faculty member who will monitor and critique the student's progress.

## **Health Administration, MHA**

### **Courses: Descriptions & Credit Values**

#### ***Traditional Track***

#### **Year 1**

#### **MHAD 6150 - Introduction to Graduate Research and Writing - 3 credit hours:**

In this course, students will develop a grounding in graduate-level research and writing. The fundamentals of using scholarly and industry-respected sources in preparation of academic manuscripts will include topics such as writing style, citations and referencing using the APA Publication Manual. At the conclusion of the course, students will have achieved a basic mastery of research and APA style writing, and be better prepared to write at the graduate level. Students are expected to pass this course in order to continue in the MHA program.

#### **MHAD 6250 - Health Services in the US - 3 credit hours:**

This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics. This course includes a field-work assignment that can be completed in-person or virtually.

#### **DHAD 7000 - Leadership and Practice - 3 credit hours:**

Theoretical perspectives will allow students to discover the importance of incorporating leadership into healthcare practice. Each student will be able to link these theories to developing personal leadership competency. Furthermore, students will also learn the features and benefits of involvement with a professional healthcare organization, such as the American College of Healthcare Executives (ACHE). This course includes a field-work assignment that can be completed in-person or virtually.



**MHAD 6050 - Managing Human Resources - 3 credit hours:** The focus of this course is workforce planning, recruitment, hiring, supervision, motivation, training, evaluation and overall leadership of staff members in healthcare organizations. Emphasis is placed on building strategies to manage both individual employees and teams of employees. Students also will study methods for handling difficult or under-performing employees. This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 6600 - Health Administration Law and Ethics - 3 credit hours:** This course helps students develop a concrete foundation in healthcare law and ethics, as well as practical approaches to Oxley Act, privacy of medical information, the HITECH Act, and other current case law issues.

**DHAD 7500 - Population Health - 3 credit hours:** In this executive course students will investigate healthy people and healthy populations. Students will understand historical perspectives and emerging trends of health issues, populations, shared concerns of society and vulnerable groups. This will include public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors that can affect the health and welfare of the overall population. The role of the health care administrator in promoting population health and wellbeing, as well as identification of potential resources for data and optimization of services will be explored.

**MHAD 6300 - Healthcare Information Systems - 3 credit hours:** This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization. This course includes a field-work assignment that can be completed in-person or virtually.

## Year 2

**MHAD 6850 - Project Management for Healthcare Administrators - 3 credit hours:** Project management expertise is an essential skill for healthcare administrators to ensure that projects are conducted with a proven framework and that these initiatives are aligned with organizational strategy. This course introduces tools and techniques designed to facilitate critical project management knowledge areas, such as scope, schedule, cost, quality, resource, communication, risk, procurement,

and stakeholder. Emphasis is placed on the skills and abilities of effective project managers. Students will learn the value of delivering a project on time, within schedule, and to the customer's satisfaction.

**DHAD 7600 - Quality Improvement/Performance Excellence - 3 credit hours:** In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence-based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

**MHAD 6550 - Healthcare Financial Management - 3 credit hours:** This course introduces the essential and practical elements of healthcare financial management to health administration students who may not be financial managers. It places an emphasis on key financial management concepts and their applications that are critical to making business decisions in both non-profit and for-profit healthcare organizations. It integrates finance, economics, and financial and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, value-based purchasing, revenue cycle management, financial planning and analysis, cash budgeting and working capital management, capital budgeting and long-term financing, and organizational financial performance analysis. This course includes a field-work assignment that can be completed in-person or virtually.

**DHAD 8800 - Strategic Change Management for Healthcare Organizations - 3 credit hours:** In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting in sustainable organizational adaptability. This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 6350 - Data Analytics for Decision Making - 3 credit hours:** In this course, students will learn how to best analyze, categorize, and manage internal and external data of healthcare organizations. Students will work with actual data sets when analyzing diagnostic, procedural, pharmacy, and administrative data. The emphasis of this course is on administrative data analytics. Students will learn value-based purchasing analytics and risk adjustments. They will also learn data analytics that will facilitate better revenue cycle management with an interdisciplinary approach. Students will gain a better understanding of interdepartmental dependencies and the importance of interdepartmental collaboration on organizational success.

**MHAD 6750 - Healthcare Operations Management - 3**

**credit hours:** This course will explore operational management from the integrated framework of financial management, supply chain management, process and quality improvement, facilities management, and systems and technology. In this course, the details of each framework will be explained, illustrated, and applied in an operational context for a health care enterprise. Ultimately, the students will produce an operational management plan that integrates each of these frameworks for a healthcare organization. This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 7200 - MHA Capstone Project - 3 credit hours:** In this course, students will integrate all of the theories and knowledge gained throughout the MHA program to apply a systems-based approach to a project designed to present challenging opportunities for decision-making. The course focuses on the complexities of healthcare delivery systems, building alliances within and outside of the healthcare industry, and strategic decision-making. Students must have completed 28 credits in the MHA to register for this class.

***Specialty Track – Digital Health*****Year 1****MHAD 6150 - Introduction to Graduate Research and Writing - 3 credit hours:**

In this course, students will develop a grounding in graduate-level research and writing. The fundamentals of using scholarly and industry-respected sources in preparation of academic manuscripts will include topics such as writing style, citations and referencing using the APA Publication Manual. At the conclusion of the course, students will have achieved a basic mastery of research and APA style writing, and be better prepared to write at the graduate level. Students are expected to pass this course in order to continue in the MHA program.

**MHAD 6250 - Health Services in the US - 3 credit hours:**

This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics. This course includes a field-work assignment that can be completed in-person or virtually.

**DHAD 7000 - Leadership and Practice - 3 credit hours:**

Theoretical perspectives will allow students to discover the importance of incorporating leadership into healthcare practice. Each student will be able to link these theories to developing personal leadership competency. Furthermore, students will also learn the features and benefits of involvement with a professional healthcare organization,

such as the American College of Healthcare Executives (ACHE). This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 6410 - Telehealth - 3 credit hours:** This course will focus on telehealth platforms and models for practice, evidence-based telehealth technology, quality improvement measures, reimbursement, and policy and regulatory factors. The course will address topics related to equity, access, health disparities, and interprofessional practice for specific populations.

**MHAD 6600 - Health Administration Law and Ethics - 3**

**credit hours:** This course helps students develop a concrete foundation in healthcare law and ethics, as well as practical approaches to Oxley Act, privacy of medical information, the HITECH Act, and other current case law issues.

**DHAD 7500 - Population Health - 3 credit hours:** In this executive course students will investigate healthy people and healthy populations. Students will understand historical perspectives and emerging trends of health issues, populations, shared concerns of society and vulnerable groups. This will include public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors that can affect the health and welfare of the overall population. The role of the health care administrator in promoting population health and wellbeing, as well as identification of potential resources for data and optimization of services will be explored.

**MHAD 6300 - Healthcare Information Systems - 3 credit**

**hours:** This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization. This course includes a field-work assignment that can be completed in-person or virtually.

**Year 2****DHAD 8400 - Healthcare Organization Informatics - 3**

**credit hours:** In this executive course, students will investigate the qualities necessary to strategically evaluate, select and implement system wide informatics. Consideration is given to the effects of the rapidly evolving informatics field and resulting organizational adaptation. Decision support systems

integrating financial, human resources, continuous quality improvement, and strategy and resource utilization will be introduced and applied.

### **DHAD 7600 - Quality Improvement/Performance**

**Excellence - 3 credit hours:** In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence-based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

### **MHAD 6550 - Healthcare Financial Management - 3**

**credit hours:** This course introduces the essential and practical elements of healthcare financial management to health administration students who may not be financial managers. It places an emphasis on key financial management concepts and their applications that are critical to making business decisions in both non-profit and for-profit healthcare organizations. It integrates finance, economics, and financial and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, value-based purchasing, revenue cycle management, financial planning and analysis, cash budgeting and working capital management, capital budgeting and long-term financing, and organizational financial performance analysis. This course includes a field-work assignment that can be completed in-person or virtually.

### **DHAD 8800 - Strategic Change Management for Healthcare Organizations - 3 credit hours:**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting in sustainable organizational adaptability. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 6350 - Data Analytics for Decision Making - 3**

**credit hours:** In this course, students will learn how to best analyze, categorize, and manage internal and external data of healthcare organizations. Students will work with actual data sets when analyzing diagnostic, procedural, pharmacy, and administrative data. The emphasis of this course is on administrative data analytics. Students will learn value-based purchasing analytics and risk adjustments. They will also learn data analytics that will facilitate better revenue cycle management with an interdisciplinary approach. Students will gain a better understanding of interdepartmental dependencies and the importance of interdepartmental collaboration on organizational success.

### **MHAD 6750 - Healthcare Operations Management - 3**

**credit hours:** This course will explore operational management from the integrated framework of financial management, supply chain management, process and quality improvement, facilities management, and systems and technology. In this course, the details of each framework will be explained, illustrated, and applied in an operational context for a health care enterprise. Ultimately, the students will produce an operational management plan that integrates each of these frameworks for a health care organization. This course includes a field-work assignment that can be completed in-person or virtually.

### **MHAD 7200 - MHA Capstone Project - 3 credit hours:**

In this course, students will integrate all of the theories and knowledge gained throughout the MHA program to apply a systems-based approach to a project designed to present challenging opportunities for decision-making. The course focuses on the complexities of healthcare delivery systems, building alliances within and outside of the healthcare industry, and strategic decision-making. Students must have completed 28 credits in the MHA to register for this class.

### *Specialty Track – Quality & Patient Safety*

#### **Year 1**

### **MHAD 6150 - Introduction to Graduate Research and Writing - 3 credit hours:**

In this course, students will develop a grounding in graduate-level research and writing. The fundamentals of using scholarly and industry-respected sources in preparation of academic manuscripts will include topics such as writing style, citations and referencing using the APA Publication Manual. At the conclusion of the course, students will have achieved a basic mastery of research and APA style writing, and be better prepared to write at the graduate level. Students are expected to pass this course in order to continue in the MHA program.

### **MHAD 6250 - Health Services in the US - 3 credit hours:**

This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics. This course includes a field-work assignment that can be completed in-person or virtually.

