Doctor of Philosophy in Health Sciences

Cohort: HS 14

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Program Description

The Doctor of Philosophy (PhD) in Health Sciences equips students with the skills needed to excel in academia, research, and advanced clinical practice. Our program focuses on developing lifelong, evidence-based scholars who can conduct, evaluate, and integrate research into their work. We support students in pursuing leadership roles and developing effective teaching strategies.

Students complete a core curriculum and then select four elective courses with the option to specialize in one of three areas. Our cohort-based approach and blended format, with immersive experiences in Provo, UT, support distance learners through asynchronous and collaborative learning. Students benefit from RMU's expertise in hybrid digital learning and the opportunities for mentorship, peer collaboration, and critical feedback on campus.

Degree Objectives

The PhD in Health Sciences Program is committed to the development of healthcare professionals who can:

- Conduct and disseminate evidence-based, sound, ethical scholarly work to contribute to the current body of scientific knowledge in their field.
- Develop expertise in quantitative and qualitative research methodologies, demonstrating the ability to select and apply appropriate methods based on the research context, effectively implement them in practical settings, and gain a deeper understanding of their theoretical foundations.
- Develop and deliver instructional designs and assessment strategies based upon best practices in the scholarship of teaching and learning.
- Enhance leadership abilities, including competence in the roles of clinician, researcher, educator, and leader.

Core Courses: Students are required to complete a core curriculum designed to equip them with essential skills in research, academic writing, teaching, learning theory, and leadership. These foundational courses focus on developing rigorous research methodologies,

enhancing scholarly writing abilities, and understanding best practices in pedagogy and learning theory. Additionally, students engage in leadership topics to prepare them for influential roles in academic, clinical, and healthcare settings.

Elective Courses:
Students may choose 12 credits across specialized areas or additional research courses, crafting a tailored academic experience that supports interdisciplinary research, clinical practice, and evolving professional interests. Ideal for those in clinical fields or pursuing innovative, interdisciplinary projects, this option allows for a personalized program drawing from diverse disciplines and encouraging unique approaches to complex challenges. Whether selecting a focused specialization or flexible, cross-disciplinary approach, our program fosters rigorous research skills and intellectual depth aligned with each student's goals.

Learning Over Time by Design
The PhD in Health Sciences program is intentionally structured to demonstrate learning over time, progressing from foundational scholarly development to integrated professional performance and ultimately to independent dissertation research. The program explicitly demonstrates learning over time through a scaffolded assessment model in which students engage with core competencies across multiple semesters at increasing levels of complexity, independence, and professional expectation. Readiness for the dissertation phase is ensured through a series of program-level scholarly benchmarks completed during the didactic phase. In combination with assessments embedded directly in courses, these scholarly benchmarks provide summative evidence that students possess the scholarly judgment, methodological competence, ethical grounding, and dissemination capacity necessary for successful independent dissertation research.

Learning is assessed through:
- Embedded course assignments
- Program-level scholarly benchmarks
- Dissertation scholarly benchmarks

Program-level scholarly benchmarks, outside of structured courses, include the following:
- Pre-Dissertation Scholarly Benchmarks
    - Methodology Analysis
    - Teaching Demonstration
    - Formal Self-Evaluation
    - Peer Review of Substantive Work
    - Leadership Vision Project
    - Pre-Dissertation Manuscript Submission

- Dissertation-Level Scholarly Benchmarks
    - Oral and Written Proposal Defense
    - Submit a Proposal for Presentation to an RMU Sponsored Event: I.e. Mountain West Research Summit or University Showcase and an External Professional Organization
    - Pre-Final Defense Manuscript Submission
    - Oral Final Dissertation Defense

If a required scholarly benchmark is not demonstrated, a formal, individualized remediation plan will be developed in collaboration with the student and their academic advisor. The plan will specify the benchmark requiring improvement, define actionable steps, establish a clear timeline for completion, and identify criteria for reassessment. The student's progress will be monitored through regular follow-up, and additional academic support or resources will be provided as needed to promote successful achievement of the scholarly benchmark.

General Program Requirements

Completion of all program requirements by the end of semester 15 is considered on-time graduation.

