The College of Nursing is proposing a new category 3 graduate certificate in Nurse Coaching. The purpose of the certificate, as the proposal states, is to “provide contemporary evidence-based content in nurse coaching, targeted to nurses who are interested in becoming nurse coaches and/or using nurse coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus.” It requires 12 graduate credit hours that can be delivered face-to-face or online.

The proposal was received by the Graduate School on 24 July 2018. It was positively reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueuter, on 16 October 2018 and moved forward to the Graduate Council that same day. It was reviewed and approved by the Council on 25 October 2018.
Dear Dr. Schlueter and Dr. Bertone,

Attached is a proposal submitted on behalf of the College of Nursing to create a new Category 3 certificate program, entitled, Nurse Coaching Graduate Certificate.

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)
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
July 24, 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 College of Nursing to create a new Category 3 certificate program, entitled, Nurse Coaching Graduate Certificate. The purpose of the certificate program is to provide contemporary evidence-based content in nurse coaching, targeted to nurses who are interested in becoming nurse coaches and/or using nurse coaching strategies in a variety of healthcare and community setting in which health promotion and wellness are a focus. The proposed certificate program was reviewed and received approved through the College of Nursing Graduate Studies Committee and via the eligible voting faculty in Spring 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
July 24, 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, “Nurse Coaching Graduate Certificate.”

The purpose of this certificate program is to provide contemporary evidence-based content in nurse coaching, targeted to nurses who are interested in becoming nurse coaches and/or using nurse coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus. 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, WHNP-BC, ANEF, FAHA, FNAP, FAAN
Associate Dean for Academic Affairs and Educational Innovation

Copy: Dr. Bernadette Melynk, Dean, College of Nursing
Dr. Margaret Graham, Vice Dean, College of Nursing
# Memorandum of Understanding

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td></td>
</tr>
<tr>
<td>Faculty director:</td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td>Primary contact, if different from faculty director:</td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td>Fiscal officer:</td>
<td>Linda Walsh</td>
</tr>
<tr>
<td>Marketing director:</td>
<td>Lainie Bradshaw, MBA (bradshaw.162), Senior Director of Marketing and Communications</td>
</tr>
<tr>
<td>Enrollment contact for state authorization compliance:</td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td>Additional colleges/contacts:</td>
<td>Celia E. Wills, PhD, RN (wills.120) Graduate Studies Chairperson &amp; College Secretary, College of Nursing Awais Ali (ali.61), Director of Information Technology and Business Systems</td>
</tr>
</tbody>
</table>

| Name of program: | Nurse Coaching Graduate Academic Certificate |
| Approval process (change in delivery or new program): | New certificate program |
| Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain: | No |
| Project scope: | Program objective(s): |
| 1. Analyze the theoretical foundations and underlying assumptions of the nurse coaching paradigm and their implications for mobilizing internal strengths and... |
| External resources for sustainable lifestyle behavior change.  
2. Analyze the self-care and self-awareness practices of the Nurse Coach as a foundation to support effective client coaching.  
3. Apply evidence-based behavior change theories in the nurse-client coaching relationship to promote self-efficacy for lifestyle behavior change to improve health.  
4. Apply standards of Nurse Coaching best practices in establishing, maintaining, and terminating the coaching relationship. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>This program will be successful when (top-ranked, make X money, enroll X students):</strong></td>
</tr>
</tbody>
</table>
| At least 10 students/year are enrolled for the first two years of the program, followed by at least 15 students/year the subsequent three years of the program.  
70% of students, on average, will complete the certificate program on time,  
90% of graduates will be employed in a nursing position that utilizes nurse coaching skills by within one year of graduation. |
| **Asynchronous/synchronous courses:** |
| The four courses in the certificate program will be offered in a variety of delivery formats (face-to-face, online) to support flexibility of learning. Three new courses will be developed in synchronous online format to include: Nursing 7343, Nursing 7344, and Nursing 7345. An existing course, Nursing 7342, will be revised to develop in synchronous online format. |
| **Total credit hours:** | 12 |
| **Timeline for completion (# of years as full time and # of years as part time):** | FT 1 year  
PT 2 years |

