The College of Nursing is proposing a new category 3 graduate certificate in Health and Wellness Coaching. The certificate will require 12 credit hours and is targeted to healthcare professionals who are interested in becoming health and wellness coaches and/or using coaching strategies in a variety of healthcare and community settings.

The proposal was received by the Graduate School on 6 April 2019. It was reviewed by the combined GS/CAA Curriculum subcommittee, co-chaired by Associate Dean Shari Speer and Faculty Fellow Jennifer Schlueter, on 15 April 2019 and moved forward to the Graduate Council that same day. It was reviewed and unanimously approved by that body on 30 April 2019.
March 14, 2019

Sherri Speer, PhD
Associate Dean for Academic Affairs
Jennifer Schlueter, PhD, Faculty Fellow, Curriculum
The Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1336

Dear Dr. Speer and Dr. Schlueter:

The College of Nursing enthusiastically supports the attached proposal to create a new Category 3 graduate certificate program, entitled, “Health and Wellness Coaching Graduate Certificate (HWCGC).”

The purpose of the program is to provide contemporary evidence-based content in health and wellness coaching, targeted to healthcare professionals who are interested in becoming health and wellness coaches and/or using coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus. The College of Nursing has preceded this request with a Category 3 Nurse Coaching Graduate Certificate program. Both this proposed new certificate program and the previously-approved Nurse Coaching certificate program offer coaching content, but this current proposal is tailored for students who are not Registered Nurses.

The Health and Wellness Coaching graduate certificate will provide professionals with communication modalities to effectively implement coaching interventions using evidence-based interventions and the science of behavior change. The U.S. Preventive Services Task Force notes the imperative need to implement evidence-based practices, including health and wellness coaching, to prevent, improve, and manage chronic conditions. 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. Successful completion of the Health and Wellness Coaching Graduate Certificate program will enable students to seek certification as a National Board Certified Health & Wellness Coach.
Sincerely,

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN
Associate Dean for Academic Affairs and Educational Innovation
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>Phill Saken (saken.2), 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>Cella E. Wills, PhD, RN (wills.120), College Secretary, College of Nursing  Awais Ali (ali.61), Director of Information Technology and Business Systems</td>
</tr>
<tr>
<td>Name of program:</td>
<td>Health and Wellness Coaching Graduate Academic Certificate</td>
</tr>
<tr>
<td>Approval process (change in delivery or new program):</td>
<td>New certificate program</td>
</tr>
<tr>
<td>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</td>
<td>No</td>
</tr>
<tr>
<td>Project scope:</td>
<td>Program objective(s): 1. Analyze the theoretical foundations and underlying assumptions of the health and wellness coaching paradigm and their implications for mobilizing internal strengths and</td>
</tr>
</tbody>
</table>

THE OHIO STATE UNIVERSITY

Office of Distance Education and eLearning
| This program will be successful when (top-ranked, make X money, enroll X students): | 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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous/synchronous courses:</td>
<td>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. Two new courses will be developed in synchronous online format to include: Nursing 7346 and Nursing 7347. Two existing courses, Nursing 7342 and Nursing 7344, will be included in the certificate program.</td>
</tr>
<tr>
<td>Total credit hours:</td>
<td>12</td>
</tr>
</tbody>
</table>
| Timeline for completion (# of years as full time and # of years as part time): | FT 1 year  
PT 2 years |

2. Analyze the self-care and self-awareness practices of the Health and Wellness Coach as a foundation to support effective client coaching.

3. Apply evidence-based behavior change theories in the coach-client relationship to promote self-efficacy for lifestyle behavior change to improve health.

4. Apply standards of Health and Wellness Coaching best practices in establishing, maintaining and terminating the coaching relationship.
<table>
<thead>
<tr>
<th>Project goals:</th>
<th># of courses to be created:</th>
<th>Two (Nursing 7346 and Nursing 7347)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of courses already in an online format that need ODEE review:</td>
<td>Four</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>(existing course)</td>
</tr>
<tr>
<td>Nursing 7344: Evidence-based Coaching in Interprofessional Practice</td>
<td>TBD</td>
<td>(existing course)</td>
</tr>
<tr>
<td>Nursing 7346: Introduction to Health and Wellness Coaching</td>
<td>TBD</td>
<td>AU18</td>
</tr>
<tr>
<td>Nursing 7347: Advanced Health and Wellness Coaching</td>
<td>TBD</td>
<td>AU18</td>
</tr>
</tbody>
</table>
### Colleges entering into this agreement will:

Secure approval from the following, where applicable:
- Graduate School
- Council on Academic Affairs (CAA)

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.

Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models

Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)

Label students in Student Information System with appropriate subplan. Distance students = subplan ONLINE

Provide budget forecasting/market analysis using ODEE funding model (attached)
- Incur the costs for your program specific advertising
- Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)

Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable
- Notify ODEE of states/countries where they would like to enroll students
- Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations

Collaborate with ODEE on the technical solutions for effective course delivery:
- Online-specific syllabus requirements (ODS statement, COAM statement, etc.)
- OSU identity/branding guidelines
- Carmen course template providing students with effective navigation and online course expectations, etc.
- Provide course content materials for placement 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

Work with faculty on the workload assignment

Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy

Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)
- Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE

Collaborate with ODEE to review and update courses every three years.

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.

**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.

<table>
<thead>
<tr>
<th>MOU created by:</th>
<th>Celia E. Wills, College Secretary, College of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU approved by:</td>
<td>Mike Hofherr, Vice President and Chief Information Officer:</td>
</tr>
<tr>
<td></td>
<td>[Signature]</td>
</tr>
<tr>
<td></td>
<td>Date: 3.27.2019</td>
</tr>
<tr>
<td>Dean, College:</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date: April 3, 2019</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM REVENUE PROJECTION

Approved by:  

College Fiscal Officer:  

Date: 4/7/19
## Distance Education Program Revenue Projection - DRAFT

**College:** Nursing  
**Program Name:** Health and Wellness Coaching Certificate Program [Category 3 academic certificate]

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

### Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
</tr>
<tr>
<td># of Students</td>
<td>10 Students</td>
<td>10 Students</td>
<td>15 Students</td>
<td>15 Students</td>
<td>15 Students</td>
</tr>
<tr>
<td># of Credit Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
</tr>
</tbody>
</table>

### Instructional Fee

| Fees - Effective Rates | $901.35 | $901.35 | $901.35 | $901.35 |
| State Subsidy          | $502.70 | $502.70 | $502.70 | $502.70 |
| Projected Fees         | $54,080 | $108,160 | $135,200 | $162,240 |
| Projected Subsidy      | $30,160 | $60,320 | $75,410 | $90,490 |
| Projected Revenue Generated | $0 | $84,240 | $168,480 | $210,610 |

### Marginal Revenue

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$84,240</td>
<td>$84,240</td>
<td>$42,130</td>
<td>$42,120</td>
</tr>
</tbody>
</table>

### Support Units Tax

| Support Units Tax | $0 | $20,220 | $20,220 | $10,110 | $10,110 |

### Net Margin

<table>
<thead>
<tr>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$64,020</td>
<td>$64,020</td>
<td>$32,020</td>
<td>$32,010</td>
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</tbody>
</table>

### Colleges Share %

<table>
<thead>
<tr>
<th>70%</th>
<th>70%</th>
<th>80%</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges Share - Annual PBA</td>
<td>$0</td>
<td>$44,810</td>
<td>$51,220</td>
</tr>
</tbody>
</table>

### ODEE Share %

<table>
<thead>
<tr>
<th>30%</th>
<th>30%</th>
<th>20%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODEE Share Annual PBA</td>
<td>$0</td>
<td>$19,200</td>
<td>$12,100</td>
</tr>
</tbody>
</table>

### Revenue and Assessments Calculation is based on the following current 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>

### Current Budget Model:

| SSA 1 - Student Service Assessment 1 - UG - $110.45 | $0 | $0 | $0 | $0 |
| SSA 2 - Student Service Assessment 2 - Grad - $468.24 | $28,090 | $56,190 | $70,240 | $84,280 |
| SSA 3 - Student Service Assessment 3 - $4.18 | $250 | $500 | $630 | $750 |
| Total Current Assessments | $0 | $28,340 | $56,690 | $70,870 | $85,030 |

### College Assessment savings under new model

| 0 | $9,140 | $24,690 | $32,470 | $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 apply 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.
Proposal for a Health and Wellness Coaching Certificate Program  
College of Nursing  
Graduate Credit Category 3 Academic Certificate  

The College of Nursing proposes the Health and Wellness Coaching Graduate Certificate (HWCGC) program, a Category 3 graduate academic certificate program consisting of four graduate level courses for students with a minimum of a bachelor’s degree in a health-related field. The purpose of the program is to provide contemporary evidence-based content in health and wellness coaching, targeted to healthcare professionals who are interested in becoming health and wellness coaches and/or using coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus. This proposed certificate program includes health and wellness content regarding the coaching relationship for holistic health promotion. Successful completion of the Health and Wellness Coaching Graduate Certificate program will enable students to seek certification as a National Board Certified Health & Wellness Coach.