- Complete a minimum of 57 credit hours specific to the PhD in Health Sciences degree program.
    - 25% of graduate-level coursework can be transferred from a regionally or nationally accredited University upon approval by university administration.
    - Minimum passing grade is B- for each course. Please see the University Handbook for further details on this policy.
- Demonstrate all program-level scholarly benchmarks that fall outside of structured courses.
- Demonstrate all dissertation-level scholarly benchmarks that fall outside of structured courses.

Program Outline & Requirements

Course Code & Title	Credits	Semester	Format/ Onsite Req
Health Sciences Core Courses			
HS 712 Research Methods	3	Fall	Online
HS 718 Scholarly Writing in Health Sciences	3	Fall	Online
HS 720 Qualitative Research	3	Winter	1.5 days
HS 722 Biostatistics I	3	Winter	1.5 days
HS 740 Teaching & Learning Theory	3	Summer	Online
HS 746 Leadership in Health Sciences	3	Summer	Online
HS 762 Literature Review Analysis & Synthesis	3	Fall	Online
HS 765 Manuscript & Grant Writing	3	Winter	1.5 days
HS 820 Prospectus Development	3	Summer	1.5 days
Health Sciences Core Required Credits:	**27**		
Dissertation Courses			
HS 870 A Dissertation Seminar I	3	Fall	Online
HS 870 B Dissertation Seminar II	3	Winter	Online
HS 870 C Dissertation Seminar III	3	Summer	Online
Dissertation Required Credits:	**9**		
Research Courses (pick 3)			
HS 715 Concepts of Measurement	3	Summer	Online
HS 727 Survey Research	3	Fall	Online
HS 730 Epidemiology	3	Fall	Online
HS 732 Biostatistics II	3	Winter	1.5 days
HS 734 Qualitative Research II	3	Summer	Online
HS 736 Mixed Methods Integration	3	Winter	1.5 days
HS 770 Research Practicum	3	All	Online
Research Required Credits:	**9**		
Specialization Courses (pick 4)			
HLA 670 Organizational Behavior & Management in Healthcare	3	Winter, Summer	Online
HLA 700 Healthcare Legal & Ethical Issues	3	Winter, Summer	Online
HLA 740 Healthcare Delivery	3	Winter, Fall	Online
HP 620 Research Applications in Strength & Conditioning	3	Summer	Online
HP 640 Advanced Sport Performance Technology	3	Fall	Online
HP 714 Recovery Strategies in Exercise & Sport	3	Winter	Online
HP 740 Tactical Fitness & Performance	3	Summer	Online
HPE 620 Clinical Education Experiential Design & Application for Healthcare	3	Winter	Online
HPE 752 Curriculum Design for Healthcare Professions	3	Fall	Online
HPE 754 Evidence-Based Assessment in Healthcare Professions Education	3	Summer & Fall	Online
HPE 760 Instructional Strategies for Healthcare Educators	3	Winter & Summer	Online
HPE 768 Leadership in Higher Education	3	Summer	Online
HS 611 Functional Assessment of Movement	3	Summer	Online
HS 650 Social Determinants of Health	3	Winter	Online
HS 660 Global Health Perspectives	3	Fall	Online
HS 715 Concepts of Measurement*	3	Summer	Online
HS 716 Evidence-Based Clinical Reasoning and Decision-Making	3	Summer	Online
HS 727 Survey Research*	3	Fall	Online
HS 730 Epidemiology*	3	Fall	Online
HS 732 Biostatistics II*	3	Winter	1.5 days
HS 734 Qualitative Research II*	3	Summer	Online
HS 736 Mixed Methods Integration*	3	Winter	1.5 days

HS 770 Research Practicum*	3	All	Online
WE 623 Program Planning for Populations, Communities, & Individuals	3	Winter	Online
WE 630 Nutrition & Exercise for Health & Wellness	3	Summer	Online
WE 700 Theories of Behavior Change	3	Fall	Online
WE 717 Innovations in Integrative Health	3	Summer	Online
Elective Required Credits:	**12**		
Total Program Required Credits:	**57**		

*Indicates course can be used as an Elective if not used as a Research course.