**UNIVERSITY**
<table>
<thead>
<tr>
<th>Project goals:</th>
<th># of courses to be created:</th>
<th>Four (Nursing 7342, Nursing 7343, Nursing 7344, and Nursing 7345)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of courses already in an online format that need ODEE review:</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td># of anticipated students:</td>
<td>10/year first two years; 15/year subsequent three years</td>
</tr>
<tr>
<td>Marketing and Communications:</td>
<td>Marketing for an online certificate is different from marketing a traditional, OTG program. Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct advertising specific to this online program</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Utilize your college communications team for advertising support</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Designate marketing responsibilities for this program in an individual’s job description (i.e. program director, program coordinator, college communications coordinator, etc.)</td>
<td>Yes – program coordinator and marketing coordinator</td>
</tr>
<tr>
<td></td>
<td>Secure an annual marketing budget for online program advertising</td>
<td>Yes – within existing budget</td>
</tr>
<tr>
<td></td>
<td>Host a webpage for your online program on the college’s website</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Utilize your college’s admissions/recruitment team to track and communicate with perspective distance students</td>
<td>Yes</td>
</tr>
<tr>
<td>State authorization:</td>
<td>For this program, does your college plan to do any of the following outside of Ohio? Yes/No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Recruit students (either occasionally or consistently)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Conduct soliciting, marketing or advertising</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Employ full time and/or adjunct faculty (1099/W-2)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Have contracts or agreements to provide services to students, such as proctored exams</td>
<td>No</td>
</tr>
<tr>
<td>Course Name</td>
<td>Faculty Lead</td>
<td>OAA Approved for Online Delivery</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Example: Principles of Basic Science</td>
<td>J. Smith</td>
<td></td>
</tr>
<tr>
<td>Nursing 7342: Motivational Interviewing</td>
<td>TBD</td>
<td>AU18</td>
</tr>
<tr>
<td>Nursing 7343: Introduction to Nurse Coaching</td>
<td>TBD</td>
<td>AU18</td>
</tr>
<tr>
<td>Nursing 7344: Evidence-based Coaching in Interprofessional Practice</td>
<td>TBD</td>
<td>AU18</td>
</tr>
<tr>
<td>Nursing 7345: Advanced Nurse Coaching</td>
<td>TBD</td>
<td>AU18</td>
</tr>
<tr>
<td>Colleges entering into this agreement will:</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------</td>
<td></td>
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<tr>
<td>Secure approval from the following, where applicable:</td>
<td></td>
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</tr>
<tr>
<td>- Graduate School</td>
<td></td>
<td></td>
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<tr>
<td>- Council on Academic Affairs (CAA)</td>
<td></td>
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</tr>
<tr>
<td>Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)</td>
<td></td>
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<tr>
<td>Label students in Student Information System with appropriate subplan. Distance students = subplan ONL</td>
<td></td>
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<tr>
<td>Provide budget forecasting/market analysis using ODEE funding model (attached)</td>
<td></td>
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</tr>
<tr>
<td>- Incur the costs for your program specific advertising</td>
<td></td>
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<tr>
<td>- Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</td>
<td></td>
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<tr>
<td>Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notify ODEE of states/countries where they would like to enroll students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with ODEE on the technical solutions for effective course delivery:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OSU identity/branding guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Carmen course template providing students with effective navigation and online course expectations, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</td>
<td></td>
<td></td>
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<tr>
<td>- Utilize Quality Matters principles in course design</td>
<td></td>
<td></td>
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<tr>
<td>- Focus on outcome-based learning and incorporate assessment into courses</td>
<td></td>
<td></td>
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<tr>
<td>Work with faculty on the workload assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</td>
<td></td>
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</tr>
<tr>
<td>Collaborate with ODEE to review and update courses every three years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide at least one required student participation activity each week in a course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

**Identify student technology support for tools only used by your program**

Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.

**ODEE entering into this agreement will:**

**Administer state authorization program**
- Necessary to ensure program meets federal student financial aid guidelines
- Communicate with the colleges the status of approved state authorizations

**Collaborate with the college on the technical solutions for effective course delivery:**
- Online-specific syllabus requirements (ODS statement, COAM statement, etc.)
- OSU identity guidelines
- Course templates providing students with effective navigation and online course expectations, etc.
- Placing course content materials into mutually agreed upon formats and technologies for distance delivery
- Utilize Quality Matters principles in course design
- Focus on outcome-based learning and incorporate assessment into courses

**Provide instructional designer production time**

Provide distance education professional development opportunities for faculty/instructors/students through ODEE’s Distance Education Learning and Teaching Academy

Collaborate with the college to review and update courses every three years

Collaborate with course instructors to provide at least one required student participation activity each week in a course
- Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

**Provide distance education faculty and students access to:**
- An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services

**Conduct advertising and marketing for Ohio State Online, as well as provide certificate-level support that includes:**
• Developing a :30 second certificate promotional video, as well as a :30 second radio spot for use in your own certificate-level promotional efforts.
• Consulting with designated marketing director on strategies for online certificate specific advertising
• Creating a certificate webpage hosted on Ohio State Online website

*Marketing will only be conducted in states/countries in which the certificate has been authorized

Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

*Products and services used will be held to each service level of agreement.

| MOU created by: | Celia E. Wills, Graduate Studies Chairperson & College Secretary, College of Nursing |
| MOU approved by: | Mike Hofherr, Vice President and Chief Information Officer: |
| Date: | June 27, 2018 |
| Dean, College: | 
| Date: | June 28, 2018 |
PROGRAM REVENUE PROJECTION

Approved by: [Signature]
College Fiscal Officer: [Signature]  
Date: 01/29/18
Office of Distance Education and eLearning (ODEE)
Distance Education Program Revenue Projection - DRAFT

<table>
<thead>
<tr>
<th>College:</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
<td>Nurse Coaching Certificate Program [Category 2 academic certificate]</td>
</tr>
</tbody>
</table>

| Number of Courses: | 4 |
| Total Credit Hours: | 12 |
| Rank: | Graduate |
| Residency (in/out State split): | 100% eligible |