### **DHAD 7000 - Leadership and Practice - 3 credit hours:**

Theoretical perspectives will allow students to discover the importance of incorporating leadership into healthcare practice. Each student will be able to link these theories to developing personal leadership competency. Furthermore, students will also learn the features and benefits of involvement with a professional healthcare organization,

such as the American College of Healthcare Executives (ACHE). This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 6610 - The Healthcare Quality Professional - 3**

**credit hours:** This course will equip students with the skills, strategies, tools, and fundamentals to rise to expanded quality-driven leadership responsibilities and guide their organizations. Students will examine the assessment and development of a healthcare organization's culture. The alignment of quality, patient safety, and performance improvement activities with the organization's strategic goals will be explained.

**MHAD 6600 - Health Administration Law and Ethics - 3**

**credit hours:** This course helps students develop a concrete foundation in healthcare law and ethics, as well as practical approaches to Oxley Act, privacy of medical information, the HITECH Act, and other current case law issues.

**DHAD 7500 - Population Health - 3 credit hours:** In this executive course students will investigate healthy people and healthy populations. Students will understand historical perspectives and emerging trends of health issues, populations, shared concerns of society and vulnerable groups. This will include public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors that can affect the health and welfare of the overall population. The role of the health care administrator in promoting population health and wellbeing, as well as identification of potential resources for data and optimization of services will be explored.

**MHAD 6300 - Healthcare Information Systems - 3 credit**

**hours:** This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization. This course includes a field-work assignment that can be completed in-person or virtually.

**Year 2**

**MHAD 6850 - Project Management for Healthcare**

**Administrators - 3 credit hours:** Project management expertise is an essential skill for healthcare administrators to ensure that projects are conducted with a proven framework and that these initiatives are aligned with

organizational strategy. This course introduces tools and techniques designed to facilitate critical project management knowledge areas, such as scope, schedule, cost, quality, resource, communication, risk, procurement, and stakeholder. Emphasis is placed on the skills and abilities of effective project managers. Students will learn the value of delivering a project on time, within schedule, and to the customer's satisfaction.

**DHAD 7600 - Quality Improvement/Performance**

**Excellence - 3 credit hours:** In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence-based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

**MHAD 6550 - Healthcare Financial Management - 3**

**credit hours:** This course introduces the essential and practical elements of healthcare financial management to health administration students who may not be financial managers. It places an emphasis on key financial management concepts and their applications that are critical to making business decisions in both non-profit and for-profit healthcare organizations. It integrates finance, economics, and financial and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, value-based purchasing, revenue cycle management, financial planning and analysis, cash budgeting and working capital management, capital budgeting and long-term financing, and organizational financial performance analysis. This course includes a field-work assignment that can be completed in-person or virtually.

**DHAD 8800 - Strategic Change Management for Healthcare Organizations - 3 credit hours:**

In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting in sustainable organizational adaptability. This course includes a field-work assignment that can be completed in-person or virtually.

**MHAD 6640 - Data Analytics for Quality - 3 credit hours:**

This course will examine data management systems designed to support an organization's quality improvement program, including measure identification and selection, dashboards, balanced scorecards, use of external data sources, and identifying appropriate benchmarks. Students will consider various tools to collect and analyze, validate and compare, and interpret and report quality data.



**MHAD 6620 - Patient Safety - 3 credit hours:** This course will provide a comprehensive overview of patient safety concepts, principles, and practices relevant to healthcare delivery across the continuum of care. Students will learn patient safety culture approaches, systems thinking principles, as well as tools for assessment, planning, implementation, and evaluation of patient safety programs.

**MHAD 7200 - MHA Capstone Project - 3 credit hours:** In this course, students will integrate all of the theories and knowledge gained throughout the MHA program to apply a systems-based approach to a project designed to present challenging opportunities for decision-making. The course focuses on the complexities of healthcare delivery systems, building alliances within and outside of the healthcare industry, and strategic decision-making. Students must have completed 28 credits in the MHA to register for this class.

## Kinesiology, MS

### Year 2 Courses

Updated course description.

**KINE 5102 Current Topics in Human Movement, 3 hours:**

This course will cover current, innovative, and controversial topics in the field of health and human performance (HHP). The purpose of this course is to increase student knowledge and awareness of emerging topics related to fitness and health. An overview of new technologies, products, and regulations in HHP will be discussed. Physiological mechanisms of some topics will be explored such as recovery strategies, dietary choices, and body composition. Rather than a singular topic, this course will cover a broad range of contemporary issues and developments in the Kinesiology professions.

## Public Health, MPH

### Public Health Certificates

Public Health students may receive a public health graduate certificate in conjunction with their MPH based on their electives chosen. Certificate options for MPH students are as follows:

- MPH students (including ATSU-SOMA Dual Degree) who select SHMG 6000 - Global Health Issues as one of their two electives, may also choose to receive a [Public Health Emergency Preparedness and Disaster Response](#) Graduate Certificate.
- MPH students (including ATSU-SOMA Dual Degree) who select PUBH 6800 - Public Health Disparities, Health Inequities, and Covid-19 as one of their two electives, may also choose to receive a [Public Health Workforce Preparedness](#) Graduate Certificate.

### Year 1 Courses

Removed PUBH 5850; Added PUBH 5700

**PUBH 5700 Grant Writing for Public Health Professionals, 3 credit hours:** This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

## Public Health with Dental Emphasis, MPH

### Public Health Certificates

Public Health students may receive a graduate certificate in conjunction with their MPH based on their electives chosen. Graduate Certificate options are as follows:

- MPH [Dental Emphasis] students who select SHMG 6000 - Global Health Issues and PUBH 5100 - Public Health Emergency Preparedness & Disaster Response as their two electives, may also choose to receive a [Public Health Emergency Preparedness and Disaster Response](#) Graduate Certificate.
- MPH [Dental Emphasis] students who select PUBH6800 - Public Health Disparities, Health Inequities, and Covid-19 and either PUBH 5100 - Public Health Emergency Preparedness & Disaster Response or PUBH 6100 - Identifying Community Health Needs as their two electives, may also choose to receive a [Public Health Workforce Preparedness](#) Graduate Certificate.

### Year 1 Courses

Removed PUBH 5850; Added PUBH 5600 & PUBH 5700

**PUBH 5600 Informatics & Social Media in Public Health, 3 credit hours:**

Informatics, social media, social informatics, and technology advance the ways in which we gather, organize, analyze and apply data to public health challenges. In this course, students will examine multiple forms of these modalities, discuss data standards, privacy concerns, database management, data sharing, and policy surrounding data. Students will also become familiar with some of the common databases used by public health practitioners, and ways that social media and social informatics can be used to address social determinants of health.

**PUBH 5700 Grant Writing for Public Health Professionals, 3 credit hours:**

This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a



grant proposal, and critiquing their drafts and those of their peers.

## Public Health Workforce Preparedness, Graduate Certificate

### Associated Credit Exception

ATSU-CGHS has been awarded a grant supported by the Centers for Disease Control and Prevention of the US Department of Health and Human Services that will provide tuition-free graduate level education to Missouri residents for the Missouri Public Health Workforce Preparedness Certificate Program.

For the purposes of this grant, current and former Public Health students and alumni will be allowed to associate up to 50% of the certificate courses listed below, so long as the courses have not expired and they meet the requirements of the certificate. This will also include ATSU-MOSDOH dental students who have completed the Public Health dental certificate. This exception is limited to individuals who meet all certificate and grant requirements.

## Public Health, Graduate Certificate

### Courses

#### *ASHS OT Program Courses*

Removed PUBH 6500 & PUBH 7500; Added PUBH 5100 & PUBH 6800

**PUBH 5100 - Public Health Emergency Preparedness and Disaster Response, 3 credit hours:** For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infectious disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

**PUBH 6800 - Public Health Disparities, Health Equity and Covid-19, 3 credit hours:** Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

# Kirksville College of Osteopathic Medicine

## Contact ATSU-KCOM

### Updated Contact Information

Patricia Sexton, DHEd, FNAOME  
Associate Dean for Medical Education  
660.626.2294  
[psexton@atsu.edu](mailto:psexton@atsu.edu)

Kristin Blunk, MBA  
Assistant Dean for Academic Affairs  
660.626.2641  
[kblunk@atsu.edu](mailto:kblunk@atsu.edu)

Jeffrey D. Davis, DO, CMD  
Assistant Dean for Clinical Affairs  
660.626.2276  
[jefferdavis@atsu.edu](mailto:jefferdavis@atsu.edu)

## Immunizations, certifications, and screenings for DO and Biomedical Sciences programs Academic Year 2022-23 Immunization Requirements:

- Diphtheria, Tetanus, Pertussis (DTP) series; if documentation cannot be provided a Tdap will suffice
- Hepatitis B series; if documentation cannot be provided a positive titer will suffice
- Positive Hepatitis B Surface Antibody Titer (Negative result follow-up requirement listed below)
- Measles, Mumps, Rubella (MMR) series; if documentation cannot be produced a positive titer will suffice (Negative titer results follow-up requirement listed below)
- Meningococcal (MenAWCY)
- Polio series; if documentation cannot be produced, a positive titer will suffice
- Tdap; Must be dated within 10 years
- Varicella series; if documentation cannot be produced a positive titer will suffice (Negative titer results follow-up requirement listed below)
- COVID-19 Vaccination/s (See additional information below)

### Screenings

- 2-Step PPD Tuberculosis Screening OR IGRA/Chest X-Ray; must be dated within the matriculation year. Please refer to [CDC TB Screening and Testing of Health Care Personnel](#) for instructions on 2-Step TB Testing.

- All drug screen results must be directly sent to the Immunization Coordinator from the clinic/lab conducting the test.

## Doctor of Osteopathic Medicine

### Admission Requirements

- English – 6 semester hours/8 quarter hours.

### Graduation Requirements

- Participated in a minimum of two debt management sessions prior to graduation.

### ATSU-KCOM Curriculum

#### *First and Second Years*

Military students are strongly encouraged to participate in officer training prior to matriculation or during the first two years of medical education. Military students wishing to complete officer training during the third or fourth year may utilize elective time (equal to the number of weeks required by their respective branch – up to 6 weeks) for clinical requirements, as approved by the RAD/DSME and the Associate Dean of Clinical Affairs.