Summer Semester Start Schedule		Credits	Delivery
Semester 1 Summer 2026	HS 740 Teaching & Learning Theory	3	Online
	HS 746 Leadership in Health Sciences	3	Online
	Semester total:	6	
Semester 2 Fall 2026	HS 712 Research Methods	3	Online
	HS 718 Scholarly Writing in Health Sciences	3	Online
	Semester total:	6	
Semester 3 Winter 2027 (On-site)	HS 720 Qualitative Research	3	1.5 days
	HS 722 Biostatistics I	3	1.5 days
	Value-Added On-Site	-	1 day
	Semester total:	6	
Semester 4 Summer 2027			
	Elective Research 1 HS 715 Concepts of Measurement HS 734 Qualitative Research II HS 770 Research Practicum	3	Online
	Specialization/Elective Course 1	3	Online
	Semester total:	6	
Semester 5 Fall 2027	HS 762 Literature Review Analysis and Synthesis	3	Online
	Elective Research 2 HS 727 Survey Research HS 730 Epidemiologic Methods HS 770 Research Practicum	3	Online
	Specialization/Elective Course 2	3	Online
	Semester total:	9	
Semester 6 Winter 2028 (On-site)	HS 765 Manuscript & Grant Writing	3	1.5 days
	Elective Research 3 HS 732 Biostatistics II HS 736 Mixed Methods Integration HS 770 Research Practicum	3	1.5 days 1.5 days Online
	Specialization/Elective Course 3	3	Online
	Value-Added On-Site	-	1 day
	Semester total:	9	

Fall Semester Start Schedule		Credits	Delivery
Semester 1 Fall 2026	HS 712 Research Methods	3	Online
	HS 718 Scholarly Writing in Health Sciences	3	Online
	Semester total:	6	
Semester 2 Winter 2027 (On-site)	HS 720 Qualitative Research	3	1.5 days
	HS 722 Biostatistics I	3	1.5 days
	Value-Added On-Site	-	1 day
	Semester total:	6	
Semester 3 Summer 2027	HS 740 Teaching & Learning Theory	3	Online
	Elective Research 1 HS 715 Concepts of Measurement HS 734 Qualitative Research II HS 770 Research Practicum	3	Online
	Specialization/Elective Course 1	3	Online
	Semester total:	9	
Semester 4 Fall 2027	HS 762 Literature Review, Analysis and Synthesis	3	Online
	Elective Research 2 HS 727 Survey Research HS 730 Epidemiologic Methods HS 770 Research Practicum	3	Online
	Specialization/Elective Course 2	3	Online
	Semester total:	9	
Semester 5 Winter 2028 (On-site)	HS 765 Manuscript & Grant Writing	3	1.5 days
	Elective Research 3 HS 732 Biostatistics II HS 736 Mixed Methods Integration HS 770 Research Practicum	3	1.5 days 1.5 days Online
	Specialization/Elective Course 3	3	Online
	Value-Added On-Site	-	1 day
	Semester total:	9	

Semester 7 Summer 2028 (On-site)	HS 820 Prospectus Development	3	1.5 days	**Semester 6 Summer 2028 (On-site)**	HS 820 Prospectus Development	3	1.5 days
	Specialization/Elective Course 4	3	Online		Specialization/Elective Course 4	3	Online
	Value-Added On-Site	-	1 day		*Value-Added On-Site*	-	1 day
					HS 746 Leadership in Health Sciences	3	Online
	Semester total:	6			**Semester total:**	9	
Semester 8 Fall 2028	HS 870 A Dissertation Seminar I	3	Online	**Semester 7 Fall 2028**	HS 870 A Dissertation Seminar I	3	Online
	Semester total:	3			**Semester total:**	3	
Semester 9 Winter 2029	HS 870 B Dissertation Seminar II	3	Online	**Semester 8 Winter 2029**	HS 870 B Dissertation Seminar II	3	Online
	Semester total:	3			**Semester total:**	3	
Semester 10 Summer 2029	HS 870 C Dissertation Seminar III	3	Online	**Semester 9 Summer 2029**	HS 870 C Dissertation Seminar III	3	Online
	Semester total:	3			**Semester total:**	3	
Needed Semesters until completion	Residency – HS 877 C, HS 877 D, etc. as needed (3 credits per course/semester, all online) *Continue with 3 credits per semester until all General Program Requirements have been met.* *Not included in program tuition. Forum based courses, 2 week modules.*						
	Total program required credits:	**57**			**Total program required credits:**	**57**	
Six-year deadline for program completion from start of program							

Course Descriptions

Health Science Core Courses

HS 712 Research Methods **(3 credits)**
This course provides a foundation in quantitative research methods and ethics, covering formulating a clinical research question, study design, principles of measurement, reliability and validity, and critical appraisal of literature. Additional topics include data collection methods, sampling techniques, and ethical considerations specific to quantitative research. Students will critically appraise research evidence, describe the application of the evidence and participate in lectures, small group discussions, and interactive practice activities.