<table>
<thead>
<tr>
<th>Rank</th>
<th>4 Courses</th>
<th>4 Courses</th>
<th>4 Courses</th>
<th>4 Courses</th>
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</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>10 Students</td>
<td>12 Students</td>
<td>12 Students</td>
<td>12 Students</td>
</tr>
<tr>
<td>12 O'Hours</td>
<td>12 O'Hours</td>
<td>12 O'Hours</td>
<td>12 O'Hours</td>
<td>12 O'Hours</td>
</tr>
<tr>
<td>300 Hours</td>
<td>300 Hours</td>
<td>300 Hours</td>
<td>300 Hours</td>
<td>300 Hours</td>
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</table>

**Instructional Fee**

<table>
<thead>
<tr>
<th>Fees - Effective Rates</th>
<th>$901.35</th>
<th>$901.35</th>
<th>$901.35</th>
<th>$901.35</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Subsidy</td>
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<td>$502.70</td>
<td>$502.70</td>
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<tr>
<td>Projected Fees</td>
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<tr>
<td>Projected Subsidy</td>
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<td>$50.03</td>
<td>$50.03</td>
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</tr>
<tr>
<td>Projected Revenue Generated</td>
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<td>$1,024.44</td>
<td>$1,024.44</td>
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</tr>
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</table>

**Marginal Revenue**

<table>
<thead>
<tr>
<th>4 Courses</th>
<th>4 Courses</th>
<th>4 Courses</th>
<th>4 Courses</th>
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<tbody>
<tr>
<td>$71</td>
<td>$82,140</td>
<td>$82,140</td>
<td>$12,130</td>
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</tbody>
</table>

**Support Units Tax rate:**

<table>
<thead>
<tr>
<th>24%</th>
<th>24%</th>
<th>24%</th>
<th>24%</th>
<th>24%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td></td>
<td></td>
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</tbody>
</table>

**Cumulative Support Units Tax**

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<tr>
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<th>24%</th>
<th>24%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
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</tbody>
</table>

**Net Margin**

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<th>24%</th>
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<th>24%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
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</tbody>
</table>

**College Share %**

<table>
<thead>
<tr>
<th>70%</th>
<th>70%</th>
<th>70%</th>
<th>70%</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td></td>
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</tbody>
</table>

**College Share: Annual PBA**

<table>
<thead>
<tr>
<th>70%</th>
<th>70%</th>
<th>70%</th>
<th>70%</th>
<th>70%</th>
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<tbody>
<tr>
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</table>

**College Share: Cumulative Cash Generated**

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<thead>
<tr>
<th>70%</th>
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<th>70%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**ODEE Share %**

<table>
<thead>
<tr>
<th>30%</th>
<th>30%</th>
<th>30%</th>
<th>30%</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**ODEE Share: Annual PBA**

<table>
<thead>
<tr>
<th>30%</th>
<th>30%</th>
<th>30%</th>
<th>30%</th>
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<tbody>
<tr>
<td>$0</td>
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</tbody>
</table>

**Total Share: Cumulative Cash Generated**

<table>
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<tr>
<th>30%</th>
<th>30%</th>
<th>30%</th>
<th>30%</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>$0</td>
<td></td>
<td></td>
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</tbody>
</table>

**Current Student Model:**

| SSA 1 - Student Service Assessment 1 - UC - $110.45 |
|-------|----------|
| SSA 2 - Student Service Assessment 2 - Grad - $468.24 |
| SSA 3 - Student Service Assessment 3 - $4.32 |
| Total Current Assessments | $18,930 |

**College Assessment savings under new model**

| 50 | $9,140 | $24,690 | $13,470 | $40,230 |

**Assumptions:**

- No other Student Services Assessments would apply to Colleges under this model.
- The Distance Education assessment applies to marginal revenues.
- The Distance Education assessment only applies to students who are 100% distance Ed.
- No inflationary adjustment is taken for instructional fees.
- The projected numbers in this model are best estimates and the actual allocations might be slightly different.

**Revenue and Assessments Calculation is based on the following FY17 rates:**

<table>
<thead>
<tr>
<th>Fees</th>
<th>Subsidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$374.92</td>
</tr>
<tr>
<td>Graduate</td>
<td>$901.35</td>
</tr>
</tbody>
</table>
Proposal for a Nurse Coaching Certificate Program
College of Nursing
Graduate Credit Category 3 Academic Certificate

The College of Nursing proposes the Nurse Coaching Graduate Certificate program, a Category 3 graduate academic certificate program consisting of four graduate level courses for students with a minimum of a bachelors degree and Registered Nurse licensure. The purpose of the program is to provide contemporary evidence-based content in nurse coaching, targeted to nurses who are interested in becoming nurse coaches and/or using nurse coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus. This proposed certificate program includes nursing-specific content regarding the nurse-client coaching relationship for holistic health promotion. Nurse coaching differs from health/wellness coaching in general, in that its foundation is based on professional nursing standards and disciplinary content. Successful completion of the Nurse Coaching Graduate Certificate program will enable students to seek certification as a Board Certified Nurse Coach (NC-BC) from the American Holistic Nurses Credentialing Corporation (AHNCC).

