The College of Nursing is proposing a new Graduate Certificate in Interprofessional Healthcare. The Certificate is designed to provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems.

The proposal was received by the Graduate School on 15 June 2018. It was electronically reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 28 June 2018. Revisions were requested and received on 19 July 2018, and met with GS/CAA approval. The revised proposal was moved forward to the Graduate Council on 19 July 2018, electronically reviewed at that level, and approved on 24 July 2018.
Hi Susan:

GS/CAA has approved this proposal. Can this go into the queue for an upcoming Grad Council evote (or on the first in-person meeting of the fall)? Thanks!

Jen

Jennifer Schlueter, PhD
Associate Chair and Director of Graduate Studies, Department of Theatre
Associate Professor | Lab Series Coordinator | Editor, Theatre/Practice
Faculty Fellow, Curriculum, Graduate School
1103 Drake Center, 1849 Cannon Dr, Columbus, OH 43210
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Celia E. Wills, PhD, RN
Graduate Studies Chairperson & College Secretary, Associate Professor
College of Nursing Center for Excellence in Critical and Complex Care (CECCC)
394 Newton Hall | 1585 Neil Avenue Columbus, OH 43210-1289
614-292-4699 Office | 614-292-7976 Fax
wills.120@osu.edu http://nursing.osu.edu/faculty-and-staff/faculty-directory/wills-celia-e.html
Yes! Once we have Cindy’s answer we can go forward. js

Hi Jen, while we’re awaiting Cindy’s input for question 3. Below, I went ahead and used the Word version of the proposal document to integrate the responses into the proposal on p. 5 (attached), which I’ve highlighted in tracked changes for ease of your review. Does this address what is needed? Thanks, Celia

Celia E. Wills, PhD, RN
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This is great, Celia. Thank you! Can you please integrate into the proposal and resubmit?
js
Hi Jen,

For 1., a ‘non-degree’ graduate student refers to a student who is matriculated in the Graduate School to take coursework on a non-degree basis. That is, some students who enroll in the proposed certificate program may be admitted to the Graduate School solely for the purpose of completing the certificate program, and will not be enrolled in a degree-seeking graduate program.

For 2., the missing course number information for Nursing XXXX is because permanent course numbers have not yet been assigned for these courses. Unless otherwise indicated in the table of courses, the course numbers for the new courses will usually be assigned at the 7000 level.

For 3., students will take a minimum of two courses to achieve the core course credit requirement. I copied Cindy Anderson to also contribute to this response for this question, as she communicated directly with Pharmacy on identifying Pharmacy 7801 as a core course (as opposed to including it as an elective course). Based on the prominent interdisciplinary emphasis in the proposed certificate program, I think that Pharmacy students may be most likely to take both Pharmacy 7801 and HRS 5000, as well as either Social Work 5025 or the Nursing Interprofessional Evidence-based Practice course. The elective coursework is otherwise flexible in meeting the minimum 12 credit hours that are required for the certificate program. While students must take at least 12 credits overall, there is some flexibility in the coursework for students to take some additional credits for courses that are tailored to their individual learning goals.

Please let me know if you need any additional information and thank you to you and the GS/CAA for the quick review of this certificate proposal!

Celia

Celia E. Wills, PhD, RN
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From: "Schlueter, Jennifer" <schlueter.10@osu.edu>
Date: Thursday, July 19, 2018 at 10:01 AM
To: Celia Wills <wills.120@osu.edu>, "Bertone, Alicia" <bertone.1@osu.edu>
Cc: Cindy Anderson <anderson.2765@osu.edu>, "Graham, Margaret" <graham.548@osu.edu>, "York, Kathy" <york.130@osu.edu>, "Melnik, Bernadette" <melnik.15@osu.edu>, "Clinchot, Daniel" <clinchot.1@osu.edu>, "Nahikian-Nelms, Marcia"
Subject: Re: Category 3 Interprofessional Healthcare certificate program proposal for review

Dear Celia:

The combined Graduate School/CAA curriculum subcommittee reviewed this proposal electronically. Overall, we were enthusiastic about the proposal and ready to move forward to the Graduate Council for their review. However, a few small questions emerged. If these could be addressed in a revision, I will immediately forward on to the Graduate Council for electronic review.

1. Can you clarify what you mean by “non-degree graduate students” (page 5, first paragraph)?
2. Course numbers are missing for Nursing XXXX on pages 6, 9, and 10.
3. Since Pharmacy 7801 is 0.5 credits, and 2 courses for 5 credits minimum are required for the core, there appears to be no way to achieve 5 credits by taking Pharmacy 7801 and any other core course. Are we reading this correctly? If so, it means that Pharmacy 7801 is at best an optional third course. Therefore, what is the rationale for its inclusion in the core course category? Perhaps the full four-part sequence can be taken to count for a core requirement; if this is the case, then perhaps the course list should be tweaked to make this clear.