HS 718 Scholarly Writing in Health Sciences **(3 credits)**
This course equips students with advanced writing skills and essential techniques for scholarly communication in health sciences. Emphasizing clarity, conciseness, and rigor, the course covers search methodologies, proper formatting, editing, and composition of professional manuscripts. Students will develop coherence, precision, and logical flow in their work through structured exercises, peer review, and revision. By course end, students will be prepared to produce impactful, well-crafted scholarly work that meets professional and academic standards in health sciences.

HS 720 Qualitative Research **(3 credits)**
This course introduces the student to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on the appropriate use and differences of qualitative methods, their philosophical underpinnings, and application to clinical issues.

HS 722 Biostatistics I **(3 credits)**
This course introduces students to foundational biostatistical principles and techniques for analyzing and interpreting data in biological and health science contexts. Topics include descriptive statistics, probability theory and distributions, sampling, correlation, linear regression, t-tests, one-way analysis of variance, data visualization, hypothesis testing fundamentals (effect size and statistical power), and introductory statistical software (e.g., SPSS, R, Excel). Emphasis will be placed on developing practical skills for analyzing and interpreting data to inform scientific decision-making.

HS 740 Teaching & Learning Theory **(3 credits)**
This course incorporates a learner centered approach to course development and instructional delivery based on the best evidence of how people learn. Students will demonstrate both traditional and innovative instructional techniques and strategies for teaching in didactic and clinical settings based upon the evidence-base of best teaching practices.

HS 746 Leadership in Health Sciences (3 credits)
This course focuses on developing essential leadership skills in health sciences, emphasizing mentorship, change management, and quality improvement. Students will create a personal leadership statement to define their approach and values while exploring strategies to support and inspire team members. Key topics include mentorship techniques for guiding future professionals, methods for implementing sustainable change management, and strategies for fostering continuous quality improvement in healthcare. Through case studies, practical exercises, and peer discussions, students will gain tools to cultivate a culture of excellence, adaptability, and mentorship within diverse health science settings.

HS 762 Literature Review Analysis & Synthesis (3 credits)
This course provides the student with skill sets to conduct a literature search, analysis and synthesis on a selected research topic complimentary of their dissertation. Research will be systematically selected based upon quality of design/methods, relevance to proposed dissertation/study instruments and linkage to research hypothesis/questions. Submission of a synthesis paper with literature summary table will be included.

HS 765 Manuscript & Grant Writing (3 credits)
This course will provide students with opportunities to explore a variety of professional and scientific writing techniques for publication. Students will learn the best practices in the formatting, submission, and dissemination of research findings, culminating in the ability to develop and submit competitive manuscripts to peer-reviewed journals. Students will prepare an outline of a manuscript related to their dissertation based upon a chosen journal's guidelines. Additionally, an overview of the grant writing process will be presented. Variations of funding organizations, types of grant proposals, and grant writing best practices will be covered. Opportunities for grant funding for health science research, including searching for grant opportunities and developing a grant proposal, will be emphasized. *Prerequisite: HS 712*

HS 820 Prospectus Development (3 credits)
This course provides students with essential skills to develop and present a research prospectus for their dissertation study. Emphasizing careful planning, students will formulate a clear prospectus that includes background, scientific rationale, research questions, and initial methodology. They will gain practical knowledge on the responsible conduct of research, the informed consent process, and Institutional Review Board requirements. Students will finalize their written prospectus, secure dissertation committee commitments, and prepare for an oral presentation, gaining confidence in presenting their research to faculty and peers. *Prerequisite: HS 765*

Dissertation Courses

HS 870 A Dissertation Seminar I (3 credits)
This course is designed for students to begin their dissertation project by recruiting dissertation committee members; developing a dissertation prospectus followed by the

dissertation proposal (3-chapter format that includes: Introduction, Literature Review, Methods). Ideally this course concludes with the oral defense of the written dissertation proposal. Throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal or work-related factors that might influence dissertation progress. *Prerequisite: HS 810*