Significance and Rationale

Recent healthcare reforms have attempted to reorient the U.S. healthcare system from high investment in expensive tertiary care, to less expensive transitional arrangements, primary care and wellness programs\(^1\,^2\) for which evidence supports a high return on investment in relation to improved health outcomes. There is now a national priority for healthcare professionals to obtain additional training for holistic health promotion to improve preventable sources of poor outcomes (excess morbidity, mortality, excess healthcare costs) for chronic health conditions (e.g., Type 2 diabetes mellitus, cardiovascular disease) for which lifestyle behavior change (e.g., healthy diet, physical activity) can substantially reduce risks of poor outcomes.

Nurse Coaching is an enhanced approach for health coaching by nurses that supports holistic health promotion and lifestyle behavior change and addresses the nine dimensions of wellness: emotional, career, social, intellectual, spiritual, physical, financial, creative and environmental dimensions.\(^3\) Nurse coaching shares many of the same strategies with other health coaches such as the use of powerful questions, appreciative inquiry and motivational interviewing. Nurse coaching differs from health/wellness coaching in that its foundation is based on professional nursing standards and disciplinary content.\(^1\) The first scope and competencies of Nurse

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Coaching were published in 2013⁴ so this content is somewhat new to nursing and is not commonly taught in most of today’s nursing programs. A number of nurses can benefit from a time-limited, non-degree, focused program in nurse coaching that includes the most up-to-date evidence-based nurse coaching approaches. The proposed certificate program could also meet a need for some students who are already enrolled in graduate degree programs to be able to obtain additional depth of content on nurse coaching.

Twenty-one nursing and healthcare organizations have now endorsed the newly-developed nurse coaching competencies⁵. Dossey, Luck and Schaub (2014, p. 4)¹ defined nurse coaching as: “...skilled, purposeful, results-oriented and structured relationship-centered interaction with clients provided by registered nurses for the purpose of promoting achievement of client goals.” Nurse coaching shares many of the same strategies with other health coaches such as the use of powerful questions, appreciative inquiry, and motivational interviewing. Nurse coaching differs from general health/wellness coaching in that its foundation is based on professional nursing standards and disciplinary content.

The OSU College of Nursing is one of a few nursing schools in the country that already includes health and wellness coaching content within its degree programs, but a separate certificate program specifically focusing on nurse coaching is expected to meet an important unmet need for nurses who have already graduated from programs that do not have this content. These national trends are supported by a February 2018 needs assessment survey of all College of Nursing students (n = 1,580), which yielded 302 responses (19% response rate; exceeds typical response rate for other similar College of Nursing surveys). A large majority of students responding to the survey were ‘interested’ or ‘very interested’ (n=253, 84%) in learning the skills of nurse coaching, and 72% (n=220) were ‘interested’ or ‘very interested’ in enrolling in the proposed certificate program. Narrative comments affirmed the importance of and interest in the content focus of the proposed certificate program. A number of helpful specific suggestions were received for the content and approach to program advertising to reach the specific target audience for the certificate program.

Several OSU colleges (Social Work, Public Health, College of Education and Human Ecology) offer some health coaching content within individual courses. A cursory course catalog search identified nine courses that included the word ‘coaching’ in the course title, but with only one of the nine courses (offered by the College of Nursing within the undergraduate Health and Wellness Innovation in Healthcare program) pertaining to health coaching, supporting that there are limited course offerings pertaining specifically to health coaching, and none focused specifically on nurse coaching. Thus the nursing-specific focus of the proposed certificate program does not significantly overlap with other offerings on campus (see attached concurrence letters), including that the nurse coaching content is unique in supporting Registered Nurses to seek certification as a Board Certified Nurse Coach (NC-BC) from the American Holistic Nurses Credentialing Corporation (AHNCC) and to implement evidence-based nurse coaching.

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Description of the Proposed Curriculum

The *Nurse Coaching Graduate Certificate* program will prepare students to:

1. Analyze the theoretical foundations and underlying assumptions of the nurse coaching paradigm and their implications for mobilizing internal strengths and external resources for sustainable lifestyle behavior change.
2. Analyze the self-care and self-awareness practices of the Nurse Coach as a foundation to support effective client coaching.
3. Apply evidence-based behavior change theories in the nurse-client coaching relationship to promote self-efficacy for lifestyle behavior change to improve health.
4. Apply standards of Nurse Coaching best practices in establishing, maintaining and terminating the coaching relationship.

The curriculum for this certificate program is based upon the Theory of Integrative Nurse Coaching1 and includes 12 graduate credit hours, consisting of 4 courses that can be presented in a variety of delivery formats (e.g., face-to-face, online) to support flexibility of learning approaches. Each course will be offered once a year so that students can complete the program within one calendar year. The curriculum is at the intermediate (7000) graduate level as it builds upon the core educational foundation of nursing practice that has already been achieved by students as a basis for Registered Nurse licensure. Core content and practicum experiences extend the core educational foundation of nursing practice to enable nurses to incorporate coaching into nursing clinical practice. Students will take core therapeutic modality courses that emphasize evidence-based interventions and the science of behavior change. Practicum experiences will focus on application of methods in coaching partnerships.