### Courses

#### *Clinical Electives*

#### **ELEC 8800 – Clinical Research Experience, 5 credit**

**hours:** Students will perform mentored clinical research with a goal of influencing future clinical practice.

## Missouri School of Dentistry & Oral Health

### Admissions

#### Advanced Standing Admission

#### *Advanced Standing International Dentist Program*

The Advanced Standing International Dentist Program (ASIDP), at the A.T. Still University- Missouri School of Dentistry and Oral Health (ATSU-MOSDOH) was designed to enable qualified dentists educated outside the United States or Canada to earn a Doctor of Dental Medicine (DMD) degree.

#### *ASID Program Requirements/Prerequisites for Applicants*

- Applicants to the ASIDP must have the equivalent of a DMD degree from a foreign dental school granting a BDS, DDS, DMD degree or equivalent.
- Applicants must provide official copies of all transcripts from all schools (colleges, universities, and dental schools) attended, in addition to official copies of diplomas and/or degrees, and/or dental specialty certificates from the applicant's dental school.

- A certified translator must translate transcripts in languages other than English and all foreign transcripts must be evaluated by a foreign academic credentialing service selected by MOSDOH, e.g. Educational Credential Evaluators (ECE), World Education Services (WES) or International Education Research Foundation, Inc.

#### **World Education Services**

P.O. Box 5087 Bowling Green Station  
New York, NY 10274-5087  
P: 212.966.6311 F: 212.739.6139  
info@wes.org/www.wes.org

#### **Educational Credential Evaluators, Inc.**

P.O. Box 514070  
Milwaukee, WI 53203-3470  
414.289.3400

#### **International Education Research Foundation, Inc.**

PO Box 3665  
Culver City, CA 90231-3665  
310.258.9451  
www.ierf.org

- Applicants must have passed both the Joint Commission on National Dental Examinations Part I (NBDE-I) and Part II (NBDE-II) of the National Board Dental Examinations or the Integrated National Board Dental Examination (INBDE) within the past five years. The Dental Admission Test (DAT) will not be required.
- Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) examination. The TOEFL score will be considered in combination with the applicant's demonstration of fluency in English during the application process.
- Applicants must successfully complete and pass the ATSU-MOSDOH Non-degree seeking didactic and clinical simulation course in the spring semester immediately preceding the start of the fall semester of D3 year of the MOSDOH DMD curriculum.
- Applicants for Non-degree seeking status must have a cumulative GPA of 2.5 or greater.
- All documentation for admission to the DMD program must be secured and evaluated prior to the deadline for submission of the application.
- Upon successfully completion of the Non-Degree seeking course in the spring semester and with approval by the course director, the applicant and completion of all requirements/prerequisites will be accepted for admissions and enrolled in the ATSU-MOSDOH DMD program in the Fall semester in the D3 year.
- The applicant will be subject to all D3 and D4 experiences, activities, courses and requirements etc. as published for Graduation Requirements.

#### ***ATSU-MOSDOH Advanced Standing Credit***

Advanced standing credit is defined at ATSU-MOSDOH as credit awarded based on a prior education and/or learning assessment. Advanced Standing credit will be for listed courses in the MOSDOH D1 and D2 curriculum when all of the following criteria are met and documented:

1. Equivalent of a DMD degree from a foreign dental school granting a BDS, DDS, or DMD degree.
2. Passed both NBDE-I and NBDE-II or INBDE within the past five years.
3. License to practice dentistry.

All transcripts, admission forms, and supporting documentation must be completed and received by the University before advanced standing credit will be considered.

## Courses

### Directed Studies

**EDOH 6001 – Directed Studies, 5-12 credit hours:** This course will incorporate didactic concepts, pre-clinical simulation and/or clinical sessions. A significant feature of this course is that it is designed to focus on a specific area(s) of the skills requiring additional development and maintenance for a D1 or D2 MOSDOH student.

**EDOH 7025 – Directed Studies, 5-12 credit hours:** This course will incorporate didactic concepts, pre-clinical simulation and/or clinical sessions. A significant feature of this course is that it is designed to focus on a specific area(s) of the skills requiring additional development and maintenance for a D3 or D4 MOSDOH student.

### Advanced Standing International Dentist Program

**ASID 6901 – Integrated Didactic & Clinical Simulation, 35 credit hours:** This course provides students with advanced knowledge in all disciplines of dentistry using didactic sessions, case presentations and clinical simulation exercises. Content and exercises pertinent to all aspects of patient care and clinical procedures will be presented.

## School of Osteopathic Medicine in Arizona

Established in 2007, ATSU-SOMA was founded by the University at the request of the National Association of Community Health Centers (NACHC) to create an osteopathic medical school with a primary focus on training students in community health centers (CHCs) to prepare them to meet the healthcare needs of our nation's most vulnerable patients and communities.

At ATSU-SOMA, students begin with an integrated case-based education model, with an emphasis on self-directed and facilitated small-group learning at our Mesa, AZ campus and transition to join one of our 16 community partner sites well-prepared for their second through fourth

years of medical training. In this contextual learning environment, students advance in the curriculum while participating in early clinical experiences as integral members of CHC and community interprofessional healthcare teams.

I am incredibly proud that ATSU-SOMA has been awarded Ten-Year Accreditation with Exceptional Outcomes by the American Osteopathic Association's Commission on Osteopathic College Accreditation. Each year, our graduates enter outstanding residency training programs with a placement rate of 99-100%. ATSU-SOMA continues to fulfill its commitment to producing our nation's next generation of primary care physicians with 67% of the Class of 2021 entering into primary care specialty residency programs and 82% in primary care + NACHC-needed specialties.

Our ATSU-SOMA administration, faculty, and staff are thrilled that you have joined us and are dedicated to providing you with a rich and meaningful osteopathic medical education!

I look forward to working with each of you.

Sincerely,  
Sharon J. Obadia, DO, FNAOME  
Interim Dean  
Associate Professor, Internal Medicine  
School of Osteopathic Medicine in Arizona  
A.T. Still University of Health Sciences

## About ATSU-SOMA Program Accreditation

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 East Ontario Street, Chicago, IL 60611, Phone: 800.621.1773.

For complaints related to accreditation standards and procedures, individuals may submit the complaint in writing to the Dean. Upon receipt of a written complaint, the Dean will review and evaluate all relevant information and documentation relating to the complaint. If resolution cannot be reached, the student may appeal in writing to the President. At any time, the individual may also file a complaint with the American Osteopathic Association's Commission on Osteopathic College Accreditation at 142 E. Ontario St., Chicago, IL 60611.

The process for filing a complaint is available on the COCA website at [www.aoacoca.org](http://www.aoacoca.org). ATSU-SOMA maintains a strict policy preventing retaliation against any individual who files a complaint concerning accreditation standards with the college or the accrediting body.

The COM Accreditation Standards and Procedures can be found at [www.aoacoca.org](http://www.aoacoca.org).

## State Licensing

### Removed Washington D.C. section.

Under the State Board of Education regulation 22 Pa. Code §36.8, A.T. Still University School of Osteopathic Medicine in Arizona has been granted approval of a Certificate of Authority to operate an education enterprise in Scranton, PA for the purpose of offering credit toward a Doctorate of Osteopathic Medicine at the Wright Center for Community Health. Degrees are awarded under the degree-granting authority of the state of Arizona.

ATSU-SOMA is licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 400, Columbia, SC 29201, Telephone 803.737.2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

## Osteopathic Pledge of Commitment

As members of the osteopathic medical profession, in an effort to instill loyalty and strengthen the profession, we recall the tenets on which this profession is founded: the dynamic interaction of mind, body and spirit; the primary role of the musculoskeletal system; that preventive medicine is the key to maintain health. We recognize the work our predecessors have accomplished in building the profession. We will commit ourselves to continuing that work.

I pledge to:

- Provide compassionate, quality care to my patients;
- Partner with them to promote health;
- Display integrity and professionalism throughout my career;
- Advance the philosophy, practice and science of osteopathic medicine;
- Continue life-long learning;
- Support my profession with loyalty in action, word and deed;
- Live each day as an example of what an osteopathic physician should be.

## Contact ATSU-SOMA

Sharon J. Obadia, DO, FNAOME  
Interim, Dean  
Associate Dean of Clinical Education and Services  
sobadia@atsu.edu

Deborah M Heath, DO  
Associate Dean of Innovation and Curricular Integration  
Interim Chair OMM Department  
dmheath@atsu.edu

Alissa Craft, DO, MBA  
Associate Dean, Student Achievement and Accreditation  
alissacraft@atsu.edu

Mark Coty, PhD  
Assistant Dean of Innovation and Curricular Integration  
Interim Chair of Basic Science  
markcoty@atsu.edu

## Academic Standards, Guidelines, & Requirements

### Attendance

Promptness is an important trait which students are expected to display during all parts of the program. Tardiness can adversely impact learning, work, and patient care for you, your fellow students, co-workers and preceptors in clinic, and patients.

### Postgraduate Placement

ATSU-SOMA does not guarantee job placement or graduate medical education placement to graduates upon program/course completion or upon graduation. SOMA graduates should adhere to and review licensure requirements and procedures in the state in which they intend to practice.

### Absence Policy

#### *OMS I and OMS II*

ATSU-SOMA's faculty members recognize that occasionally a student must miss a curricular activity due to a required or unavoidable circumstance. If this occurs, the student must follow the following procedure:

Medical Skills, Osteopathic Principles and Practice, Small Group sessions, Anatomy Lab, Clinic, and any other events marked as "mandatory" require attendance.

#### Medical Absences

- OMS Is- Submit an Excused Absence Request through the App with documentation as soon as you become aware that you will be absent. Absence during any mandatory event related to an illness requires a health care provider or hospital note, or course director permission.
- OMS IIs- Must report each day of absence to the RDME. Submit an Excused Absence Request through the App with documentation as soon as you become aware that you will be absent. An unplanned absence during any mandatory event due to an illness requires a health care provider's note or course director's permission or RDME's permission on the same day the activity is missed.

#### Unplanned Non-Medical Absences

- OMS Is- Submit an Excused Absence Request through the App with documentation as soon as you become aware that you will be absent.
- OMS IIs- Submit an Excused Absence Request through the App with documentation as soon as possible. Inform your RDME as soon as you become aware that you will be absent.
- Examples of that documentation include:



- Family member's illness or medical procedure: Official documentation regarding the medical issue (e.g. letter from physician, hospital record, etc.)
- Death of a family member: Published announcement of the death (newspaper clipping or printout from a webpage, etc.) or an original program from the funeral service
- Flight cancellation: Documentation provided of the flight from the airline

### Planned Absences

(Must be submitted at least 2 weeks prior to the event.)