HS 870 B Dissertation Seminar II **(3 credits)**
This course is designed for students to develop and ideally gain approval of their dissertation IRB application and to begin collecting data as the IRB is approved. Students will discuss challenges with implementation of the research project and work with instructors and peers in mitigating challenges. Regardless of where the student is in the dissertation process, throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal, or work-related factors that might influence dissertation progress. *Prerequisite: HS 810*

HS 870 C Dissertation Seminar III **(3 credits)**
This course is designed for students to complete data collection and analysis, and to complete the dissertation manuscript. Students will discuss challenges with finalizing the research project and work with instructors and peers in mitigating challenges in manuscript writing. Regardless of where the student is in the dissertation process, throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal, or work-related factors that might influence dissertation progress. *Prerequisite: HS 810*

Research Courses

HS 715 Concepts of Measurement **(3 credits)**
In this course, students will explore concepts related to the development and use of standardized measurement tools. Important concepts for exploration include validity, reliability, responsiveness of the tool, confidence intervals, as well as likelihood ratios. Various forms of assessments, including patient reported outcomes and performance-based measures, will be explored along with their respective measurement concepts. Learners will critique measurement tools in their discipline and will explore the overall process for validating a measure. Further, learners will explore the potential reach of tools to populations or groups not tested.

HS 727 Survey Research **(3 credits)**
This course will familiarize students with the theory, development, and application of survey research design and methods. Students will learn the principles and practices of conducting survey research, including developing psychometrically sound accounting for and reducing sources of error, designing appropriate sampling strategies, assessing the reliability and validity of self-constructed questionnaires, administering surveys through

various means, and analyzing and reporting survey research results. How to integrate qualitative inquiry with survey research to develop and conduct a mixed-method study, including writing results, will be emphasized. *Prerequisite: HS 712*

HS 730 Epidemiology **(3 credits)**
This course will introduce the student to important epidemiological methodology/ concepts commonly used in evidence-based practice/medicine. The course will focus on the common observational designs, and common measures of disease frequency, risk association, and validity of diagnostic tests. The use and construction of receiver operating curves will be discussed. The course will also include an introduction into logistic regression and survival analysis methods in how they apply to disease outcomes/disorders. Students will conduct and apply basic epidemiological concepts using statistical software and learn how to design and develop. The student will be provided with information to aid in data collection and management. *Prerequisite: HS 722*

HS 732 Biostatistics II **(3 credits)**
The purpose of this course is to build upon the topics introduced in Biostatistics 1. This course will cover such topics as factorial ANOVA, ANCOVA, MANOVA, multiple linear regression and non-parametric group comparisons. *Prerequisite: HS 722*

HS 734 Qualitative Research II **(3 credits)**
This course is the second in a two-course sequence on qualitative research methods that extends and elaborates on the topics covered in HS 720. Major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in healthcare will be examined. The emphasis of the course is on the collection, management, analysis, and interpretation of qualitative data. Exploration and application of topics such as sampling, interviewing and observation techniques, data analysis methods, and reporting of qualitative research will be addressed. Evaluation and critique of research studies utilizing qualitative methods will also be examined. *Prerequisite: HS 720*

HS 736 Mixed Methods Integration **(3 credits)**
This course offers an in-depth exploration of techniques and strategies for integrating quantitative and qualitative data in research, with a focus on mixed methods study design. Students will learn how to effectively combine these data types to provide a comprehensive analysis and robust interpretation of research findings. The course emphasizes practical applications, including data triangulation, merging datasets, and ensuring consistency between qualitative and quantitative results. *Prerequisite: HS 720*

HS 770 Research Practicum **(3 credits)**
Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail.

Elective Courses

HLA 670 Organizational Behavior & Management in Healthcare (3 credits)
This course provides future healthcare leaders with the essential knowledge and competencies to analyze, manage, and optimize organizational performance within complex systems. The curriculum translates foundational theories of organizational dynamics and design into practical strategies for achieving operational excellence, focusing on the structures and systems that drive behavior and results. Specific topics include governance, strategic management and marketing, human resources management, recruiting, training, process improvement, management theory, and employee wellbeing. The course provides students with knowledge about how the best healthcare provider organizations respond to their environment, foster innovation, deliver high quality, cost-effective healthcare, and how they make and implement decisions about future activities.

