Katie,

Please find a proposal attached to establish a new Masters of Health and Wellness in the College of Nursing.

The College of Nursing is proposing to establish a Master's in Health and Wellness. The program expects to prepare expert leaders in evidence-based health and wellness programming and building wellness cultures to improve population health and well-being in a variety of settings. The program is designed for professionals who have earned at least a bachelor's degree in a healthcare-related discipline (e.g. health sciences, counseling, public health, nursing, psychology, social work, etc.) or a health or wellness-related discipline (e.g. allied health, exercise science, exercise physiology, health promotion, public health etc.).The new program will consist of 35 credit hours and will be able to completed in a online hy-flex model or fully online model with a full time 1 year completion or a part time 2 year completion.

This proposal has been reviewed and approved by the combined GS/CAA subcommittee and Graduate Council. The contacts for the proposal are cc'd on this email.

Please let me know if you need additional information to add this proposal to the agenda of the upcoming CAA meeting.

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL

**Dr. Maria N. Miriti**
**Professor, Dept. of Evolution, Ecology, and Organismal Biology**
Interim Associate Dean of Academic Affairs, Graduate School
Carole A. Anderson Faculty Fellow, OSU Office of Academic Affairs
614-292-6997 Office
miriti.1@osu.edu

**TJ Carpenter, MS**
Administrative Coordinator
The Ohio State University
Graduate School
250H University Hall, 230 North Oval Mall, Columbus, OH 43210
614-688-0230 Office
carpenter.1112@osu.edu / www.gradsch.osu.edu
Pronouns: He/Him/His

TO:        Randy Smith, Vice Provost for Academic Programs

FROM:      Graduate School Curriculum Services

DATE:      February 8, 2023

RE:        Proposal to establish a Masters of Health in Wellness in the College of Nursing

The College of Nursing is proposing to establish a Masters of Health and Wellness.

The proposal was received by the Graduate School on November 14, 2022. The combined GS/CAA subcommittee first reviewed the proposal on December 1, 2022 and requested revisions. Revisions were received on December 14, 2022. GS/CAA conducted a second review of the proposal and recommended it for approval by the Graduate Council on January 23, 2023. The proposal was approved by the Graduate Council on February 7, 2023.

**College of Nursing**

Newton Hall
1585 Neil Ave
Columbus, OH 43215

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

December 7, 2022

Members of the Graduate School-Council on Academic Affairs,

Thank you for your thoughtful comments regarding our proposal for the Master in Health and Wellness program. My responses are below and accompanied by the revised program proposal, highlighted for your convenience in review.

1.  On PDF p. 21, item f), there is mention of the degree being a minimum of 32 credits but earlier in the proposal is listed at 35 credits. Please correct.
    *The total credits for the degree is now reflected as 35 credits (page 21). This was a revision from the original proposal and includes the addition of 3 elective credits.*

2.  The committee had questions about the field experience requiring 112 hours but being associated with 4 credit hours. Is this typical for these field experiences? Please provide a rationale for this amount of time and describe how it compares to other field courses in the program.
    *The course includes 1 credit of didactic content and 3 credits of field experience. For each credit of field experience, we calculate 37.5 hours for a total of 112.5 hours. This is consistent with all field experiences in our college and with faculty. The inclusion of 3 credits of field experience and 1 didactic credit for the HW Field Experience course is designated throughout the proposal including page 13 (Table 5), page 19 Professional Graduate Degree Programs (b), page 29 Appendix B and the short syllabus for the course. The description of the field experience is included on page 15 in Curriculum and Instructional Design (3).*

3.  Please clarify if there is an advising sheet or if the curriculum map on PDF p.14-15 be used to advise students?
    *The sample curriculum plan used to advise students appears on page 14 in Table 6 (full time study) and 7 (part time study) in the proposal. The sample curriculum plan is shared with the advisor and the student and audited each semester through a College of Nursing generated database.*

4.  On PDF p.13-15, please include how courses will be delivered and if they will be synchronous or asynchronous. It will also be beneficial to explicitly state if the program intends to deliver the degree 100% at a distance or with a hy-flex online (50% or more online) model. It will also be beneficial to clarify if the program does not intend to offer an option with less than 50% online delivery.

*The program will be fully online with a mix of synchronous and asynchronous course delivery. This is stated in the proposal on page 8, Institutional Planning for the Program (1).*

5.      Please provide the completed MOU as part of the proposal once it is completed.

*This was submitted but I am reattaching the ODTI MOU in the email response.*

6.      The committee found that the proposal thoroughly presents the new degree, but there are additional questions regarding the online delivery of the degree. These online-specific comments are:

☐      Because anticipated enrollment is presented as increasing over time, does the CoN plan to limit enrollment in the initial years of the program?