Requests cannot be used for exam days (didactic exams, practical exams, OSCEs). Only one Small Group activity may be missed per year for a planned absence. OMS I & OMS II students traveling during ATSU breaks/holidays must plan to be back for the first day following breaks.

- OMS Is- Six personal days/year permitted. Submit an Excused Absence Request through the App with documentation.
- OMS IIs- Four personal days/year permitted. Submit an Excused Absence Request through the App with documentation.

Submission of an Excused Absence Request form a minimum of two weeks prior to the requested event is required. The nature of the documentation will be determined by the reason for the absence.

Typical examples include:

- Religious holidays: A program, bulletin, or other printed item from the religious observance held on the day of absence
- Weddings: For immediate family members, a wedding invitation; if the student is in the wedding party, a wedding program
- Conferences: Conference schedules (must be in good academic standing and passing current courses in order to attend)
- Medical Mission trip: Additional forms and approvals are required. (Must be in good academic and professional standing to attend). Please contact International club advisor for additional information on requirements.

### Excused/unexcused absences

Excused- the student and the course directors (and RDME(s)) will be notified that the student is eligible to make-up an activity or exam.

Unexcused- the student and the course directors (and RDME(s)) will be notified that the student is ineligible to make-up an activity or exam.

### Make-up for excused absences

Make-up exams must be taken within 72 business hours of the originally scheduled date (e.g. if exam is schedule on Monday, exam must be taken by Thursday)

For all other activities, a student should contact the course director(s) or RDME(s) to schedule the make-up activity.

Students who are unable to make-up an exam within 72 business hours or who are unable to make-up an activity within the course must submit a request to the Associate Dean of Innovation and Curricular Integration for an "incomplete" in the course.

Any exceptions must be approved by the Associate Dean of Innovation and Curricular Integration. Unexcused absences beyond the limits outlined herein may result in a lowered grade (refer to appropriate course syllabi) and referral to the Student Performance Committee.

If the Associate Dean of Innovation and Curricular Integration, or their designee, determines that the absence is excused, the appropriate course directors will be notified that the student is authorized for make-up. A make-up is offered for all major examinations and must be scheduled within 72 business hours of the original examination. After receiving approval for an excused absence, a student should contact the Associate Dean of Innovation and Curricular Integration, or their designee, to schedule the make-up examination. Students unable to make-up an examination within 72 business hours of the original examination must take an incomplete in the course and fulfill course requirements at the end of the academic year.

Some courses or activities have built-in leeway for missing class or a quiz (e.g. the lowest quiz grade is dropped) and no make-up is offered, even if the absence is excused. Due to expenses incurred in providing a make-up, some courses or activities must charge a fee to students in order to be able to provide the make-up, even if it is excused. Sometimes a make-up is not possible due to the nature of the activity even if the student was granted an excused absence.

### Additional requirements for community partner site-based OMS II students

Remember to report each day that you are absent to the RDME(s) at your community partner site and submit an Excused Absence Request through PowerApps.

If an OMS II wishes to participate in any academic activity at a community partner site other than their assigned site, an Excused Absence Request must be submitted through PowerApps no later than two weeks in advance of the planned absence from the assigned site. An OMS II is not permitted to participate in academic activities at another community partner site unless approved by the Associate Dean of Innovation and Curricular Integration and the RDMEs from both sites. Failure to comply with this requirement may result in disciplinary action and/or referral to the Student Performance Committee.

### *Attendance Policy and Guidelines for OMS III and OMS IV*

Clerkship activities are mandatory, and timely attendance is expected at all scheduled clinical and educational



events. Clinical activities are required to be completed during each week of the rotation.

Students are required to adhere to this policy (Attendance Policy and Guidelines found on eValue) and notify their Regional Director of Medical Education (RDME) in a timely manner in anticipation of an absence request. All students receive Flex time throughout the OMS III and OMS IV years. Failure to adhere to the Attendance Policy and Guidelines can result in a clerkship rotation failure and a code of conduct violation, which will result in a referral to the Student Performance Committee (SPC).

The following are descriptions of each type of absence.

### **Excused Absences**

Third and fourth year students should submit absence request forms to their RDME. The form can be found on eValue. Students are also responsible for notifying their Regional Education Coordinator (REC) and preceptor immediately for an excused absence to be approved.

### **Personal/Conference Days**

(Do Not Require Clinical Make-up Time)

Students are allowed up to 3 personal days per academic year. Personal days must be approved in advance by the RDME and cannot be used consecutively without prior approval of the RDME and cannot be carried over from the third year to the fourth year. In the case of an urgent absence, students must notify their REC immediately, who will then submit the request to the RDME for review.

Students are allowed up to 3 days per academic year to attend qualifying conferences. Conference days must be approved in advance by the RDME. Conference days cannot be carried over from the third year to the fourth year.

Medical excused absences must be approved by the RDME. Whenever possible medical excused absences should be approved in advance.

While Personal/Conference days do not require clinical make-up time, students are not permitted to be absent for more than 2 days for any 2-week period. Missing clinical activities beyond the 2 days will require make up activities to be completed before the clerkship rotation ends.

### **COMLEX/USMLE Exam Dates**

(Do Not Require Clinical Make-up Time)

Students are allowed 1 day per board exam (COMLEX/USMLE) per academic year. Board exam dates must be approved in advance by the RDME. Excused board exam dates cannot be carried over from the third year to the fourth year.

While COMLEX/USMLE days do not require clinical make-up time, students are not permitted to be absent for more than 2 days for any 2-week period. Missing clinical

activities beyond the 2 days will require make up activities to be completed before the clerkship rotation ends.

### **Residency Readiness**

(Does Not Require Clinical Make-up Time)

Students are required to attend Residency Readiness in the Spring of their fourth year and will be excused from clinical activities during the designated period of time, so long as all required prep work, assignments, and participation requirements are met. It will be the student's responsibility to ensure that the preceptor is notified of this requirement and associated dates/schedule with sufficient notice.

### **Postgraduate Interviews**

(Do Not Require Clinical Make-up Time)

For postgraduate interviews, students are allowed 4 Interview Days during OMS IV year. Students must complete the required absence request form and discuss with and obtain approval the RDME and REC prior to the absence. Students may not use more than 2 Interview Days per 4-week rotation block. Students are encouraged to schedule interviews for postgraduate programs during vacation, Flex time, personal days, etc. and to limit time off during clerkship rotations.

Students are not permitted to be absent for more than 2 days for any 2-week period. Missing clinical activities beyond the 2 days will require make up activities to be completed before the clerkship rotation ends.

### **Flex time**

Flex time is defined as time during OMS III and OMS IV years when a student is not on clerkship rotations. Flex time can be used to fill in gaps in student schedules between rotations. It can also be used for other purposes including vacation, personal time, non-credit academic time, residency interviews, etc.

- Flex time must be taken in weekly increments
- Flex time may not exceed 3 weeks without the approval of the Assistant Dean of Clinical Education.
- Flex time may not be used to make-up clinical time or to participate in clerkship rotations.
- Students must coordinate with their RDME/REC to schedule Flex time.

### **Holidays**

Students will follow their preceptor's/clinical site's schedule. If the clinical site is closed during a holiday, the student can be excused from clinical activities for the observed holiday.

While observed holidays may not require clinical make-up time (i.e. clinical site is closed), students are not permitted to miss clinical activities for more than 2 days for any 2-week period. Missing clinical activities beyond the 2 days will require make up activities to be completed before the clerkship rotation ends.

**Cumulative Absences**

Students are not permitted to be absent for more than 2 days for any 2-week period. Missing clinical activities beyond the 2 days will require make up activities to be completed before the clerkship rotation ends.

It is the student’s responsibility to notify their preceptor, RDME and REC when there is an unexpected absence (i.e. illness, clinical site closure, preceptor is out sick, etc.) and ensure that cumulative absences do not exceed the 2 days for any 2-week period. Failure to communicate this can result in a clerkship rotation failure, code of conduct violation and a referral to the SPC committee.

**Management of Illnesses during OMS III and OMS IV**

If a student contracts an illness, they should contact the RDME and REC to notify them of their medical status. The attending preceptor should also be contacted by the student or RDME/REC should the student be incapacitated. Students should follow the CDC recommendations that people with illness remain at home until at least 24 hours after they are free of fever (100 degrees F) or signs of a fever without the use of fever-reducing medications. Should further guidelines related to illness be established by the clinical site to which the student is assigned, the student should also follow the clinical site’s guidelines. If the illness requires the student to be absent in excess of the 2 days per 2-week period, the clinical time will need to be made up before the end of the rotation. If an extended absence (absence lasting 6-15 days) is required, please contact the Assistant Dean of Clinical Education.

**Supplemental Assignments (SA)**

Supplemental assignments are to be used when clinical make-up time is not possible. There must be clinical activities during each week of the clerkship rotation. Cumulative absences cannot exceed 2 days per 2-week period. The approved SA list will be listed on CANVAS under the student’s assigned clerkship rotation and completed in order (1-4). SA’s must be submitted on a timely basis to CANVAS and before their rotation ends. If a student needs to complete a SA, they must get this approved by their RDME and notify their Clerkship Director.

SA’s are approved for the following reasons:

- COVID Illness
- Clinical site closure (i.e. inclement weather, COVID)
- Clinical Preceptor unexpectedly calls out sick

If a student needs to complete a SA for any other reason than those stated above, they will need approval by the Assistant Dean of Clinical Education. The student will need to notify their Clerkship Director of the SA being completed and submit it in a timely manner. Supplemental assignments are not to be used for planned absences or to make up unexcused absences.

**Extended Absence and Student Leave Policy**

As per the ATSU Student Handbook: Extended Absence – For students who request consideration for a longer absence (defined as a period of time from 6 to 15 consecutive class days), the Extended Absence may be considered. This request must first be approved by the individual program’s Dean or designee. Please note a signed contract is required to complete the process. This contract provides structure, uniformity, and communication between student, faculty, program administration, and all Student Affairs departments.

The contract must be signed and approved by all parties at least 14 days prior to the anticipated absence, or within 48 hours of the onset of an emergency or unexpected circumstance. No more than one extended absence contract is allowed within a 30-day period. Multiple requests for extended absence contacts within the same academic term will require additional review by the program Dean.