4. Thanks for your proposal. Please let me know if you have any questions.

Best,

Jen

Jennifer Schlueter, PhD
Associate Chair and Director of Graduate Studies, Department of Theatre
Associate Professor | Lab Series Coordinator | Editor, Theatre/Practice
Faculty Fellow, Curriculum, Graduate School
1103 Drake Center, 1849 Cannon Dr, Columbus, OH 43210
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From: "Wills, Celia" <wills.120@osu.edu>
Date: Monday, June 11, 2018 at 6:29 PM
To: "Schlueter, Jennifer" <schlueter.10@osu.edu>, "Bertone, Alicia" <bertone.1@osu.edu>
Cc: "Anderson, Cindy M." <anderson.2765@osu.edu>, "Graham, Margaret" <graham.548@osu.edu>, "York, Kathy" <york.130@osu.edu>, "Melnyk, Bernadette" <melnyk.15@osu.edu>, "Clinchot, Daniel" <clinchot.1@osu.edu>, "Nahikian-Nelms, Marcia" <nahikian-nelms.1@osu.edu>, "McAuley, James" <mcauley.5@osu.edu>, "Stepney, Lois" <stepney.3@osu.edu>, "Toft, Jill A." <toft.20@osu.edu>
Subject: Category 3 Interprofessional Healthcare certificate program proposal for review

Dear Dr. Schlueter and Dr. Bertone,

Attached is a proposal submitted on behalf of the Colleges of Nursing, Medicine, Pharmacy, and Social Work, to create a new Category 3 interdisciplinary certificate program, entitled, Interprofessional Healthcare Graduate Certificate.

The four colleges that are collaborating on the certificate program would like to be able to offer the program starting Autumn 2018.

Thank you for your review of this request and please let me know if you need any additional information.

Sincerely,

Celia E. Wills

Celia E. Wills, PhD, RN
Graduate Studies Chairperson & College Secretary, Associate Professor
College of Nursing Center for Excellence in Critical and Complex Care (CECCC)
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June 11, 2018

Alicia L. Bertone, DVM, PhD
Vice Provost for Graduate Studies and Dean of the Graduate School
Jennifer Schlueter, PhD
Faculty Fellow, Curriculum
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1336

Dear Dr. Bertone and Dr. Schlueter:

Attached is a proposal submitted on behalf of the Colleges of Nursing, Medicine, Pharmacy, and Social Work, to create a new Category 3 interdisciplinary certificate program, entitled, Interprofessional Healthcare Graduate Certificate. The proposed certificate program was reviewed and received approved through each college’s curricular committee/s and by the eligible voting faculty in Spring 2018.

Transcript designations and sub-designations for the certificate program by college are requested as described in the certificate proposal (p. 5).

The participating colleges would like to be able to offer the certificate program starting Autumn 2018.

Thank you for your review of this program proposal, and please let me know if you need any additional information regarding this request.

Sincerely,

Dr. Celia E. Wills
Graduate Studies Chairperson & College Secretary; Associate Professor
394 Newton Hall
Email: wills.120@osu.edu
Phone: 614.292.4699
June 11, 2018

Alicia L. Bertone, DVM, PhD
Vice Provost for Graduate Studies and Dean of the Graduate School
Jennifer Schlueter, PhD, Faculty Fellow, Curriculum
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1336

Dear Dr. Bertone and Dr. Schlueter:

The College of Nursing enthusiastically supports the attached proposal to create a new Category 3 graduate certificate program, entitled, “Interprofessional Healthcare Graduate Certificate.” This proposed certificate program is being jointly proposed by the Colleges of Nursing, Medicine, Pharmacy, and Social Work, which have already been engaged in a successfully-funded Health Resources and Services Administration (HRSA)-funded Primary Care Training Enhancement grant in which some coursework in the certificate program was offered.

The purpose of this certificate program is to provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems. The courses included in this certificate are designed to meet the core competencies of interprofessional collaborative practice that have been nationally established to advance team-based health care and improved population health outcomes (IPEC, 2016). Evidence of need is strongly supported by current and future trends in healthcare, as well as student demand for coursework to be offered within the certificate program.