The College of Nursing has preceded this request with a Category 3 Nurse Coaching Graduate Certificate program. Both this proposed program and the Nurse Coaching program offer coaching content, but this proposal is tailored for non-registered nurses. Two of the required four courses for each of the certificates overlap. Each certificate (Nurse Coaching, Health and Wellness Coaching) includes two unique courses that are focused on the specific student population for the respective certificate, as appropriate to students’ specific disciplines.

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 for which evidence supports a high return on investment in relation to improved health outcomes.\(^1\)\(^2\) There is now a national priority for healthcare professionals to obtain additional training for holistic health promotion to improve preventative sources of poor outcomes (e.g., excess morbidity, mortality, excess healthcare costs) for which lifestyle behavior change (e.g., healthy diet, physical activity) can substantially reduce health risks.

Health and Wellness Coaching is an enhanced approach 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.\(^3\) Evidence supports health coaching as a viable and effective strategy for behavior change. A systematic review of thirteen studies concluded that health coaching is very effective for motivating change in lifestyle behaviors.\(^4\) The authors noted that “Statistically significant results were found in adult patients’ physiological, behavioral, psychological and social life areas” (p. 156). Health coaching

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can also improve professional-client relationships. In a randomized controlled trial comparing trust in professionals who used coaching versus those who provided usual care found that trust was significantly positively affected under the health coaching condition. Enhanced trust in the client-professional relationship is an important factor in achieving favorable health outcomes.

The Health and Wellness Coaching graduate certificate will provide professionals with communication modalities to effectively implement coaching interventions using evidence-based interventions and the science of behavior change. Core content and practicum experiences will focus on methods of developing coaching partnerships that incorporate techniques of motivational interviewing, appreciative inquiry, cognitive reframing, and deep listening to support self-efficacy, and improved well-being.

The International Consortium of Health & Wellness Coaching (ICHWC), a team of U.S. health promotion leaders, has pioneered science-based training, education, and research of health & wellness coaching. In 2016, the ICHWC created national standards and formed a partnership with the National Board of Medical Examiners to produce the first national certification and education across the health care, employer and community sectors.

In addition, the American College of Sports Medicine, the largest sports medicine & exercise science organization in the world (over 50,000 members), supports this new approach to the helping relationship. Paradigm shifts in healthcare show that there is a growing need for evidence-based, high quality and innovative coach training and education across the health care, employer and community sectors.

Graduate students with a bachelor’s degree in a health-related field can benefit from a time-limited, non-degree, focused program in coaching that includes the most up-to-date evidence-based health and wellness coaching approaches. By contrast with the Nurse Coaching certificate, this certificate is intended to reach non-nurses. The proposed certificate program could also meet a need for students who are already enrolled in other graduate degree programs to obtain additional depth of content on health and wellness coaching. Graduate students who complete this certificate program will be eligible for certification as a National Board Certified Health and Wellness Coach.

Several OSU colleges (Social Work, Public Health, College of Education and Human Ecology) offer some coaching content within individual courses. A search of OSU’s course catalog for graduate coaching courses revealed:

- Three courses in the College of Business related to organizational and leadership effectiveness;
- Three College of Education and Human Ecology courses focused on athletic coaching;
- One Music course about diction and repertoire

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The College of Nursing offers four health and wellness coaching courses. 

- Nursing 6343 Health Coaching I and Nursing 6344 Health Coaching II are cross listed with the College of Medicine and specifically for interprofessional (nursing and medical students) practice. These courses are 1 credit each which includes both didactic and clinical components. These do not provide the clinical practicum hours needed for certification as a Health & Wellness coach.
- Nursing 7343 Introduction to Nurse Coaching and Nursing 7345 Advanced Nurse Coaching are specifically designed for nurses using a nursing theoretical framework. The courses in this graduate certificate program parallel the nursing courses but are designed for an interdisciplinary audience and to meet eligibility for the Health and Wellness Coaching certification exam.
- Nursing 7344 Evidence-Based Coaching in Interprofessional Practice will be taught to all coaching students, nursing and interprofessional alike.