The program of study includes the following courses:

**Nursing 7343 (new course) - Introduction to Nurse Coaching (3 credits; 2 credits didactic, 1 credit practicum)**
Overview of the nurse coach role, the Theory of Integrative Nurse Coaching, and competencies, with application of nurse coaching skills.
Prerequisites: Enrollment in the Nurse Coaching certificate program or instructor permission; Graduate standing.

**Nursing 7344 (new course) - Evidence-Based Coaching in Interprofessional Practice (4 credits didactic)**
Theory and application of evidence-based coaching approaches for lifestyle behavior change as integrated within interprofessional nursing practice.
Prerequisites: Graduate standing, permission of instructor.

**Nursing 7342 (existing course) - Motivational Interviewing (2 credits didactic)**
Critical analysis of theoretical and research findings involved in the conduct of motivational interviewing to create behavior change and improve health outcomes.
Prerequisites: Graduate standing, permission of instructor.
Nursing 7345 (new course) - Advanced Nurse Coaching (3 credits; 2 credits didactic, 1 credit practicum)
Theory and application of nurse coaching techniques to promote holistic health.
Prerequisites: Graduate standing, Nursing 7343.

Admission, performance and exit standards

Entrance, performance, and exit standards for the certificate program are consistent with Graduate School standards for admission and progression. Admission to the Nurse Coaching Graduate Certificate program requires a minimum of a baccalaureate degree and an active Registered Nurse (R.N.) license. Admissions standards of the Graduate School will apply, including a minimum overall GPA of at least 3.0 in prior undergraduate and graduate coursework. The submission of GRE scores will be required if the minimum GPA requirement is not met, or there are other requirements for submission of GRE scores such as prior coursework at an unaccredited institution or use of a non-standard grading scale or non-graded prior coursework. Only grades of A through B- may be counted toward the completion of the certificate program. As required by the Graduate School, the certificate program and academic progression of students will be overseen by the College of Nursing Graduate Studies Committee. Students who complete this certificate program will be eligible for national certification as a Nurse Coach, Board Certified (NC-BC). 5

Administrative Arrangements

This certificate program will be fiscally and programmatically supported by the College of Nursing (CON). The CON will manage recruitment, admissions, course offerings, and program evaluation. The certificate program itself will be overseen by the Graduate Studies Committee, which is also responsible for overseeing the admissions process and the advisor assignment process per Graduate School policy. Administrative and resources oversight, including assigning teaching responsibilities, is the responsibility of the Associate Dean for Academic Affairs and Educational Innovation. Additional administrative oversight responsibilities of the Associate Dean and lead certificate program faculty appointees will include assuring curriculum alignment with the AHNCC exam blueprint, marketing the program within the nursing education and practice community to engage partners, recruiting students, and technical support for program delivery.

Multiple faculty can contribute to the academic teaching needs for the proposed certificate program:

- Brenda Buffington, EdD, MS, NBC-HWC, ACSM; EP-c, EIM is a certified Health and Wellness Coach with experience and expertise in academic teaching, health promotion and coaching.
- David Hrabe, PhD, RN, NC-BC is a board-certified nurse coach with nursing experience and expertise in psychiatric nursing, staff development and academic teaching.

• Alice M. Teall, MS, CRNP, NC-BC, FAANP is a board-certified nurse coach and nurse practitioner with expertise and experience in the areas of addiction recovery, adolescent health, and online education.

• Barbara Jones Warren, PhD, RN, PMHCNS-BC, FNAP, FAAN is a board certified advanced practice psychiatric mental health nurse with experience and expertise in the areas of cultural influences for individuals and communities' within education, practice, research, systems and organizational settings.

Modest fiscal and faculty resources will be needed to support this graduate certificate program. Each course that is proposed will be offered once a year. Qualified faculty within the college are already employed. Supplemental faculty will be needed to provide supervision to students during practicum experiences. Admissions processes, advising and administration of the certificate program will be absorbed into the existing structure of the college where it will be administratively housed and managed with the support of Student Affairs. The certificate program courses also will be available to other graduate students with permission of instructor; e.g., as elective coursework that could be included within other non-certificate curriculum plans.

Evidence of need, including opportunities for employment

There is an identified need for healthcare professionals to address preventable chronic conditions, which are the leading cause of poor health, disability, and premature death in the U.S. More than one third of adults are obese, more than half have at least one chronic illness, one of every four adults have two or more chronic diseases, and more than 85% of healthcare costs are related to preventable disease. The U.S. Department of Health and Human Services notes the imperative need to implement evidence-based practice to prevent, improve, and manage chronic conditions. Nurses who are able to provide health coaching can provide self-management support as required for chronic care management health insurer reimbursement. Further, nurse coaching competencies meet the United States Preventative Services Task Force guidelines to integrate evidence-based practice strategies that address preventable, health-related problems in clinical and community settings. These skills improve providers’ marketability.