Sincerely,

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation

Copy:
Dr. Bernadette Melnyk, Dean, College of Nursing
Dr. Margaret Graham, Vice Dean, College of Nursing
Proposal for Interprofessional Healthcare Graduate Certificate

Graduate Credit Category 3 Academic Certificate

College of Nursing
College of Medicine
College of Pharmacy
College of Social Work

Introduction

The OSU College of Nursing, College of Medicine, College of Pharmacy, and College of Social Work propose the Interprofessional Healthcare Graduate Certificate, a Category 3 Graduate Academic Certificate consisting of 12 credits of graduate coursework. The purpose of this certificate is to provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems. The courses included in this certificate are designed to meet the core competencies of interprofessional collaborative practice that have been established to advance team-based health care and improved population health outcomes (IPEC, 2016)\(^1\). The target audience includes students in the health professions who are interested in interprofessional educational and training experiences to prepare for practice. The certificate learning experiences will emphasize clinical practice and leadership within integrated delivery models, coordinated care across all providers and healthcare settings, and data-driven health system processes. There will be special attention to diversity and inclusion supported by the strong infrastructure within the colleges that will collaborate to offer the proposed certificate program. Concurrence letters from the participating colleges are attached (Appendix B) which provide support from the partnering colleges and careful vetting and refinement of the proposal to achieve the fully interdisciplinary intent of the certificate program.

Disciplinary Purpose, Significance, and Rationale

The purpose of this certificate is to provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems. The origin of this certificate proposal is based in a successfully-funded Health Resources and Services Administration (HRSA)-funded Primary Care Training Enhancement grant that has already engaged the colleges that will offer courses within this proposed certificate program.

As addressed in the HRSA-funded project proposal and the proposal-associated health professions training activities, there is a need to prepare health professions students with competencies that go beyond their own disciplines only, to specific training for

---

interprofessional practice and leadership to improve individual healthcare, and individual and population level health outcomes (IPEC 2016)\(^1\). Examples of the impact of this proposed certificate program for broader societal needs include the significant potential for reduction of errors in health care and improved patient safety (IOM, 2000)\(^2\), reduced health care costs, and improved care coordination (Andrews & Toubman, 2009)\(^3\).

Currently the U.S. healthcare system is undergoing significant transformative changes that require that healthcare providers and leaderships are prepared for effective work within a markedly changing healthcare delivery system that will draw upon new interprofessional and leadership competencies that have not been traditionally taught in the health professions. For example, some key characteristics of transformed health care delivery systems that require interprofessional training include: 1) healthcare providers participating in integrated delivery models in which holistic healthcare is delivered based on interprofessional collaboration, 2) new standards for coordinated care across all providers and settings, 3) approaches to more effective patient engagement and quantifiable patient results, 4) increased use of health information technology, 5) incentivization of top-performing providers who achieve optimal healthcare care quality standards, 6) heightened attention to population health measures, and, 7) increasingly data-driven health system processes (Backer, 2007)\(^4\). Preparation of health profession students to practice in this markedly transformed model of healthcare delivery requires focused education in an interprofessional team-based approach. High quality interprofessional healthcare places emphasis on holistic, personalized and culturally relevant care for each patient that retains the patient at the center and coordination and delivery by a truly interdisciplinary team (Rosenthal, 2008\(^5\); IOM, 2010\(^6\)).

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\(^3\) Backer LA. The medical home: an idea whose time has come ... again. *Family Practice Management*, 2007;14(8):38-41.


Evidence of Need

For some time, many have been concerned that the U.S. is facing a critical shortage of healthcare providers (Jolly, Erikson & Garrison, 2013; Volpintesta, 2013). The foundation of the Quadruple Aim for U.S. health care – 1) improving the quality of care, 2) improving health of populations, 3) reducing per capita health care costs; and, 4) improving the work life of healthcare providers – requires a well-educated health care workforce prepared to work effectively in interdisciplinary teams. There is a significant need to address the complexity of the nation’s challenges for implementation of integrated delivery models, coordinated care across all providers and settings, the impact of social determinants on health and healthcare practice, patient engagement and quantifiable patient results, implementation of evidence-based practice, use of health information technology, attention to population health measures, and data-driven health system processes. To do so, we need a healthcare workforce that is well-educated and prepared to practice with diverse patient populations within interdisciplinary teams to lead the transformation of health care delivery systems.

Preparation of health profession students to practice in this transformed model of health care requires education in a team-based approach that places personalized care for each patient at the center and is coordinated and delivered by an interdisciplinary team (Rosenthal, 2008). Students from the OSU Colleges of Nursing, Medicine, Pharmacy, and Social Work, who participated in interprofessionally-focused coursework supported by a HRSA-funded Health Resources and Services Administration (HRSA)-funded Primary Care Training Enhancement grant, have strongly affirmed the importance of interprofessional education for their own careers in context of the above-described context. The coursework included in this certificate is intended to provide a framework for the development and implementation of innovative education and training initiatives designed to assure an interdisciplinary health care workforce well-prepared to practice in and lead transforming health care delivery systems (IOM, 2010). The courses included in this certificate meet the core competencies of interprofessional collaborative practice, established to advance the team-based care of patients and improved population health outcomes.