**Description of the Proposed Curriculum**

The *Health and Wellness Coaching Graduate Certificate* program will prepare students to:

1. Analyze the theoretical foundations and underlying assumptions of the health and wellness 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 Health and Wellness Coach as a foundation to support effective client coaching.
3. Apply evidence-based behavior change theories in the coach-client relationship to promote self-efficacy for lifestyle behavior change to improve health.
4. Apply standards of Health and Wellness Coaching best practices in establishing, maintaining and terminating the coaching relationship.

The **curriculum** for this certificate program is based upon The Transtheoretical Model of Behavior Change which involves honoring a client’s perceived health status and barriers and guiding them to achieve their personal health goals. The Health and Wellness Coaching graduate certificate 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 their bachelor degree and work experience in a health-related field. Students will take core therapeutic modality courses that emphasize evidence-based interventions and the science of behavior change. Clinical practicum experiences will focus on application of methods in coaching partnerships.

The **program of study** includes the following courses:

**Nursing 7346 - Introduction to Health and Wellness Coaching (3 credits; 2 credits didactic, 1...**

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credit practicum)
Provides an overview of the health and wellness coach role, theory and competencies with application to coaching skills. Prerequisites: Enrollment in the Health and Wellness Coaching Graduate certificate program or instructor permission; Graduate standing.

Nursing 7344 - Evidence-Based Coaching in Interprofessional Practice (4 credits didactic)
Review of evidence-based coaching approaches based on the science of behavior change and integrated within patient-centered, interdisciplinary practice. Prerequisites: Graduate standing, permission of instructor.

Nursing 7342 - 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 7347 - Advanced Health and Wellness Coaching (3 credits; 2 credits didactic, 1 credit practicum)
Builds upon introductory coaching course to refine coaching skills that promote whole person health. Prerequisites: Graduate standing, NEW NUMBER, Introduction to Health and Wellness Coaching.

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 Health and Wellness Graduate Certificate program requires a minimum of a bachelor’s degree in a health-related discipline.
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 applicant will also provide a brief goal statement related to their reasons for entry into the Health and Wellness Coaching certificate program. 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 Board Certified Health and Wellness Coach Exam10.

All students must have documented, supervised 50 health and wellness coaching sessions of at least 20 minutes in duration, and of which at least 75% of each session is devoted to coaching facilitation and not education as consistent with national standards.

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, the advisor assignment process per Graduate School policy and student academic progression. 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 certification exam blueprint, marketing the program within the healthcare 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, including but not limited to:

- **Brenda Buffington, EdD, MS, NBC-HWC, ACSM; EP-C, EIM** is a National Board 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. Preventive Services Task Force notes the imperative need to implement evidence-based practice to prevent, improve, and manage chronic conditions. Further, health and wellness 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 professionals’

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marketability. While the U.S. Bureau of Labor Statistics does not specifically address health and wellness 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.

An online survey was distributed to students in health sciences majors at the Colleges of Nursing (non-nursing programs) and Pharmacy as well as the School of Health and Rehabilitation Services during the month of November 2018. Ninety-six responses were received with 93.8% (n = 90) of responders indicating students “very interested”/”interested” in learning the skills of health coaching. Almost 72% percent (71.9%, n = 69) of respondents indicated they were “very interested”/”interested” in enrolling in the 12-credit graduate certificate program now or in the future. Comment themes included expressed enthusiasm to learn coaching content (“fantastic”, “fabulous”), support that health coaching is important for health professionals to learn as health care continues to shift toward preventative care and interest in the holistic approach of the program. The most frequent concern was the number of credit hours required for the certificate.