While the U.S. Bureau of Labor Statistics does not specifically address nurse coaches, two related categories, health educators/community health workers and fitness trainers/instructors) are cited to have an average expected growth in 2016 - 2026 of 13%, for a gain of 48,500 positions in this ten-year period. There are a broad range of potential employment opportunities, including in primary care medical homes, federally qualified health centers, worksite wellness programs, insurance-sponsored programs, team-based care, telehealth, consulting, and independent practice.

**Prospective Enrollment**

An enrollment of 10 students per year is expected for the first two years, followed by an additional 5 students per year in the next three years (15 students/year in each of years 3 through 5).

There will be special attention to diversity and inclusion supported by the strong infrastructure within the College of Nursing for recruitment and retention of students. Enrollment efforts will target underrepresented groups in nursing by advertising the program at local and national conferences, which are attended by a diverse population of nurses across the country. The Nurse Coach Certificate program will collaborate with the College of Nursing Chief Diversity Officer and full-time Coordinator for Diversity Recruitment and Retention who create programs and opportunities that aim to increase and retain the number of underrepresented students for all of the college’s programs. The planning will also include consultation with the Office of Diversity and Inclusion, as well as non-profits, administration, faculty, students, and the College marketing team to create a comprehensive plan for recruitment and retention of underrepresented groups. The diversity plan includes incorporating diversity in marketing materials, conducting diversity climate assessments, and monitoring retention of underrepresented students.

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Signed Notes of meetings or communications with student
Date  Topic  Plan  Signature

Student Advising Sheet

Nurse Coaching Graduate Certificate Advising Sheet

Student: ___________________  Email: ___________________  Telephone: _________
Course Number: Nursing 7343

Title: Introduction to Nurse Coaching

Credits: 3 credits (2 credits didactic, 1 credit practicum)

Prerequisite: Enrollment in the Nurse Coaching certificate program or instructor permission; Graduate standing.

Course Description: Provides an overview of the nurse coach role, theory and competencies with application to nurse coaching skills.

**CONDUCT OF THE COURSE:**
The course will consist of live or recorded lectures with discussion, and seminar experiences. May be delivered via classroom or online instruction.

Objectives:
1. Examine the nurse coaching role and associated competencies.
2. Analyze the Theory of Nurse Coaching (TINC) for application to practice.
3. Explore Health and Wellness Assessment (IHWA) and how it reflects an perspective of care.
4. Discuss positive psychology’s interface with nursing coaching skills.
5. Establish coaching relationship with peer clients.
6. Practice breath awareness and mindfulness to promote self-other awareness.
8. Examine the relationships among food choices, environmental exposures, health, and disease.

Topics:
- Overview of nurse coaching competencies
- Elements of the coaching relationship including therapeutic presence, confidentiality and ethical considerations
- Establishing the coaching relationship, intake sessions and termination
- Health and Wellness Assessment (IHWA) tool and use
- Theory of Nurse Coaching (TINC), transpersonal imagery and healing
- Positive psychology, strength-spotting, deep listening, appreciative inquiry and nonviolent communication
- SMART goals
- Bearing witness to pain and suffering
- Self-care, breath awareness, imagery and mindfulness
- Food choices/nutrition
- Environment and health
- Nutritional self-care planning
- Practicum structure and supervision
Course Number:  **Nursing 7344**

Title:  Evidence-Based Coaching in Interprofessional Practice

Credits:  4 credits

Prerequisites:  Graduate standing, or permission of instructor.

Course Description:  Review of evidence-based coaching approaches based on the science of behavior change and integrated within patient-centered, interdisciplinary practice.

**CONDUCT OF THE COURSE:**
The course will consist of live or recorded lectures with discussion, and seminar experiences. May be delivered via classroom or online instruction.

**Objectives:**  Upon completion of the course, the student will be able to:

1. Identify and demonstrate evidence-based brief interventions that result in behavior change
2. Analyze the science of behavior change as a foundation for strength-based coaching partnerships
3. Examine best evidence related to the role of individuals providing health and wellness coaching within team-based, interdisciplinary clinical practice

**Topics**

Effective approaches to sustained behavior change
- Evidence related to brief interventions (Techniques of CBT, SBIRT, MI)
- Evidence related to telehealth and self-management of health and illness
- Importance of strength-based approach and partnership

Behavior change models and approaches
- Stages of Change Model
- Health Belief Model
- Social Cognitive Theory and Self-Efficacy
- Epigenetics and Genomics
- Developmental Perspectives

Evidence-based outcomes of effective health and wellness coaching
- Quality of life measures (sleep, rest, nutrition, stress/coping, confidence, motivation)
- Changes in health beliefs and health behaviors
- Self-efficacy and patient activation as outcomes

Team-based, interdisciplinary approaches to chronic disease prevention and management
- Integration of coaching within team-based care to support healthy lifestyle behaviors
Coaching as a component of a clinical visit
Coaching as method to improve access to care for rural and/or underserved populations
Coaching adapted for special populations (end-of-life, survivorship, recovery coaching)
Coaching for healthy populations (worksite wellness)
Cultural competence and health literacy as foundational to coaching
Changing healthcare policies and reimbursement for quality measures

**Evaluation** will be based on performance in team discussions, coaching interactions, and with objective testing.
Course Number: Nursing 7342
Title: Motivational Interviewing
Credits: 2
Prerequisite: Graduate standing or permission of instructor.