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8 Volpintesta EJ. How can we get students to choose primary care careers? Academic Medicine, 2013;88 (12):1789.
IPEC Framework for Proposed Curriculum

The certificate program learning outcomes and course-level educational objectives are consistent with the core competencies for interprofessional collaborative practice (IPEC, 2016). These competencies are as follows:

Competency 1: Values/Ethics for Interprofessional Practice
Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Competency 2: Roles/Responsibilities
Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

Competency 3: Interprofessional Communication
Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

Competency 4: Teams and Teamwork
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

Certificate Program Learning Outcomes

Based on the IPEC (2016) competencies, the Interprofessional Healthcare Certificate Program will prepare health professions students to:

1. Apply interprofessional and team-based delivery models in clinical practice in diverse healthcare settings.
2. Analyze the impact of social determinants on the health of diverse patient populations.
3. Coordinate evidence-based, patient-centered care across healthcare providers within healthcare settings.
4. Incorporate data-driven, quality health system processes designed for the clinical practice environment.
Rationale for Certificate Program Format

A certificate format for the program is proposed instead of a graduate interdisciplinary specialization or minor based on the need for maximum flexibility for enrolling non-degree graduate students. While it is anticipated that a number of students who complete the certificate program will already be enrolled as degree-seeking students, there is an opportunity to reach additional niche audiences of non-degree graduate students (students admitted to the Graduate School solely for the purpose of completing the certificate program) for whom the content of the certificate program could provide significant value-added learning for clinical practice and leadership. An overall in-common transcript designation (Interprofessional Healthcare Certificate) is requested, but with a subdesignation for the specific college offering the designation; e.g., Interprofessional Healthcare Certificate (Nursing). See email from the Registrars Office (Appendix C) that confirms the ability to support subplan codes.

Certificate Coursework

The curriculum for this certificate includes a total of 12 graduate credit hours. The required coursework will include 2 core courses (from a list of four core course options) required for all students that will comprise a minimum of 5 credits. Pharmacy students will usually take both Pharmacy 7801 and HRS 5000, as well as either Social Work 5025 or the Nursing Interprofessional Evidence-based Practice course. The remaining coursework (7 credits) to achieve the 12-credit requirement will be comprised of experiential and elective coursework that is intended to be flexible based on individualized learning goals. Experiential coursework may be taken for variable credit (0.5 to 2 credits) and may be repeated for up to 7 credits. The elective coursework is otherwise flexible in meeting the minimum 12 credits that are required for the certificate program. While students must take at least 12 credits overall, there is flexibility in the coursework for students to take some additional credits for courses that are tailored to their individual learning goals. The specific coursework taken by each student will collectively cover each of the IPEC core competencies that are also reflected in the certificate program learning objectives. Students will complete the required coursework within 1 to 3 years, and most students are expected to complete their certificate coursework within 2 years on a part-time plan of study.

The table on the next page (p. 6) presents a summary of the coursework by the four IPEC core competencies by college of offering (Nursing, Medicine, Pharmacy, and/or Social Work), also indicating course type as core, experiential (Professional Seminar), or elective. The course descriptions are provided in Appendix A. Courses that are indicated as XXXX are those for which permanent course numbers will be obtained during Summer 2018. Unless otherwise indicated in the table of courses, the course numbers for the new courses will usually be assigned at the 7000 level. All courses except for Opioid Use Disorder (elective course) are existing permanent courses or have been piloted as Group Studies courses as part of the funded HRSA grant in which the four colleges have participated. The four participating colleges have provided input for the list of coursework as consistent with the interdisciplinary emphasis of the proposed certificate program.

Because the certificate program is highly interdisciplinary and multiple colleges that offer diverse health professions educational programming will support course offerings, the
specific coursework taken by individual students can be tailored to optimize the learning experiences based on individualized learning goals. It is expected that students may take some courses from within their own colleges, but also take coursework from other colleges. As consistent with the interprofessional focus of the proposed certificate program and to enhance immersion in interprofessional healthcare, students will be strongly encouraged to take experiential and elective courses offered in colleges other than their own college.