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 by advertising the program at local and national conferences, which are attended by a diverse population of clinicians across the country. The Health and Wellness 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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Student Advising Sheet and Checklist

Health and Wellness
Coaching Graduate
Certificate Advising
Sheet

Student: __________________ Email: ____________________________

<table>
<thead>
<tr>
<th>Steps to Complete</th>
<th>check when completed</th>
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<tbody>
<tr>
<td>Completed Application</td>
<td></td>
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<tr>
<td>Certification exam eligibility requirements reviewed with candidate</td>
<td></td>
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<tr>
<td>Admission complete</td>
<td></td>
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<tr>
<td>Orientation materials</td>
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<tr>
<td>Nursing 7346 Introduction to Health and Wellness Coaching</td>
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<tr>
<td>Nursing 7344 Evidence-Based Coaching in Interdisciplinary Practice</td>
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<tr>
<td>Nursing 7342 Motivational Interviewing</td>
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<tr>
<td>Nursing 7347 Advanced Health and Wellness Coaching</td>
<td></td>
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<tr>
<td>Completed requirements</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

Dates of communications or contacts with student

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Plan</th>
<th>Signature</th>
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</thead>
</table>

Telephone: __________
Course Number: Nursing 7346

Title: Introduction to Health and Wellness Coaching

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

Prerequisite: Enrollment in the Health and Wellness Coaching certificate program or instructor permission; Graduate standing.

Course Description: Provides an overview of the health and wellness coach role, theory and competencies with application to 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 coaching role and associated competencies.
2. Analyze the science of behavior change for application to practice.
3. Explore Health and Wellness Assessment (IHWA) and how it reflects a holistic perspective of care.
4. Discuss positive psychology’s interface with 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 coaching competencies
- The science of behavior change
- Establishing the coaching relationship, intake sessions and termination
- Health and wellness assessment tools and use
- 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 7347

Title: Advanced Health and Wellness Coaching

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

Course Description: Builds upon introductory coaching course to refine coaching skills 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 coaching and the coaching process.
2. Apply principles gleaned from the science of behavior change to the coaching context.
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 coaching regulatory and certification requirements.
8. Evaluate coaching practice strategies, challenges and opportunities. Topics:

   Overview of 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 coaching
   National Board Certified Health & Wellness Coaching standards, knowledge, skills and abilities, insurance and legal issues
   Practicum structure and supervision
Cindy,

On behalf of the College of Public Health, we support the development and implementation of an academic graduate certificate (category 3) in *Health and Wellness Coaching* proposed by the College of Nursing.

Best wishes,

Mike

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*M. Bisesi, PhD, REHS, CIH*

**Senior Associate Dean and Director Academic Affairs**

**Professor & Chair (Interim), Environmental Health Sciences**

**College of Public Health**

**Fellow AIHA**

Phone: (614) 247-8290 Email: *bisesi.12@osu.edu*

(Executive Administrative Assistant Mindy Freed (614) 292-4475 *freed.28@osu.edu*)

(EHS Division Coordinator Christy Mcleod 614-688-4388 *mcleod.53@osu.edu*)

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Colleagues,

The faculty in the College of Nursing propose a category 3 certificate in Health and Wellness Coaching. This certificate is designed to provide contemporary evidence-based content in health and wellness coaching, targeted to professionals who are interested in becoming health and wellness coaches and/or using coaching strategies in a variety of healthcare and community settings in which health promotion and wellness are a focus. Candidates in this program will receive 12 credit hours (4 courses) of graduate classes.

Three existing courses in this certificate include Nursing 7343 Introduction to Health and Wellness Coaching (2 cr didactic; 1 cr field experience), Nursing 7344 Evidence-based Coaching in
Interprofessional Practice (4 cr) and Nursing 7342, Motivational Interviewing (2 cr). One new course, Advanced Health and Wellness Coaching will complete the courses required for this certificate. All courses will be available for distance delivery, providing maximum flexibility and opportunity for interested students.

We would appreciate your concurrence of this certificate. Please let us know your decision as soon as possible, preferably by March 31.

Thank you and best wishes.

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
Hello Cindy,

Thank you for updating us on the status of this certificate program. This is an important certificate and the College of Social Work does extend its concurrence. I believe a number of our students could be interested in this certificate.

Dr. Jacquelyn C.A. Meshelemiah
Jacquelyn C.A. Meshelemiah, BSSW, MSW, LSW, PhD, Associate Professor
College of Social Work; 225D Stillman Hall, 1947 North College Road, Columbus, OH 43210-1162
614-292-9887 Office / 614-292-6940 Fax
meshelemiah.1@osu.edu
College of Social Work Website: csw.osu.edu

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346 Newton Hall
1585 Neil Avenue
Columbus, Ohio 43210
Phone: 614-292-4179; Fax 614-292-4948
Email: Anderson.2765@osu.edu
Hi Cindy,

EHE has no objections to this proposal. We grant concurrence.

Bryan

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