Any absence that will extend beyond the 15th day will require a request for approval under the Student Leave Policy. If the official Student Leave request is not approved and the student does not return within the timeframe outlined in the Extended Absence Contract, the student will be administratively withdrawn from the program and must re-apply for admission.

The Extended Absence Request Form may be found at: <https://www.atsu.edu/pdf/extendedabsencerequestform.pdf>

**Immunizations**

ATSU-SOMA requires all entering students to provide proof of their immunizations in order to enroll in courses. This is necessary for the student’s protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Non-compliance at any time during a student’s enrollment could result in suspension and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by ATSU-SOMA administration. All testing is at the expense of the student.

1. Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or booster dose within ten (10) years prior to the beginning of the academic year. A single dose of Tdap (Tetanus, Diphtheria, acellular Pertussis) between ages 19 and 64 is required if the student has not previously received Tdap, or to replace one decennial Td booster.
2. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.
3. Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the

MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended.

4. Hepatitis B: Students are required to initiate a series of Hepatitis B vaccine prior to matriculation. Students must complete the series according to the prescribed timeline (completed within 6 months of matriculation).
5. Tuberculosis (TB) Screening: 2-Step PPD Tuberculosis Screening OR IGRA/Chest X-Ray; must be dated within matriculation year.
6. Varicella immunization, serum titer, or healthcare provider documentation of date of contraction.
7. COVID-19 vaccine: Required for all enrolled students at ATSU-SOMA\*
  - Pfizer: 2 shots and booster,
  - Moderna: 2 shots and booster, or
  - Johnson & Johnson: 1 shot and booster (Pfizer/Moderna)

\*Refer to CDC guidelines for continued booster recommendations.

## Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS)

ATSU-SOMA requires that all students obtain and maintain BLS certification throughout the entire duration of enrollment. Proof of certification must be on file by the end of OMS I orientation. It is the student's responsibility to renew certification prior to the expiration date. Students are responsible for the costs of BLS recertification. Proof of ACLS certification must be obtained prior to reporting for clerkship duty in the OMS III year. ATSU-SOMA will not cover the costs for ACLS renewal. First-time certification must be completed via an in-person course. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

## Examinations

Examination content is derived from course goals and objectives. Rescheduling an examination or other assessment can be accommodated if a student receives an excused absence. If you cannot attend an examination or assessment, you are required to follow the Excused Absence Policy in the ATSU-SOMA Catalog. ATSU-SOMA reserves the right to assess students for the cost of reproducing examinations or assessments where the reproduction of said exam or assessment would be excessive (i.e., require special scheduling of standardized patients).

ATSU-SOMA students are expected to exhibit the highest degree of intellectual honesty during the administration of examinations and completion of assignments given by ATSU-SOMA, and must adhere to the exam protocols provided at the beginning of each academic year. Behaviors that are not consistent with this standard are subject to disciplinary actions by the ATSU-SOMA Student Performance Committee.

All assignments and projects submitted for any course are the property of ATSU-SOMA and may not be available for return to the student. Students should maintain a copy of all work assignments submitted. All work on exams, exercises and assignments are to be completed individually unless direction is given by the faculty member that said assignment may be completed as a group project or with the assistance of others.

## Community Partner Sites General Policies and Procedures

Changed header from Community Health Center Partner Site General Policies and Procedures.

### *Injuries, Accidents, and Disease Prevention*

Students are expected to follow Universal Precautions at all times.

Universal Precautions is an approach to infection control to treat all human blood, certain human body fluids and tissues as if they were known to be infectious for HIV, HBV and other bloodborne and aerosolized pathogens. All students are required to read and understand the Disease Exposure Prevention and Control Plan Policy.

All students should take precautions to prevent injuries caused by needles, scalpels, other sharp instruments, or any exposure to bloodborne or airborne pathogens. A student is encouraged to use needle and scalpel safety devices when available. All students are required to use appropriate personal protective equipment (PPE) in any clinical or research experience if possible, exposure to bloodborne or airborne pathogens could occur.

Report and seek treatment for occupational exposures immediately.

Any student who sustains an injury or potentially infectious exposure while on their clinical experience must notify their RDME(s) as soon as possible. A needlestick protocol checklist and post-exposure prophylaxis (PEP) guideline is provided on the eValue homepage. See the ATSU-SOMA Needlestick and Bloodborne Pathogens Policy for additional details.

### *Student Responsibilities at the Community Partner Site*

The student is expected to put a patient's needs and safety as the top priority during all clinical encounters.

The student is expected to adhere to the schedule provided by the community partner site RDME(s) for both didactic courses and clinical courses. The student is expected to attend conferences assigned by the community partner site faculty as part of their OMS II curriculum. It is the student's responsibility to review the curricular objectives and augment didactic and clinical experiences with independent research and discussion with the community partner site faculty.

### ***Community Partner Site Responsibility to the Student***

The community partner site must organize an orientation at the start of each year to provide general information about the site, student requirements, and contact information for key personnel. The community partner site must ensure that on-site faculty guidance is available to assist students in their concerns related to the curriculum. The student will be provided with information and procedures to handle injuries and other health concerns sustained at the community partner site.

### **Postgraduate Placement**

Postgraduate (i.e. residency) match results which may include a student's name, specialty, and residency program placement will be made public by ATSU-SOMA unless the student opts out. Students may opt out at any time by contacting the Dean's Office up to one month prior to graduation.

ATSU-SOMA does not guarantee job placement or graduate medical education placement to graduates upon program/course completion or upon graduation. SOMA graduates should adhere to and review licensure requirements and procedures in the state in which they intend to practice.

### **Audio-Video Recording**

ATSU-SOMA uses an audio-video recording system for special events. This is not intended to serve as an alternative to on-site attendance.

## **Osteopathic Medicine, DO**

### **Community Partner Sites**

Changed header from Community Health Center (CHC) Learning Partnerships.

### **Admissions**

#### ***Application Process***

ATSU-SOMA uses the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). AACOMAS provides centralized services including data collection, analysis, and distribution of the online primary application to osteopathic medical schools the applicant designates. Please visit [www.aacom.org](http://www.aacom.org) or contact AACOMAS at [aacominfo@liaisoncas.com](mailto:aacominfo@liaisoncas.com) or via phone at 617-612-2889.

#### ***Admission Requirements***

2. Applicants must have completed a Bachelor of Arts or Science from a US college or university accredited by a US Department of Education institutional accreditor.

### **Doctor of Osteopathic Medicine and Master of Public Health Dual Degree**

Once these criteria have been met, a letter of support must be obtained for the student from the ATSU-SOMA

Dean. The student may then apply online via the ATSU website. There is no application fee for potential DO/MPH students.

### **Selection of Applicants**

The ATSU-SOMA Admissions Committee seeks individuals who will be a good match to ATSU-SOMA's mission and are capable of meeting ATSU-SOMA's academic and professionalism standards. Applicants are screened for academic achievement, clinical involvement, interpersonal skills, leadership qualities, service, perseverance, maturity, motivation, and knowledge of the osteopathic profession. Applicants who pass this screening will be invited for an interview. The interview day is designed to be a two-way process to help the ATSU-SOMA Admissions Committee determine if the applicant is a good fit for ATSU-SOMA while enabling the applicant to determine if ATSU-SOMA is a good fit for the applicant. Attendance at an interview day is mandatory for admission unless other arrangements have been made by ATSU-SOMA.

Following the interview day, the Admissions Committee will review the applicant's entire packet and determine the disposition of the application. The Admissions Committee will accept (with or without contingencies), reject, or place candidates on an alternate list. Applicants are notified of the Committee's decision as soon as possible (usually within two weeks of the interview day).

An offer of acceptance is accompanied by assignment to a specific Community Partner Site (informally known as "CHC"). Successful applicants are granted a specified time period to notify the Office of Admissions of their intention to enroll. This letter of intent must be accompanied by payment of a non-refundable acceptance fee.

Admission after acceptance is subject to the satisfactory completion of all academic requirements. Admission to ATSU-SOMA may be revoked for fraud, misrepresentation, or other violation of University standards.

### **Clinical Rotation Evaluation**

Students will need to receive a passing score on any Clinical Rotation Evaluation (CRE) for each completed course/clerkship rotation. A failing grade on the CRE will result in a failure in the clerkship. See individual course syllabi for additional details.

### **Subject or Course Exam (COMAT)**

If clerkship failure resulted from 2 failed COMAT attempts, a fail grade will be recorded. A third attempt will need approval by the Assistant Dean of Clinical Education. If the third attempt is not passed, the student will repeat the in-person clerkship rotation. The student will then be permitted a final COMAT attempt during the in-person clerkship remediation. If the student fails to pass the COMAT at the end of the in-person clerkship remediation, they will be referred to the SPC to determine progression in the program. Once a fail grade is recorded, the highest



possible final grade will be an R-Pass upon successful remediation.

## **Student Performance Committee**

### ***Responsibilities and Membership***

ATSU-SOMA's Student Performance Committee (SPC) is a standing committee that evaluates the academic and professional performance and development of all ATSU-SOMA students and, when appropriate, imposes sanctions or forwards recommendations to the Dean as described below. The SPC ensures that all students meet the standards to progress through each year of the ATSU-SOMA curriculum and that each student has completed all graduation requirements.

Lack of progress includes, but is not limited to, failure of one or multiple courses; failing the same course multiple times; failure to reach a minimum score on a Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE); failure of a Comprehensive Osteopathic Medical Licensing Examination (COMLEX) examination; failure to make and sustain adequate progress in the attainment of the seven osteopathic competencies for medical students (osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice); failure to successfully complete assignments, logs, and assessments; or failure to perform successfully in clinical rotations.

The voting members of the SPC include clinical and basic medical science faculty appointed by the Dean including at least one Regional Director of Medical Education. The Chair of the SPC is appointed annually by the Dean. In the case of a tie, or to meet a quorum, the Chair is a voting member. Decisions of the Committee are made by a majority vote.

Non-voting consultants to the Student Performance Committee are the Associate Dean for Student Achievement and Accreditation, Associate Dean of Clinical Education and Services, Assistant Dean of Clinical Education, and Vice President of Student Affairs. Additional appropriate faculty such as a student's RDME or faculty advisor may be requested to attend the Student Performance Committee meeting without a vote.

In the event that a course director is also a voting member of the committee, he/she will retain voting privileges. Clinical faculty members who serve on the Student Performance Committee must ensure that they do not have a therapeutic relationship with a student appearing before the committee and have not provided health services to the student. If such a relationship exists, the physician shall alert the SPC Chair to request an alternate be present to hear the student case.