HLA 700 Healthcare Legal & Ethical Issues (3 credits)
This course explores the legal and ethical issues and dilemmas in the delivery of healthcare. The principles and practical application of laws and regulations affecting operational decisions of healthcare providers, health plans, and third-party payers are discussed. Also addressed are social, moral, and ethical issues encountered in the balance of patient interests, needs and rights.

HLA 740 Healthcare Delivery (3 credits)
This course will train healthcare leaders to implement or teach principles of delivering better healthcare at lower costs through improving clinical and non-clinical processes. This course will introduce methods and tools for conducting quality improvement projects. Also discussed will be methods of health services research, teams and teamwork, outcome measurement, and medical informatics. A key learning experience of this course will be developing and implementing a quality improvement project.

HP 620 Research Applications in Strength & Conditioning (3 credits)
This course has students analyzing current scientific research within the field of strength and conditioning program design, allowing students to critically analyze research findings and translate them into effective training plans for athletes of varying levels and sport demands, incorporating concepts like periodization, exercise selection, and training stimulus manipulation based on evidence-based practices.

HP 640 Advanced Sport Performance Technology (3 credits)
This course teaches students about the impact of innovations in the sports technology sector, and how to use data to make decisions. Students learn how to use data to assess performance and health, and how to use technology to facilitate sports science assessments.

HP 714 Recovery Strategies in Exercise & Sport (3 credits)
This course will explore advanced recovery strategies used in exercise and sport, focusing on both the physiological and psychological mechanisms that underpin recovery processes. Students will critically examine the latest research to optimize performance and prevent overtraining. Students will learn to design personalized recovery strategies tailored to individual needs, training loads, and sport-specific demands, with an emphasis on evidence-based practices.

HP 740 Tactical Fitness & Performance (3 credits)
This course will have students reviewing various methods and strategies for improving training methods, and field experience to help tactical professionals improve their performance, readiness, and longevity. Topics such as injury prevention and tactical job preparation will be examined and debated. Tactical fitness research and literature will serve as the content for developing professionals capable of supporting the tactical field.

HPE 620 Clinical Education Experiential Design & Application for Healthcare Professions (3 credits)
This course addresses the many issues germane to experiential or clinical education in the healthcare professions by reviewing the design, implementation and assessment of clinical experience in the healthcare fields. Among the topics to be covered include supervisory policies and practices, communication, feedback, developing clinical expertise and reasoning skills, professionalism, student learning documentation and mapping, preceptor/supervisor training and development, and the role of entrust able professional activities, competencies and milestones in student clinician development.

HPE 752 Curriculum Design for Healthcare Professions (3 credits)
This course focuses on the design of modern health professions curricula that effectively integrate basic and clinical sciences while seamlessly connecting didactic and experiential learning. Emphasizing andragogic principles and innovative delivery methods, students will explore strategies for creating meaningful program outcomes and assessment opportunities that ensure quality and excellence. Contemporary topics such as incorporating clinical experiences, addressing sociocultural factors in healthcare, and navigating accreditation standards and constraints in healthcare professions education will also be addressed.

HPE 754 Evidence-Based Assessment in Healthcare Professions Education (3 credits)
This course explores contemporary, evidence-based models and techniques for assessing student classroom and clinical performance, instructor effectiveness, and overall educational program quality. Emphasizing a unique and modern approach to programmatic assessment, students will design and implement comprehensive assessment plans, interpret diverse data sources, and develop strategies for continuous improvement. Through a focus on programmatic assessment, students will learn to create cohesive, longitudinal assessment systems that provide insight into educational effectiveness.

HPE 760 Instructional Strategies for Healthcare Educators (3 credits)
This course provides a comprehensive exploration of instructional strategies and technologies essential for effective teaching in healthcare education, covering online, blended, and traditional classroom environments. Emphasis is placed on the design and delivery of low and high fidelity, simulation-based, and mixed media resources that support dynamic and interactive learning experiences. Students will examine best practices in course design and instructional delivery, engaging with current instructional technologies.