### Coursework Summary Table (see Appendix A for course descriptions)

<table>
<thead>
<tr>
<th>Course</th>
<th>IPEC (2016) Competency</th>
<th>College/s Offering Course**</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)</td>
<td>1, 2, 3, 4</td>
<td>Cross-listed in N, M, P, SW</td>
<td>Core***</td>
</tr>
<tr>
<td>Social Work 5025: Social Determinants of Health: An Inter-Disciplinary Perspective (3 credits)</td>
<td>1, 2, 3</td>
<td>Social Work</td>
<td>Core</td>
</tr>
<tr>
<td>Nursing XXXX: Interprofessional Evidence-Based Practice (3 credits)</td>
<td>1, 2</td>
<td>Nursing</td>
<td>Core+</td>
</tr>
<tr>
<td>Pharmacy 7801: Interprofessional Education (0.5 credits)</td>
<td>1, 4</td>
<td>Pharmacy</td>
<td>Core</td>
</tr>
<tr>
<td>Longitudinal Practice (0.5 clinical credits; 18 experiential hours)</td>
<td>3, 4</td>
<td>Cross-listed in N, M, P, SW</td>
<td>Experiential***</td>
</tr>
<tr>
<td>Patients Within Populations (0.5 clinical credits; 18 experiential hours)</td>
<td>1, 2, 4</td>
<td>Cross-listed in N, M, P, SW</td>
<td>Experiential***</td>
</tr>
<tr>
<td>Advanced Management of Relationship-Centered Care (2 clinical credits; 80 experiential hours)</td>
<td>1, 2, 4</td>
<td>Cross-listed in N &amp; M</td>
<td>Experiential***</td>
</tr>
<tr>
<td>Hotspotting (1 clinical credit)</td>
<td>2</td>
<td>Cross-listed in N, M, P, SW</td>
<td>Experiential***</td>
</tr>
<tr>
<td>HRS 7300: Managerial Leadership in Allied Health (3 credits)</td>
<td>4</td>
<td>Medicine</td>
<td>Elective</td>
</tr>
<tr>
<td>MD 6100: Medical Dietetics (2 credits)</td>
<td>2</td>
<td>Medicine</td>
<td>Elective***</td>
</tr>
<tr>
<td>Nursing 6194a: Interprofessional Leadership (1 credit)</td>
<td>4</td>
<td>Nursing</td>
<td>Elective***</td>
</tr>
<tr>
<td>Nursing 6194b: Health Coaching 1 (1 credit)</td>
<td>2, 3</td>
<td>Nursing</td>
<td>Elective***</td>
</tr>
<tr>
<td>Nursing 6194c: Health Coaching 2 (1 credit)</td>
<td>2, 3</td>
<td>Nursing</td>
<td>Elective***</td>
</tr>
<tr>
<td>Nursing 7495: Community Health Education (1 credit)</td>
<td>2, 4</td>
<td>Nursing</td>
<td>Elective***</td>
</tr>
<tr>
<td>Nursing 6xxx.01 &amp; Nursing 6xxx.02: Health Systems Informatics and Quality (1 credit ea.)</td>
<td>2, 4</td>
<td>Cross-listed in N &amp; M</td>
<td>Elective***</td>
</tr>
<tr>
<td>Informatics (3 credits)</td>
<td>2, 4</td>
<td>Cross-listed in N, M, P, SW</td>
<td>Elective***</td>
</tr>
<tr>
<td>Opioid Use Disorder (2 credits)</td>
<td>2, 4</td>
<td>Cross-listed N, M, P, SW</td>
<td>Elective***</td>
</tr>
<tr>
<td>HTHRHSC 7200: Teaching in the Health Sciences (2 credits)</td>
<td>2, 3</td>
<td>Medicine (HRS)</td>
<td>Elective</td>
</tr>
<tr>
<td>HTHRHSC 7250: Teaching and Curriculum in the Health Sciences (3 credits)</td>
<td>2, 3</td>
<td>Medicine (HRS)</td>
<td>Elective</td>
</tr>
<tr>
<td>HTHRHSC 7350: Issues and Policy in Health</td>
<td>2, 4</td>
<td>Medicine (HRS)</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Certificate in Developmental Disabilities (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>College</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTHRHSC 7883: Responsible Conduct of Research</td>
<td>2</td>
<td>Medicine (HRS)</td>
<td>Elective</td>
</tr>
<tr>
<td>(1 credit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HTHRHSC 7717: Interdisciplinary Perspectives on Developmental Disabilities</td>
<td>2, 3</td>
<td>Medicine (HRS)</td>
<td>Elective</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1 = Values and Ethics for Interprofessional Practice; 2 = Roles and Responsibilities; 3 = Interprofessional Communication; 4 = Teams and Teamwork
** N = Nursing; M = Medicine; P = Pharmacy; SW = Social Work
*** Course included in the HRSA-funded Primary Care Training Enhancement grant
+ Permanent course number will be requested
Note: additional elective courses will be added in the future as recommended by the participating colleges