### ***Sanctions***

The SPC can impose requirements, supports, and discipline appropriate to the circumstances. The committee may impose a reprimand, or place a student on Academic Warning or Academic Probation. The SPC Chair will typically notify the student of the outcome of their SPC meeting, in writing, within 7 days of the committee meeting.

The following sanctions may be imposed by the SPC:

**Consultation** – Consultations may include but are not limited to the following:

- Mandated meetings with the Student Affairs Learning Advisors;
- Mandated meetings with the student's academic advisor or RDME(s);
- Mandated counseling sessions with the University's Mental Health Wellness Counselor or a mental health counselor of the student's choice (at the student's expense);
- Educational psychology testing to evaluate the student's cognitive ability to progress in medical school;
- Evaluation by a physician, clinical psychologist or psychiatrist to determine the student's ability to meet the technical standards of the program;
- Evaluation and/or treatment by a healthcare provider for addictive behaviors.

### **Academic Warning**

- Academic Warning is issued to a student who fails to meet ATSU-SOMA's academic or professionalism standards. This may include a course failure, second COMSAE failure, rotation failure, inability to meet the technical standards of the program, or first failure of COMLEX Level 1, COMLEX Level 2 CE.
- The purpose of the Academic Warning is to alert the student, faculty, and administration that the student has experienced difficulty, and that special consideration may be given for consultation, referral, counseling, academic assistance, or other activities to help the student resolve academic or professionalism deficiencies.
- Students on Academic Warning may not serve in student club or class officer roles; be excused from curricular activities for professional development; or attend conferences or events sponsored by the college without explicit permission from the SPC Chair or their designee. These measures are employed to assist the student in concentrating on improvement in their academic progress.
- Once the deficiencies have been remediated by the student, the academic warning may be removed following review by the SPC and by written notification from the chair of the SPC at the end of the academic year.
- The successful remediation of an academic course will be identified by a notation (70R or R-Pass) on the student's transcript.



### Academic Probation

- Academic Probation is imposed on any student who has violated ATSU-SOMA's professionalism standards or who has multiple course failures, COMSAE failures, rotation failures, inability to meet the technical standards of the program, COMLEX Level 1, or COMLEX Level 2 CE failures.
- The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced significant academic difficulty.
- This is a status change that will be documented and remain permanently in the student's official record.
- Students on Academic Probation may not serve in student club or class officer roles; be excused from curricular activities for professional development; or attend conferences or events sponsored by the college without explicit permission from the SPC Chair or their designee. These measures are employed to assist the student in concentrating on improvement in their academic progress.
- Academic Probation is a permanent academic status and appears on the student's official transcript. If permitted, successful remediation of the failure or behavior may be changed internally within the school, to an appropriate status so the student may continue in future learning activities.
- The successful remediation of an academic course or clerkship will be identified by a notation (70R or R-Pass) on the student's transcript.

The Student Performance Committee can recommend the following sanctions to the Dean for review and consideration:

**Suspension** – Suspension is defined by ATSU as a temporary and immediate separation from the institution. The SPC and Dean will determine if the student will be eligible for reinstatement, the terms of the reinstatement, or if the student is to subsequently be dismissed from ATSU-SOMA. Students may be suspended for various causes including but not limited to:

- Posing an immediate threat to the university community and/or to themselves
- Engaging in illegal activities
- Failure to comply with sanctions imposed by the school or the university

**Dismissal** – Dismissal is a permanent separation from the institution. Students may be dismissed for various causes including but not limited to:

- Poor academic performance including multiple failures
- Professionalism violations
- Posing an immediate threat to the university community and/or to themselves
- Engaging in illegal activities
- Failure to comply with sanctions imposed by the school or the university

Following a Student Performance Committee meeting, the student will be notified of the outcome by the SPC Chair in writing within seven calendar days. Decisions sanctioned by the SPC may be appealed to the Dean in writing, within seven calendar days of notification by the SPC Chair. See the appeal process below.

In the event of a SPC recommendation to the Dean for dismissal or suspension, the final decision and notification to the student will come directly from the Dean of ATSU-SOMA.

### Right of Appeal

If the SPC sanctions a student, the student may then appeal that decision in writing to the Dean of ATSU-SOMA. A student's appeal must be received no later than seven calendar days following receipt of the SPC letter. The appeal must include a statement of the reason(s) the action is unwarranted. The written appeal must be dated and signed by the student. Upon receiving the written appeal, the Dean may choose to meet with the student. The Dean will notify the student in writing of their decision concerning the appeal no later than seven calendar days following receipt of the student's appeal.

If the SPC recommends a Suspension or Dismissal to the Dean, and the decision is upheld by the dean the student has the ability to appeal the decision. Students who wish to appeal a Dean's decision regarding suspension or dismissal should review the [Academic Appeals Policy: Promotion and/or Dismissal Decisions](#).

### Remediation Policy

All requirements of the clerkship must receive a passing score. In the event that a student fails one or more of the following components, the student will be referred to the SPC and successful remediation is required before a student can advance to the next stage of training. Once a Fail occurs, successful remediation of any component of a clerkship will result in a maximum final clerkship grade of R-Pass.

#### CRE Failure

Remediation must be completed as an in-person clerkship rotation with a different clinical preceptor at a different clinical site. A Fail grade will be recorded until successful remediation of the in-person clerkship rotation is demonstrated. Once a Fail grade is recorded, the highest possible final grade will be an R-Pass.

#### COMAT Failure

If clerkship failure resulted from two failed COMAT attempts, a Fail grade will be recorded. A third attempt will need approval by the Assistant Dean of Clinical Education. If the third attempt is not passed, the student will repeat the in-person clerkship rotation. The student will then be permitted a final COMAT attempt during the in-person clerkship remediation. If the student fails to pass the COMAT at the end of the in-person clerkship remediation, they will be referred to the SPC to determine progression

in the program. Once a Fail grade is recorded, the highest possible final grade will be an R-Pass.

### **Coursework Failure**

First-time failure of any coursework component (including logging) will result in an Incomplete grade status pending one attempt at successful completion, to be completed within 10 days. Highest possible grade following late submission of coursework is 3.0/Pass. If coursework is not successfully completed, a grade of Fail will be entered for both the coursework and the overall clerkship course grade, and additional coursework will be assigned. If the remediation coursework is not completed within 20 days from the original clerkship end date, the overall clerkship grade will remain a Fail and the in-person clerkship rotation will be repeated following joint recommendation from the Clerkship Director, Assistant Dean of Clinical Education, Assistant Dean of Innovation and Curricular Integration, and the Associate Dean of Innovation and Curricular Integration. Any associated fees are the responsibility of the student. Once a Fail grade is recorded, the highest possible final grade will be an R-Pass.

### **Violation of Attendance Policy and Other Code of Conduct**

If a clerkship failure resulted from a violation of the attendance policy or a code of conduct, remediation of the rotation must be completed as an in-person clerkship rotation with a different clinical preceptor and at a different clinical site. A Fail grade will be recorded until successful remediation of the in-person clerkship rotation.

### **In-Person Clerkship Remediations**

All COCA accreditation and credentialing requirements must be followed as previously outlined. Any fees associated with the remediation of any clerkship rotation will be the responsibility of the student, including lodging, travel and rotation fees. If coursework and the end of rotation exam (if applicable) were successfully completed, they will not need to be repeated. Logs for remediation of Core rotations will be required. If an RDME/REC and student are unable to identify, secure and confirm a remediation rotation, the RDME must immediately notify the Assistant Dean of Clinical Education to assist in identifying and securing a remediation rotation.

Remediations must be successfully completed before a student can be advanced to the next stage of the curriculum. It may be necessary to delay the start of OMS III clinical rotations and/or sitting for COMLEX Level 1 in order to successfully complete the remediation process. All OMS I and II remediation examinations must be proctored by an ATSU-SOMA employee or designee as approved by the Associate Dean of Innovation and Curricular Integration. Failed clinical rotations (OMS III and IV) must be repeated and successfully completed. The course and preceptor must be approved by the Associate Dean of Clinical Education and Services.

A student who fails a course remediation examination will be referred to the Student Performance Committee and is subject to dismissal.

### **Student Success**

Student success activities are managed by the Student Achievement team. This includes advising, learning support, COMLEX and USMLE preparation, and residency (GME) preparation.

### **Advising**

Each ATSU-SOMA student is assigned a primary Mesa faculty advisor, and Regional Director of Medical Education (RDME) faculty advisor(s). The Mesa primary faculty advisor is the student's main support and contact during the OMS I year and continues to provide guidance for the duration of the student's tenure at ATSU-SOMA. RDME faculty advisors serve the primary advising role in OMS II-IV years (and are additionally available for guidance as needed during the student's OMS I year).

The roles of a faculty advisor include:

- Assisting students with the policies and practices of ATSU.
- Addressing questions or concerns regarding performance criteria, academic standing, and professionalism.
- Providing feedback on student progress in course and/or clinical requirements, faculty expectations, graduate competencies and program goals.
- Providing support for student personal and professional growth. This support may include referrals to resources that are internal (e.g. Student Affairs, Enrollment Services, ATSU-SOMA faculty/administration) or external to ATSU as needed.
- Discussing academic performance in an effort to optimize learner success.
- Assisting students deemed to be at-risk by providing guidance and support.

Students must meet with their faculty advisor at least once per semester in the first and second year and once per year in the third and fourth year to promote professional development and self-reflection. Advisees are required to complete a self-assessment prior to these mandatory advising meetings.

Advisees will be notified of the time frame during which they are required to schedule and complete their advisor/advisee meetings. Students are expected to contact their faculty advisor as soon as they are notified. Failure to do so may be considered a professionalism violation. It is the student's responsibility to contact their advisor when issues need to be discussed at other times.

### **Medical Student Performance Evaluation (MSPE)**

The Medical Student Performance Evaluation (MSPE), previously the "Dean's Letter", is a document utilized in the residency application process. It serves as an evaluation

of a medical student's performance and describes, in a sequential manner, a student's performance through three full years of medical school. As per the American Association of Medical Colleges (AAMC), "the purpose of the MSPE is not to advocate for the student, but rather to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based, to the greatest degree possible, on verifiable information and summative evaluations."