HPE 768 Leadership in Higher Education (3 credits)
This course provides an in-depth exploration of leadership and administrative roles within higher education, from departmental management to executive-level positions. Students will examine the structure and responsibilities across various levels of administration, gaining insight into the unique challenges and demands of each role. Key leadership skills such as strategic planning, financial oversight, policy development, and decision-making will be emphasized, along with critical competencies for advancing in academic administration, including communication, conflict resolution, and team building.

HS 611 Functional Assessment of Movement (3 credits)
The purpose of this course is to examine evidence-based, objective measures of movement patterns, proprioception, flexibility, and strength required of individuals engaged in physical activity. Students will be exposed to injury prediction/prevention research and gain clinical skills in performing a comprehensive movement assessment. Factors contributing to movement dysfunction will be identified, and techniques for movement assessment will be outlined and discussed. Through a case-based format, students will formulate and present an intervention plan to address movement dysfunctions found during functional assessments that build on the basics and focus on movement constructs that will minimize future injury risk.

HS 650 Social Determinants of Health (3 credits)
This course is designed to help the learner gain an in-depth understanding of social determinants that influence health and well-being that include education, economic stability, health policies, access to healthcare, neighborhood environments, and social/community factors that impact health. Discussion of inequalities and health disparities will be considered along with evidence-based approaches toward mitigating health disparities.

HS 660 Global Health Perspectives (3 credits)
This course focuses on international perspectives on health regarding healthcare, health practices, and systems issues affecting health in rural, urban, and suburban communities outside the US. The course is designed in a seminar/ field experience format where students participate in synchronous and experiential activities within the US and international communities. Students will complete needs assessments, applied health-related research, and interventions for communities in international venues. Strong emphasis on understanding health issues related to specific international communities and on establishing partnerships for studying international health.

HS 716 Evidence-Based Clinical Reasoning and Decision-Making (3 credits)
This course provides an in-depth analysis of critical thinking, clinical and professional reasoning and decision-making as described in theory and experienced by practitioners. Students will engage in various independent and collaborative learning activities to critically appraise the evidence of different decision-making strategies, culminating in developing their own clinical reasoning practice statement. Students will explore their own reasoning, focused self-reflection, emotional intelligence, and personal/professional development and apply these analyses to current theories of clinical and professional reasoning. Developing a greater sense of professional self and systematic clinical reasoning and decision-making approach will facilitate students' rational, accurate, and consistent care and management of patients and clients.

WE 623 Programming Planning for Populations, Communities, & Individuals (3 credits)
This course challenges learners to develop and articulate the rationale for wellness promotion, health education, and public health programs. Best practice for program design, implementation, and evaluation are examined as is the development and use of needs analyses, health risk assessments, and biometric measures to educate clients/patients and guide programming.

WE 630 Nutrition & Exercise for Health & Wellness (3 credits)
This course includes an overview of chronic diseases and associated risk factors, particularly nutrition and exercise as modifiable risk factors to facilitate health and wellness. Supplemental discussion of other modifiable factors such as sleep, substance use, and stress as these may influence health promotion efforts. Basic skills in exercise prescription and nutritional intervention strategies within the scope of practice are developed.

WE 700 Theories of Behavior Change (3 credits)
This course explores the principal theories of behavior that drive evidence-based practice in health/wellness practice. Emphasis is placed on the determinants of group and individual behavior and behavioral economics in the context of health and wellness is included. Effective application of various theories to create education and/or interventions to alter behaviors of targeted groups or individuals is examined.

WE 717 Innovations in Integrative Health (3 credits)
This course explores diverse approaches in integrative health, emphasizing evidence-based practices to promote overall wellness. Students will examine the role of complementary and alternative therapies in modern healthcare, including their applications and benefits. Topics may include energy-based practices, hands-on bodywork techniques, and mind-body interventions. The course combines interactive lectures, collaborative group work, and experiential learning through hands-on activities, fostering a deeper understanding of these innovative approaches to health and wellness.

Areas of Specialization

By selecting an area of specialization, PhD students can deepen their knowledge and focus their research on a field aligned with their professional objectives and scholarly passions. Specializations include Healthcare Professions Education, Health Promotion and Wellness, and Human and Sport Performance. Each area enables students to engage in impactful research while receiving targeted mentorship from faculty experts.