Admission, Performance, and Exit Standards

Entrance, performance, and exit standards for the certificate program are consistent with Graduate School standards for admission and progression. Admissions standards of the Graduate School will apply, including a minimum overall GPA of at least 3.0 in professional or graduate coursework. Minimum GPA and grades to successfully complete the program are an overall graduate GPA of at least 3.0, and only grades of B- or better (or Satisfactory in the applicable context) may be counted toward the completion of the certificate program. The certificate program itself, including the admissions and academic progression of students will be overseen by the Graduate Studies Committee (GSC) within each of the four participating colleges, respectively, as consistent with the subplan codes approach for the certificate program that has been confirmed with the Registrars Office (see first paragraph, p. 5, and Appendix C).

Administrative Arrangements

The Interprofessional Healthcare Certificate will be a graduate certificate program that is fiscally and programmatically supported by the participating colleges. No additional fiscal or faculty resources are needed to support this certificate program. The certificate will leverage existing and newly-developed courses that originally supported the goals and objectives of the HRSA-funded Primary Care Training Enhancement grant. All proposed core, experiential, and elective courses have been developed and taught at least once with the exception of Opioid Use Disorder and Interprofessional Evidence-Based Practice, currently in development and expected to be initially offered in Autumn and Spring 2018, respectively. Certificate program students can be accommodated within existing course offerings and within current faculty resources for teaching.

Each of the four participating colleges will manage recruitment, admissions, course offerings, and certificate evaluation for their own students. Administrative and resources oversight, including assigning teaching responsibilities, is the responsibility of the department-specific administrators. Additional administrative responsibilities will include promoting the certificate program among health professional students and practice community to engage partners and recruiting students for certificate enrollment. Admissions processes, advising and administration of the certificate program will be absorbed into the existing structure of the college or department where it will be administratively housed and managed.
Prospective Enrollment

Enrollment will be available to any graduate student on campus, including but not limited to students enrolled in the four colleges participating in this certificate program. The program will be especially attractive to health professions students who recognize the need for team-based care. It is anticipated that there will be an average of 20 students enrolled in each course per year for the first year with increasing enrollments thereafter, though enrollment may vary based upon specific course and health professions involved.

Special efforts to enroll and retain underrepresented groups in the discipline.

Enrollment efforts will target underrepresented groups in the health professions by advertising the program broadly. The Interprofessional Healthcare Certificate program will utilize the Diversity and Inclusion staff resources associated with each academic unit to create programs and opportunities that aim to increase and retain the number of underrepresented students in the certificate program.
Appendix A
Course Descriptions

HRS 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)
This course will provide students the opportunity to collaborate with students from other health care professions including pharmacy, health and rehabilitation sciences, nursing, medicine and social work. The students will use a problem-based learning approach to patient care in community health, focusing on populations, living in poverty with complex healthcare needs. The groups will be interdisciplinary and students will work through patient cases together. Opportunities for experiential learning will be incorporated into the course. By the end of the course, students will have a better appreciation of roles and scope of practice of the different professions, the healthcare issues and needs of those living in poverty and the impact of team approach to patient care.

Social Work 5025: Social Determinants of Health: An Interdisciplinary Perspective (3 credits)
Prepares students to practice in diverse health settings, with diverse populations, by providing knowledge regarding theories/frameworks related to social determinants of health and skills to apply them. Service provision for underserved populations within an interdisciplinary framework and the importance of social policy to service provision will be emphasized.

Nursing xxxx: Interprofessional Evidence-Based Practice (3 credits)
Introduction to the team-based approach to evidence-based practice. Includes clinical question generation, literature search methods, critique of research methods and appropriate statistical analysis in published research evidence, and synthesis of evidence related to pressing health problems to improve individual and public health outcomes.

Pharmacy 7801: Interprofessional Education (0.5 credits)
This is the first of a four-course sequence designed to teach students how to advance collaboration and quality of patient care by providing interprofessional opportunities for students to learn about, from, and with other members of the healthcare team. This course will have 3 interactive collaborations per semester with at least one other healthcare discipline present at each time.

HRS 7300 - Managerial Leadership in Allied Health (3 credits)
Application of managerial leadership principles for the development and administration of allied health departments in the health care system.