Once the MSPE draft has been created, students will be provided the opportunity to review their MSPE and correct factual errors in the MSPE, but not to revise evaluative statements in the MSPE. The national release date for the MSPE to residency programs is typically October 1 of the student's final academic year preceding the match(es).

## COMLEX Policies

Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. These examinations are:

- COMLEX Level 1 (COMLEX 1)
- COMLEX Level 2CE (COMLEX 2CE)

Students are required to take COMLEX during specific time-frames listed in the sections below. Students must be actively participating in curricular activities (e.g. not on a leave of absence) to sit for COMLEX. If a student is eligible to take COMLEX, and does not take it according to the scheduling requirements listed in this section, it is a professionalism violation and the student will be removed from clinical rotations until a passing score on the COMLEX is received. The student will be referred to the Student Performance Committee.

### **COMLEX Level 1**

Students must take COMLEX 1 prior to the scheduled first day of the OMS III rotations cycle for the class as published in the ATSU-SOMA Schedule. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX 1 if they have:

- Passed all OMS I and OMS II courses
- Achieved a minimum passing score as described in the Integrative II syllabus on a secured version of the Phase 1 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does not meet the COMSAE requirement. See Integrative I and Integrative II course syllabi for details.\*
  - If a student has not achieved at least the minimum COMSAE passing score as described in the Integrative II syllabus within five business days of their examination date or by June 15th of the second academic year, they must meet with their advisor or

their designee to assist the student in creating an individualized preparation plan with benchmarks the student will be required to reach before being authorized to take COMLEX Level 1. It may be necessary to postpone the start of clinical rotations. If a student alters the plan created without prior authorization, this action will be viewed as a professionalism violation with referral to the Student Performance Committee (SPC).

- If a student has not achieved the minimum passing score on a COMSAE exam after three consecutive attempts, they will be referred to the SPC for academic performance inadequacy and may be subject to dismissal.

Under certain circumstances, such as in cases of overall poor academic performance, the student may require a delay in taking the COMLEX. The student will be placed in a Directed Studies course until a minimum passing score on a COMSAE is achieved and COMLEX Level I has been taken.

Extended time to take the COMSAE for students with disabilities will be provided only if NBOME has approved extended time for a student's COMLEX Level I exam. Proof of NBOME's approval must be submitted to ATSU Learning and Disability Resources Office (disabilityresources@atsu.edu) by May 1st of the OMS II year. Otherwise, the COMSAE will be taken with standard timing.

\*The Phase 1 COMSAE exams are administered to OMS II students during the Integrative II course.

### **COMLEX Level 1 First Failure**

Failure of COMLEX Level 1 may significantly impact a student's clinical rotation schedule and progression through the curriculum.

A student who fails the first attempt of COMLEX Level 1 is required to inform immediately the Student Achievement team, their RDME(s), and their clinical education coordinator (CEC) when they are notified of their result. Based on the student's past academic record, they may be required to appear before the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA may be reviewed by the SPC.

If a retake exam is granted by the SPC, the Student Achievement team and/or faculty designee will work with the student to create an individualized remediation plan which may include time off clinical rotations, Directed Studies, a formal board preparation course, and documentation of an additional secured and proctored COMSAE score greater than the minimum passing score.

The student must re-take COMLEX Level 1 within eight weeks of notification of failure unless otherwise prescribed.

The student must submit evidence at least five business days prior to taking the COMLEX of a minimum score on a secured version of the timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does not meet the COMSAE requirement.

If a student has not achieved the minimum passing score on a COMSAE exam after three consecutive attempts, they will be referred to the SPC for academic performance inadequacy and may be subject to dismissal.

#### **COMLEX Level 1 Second Failure**

A student who fails the second attempt of COMLEX Level 1 is required to immediately inform the Student Achievement team, their RDME(s), and their CEC.

The student will be removed from clinical rotations at the conclusion of their current clinical clerkship, placed on Directed Studies, and placed on academic probation if the academic status reflects otherwise. The student is required to meet with the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program.

#### **COMLEX Level 1 Third Failure**

A student who fails a third attempt of COMLEX Level 1 will be recommended by the SPC for dismissal.

#### **COMLEX Level 2CE**

Students who are on-track with their OMS IV class are required to take COMLEX Level 2CE by September 1 of the OMS IV year. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX Level 2CE if they have:

- Successfully completed all OMS III Core curricular requirements including the Osteopathic Principles and Practice (OPP) course.
- Submitted evidence at least five business days prior to taking the COMLEX Level 2CE of a minimum score (as communicated to the students at the end of their OMS III year) on a secured version of the Phase 2 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) provided by ATSU-SOMA. A minimum passing score on an unsecured COMSAE version (i.e., a version available for purchase by the student) does not meet the COMSAE requirement.
  - If a student has not achieved at least the minimum Phase 2 timed COMSAE score within five business days of their examination date, the student must meet with the Student Achievement team or their designee to assist the student in creating an individualized preparation plan with

benchmarks the student will be required to reach before being authorized to take COMLEX 2CE. During this time, the student may be taken off clinical rotations and placed on Directed Studies to prepare for the examination.

If a student is not in sync with their OMS IV class for any reason, the student is required to take the COMLEX 2CE within 60 days following successful completion of all OMS III curricular requirements (see above section for OMS III curricular and COMSAE requirements).

Students are given a 24-hour excused absence from rotations to take COMLEX Level 2CE if a request is submitted to the Clinical Education Department at least 10 business days in advance of the examination.

#### **COMLEX Level 2CE First Failure**

Failure of COMLEX Level 2CE may significantly impact a student's clinical rotation schedule, progression through the curriculum, ability to match into residency, graduation, and eligibility to start residency. A student who fails the first attempt of COMLEX Level 2CE is required to inform immediately the Student Achievement team and their RDME(s) and CEC when they are notified of their result. The Student Achievement team and/or faculty designee will work with the student to create an individualized remediation plan, which may include time off clinical rotations, Directed Studies, a formal board preparation course, and an additional minimum passing score on a timed secure COMSAE exam. The student will be referred to the Student Performance Committee (SPC) where academic status and progression in the program will be determined. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC.

If a retake is granted by the SPC, the student must retake COMLEX Level 2CE within eight weeks of notification of the failure.

#### **COMLEX Level 2CE Second Failure**

A student who fails the second attempt of COMLEX Level 2CE is required to inform immediately the Student Achievement team, and their RDME(s) and CEC. The student will be removed from clinical rotations at the conclusion of their current clinical clerkship rotation, placed on Directed Studies, and immediately placed on academic probation if the academic status reflects otherwise. The student is required to meet with the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program.

#### **COMLEX Level 2CE Third Failure**

A student who fails a third attempt of COMLEX Level 2CE will be recommended by the SPC for dismissal.

## **Curriculum**



Students are promoted to each level of the curriculum (e.g., OMS I to OMS II) by meeting the requirements for progression. Listed below are brief overviews of the structure of the didactic and clinical training along with the requirements that must be met to formally progress through the curriculum.

### ***Class Schedule for OMS I and OMS II***

ATSU-SOMA classes are generally scheduled between the hours of 8 a.m. and 5 p.m. Monday thru Friday. Please check individual course syllabi and class schedules for specific class times. When class times must be changed due to circumstances beyond the control of ATSU-SOMA, every effort will be made to provide as much advanced notification as possible. Official ATSU holidays are published in the Academic Calendar; students are advised to check this calendar prior to making travel plans for holidays and time away from campus. Occasionally, it is necessary to schedule class activities on evenings or weekend days. Every attempt will be made to provide as much advanced notice as possible for these activities.

Occasionally classes may end early or run late or other circumstances may occur that will cause some lapse in the published schedule. Students are advised to maintain access to study materials during these periods so that time may be utilized productively. Please be advised that faculty are directed to begin and end classes on the published ATSU-SOMA schedule.

### ***Year One (OMS I)***

The OMS I curriculum is conducted primarily on the Mesa, Arizona campus. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online OMS I master academic calendar contains information concerning holidays and examinations. Each course syllabus contains course requirements and due dates for course assignments.

Requirements for progression to OMS II

- Pass all OMS I coursework and maintain a good academic standing.
- Comply with all professionalism standards of behavior and ATSU-SOMA technical standards.
- Maintain comprehensive health insurance, disability insurance, BLS certification and current immunization standards.

### ***Year Two (OMS II)***

The OMS II curriculum is conducted primarily at a student's assigned community partner site. OMS II coursework consists of synchronous and asynchronous learning activities that include a combination of didactic, clinical, and patient care experiences which reinforce and enhance the knowledge, skills, and attitudes acquired during the OMS I year. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site

activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online academic calendar contains information concerning holidays, synchronous activities across all community partner sites, and examinations. Each course syllabus contains course requirements and due dates for course assignments. Additionally, each community partner site provides a weekly schedule of clinical experiences, medical skills, small group, OPP, and other assigned activities.

### **Clinical Assignments and Responsibilities**

Consistent with ATSU-SOMA's mission, students participate in an early clinical experience in their assigned community partner site environment beginning in year two. The Medical Skills courses in OMS year 2 are designed to maintain and enhance the cognitive and psychomotor skills necessary to obtain a medical history and perform a physical examination, support the personal and professional development of the student, help the student understand the mission of the community health center, and model primary care continuity-based clinical service.

### **Requirements for progression to OMS III**

Students are classified as OMS III upon completion of the following the requirements:

- Successful completion of all OMS II requirements
- Compliance with all professionalism standards of behavior and ATSU-SOMA technical standards
- Successful completion of requisite COMSAE at a score of 450 or higher.
- Maintain comprehensive health insurance, disability insurance, BLS certification and current immunization standards
- Obtain ACLS certification

### ***Year Three (OMS III)***

#### **International Rotations**

Section removed.

### **Requirements for progression to OMS IV**

- Successful completion and passing of OMS III clerkship requirements and OMS III OPP course.
- Compliance with all professionalism standards of behavior and ATSU-SOMA technical standards.
- Maintain comprehensive health insurance, disability insurance, BLS and ACLS certification, and current immunization standards.