Healthcare Professions Education (HPE)

The Healthcare Professions Education specialty prepares scholars and stewards of the discipline who excel as educators and researchers in the scholarship of teaching and learning. Graduates of this program emerge as leaders in healthcare education, equipped to advance the field through rigorous academic and practical training. The curriculum emphasizes adult learning theories, fostering a highly interactive environment that focuses on the design, implementation, and assessment of learning experiences tailored to healthcare education. This approach ensures that graduates are not only adept in educational methodologies but also possess the expertise to shape and elevate the standards of healthcare professions education for future generations.

The Healthcare Professions Education specialization is committed to the development of a healthcare professional who can:

- Design and implement effective instructional strategies tailored to healthcare education, applying adult learning theories to foster engagement and promote meaningful learning experiences.
- Critically assess and evaluate healthcare education curricula, utilizing evidence-based practices to align educational programs with current standards and the evolving needs of the healthcare field.
- Evaluate educational programs critically, using assessment methodologies that ensure quality, accountability, and continual improvement within healthcare education.
- Conduct and contribute to scholarly research in healthcare professions education, disseminating findings that elevate educational standards and practices within the healthcare field.

Courses

- HPE 760 Instructional Strategies for Healthcare Educators
- HPE 752 Curriculum Design for Healthcare Professions
- HPE 754 Evidence-Based Assessment in Healthcare Professions Education
- HPE 768 Leadership in Higher Education

Health Promotion & Wellness (HPW)

The Health Promotion and Wellness specialization offers students a comprehensive exploration of wellness, encompassing physical, psychological, spiritual, social, and emotional dimensions of well-being. Central to health promotion is the understanding that wellness is an ongoing journey accessible to all individuals and populations, regardless of

medical conditions or disabilities. Students in this specialty come from diverse backgrounds, aiming to expand their clinical and scholarly expertise beyond traditional medical models. The curriculum emphasizes theories that guide practice, population health, principles of program planning in health promotion, and the foundational roles of nutrition and exercise in supporting well-being.

The Health Promotion and Wellness specialization is committed to the development of a healthcare professional who can:

- Demonstrate the ability to integrate theories of behavior change into wellness programs that effectively support individuals and populations in achieving sustained improvements in health and well-being.
- Develop, implement, and assess health promotion programs tailored to diverse populations, communities, and individuals, emphasizing inclusivity and accessibility for all.
- Apply foundational knowledge of nutrition and exercise to promote holistic wellness, addressing the physical, psychological, and social dimensions of.
- Advocate for and apply innovative, integrative health strategies that promote wellness, advancing an inclusive approach that respects the diverse needs of individuals across all dimensions of well-being.

Courses

- WE 630 Nutrition & Exercise for Health & Wellness
- WE 700 Theories of Behavior Change
- WE 623 Program Planning for Populations, Communities, & Individuals
- WE 717 Innovations in Integrative Health

Human & Sport Performance (HSP)

Human & Sport Performance is an interdisciplinary field that integrates scientific principles to enhance understanding of the human body and its application to performance. Our program equips students with the knowledge and skills needed to work independently in this field, fostering progress and innovation. This field opens new research opportunities by transcending traditional disciplinary boundaries and offering a more comprehensive approach to complex topics. This interdisciplinary study prepares students to support individuals, athletes, and military personnel with a deeper, holistic understanding of human and sport performance.

The Human and Sport Performance specialization is committed to the development of a healthcare professional who can:

- Develop advanced research skills, enabling them to independently access, critically appraise, and synthesize scholarly literature across the interdisciplinary field of human and sport performance, and apply this knowledge to address complex performance-related challenges.
- Design and implement evidence-informed programs that optimize human performance, integrating scientific principles from strength and conditioning, recovery strategies, and tactical fitness to meet the diverse needs of athletes,

military personnel, and other specialized populations.
- Contribute original research to the field, demonstrating leadership in human & sport performance, while fostering innovation and translating scientific knowledge into practical solutions that enhance performance, injury prevention, and overall well-being.

Courses

- HP 620 Research Application in Strength & Conditioning
- HP 640 Advanced Sport Performance Technology
- HP 714 Recovery Strategies in Exercise & Sport
- HP 740 Tactical Fitness & Performance

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