MD 6100 - Medical Dietetics (2 credits)
An in depth examination of etiology, epidemiology, and pathophysiology associated with diabetes and disease complications; pharmacological and non-pharmacological treatments; insulin, physical activity and nutritional pattern management; monitoring; symptom management and steps for prevention of secondary complications. Future research and application of evidence-based care will be emphasized.

**Nursing xxxx: Interprofessional Leadership (1 credit):**
Students will engage in discussion and activities to develop interprofessional leadership competencies including interprofessional collaboration and effective communication to lead and serve on health care teams.

**NURSING 7495 – Community Health Education (1 credit):** Students will be assigned to a community clinic or agency to assist with improving the health of underserved populations in Central Ohio. Small groups of students will develop, implement, and evaluate a community health education program.

**Nursing xxxx: Health Coaching 1 (1 credit):** Underpinnings and application of knowledge and skills in motivational interviewing and patient engagement for health coaching in interprofessional teams.

**NURSING 6194c – Health Coaching 2 (1 credit):** Underpinnings and implementation of patient-directed care management and shared decision making for health coaching in interprofessional teams.

**Nursing 6xxx.01 and Nursing 6xxx.02 - Health Systems Informatics and Quality (1 credit each course):** Provision of safe, timely, effective, efficient, equitable, and patient-centered care as a member of an interprofessional healthcare team.

**Nursing xxxx: Informatics (3 credits):** To refine, expand, and extend clinical transformation education to all medical, nursing, and other health professional students.

**Nursing xxxx: Opioid Use Disorder (2 credits):** To provide evidence-based training in opioid use disorder (OUD) prevention, diagnosis, and treatment, emphasizing Medication-Assisted Treatment (MAT), to interdisciplinary teams of pharmacy, health and rehabilitation sciences, nursing, medicine and social work students to assure an interprofessional workforce prepared to address the opioid epidemic.

**Nursing xxxx: Longitudinal Practice (0.5 clinical credits/18 experiential hours):** Building competencies in communication, physical examination, and clinical reasoning emphasizing active participation in team-based care.

**Nursing xxxx: Patients within Populations (0.5 clinical credits/18 experiential hours; as a stand-alone course or integrated into existing course):** Incorporation of patients’ concerns and on health care provider goals and skills in team based care for patients vulnerable for illnesses and health issues as a result of their ages, social and demographic conditions, culture, and lifestyle choices.
• **Nursing xxxx: Advanced Management of Relationship-Centered Care (2 clinical credits/80 experiential hours):** Precepted clinical experiences in advanced ambulatory and chronic care incorporating an interdisciplinary team care model in nursing and medicine, providing specialized care for the patient with complex chronic care needs.

• **Nursing xxxx: Hotspotting (1 credit):** Strategic use of data to reallocate resources to a small subset of high-needs, high-cost patients among interdisciplinary teams of pharmacy, health and rehabilitation sciences, nursing, medicine and social work students. Hotspotting uses data to discover patients with complex, hard-to-manage needs and chronic conditions, understand the problem, dedicate resources, and design effective interventions. It is a movement for a new system of multi-disciplinary, coordinated care that treats the whole patient and attends to the non-medical needs that affect health: housing, mental health, substance abuse, emotional support.

• **HTHRHSC 7200: Teaching in the Health Sciences (2 credits):** Principles and practices of teaching in the allied health professions; focuses on the application of teaching theory and systematic course construction within the context of allied health teaching and training.

• **HTHRHSC 7250: Teaching and Curriculum in Health and Rehabilitation Sciences (3 credits):** Provide students with theoretical background and practical training for curriculum planning and teaching in health and rehabilitation sciences; exposure to teaching and curricular policies and procedures will occur.

• **HRHRHSC 7350: Issues and Policy in Health Sciences (3 credits):** Allied health professionals must increasingly face many complex issues that affect healthcare. It is crucial that graduate students be able to critically examine a broad range of issues and understand various positions and their implications.

• **HTHRHSC 7883: Responsible Conduct of Research (1 credit):** Seminar encompassing a variety of professional skills in Health and Rehabilitation Sciences Research including the process of writing, publishing, and reviewing journal manuscripts; human & animal subjects in research & responsible conduct.

• **HTHRHSC 7717: Interdisciplinary Perspectives on Developmental Disabilities (3 credits):** Provides an introduction to the psychosocial, medical and educational implications of development disabilities.
Appendix B
Concurrence Letters
May 15, 2018

Alicia L. Bertone, DVM, PhD
Vice Provost for Graduate Studies
Dean of the Graduate School
University Hall
230 N Oval Mall
Columbus, OH 43210

Dear Dr. Bertone:

The College of Medicine has reviewed and fully endorses the proposal for the Interprofessional Healthcare Graduate Certificate. The certificate will provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems. Enabling graduates to be better equipped for the next phase of their training or practice.