Course Description: Critical analysis of theoretical and research findings involved in the conduct of motivational interviewing to create behavior change and improve health outcomes.

CONDUCT OF THE COURSE:
The course will consist of live or recorded lectures with discussion, and seminar experiences. May be offered via classroom or online instruction.

Objectives:
1. Analyze components of the transtheoretical model as a precursor for behavior change
2. Appraise strategies to promote motivation for behavior change within individuals
3. Compare and contrast cognitive-behavioral therapy and motivational interviewing in research and clinical settings
4. Evaluate cultural and ethnic perspectives involved in the conduct of motivational interviewing
5. Appraise the principles involved in the conduct of motivational interviewing in research and clinical settings
6. Develop skills for the use of motivational interviewing within educational, clinical and research setting

Content Outline
Setting the Stage for Change
- Overview of the course
- Precursor for change: Components of the transtheoretical model
- Use of role playing techniques to illustrate techniques of motivational interviewing

Strategies for Motivation for Behavioral Change
- Principles of Motivational Interviewing
- Use of motivational interviewing techniques for development of wellness health strategies within medical and public health settings.
- Use of motivational interviewing techniques for use within counseling and psychotherapeutic treatments of psychological disorders

Application of Therapies, Evidence-based Support for Motivational Interviewing
- When to use therapies in conjunction with motivational interviewing.
- Motivational interviewing techniques for counseling and psychotherapeutic treatments of psychological disorders
- Initiating changed talk, adherence
- Video presentation of clinical situations (Case Vignettes: Pregnancy and Drug Use, Dual Diagnosis, Alcohol Use)
Cultural and Ethnic Perspectives

- Learning motivational interviewing skills in order to address cultural and ethnic similarities and differences
- Managing resistance and change
- Adolescents and young adults
- Diverse and inclusive use of motivational interviewing role play practice and critique sessions (Case Vignette: Anxiety)

Extending Motivational Interviewing to Enact Change for Clients

- Connection of the evidence regarding motivational interviewing to develop and enact change in forensic populations
- Motivational interviewing role play practice and critique sessions. Case Vignette: Smoking Cessation

Motivational Interviewing within Practice and Community Settings

- Evaluation of Motivational interviewing strategies as a component of research
- Motivational interviewing role play practice and critique sessions. Case Vignette: Post Traumatic Stress.
Course Number: Nursing 7345

Title: Advanced Nurse Coaching

Credits: 3 credits (2 credits didactic, 1 credit practicum)

Prerequisite: Nursing 7343.

Course Description: Addresses nurse coaching competencies that promote whole person health.

**CONDUCT OF THE COURSE:**
The course will consist of live or recorded lectures with discussion, and seminar experiences. May be delivered via classroom or online instruction.

Objectives:
1. Analyze nurse coaching and the coaching process.
2. Apply the Theory of Integrative Nurse Coaching (TINC) to practice.
3. Examine the processes and effect of cultural awareness, deep listening and therapeutic presence.
4. Differentiate similarities and differences among motivational interviewing (MI), nonviolent communication (VC), appreciative inquiry (AI), and positive psychology.
5. Maintain and terminate the coaching relationship with clients.
7. Explore nurse coaching regulatory and certification requirements.
8. Evaluate nurse coaching practice strategies, challenges and opportunities.

Topics:
- Overview of nurse coaching competencies
- Evaluating the coaching relationship
- health and wellbeing story, strengths and cultural awareness
- OARS (open-ended questions, affirmations and summaries)
- Types of listening and questioning (simple, complex, amplified, double-sided, metaphor, roadblocks and recognizing change-talk).
- Motivational interviewing, nonviolent communication, appreciative inquiry
- Cultural awareness
- Self-care, breath awareness, imagery and mindfulness
- Presenting and promoting nurse coaching
- Nurse practice acts, nurse licensure compacts, AHNCC Nurse Coach Certification, insurance and legal issues
- Practicum structure and supervision
One down....

**From:** Davis, Tamara  
**Sent:** Friday, March 30, 2018 2:55 PM  
**To:** Anderson, Cindy M. <anderson.2765@osu.edu>  
**Subject:** RE: Concurrence request

Hi Cindy,

The College of Social Work is pleased to provide concurrence for Nursing’s proposed certificate program. It looks like a good program that will fill a need. Thank you for the opportunity to review the request.