*We were conservative in our estimated enrollment as it sometimes takes a bit of time to market and generate applications. As described on page 12, we expect to grow and will be able to accommodate an increasing number of students based on interest and resources necessary to assure a robust and rigorous program.*

☐      Are there any anticipated impacts on other degrees or aspects the department (e.g., course offerings, staffing)?

*Within the college, we have support for students to enroll in courses that are components of other degrees in the college (e.g., HCINNOV 7441 in the Master of Healthcare Innovation). We have experienced faculty who have capacity for additional teaching and advisement.*

☐      The proposal mentions that the program may need an additional faculty support to run the program. Please provide a letter from the Dean of the College stating this support. In addition, will the program require additional staff member(s). If so, please be sure to include this information in the institutional staffing, faculty, and student support section.

*In anticipation of this degree and other College of Nursing academic initiatives, we have increased the staff in our office of Student Affairs and Success with the addition of a graduate program manager to support students and faculty in this new program. As always, we are committed to qualified faculty hires when student enrollment increases beyond what we can currently support. See attached letter from Dean Melnyk.*

☐      If the distance program will enroll students outside of Ohio, how will the program address the needs of domestic and international students who are outside of Ohio (e.g., accessibility to instructors, advisors, classmates for group projects, online materials/tools)? *We have robust online offerings in the College of Nursing. We routinely coordinate with the ODTI State Authorization Office to facilitate communication of available program offering based on student location in concert with established regulations. Our faculty are experienced in online course delivery. Of note, we are currently ranked #1 in US News and World Reports for our online Masters in Nursing program, providing evidence of our ability to delivery quality online programs.*

☐      How will faculty be prepared and supported with course development, lesson planning, and online teaching?

*Our faculty receive support from ODTI in course development and refresh on a regular basis. Additionally, the college employs 2 instructional designers who are available to support faculty. The majority of our faculty have completed the Drake Institute Teaching Support Program and seek continued development in teaching and learning.*

☐      How will the program monitor and address academic integrity?

*We will approach this as we do in all of our programs. Strategies include regular meetings of faculty and faculty teams with academic administrators, review of student evaluation of instruction and preceptor evaluation of student outcomes. Students are expected to meet standards of the Code of*

*Student Conduct. We employ software including, but not limited to TurnItIn and Proctorio to assure integrity.*

☐ How will the program offer instructors guidance on appropriate expectations concerning academic integrity?

*All faculty are aware of the expectations for academic integrity and address these expectations in all classes.*

☐ What will the ratio of student-to-advisor be?

*We consistently monitor advising responsibilities in light of workload using a program developed in the college. As our faculty advise across programs, the assessment of advising load related to workload is essential. We use the quantified scale for advisement to base assignments on rather than workload as the effort to advise doctoral students is often greater than that of masters students.*

☐ Who will advise and mentor students?

*Faculty with M or P status conferred by the Graduate School who have experience in the focus of the program will serve as advisors. See page 7 of the proposal.*

☐ Is the college prepared to cover these additional expenses if deemed necessary?

*Yes, the college is supportive of the resources needed to launch the program. See letter from Dean Melnyk.*

☐ How will faculty mentor students, and how will students participate in the socialization that is necessary for effective scholarly exchange of ideas at the level appropriate for the degree sought. Specifically, address:

☐ How will students select a primary mentor and members of any required oversight committee?

*The students in the program will use the capstone to integrate theoretical concepts and program planning principles, leveraging experiential learning in the field. See Page 16 of the program proposal for additional details. The student's advisor will be selected by the Graduate Studies Committee chair in collaboration with academic administration to assure the advisor has necessary expertise and workload effort to advise and mentor the student. The advisor will work in concert with the capstone course faculty and program director to assure students meet program outcomes.*

☐ What is the frequency of mandatory interactions between program faculty and students?

*Students meet with faculty at least once per week in class and often interact with student between class sessions.*

☐ What opportunities exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field?

*Students have the opportunity to interact with faculty and preceptors in their field experience, allowing them to refine ideas.*

☐ What career development opportunities will be provided?

*The College of Nursing has a career services office to support networking and career development. Students will also have opportunities to promote career development through experiential and capstone activities.*

☐ How will the program seek feedback on learners' and instructors' experiences?

*Student evaluation of instruction is completed for all courses. Quantitative ratings are reviewed by academic administration to assure benchmarks are met. Faculty meet with direct reports to discuss experience in class, opportunities for development and strategies for success. Students are surveyed at the end of the program, followed by a 1 and 5 year survey to determine feedback. Employers are surveyed to determine readiness and preparation for transition to practice.*

☐      Are there any anticipated technical requirements required of students? (e.g., hardware, software, minimum connectivity requirements)

*All students are oriented to the technology needs to support online learning when they are admitted and in each course. These requirements are also included in student handbooks.*

☐      How will the structure of the program be communicated to students (e.g., scheduling, time commitments)?