Please do not hesitate to contact me if I can provide further information in support of this proposal.

Sincerely,

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
Chair, Department of Biomedical Education & Anatomy
Harry C. and Mary Elizabeth Powelson Professor of Medicine
Professor, Physical Medicine & Rehabilitation

DMC:sl
May 14, 2018

RE: Interprofessional Graduate Certificate

Dear Dr. Anderson:

Thank you for the opportunity to review and participate in the development of the Interprofessional Graduate Certificate. I provided this document to the faculty in the School of Health and Rehabilitation Sciences for their feedback. In general, the faculty felt that the coursework was primarily offered from nursing and that it did not appear to be strongly interdisciplinary. To assist with this, I received several suggestions for additional courses that we would like to offer as electives. Additionally, we hope that we will have some additional courses that would be suitable in the future as we continue to update our PhD and MS curricula. In particular, we plan to develop a course similar to the PHR 7801 course in pharmacy that we would propose to include as a core course in the future.

I have made one suggested edit on the proposal itself.

Elective Courses to be added:

HTHRSC 7200- Teaching in the Health Sciences (2 credit hours)

HTHRSC 7250-Teaching and Curriculum in the Health Sciences (3 credit hours)

HTHRSC 7350 – Issues and Policy in Health Sciences (3 credit hours)

HTHRSC 7883 - Responsible Conduct of Research

I would also suggest contacting Nisonger about the possibility of including this course as an elective for the certificate: HTHRSC 7717- Interdisciplinary Perspectives on Developmental Disabilities (3 credit hours). It is cross-listed in our school but the course is actually taught as part of the LEND program.

With these changes and with agreement that we could add other courses to the certificate in the future, we would offer concurrence and support for this proposal. If you need any additional assistance, please feel free to contact me.
Sincerely,

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND
Professor, Clinical
Director, Academic Affairs
Hello Cindy,
Thank you for inviting us to be partners in the Interprofessional Healthcare Graduate Certificate. This email serves as our letter of support for this exciting opportunity for our PharmD students. We will task our PharmD Program Committee with oversight of the administration of the certificate for students in our college.
We look forward to this new collaborative teaching effort.
Sincerely,
Jim

James W. McAuley, PhD, FAPhA
Professor of Pharmacy Practice & Science and Neurology
Associate Dean for Academic Affairs
The Ohio State University College of Pharmacy
221 Parks Hall | 500 West 12th Ave Columbus, OH 43210
614-292-9713 Office
McAuley.5@osu.edu
June 4, 2018

Dr. Cindy Anderson
Associate Dean for Academic Affairs and Educational Innovation
College of Nursing
346 Newton Hall
1585 Neil Ave.
Columbus, OH 43210

RE: Concurrence for Interprofessional Healthcare Certificate Program

Dear Cindy:

The College of Social Work is pleased to partner with the College of Nursing in proposing the Interprofessional Healthcare Certificate Program. The 12-credit-hour graduate certificate program addresses an important workforce and training need for all providers working in a healthcare environment.

The College of Social Work faculty, while supporting this certificate program through course offerings and recruitment of students into the certificate program, would like to recommend that a conversation take place with the College of Medicine about the Interdisciplinary Certificate on Aging, and a discussion about any potential overlap between the two certificate programs. Faculty identified several additional courses in social work which can be added to the list of options for students.

Future communications about this certificate program should be directed to Ms. Lois Stepney, the MSW Program Director. She can be reached at stepney.3@osu.edu. Please let us know if anything additional is needed at this time.

Sincerely,

Tamara S. Davis, Ph.D., MSSW
Associate Dean for Academic Affairs
davis.2304@osu.edu
Office: 614-247-5025

cc: Tom Gregoire, Dean, College of Social Work
    Bernadette Melnyk, Vice President for Health Promotion and Dean, College of Nursing
    Lois Stepney, MSW Program Director, College of Social Work
Appendix C
Confirmation of Subplan Codes
Hi Celia,

Here you go:

Hi Katie,

Sorry for the delay in responding to this.

Yes, we should be able to do this with plan codes and sub-plan codes. We would have a standard plan code whose transcript description could be “Interpersonal Healthcare Certificate” then a sub-plan code for each college, e.g. NUR that would print on the transcript as “Nursing”. An example would be the Communication BA plan with a sub-plan of Strategic Communication.

So I would think the program proposal needs to include requests for a different sub-plan code for each college.

Hope this helps,
Rand

I will be in touch regarding the other bullets.

Thanks,
KAjie