Best,
Tamara

Tamara S. Davis, PhD, MSSW  
Associate Dean for Academic Affairs and  
Graduate Studies Committee Chair  
College of Social Work  
The Ohio State University  
1947 College Road  
Columbus, OH 43210  
Office: (614) 247-5025  
Pronouns: she, her, hers

**From:** Anderson, Cindy M.  
**Sent:** Thursday, March 22, 2018 6:10 PM  
**To:** Davis, Tamara <davis.2304@osu.edu>; Bisesi, Michael <bisesi.12@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>  
**Subject:** Concurrence request

Tamara, Mike and Bryan,

The College of Nursing proposes the *Nurse Coaching Graduate Certificate* program, a Category 3 Graduate Professional Certificate consisting of four graduate-level courses for Registered Nurse students with a Bachelor’s or Master’s degree. The main target audience for this program is post-BSN or Master’s in Nursing students or practicing nurses with a BSN/MS degree.

This certificate program is designed to: (1) teach nurses how to manage various stages of the nurse-client coaching relationship using nursing theory and science of behavior change principles; (2) encourage nurses in their self-care as they are expected as a standard of clinical practice to role-model health and wellness for
others; and, (3) prepare nurses to take the American Holistic Nurses Credentialing Corporation (AHNCC) certification examination. The nurse coaching graduate certificate program will enhance nurses’ ability to engage clients in health promotion and lifestyle behavior change to reduce health risks and to promote holistic wellness.

This proposed certificate program includes unique nursing-specific content that is specific to the nurse-client relationship for holistic health promotion. The target audience for this proposed graduate certificate includes nurses interested in becoming nurse coaches or using nurse coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus.

The program of study includes the following courses:

**Nursing 7343 (new course) - Introduction to Nurse Coaching (3 credits; 2 credits didactic, 1 credit practicum) (New Course)**
Overview of the nurse coach role, the Theory of Integrative Nurse Coaching, and competencies, with application of nurse coaching skills.

**Nursing 7344 (new course) - Evidence-Based Coaching in Interprofessional Practice (4 credits) (New Course)**
Theory and application of evidence-based coaching approaches for lifestyle behavior change as integrated within interprofessional nursing practice.

**Nursing 7342 (existing course) - Motivational Interviewing (2 credits didactic)**
Critical analysis of theoretical and research findings involved in the conduct of motivational interviewing to create behavior change and improve health outcomes.

**Nursing 7345 - Advanced Nurse Coaching (3 credits; 2 credits didactic, 1 credit practicum) (New Course)**
Theory and application of nurse coaching techniques to promote holistic health.

I am requesting your support with this proposal for the *Nurse Coaching* graduate credit category 3 academic certificate program. If you could provide documentation of your concurrence, it would be greatly appreciated.

Thanks and let me know if you’d like to discuss further or have any questions,

Cindy

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FNAP, FAHA, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation
The Ohio State University College of Nursing
346 Newton Hall
1585 Neil Avenue
Columbus, Ohio 43210
Phone: 614-292-4179; Fax 614-292-4948
Email: Anderson.2765@osu.edu

THE OHIO STATE UNIVERSITY
TO: Cindy Anderson, PhD  
Associate Dean for Academic Affairs and Educational Innovation  
College of Nursing

FROM: Michael S. Bisesi, PhD  
Senior Associate Dean and Director for Academic Affairs  
College of Public Health

DATE: April 30, 2018

RE: Concurrence – Proposed Nurse Coaching Graduate Certificate  
Ohio State College of Nursing

The College of Public Health supports the proposal for a Nurse Coaching Graduate Certificate submitted by the College of Nursing. Based on the purpose described and competencies listed for the proposed certificate, it will meet a need for Registered Nurses (RNs) who have already completed nursing programs at the bachelor or master degree levels. Neither the nursing courses listed nor the certificate programs described conflict or are redundant with any courses or programs within the College of Public Health.

Thank you for providing the opportunity to review the proposed plan for implementing this new graduate certificate program. I hope the university-level review and approval process goes well.
Here you go!

Hi Cindy,

Thank you for your patience. After conferring with the department, we warmly offer concurrence for this new certificate. We have no objections and wish you well moving forward.

Bryan

Bryan,

We are really in need of a response regarding concurrence for this certificate. It is the final requirement for us to move forward. Can you provide or let me know if there are any concerns?

Thanks,

Cindy

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation
Martha S. Pitzer Center for Women, Children and Youth
The Ohio State University College of Nursing
346 Newton Hall
1585 Neil Avenue
Columbus, Ohio 43210
Phone: 614-292-4179; Fax 614-292-4948
Email: Anderson.2765@osu.edu
From: Warnick, Bryan  
Sent: Saturday, March 24, 2018 12:35 AM  
To: Anderson, Cindy M. <anderson.2765@osu.edu>  
Subject: RE: Concurrence request

Hi Cindy,

I will touch base with my faculty and get back to you. Also, there are a couple things I would like to discuss with you. Would you be available in the near future for a 30 minute meeting? I could drop by your office.

Bryan

---

From: Anderson, Cindy M.  
Sent: Thursday, March 22, 2018 6:10 PM  
To: Davis, Tamara; Bisesi, Michael; Warnick, Bryan  
Subject: Concurrence request

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Cindy

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The Ohio State University College of Nursing
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Email: Anderson.2765@osu.edu

[THE OHIO STATE UNIVERSITY]