### ***Year Four (OMS IV)***

Core rotations are scheduled in four-week blocks, except for Neurology, which is a two-week rotation. This is the academic year where the student has four Core rotations, four Selectives and three Electives. This is the year to schedule audition rotations and/or spend more time in one area of practice. A maximum combination of four Electives/Selectives in one medical specialty may be taken, yet not consecutively, in OMS IV. In addition to the study materials and expectations of the individual



clerkship attending or preceptor, each Core rotation has an ATSU-SOMA Clerkship Director who develops and oversees the clerkship didactic materials and academic objectives. The ATSU-SOMA Clerkship Director posts and maintains all ATSU-SOMA clerkship materials on the learning management system. Students work directly with their RDME(s) and the regional Clinical Education Coordinator in scheduling and maintaining their academic schedule. The Clinical Education Department oversees the OMS IV clerkship year. Students are expected to participate in rotation activities on a weekly basis, even if the student's preceptor is not on service.

## Courses: Descriptions and Credit Values

### First Year: Fall Semester

#### Case-based Inquiry (CBIQ) Curriculum

In a CBIQ curriculum, passive reception of information is almost eliminated. Students are placed into small groups and assigned a faculty member whose function is to facilitate discussion in the group. In this process, a series of patient cases and clinical presentation schemes serve as a basis for learning and applying the basic, clinical and health systems sciences. In this scenario, the object is not to diagnose the case, but to use it to *identify* key opportunities for learning which then act as topics for further study. Students work independently on their learning topics before the next group meeting, at which time the new information is discussed and refined in the context of the case. If necessary, further learning topics are then identified and studied.

With this approach, the memorization of singular isolated facts is de-emphasized. The skills that help students develop into self-directed, independent and Master Adaptive learners are emphasized. Along with learning the basic, clinical and health systems sciences, the "process" of learning is stressed. The small group setting also fosters the development of a sense of community among students, who learn to work together in a problem-solving and collaborative capacity. They learn both trust and responsibility as active members of the group. They become comfortable in both receiving and giving criticism, with having their position questioned without taking it personally, and questioning without fear of threatening others. The small group process also provides valuable practice in sharpening students' clinical reasoning skills.

Through this approach, students will enhance educational and personal development and:

- Shift the emphasis from teaching to learning, by requiring students to be active, independent, self-directed learners and problem solvers, rather than passive recipients of information. This process enforces key components of Master Adaptive learning used throughout life.
- Emphasize the development of attitudes and skills, which stress the understanding of the new information in a clinical context, rather than the memorization of knowledge.

- Limit the amount of factual information that students are expected to memorize.

The CBIQ curriculum is delivered during the OMSI academic year and divided into 4 blocks as described below.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

#### First Year: Fall Semester

Updated course descriptions.

**CBIQ 5001 – Case-Based Inquiry I, 11 credit hours:** Block 1 focuses on the osteopathic principle that "the body has the ability to heal itself." This block introduces the process of case-based inquiry and the application of basic, clinical, and systems sciences to clinical cases that highlight foundational knowledge of underlying homeostatic mechanisms and osteopathic patient care. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

**CBIQ 5002 – Case-Based Inquiry II, 12 credit hours:** This block builds on the CBIQ process learned in block 1 with special emphasis on cases involving the neuromusculoskeletal system & special Senses. All basic, clinical, and health systems sciences are derived from neuromusculoskeletal cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

**MEDS 5080 – Medical Skills, 5 credit hours:** Medical Skills 5080 is held weekly throughout the fall semester of the first year. The Medical Skills courses will teach the arts of the physical examination, history-taking, chart documentation, and oral presentation of a patient case. The Medical Skills courses are enriched by the mentoring of bedside manner skills and medical student personal growth through communications sessions and standardized patient encounters. Throughout the year, students will participate in large group discussions of topics such as professionalism, evidence-based medicine, the social determinants of health, and health promotion. Students will also engage in small group practice of history-taking and physical examination skills with clinician facilitators, practice of basic medical procedures, simulation activities with patient simulator models, and multiple one-on-one encounters with standardized patients throughout the year. Student skills will be assessed intermittently through the use of graded note-writing, written examinations, and OSCEs (objective structured clinical examinations).

## First Year: Spring Semester

Updated course descriptions.

### **CBIQ 5007 – Case-Based Inquiry III, 11.5 credit hours:**

This block builds on the CBIQ process learned in blocks 1 & 2 with special emphasis on cases involving the cardiovascular and pulmonary systems. All basic, clinical, and health systems sciences are derived from cardiovascular and pulmonary cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to the cardiovascular and pulmonary systems, thus review and application of previously learned material may be emphasized. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

### **CBIQ 5008 – Case-Based Inquiry IV, 12.5 credit hours:**

Block 4 is a continuation of the process introduced during all previous CBIQ blocks with an emphasis on cases involving the gastrointestinal and renal systems. All basic, clinical, and health systems sciences are derived from gastrointestinal and renal cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to the gastrointestinal and renal systems, thus review and application of previously learned material may be emphasized. Clinical presentation schemes are utilized to reinforce clinical decision making and to guide in identification of the underlying mechanisms leading to key clinical decision-making points. Material presented in Medical Skills and Osteopathic Principles and Practice are integrated to emphasize clinical reasoning and application.

## Year 4 Clerkships and Courses

Updated course descriptions.

**CORE 7000 – Family Medicine I, 4 credit hours:** The clerkship in Family Medicine consists of two required, four-week Core experiences. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of Family Medicine and the unique practice of the osteopathic family physician through the integration of didactic knowledge and clinical experiences.

**CORE 7001 – Family Medicine II, 4 credit hours:** This is the second of the two required four-week Family Medicine core rotations. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic

experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective and function as a member of the interprofessional healthcare team, continually striving to provide optimum quality patient care and services in a complex system.

**CORE 7006 – General Surgery, 4 credit hours:** The clerkship in General Surgery provides the student with an overview of General Surgery through an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

**CORE 7002 – Internal Medicine I, 4 credit hours:** The clerkship in Internal Medicines consists of two required, four-week Core experiences, providing the student an overview of the clinical specialty of General Internal Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines and reflect the unique practice of an Osteopathic Internal Medicine physician.

**CORE 7003 – Internal Medicine II, 4 credit hours:** This is the second of the two required four-week Internal Medicine core rotations. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective and function as a member of the interprofessional healthcare team, continually striving to provide optimum quality patient care and services in a complex system.

**CORE 7005 – OB/Gyn, 4 credit hours:** The OB/GYN clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of obstetrics and gynecology through the integration of didactic knowledge and clinical experiences. Students will be exposed to the primary care screening protocols as well as diagnosis and management of various abnormalities involving women's care.

**CORE 7004 – Pediatrics, 4 credit hours:** The Pediatrics clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient

encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of pediatric medicine through the integration of didactic knowledge and clinical experiences. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

**CORE 7007 – Psychiatry, 4 credit hours:** The Psychiatry clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of psychiatry through the integration of didactic knowledge and clinical experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective, including the patient's physical complaints considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health.

**CPSL 7010-7017 – Maternal and Child Health, 4 credit hours each:** The Maternal and Child Health third year clerkship is designed to grow the student's basic understanding of pediatrics and/or obstetrics through the integration of didactic core knowledge and additional clinical experience. This is a four-week clerkship that may be fulfilled by a single four-week rotation or a combination of two weeks each in pediatrics and/or OB-GYN. Students will receive exposure to patients in both ambulatory and inpatient settings, and wherever possible learning will occur as part of an integrated set of experiences where students participate in the care of a panel of patients. The four-week MCH clerkship is in addition to the required four-week OB/GYN and Pediatrics clerkships which students must also complete. To satisfy the MCH clerkship requirements, students can either do two additional weeks of OB/GYN plus two additional weeks of pediatrics or choose to do 4 additional weeks in either OB/GYN or Pediatrics.

#### **Year 4 Clerkships and Courses**

Updated course descriptions.

**CORE 8000 – Cardiology, 4 credit hours:** The Cardiology clerkship is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

**CORE 8001 – Critical Care, 4 credit hours:** The Critical Care clerkship is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in the inpatient setting or in Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

**CORE 8003 – Emergency Medicine, 4 credit hours:** The clerkship in Emergency Medicine provides the student with an overview of the clinical specialty of Emergency Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students participate in direct patient care, learning within several traditional disciplines. This clerkship will provide students with a multifaceted view of Emergency Medicine through clinical reasoning and evidence-based medicine, as well as the incorporation of psychosocial factors, cultural diversity, and resource management.

**CORE 8002 – Neurology, 2 credit hours:** The Neurology clerkship is a required, two-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience on how to care for patients with neurological symptoms and disorders through practical contact and observation.

#### **SELE 8006-8090 – Selective II: Medicine, Research, or Academic Study, 4 credit hours:**

##### Medicine Option

This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

##### Research Option

The Selective II: Research clerkship is a four-week course. The purpose of the Research Selective is to provide meaningful research experiences for SOMA medical students, with the expectation that students will gain initial experience and interest in research that will carry over into the practice of medicine. The goals of the Research Selective are to provide students an opportunity to participate in an ongoing research project, to create a

greater appreciation for clinical, basic science, or medical education research, and to introduce future physicians to good research practices.

#### Academic Study Option

This clerkship is designed to provide the student with the opportunity to prepare for board examinations or perform any approved academic activity through reviewing educational content and participating in optional clinical experiences. The student will submit a comprehensive board study syllabus and timeline for their curriculum of study for approval to the RDME and the CEC. The study syllabus must clearly outline a minimum of 160 hours of academic study time over the four-week rotation period. The activities and hours for each day must be listed in detail. Scheduled dates of the COMLEX and USMLE exam should also be noted. The RDME will oversee weekly progress and submit an evaluation at the end of the rotation.

### End-of-Rotation Examinations

End-of-Rotation Examinations are required after each Core Rotation. ATSU-SOMA currently uses the NBOME COMAT examination for the OMS III year and Emergency Medicine in the OMS IV year, and Final Course exams (administered via the Learning Management System) for the remaining Core Rotations in the OMS IV year. These electronic examinations are to be scheduled for and taken on the last day of the rotation (usually a Friday). For the OMS III, these examinations are to be taken for Family Medicine, Internal Medicine, OB/Gyn, Pediatrics, Psychiatry, and Surgery. In addition, the OPP COMAT must be taken and passed in the second semester of the OMS III year. See the OPP syllabus for further requirements. For the OMS IV, these Core Rotations are Cardiology, Critical Care, Neurology, and Emergency Medicine. The student must have engaged in the rotation prior to being eligible to sit for the post-rotation exam at the completion of that rotation, and not before. Extensions are considered for extenuating circumstances by the Assistant Dean of Clinical Education.