Student will receive program information on our website which provides information needed to consider these factors.  All students are invited to sessions with faculty and staff in the Office of Student Affairs and Success for introduction to the program and opportunities to ask questions prior to admission.  Upon admission, all student participate in an orientation and Transformation Day, a chance to learn about the culture of the college.

☐      How will the distance program attend to issues of equity, diversity, and inclusion?

The availability of the program at a distance allows students from across the country to engage in advanced education.  Details regarding our efforts to recruit and retain underrepresented groups can be found on pages 6-7 of the proposal.  We have a number of student groups to support diversity, equity and inclusion as well as an office dedicated supporting faculty and students.

7.      In preparation for statewide review, ODHE requires the completion of the attached fiscal impact statement.

*We are prepared to comply with all ODHE requirements when needed.*

8.      As a note, it might not be possible to begin recruiting in AU23, dependent on the duration of the review process.

*We understand that we will be unable to begin recruitment until the program is fully approved.*


Sincerely,

Cindy M Anderson

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

December 1, 2022

Dr. Mary Stromberger - Vice Provost for Graduate Education
Graduate School – Council on Academic Affairs
The Ohio State University
250H University Hall
230 North Oval Mall
Columbus, OH 43210

Re: Master in Health and Wellness New Program Proposal

Dear Vice Provost Stromberger and Council Members,

I am writing in strong support of our proposed Master in Health and Wellness Program. As you are aware, the College of Nursing has experienced significant growth in recent years. With that growth, we have consistently increased the number of faculty and staff accordingly. In our Office of Student Affairs and Success, we plan the addition of a graduate program manager to support students and faculty in this new program.  As always, we are very committed to highly qualified faculty hires when student enrollment increases beyond what we can currently support. This program will provide a much needed degree as the health and wellness field continues to expand across the country. We anticipate it becoming a great success. The college is prepared to cover the cost of additional faculty, staff and expenses related to this new program.

Thank you for your consideration.

Warm regards,

Bernadette Mazurek Melnyk, PhD, APRN-CNP, FAANP, FNAP, FAAN
Vice President for Health Promotion
University Chief Wellness Officer
Dean and Helene Fuld Health Trust Professor of Evidence-Based Practice, College of Nursing
Professor of Pediatrics & Psychiatry, College of Medicine
Executive Director, the Helene Fuld Health Trust National Institute for EBP

November 14, 2022

Dr. Mary Stromberger
Vice Provost for Graduate Education
Dean Graduate School
Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Stromberger:

Attached is a proposal from the College of Nursing to establish the Master of Health and Wellness (HW) Professional Degree Program. The HW program is a novel professional masters degree program to prepare expert leaders of wellness innovation and health promotion programming in a variety of community and organizational settings. The proposed 35 minimum credit HW program will fill a current and future need for graduate level leaders of wellness innovation and health promotion programming (e.g., in roles such as wellness officers or directors) in a variety of community and organizational settings.

The HW program outcomes are:
1. Assess organizational and/or community health and wellness needs using a variety of data sources.
2. Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses
diverse populations.
3. Lead interprofessional collaborative approaches to create a wellness culture and an organization-wide health and wellness
strategic plan.
4. Develop, implement, and evaluate relevant, evidence-based, cost-effective and high-impact programs to promote self-care,
health and wellbeing within a select organization or community.
5. Evaluate organizational and/or community culture, policies, practices, programs and resources to foster a culture of health and
wellbeing.
6. Use data to formulate an organizational business case for value and return on investment.

In Spring 2021, the program proposal was reviewed and received approval via the College of Nursing Graduate Studies Committee and a majority quorum of the eligible College of Nursing voting faculty. Prior to moving forward for Graduate School and CAA approval, we revised the proposal to enhance collaboration with Department of Human Sciences (DHS) as it relates to the Health and Exercise

Science (HES).  As the collaboration resulted in a curricular change, we requested review by the Graduate Studies Committee on November 3, 2022 (4 yes; 0 no) and faculty on November 9 (85 yes; 1 no), both approved.

We request assignment of program and subject codes for this novel degree program as per the established OAA and Registrar Office process. As the program delivery options include online delivery formats (Distance learning, Distance Hybrid options), we have initiated a MOU with the Office of Distance Education and eLearning.  Concurrence documentation is provided in the appendices from the College of Public Health, College of Education and Human Ecology and the School of Health and Rehabilitation Sciences.

Please let me know if you require any additional information to review this request.

Sincerely,

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


CC: Dr. Bernadette Melnyk, Dr. Karen Rose, Dr. Kate Gawlik, Dr. Megan Amaya

**College of Nursing**

Newton Hall
1585 Neil Ave
Columbus, OH 43215

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

November 14, 2022

Dr. Mary Stromberger
Vice Provost for Graduate Education
Dean Graduate School
Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Stromberger:

The College of Nursing administrative leadership team is fully supportive of the attached request for the establishment of a new Master of  Health and Wellness professional degree program.


Sincerely,

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

*Proposal for a Master of Health and Wellness (HW)*
*Professional Degree Program*
Mode of Delivery: *Distance Learning, Distance Hybrid or Classroom*

-----------------------------------

*The Ohio State University*
*College of Nursing*


## BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

1.  **Brief description of the disciplinary purpose and significance of proposed degree**.*(max 300 words)*
    The OSU College of Nursing proposes to create a new Master of Health and Wellness (HW) professional degree to prepare expert leaders in evidence-based health and wellness programming and building wellness cultures to improve population health and well-being in a variety of settings. It is distinct from other programs available at OSU (Appendix A) and in Ohio (Table 3) in focus. Program significance is supported by multiple trends at all societal levels to improve health and engagement in wellness. Over 90% of organizations with over 50 employees now offer some type of health promotion programming and resources. Employers increasingly recognize their return on investment in health and wellness in terms of improved employee health outcomes, reduced costs and other productivity benefits (Melnyk et al., 2018[1]). In February 2021, the Ohio Bureau of Workers' Compensation started the "Better You, Better Ohio!" to help employers start health and wellness programs[2]. Career opportunities for graduates of this proposed HW degree align with the U.S. Bureau of Labor Statistics (BLS, 2021[3]) description of 'social and community service managers' who coordinate and supervise programs and organizations that support public wellbeing. The BLS projects 17% growth in this area between 2019 to 2029, a rate much faster than the average for all occupations. Projections for Ohio are an 11.9% increase between 2018-2028 (US Department of Labor, 2021[4]).

2.  **Definition of the focus of the program.** *(max 300 words) This is only intended to be an overview. Make sure to explicitly identify if plans include defined lines of curricular focus within the degree program (tracks or concentrations) and whether they will be noted on the transcript.*

    The proposed HW program will prepare expert leaders in Health and Wellness programming and building wellness cultures to improve population health and well-being in a variety of community and

---

[1] Melnyk, BM., Gascon, G., Amaya, M., Mehta, L. (2018). A comprehensive approach to university wellness emphasizing Million Hearts demonstrates improvement in population cardiovascular risk. Building Healthy Academic Communities Journal, 2(2): 6-11. doi: 10.18061/bhac.v2i2.6555

[2] Ohio Bureau of Workers' Compensation, Better You, Better Ohio! Health and Wellness Program, https://info.bwc.ohio.gov/wps/portal/gov/bwc/for-employers/workers-compensation-coverage/rates-and-bonuses/Health-and-wellness

[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social and Community Service Managers, at https://www.bls.gov/ooh/management/social-and-community-service-managers.htm

[4] US Department of Labor, Long-Term Occupational Projections (2018-2028), Social and Community Services Managers, https://projectionscentral.org/Projections/LongTerm?AreaName=&AreaNameSelect%5B%5D=39&Name=&NameSelect%5B%5D=711&items_per_page=10

organizational settings. Program graduates could be employed in roles such as chief wellness officers or directors of health promotion and wellness innovation in a variety of community, corporate and organizational settings. The proposed masters level Health and Wellness (HW) program is distinct from existing degree programs. The College of Nursing undergraduate Health and Wellness program focuses on promoting individual health, whereas the proposed Master of Health and Wellness program emphasizes graduate level leadership in wellness intervention programming and building wellness cultures within organizations and communities. The College of Nursing M.S. in Nursing program with multiple specialization tracks prepares advanced practice nurses, a Master of Clinical Research (MCR) program provides clinical research training for research staff roles, and a Master of Healthcare Innovation (MHI) program focuses on mid-level leadership innovation in healthcare that is not specific to health promotion and wellness interventions/programming. The proposed Master of Health and Wellness (HW) program is also distinct from other health-related OSU degrees as summarized in Appendix A.

3. **Rationale for degree name.** *(max 100 words) For example, Master of Science or Master of Arts degree names identify degrees that prepare students for original research and usually include original research that leads to a thesis as culminating experience, or may include a research capstone. "Master of" degree names have a capstone culminating experience that demonstrably integrates what has been learned during the degree coursework. Justify the disciplinary field in the degree title if not tightly linked to the stated focus of program.*

The focus of the proposed professional Master of Health and Wellness (HW) program in preparing expert leaders in health and wellness programming and building wellness cultures is consistent with the health and wellness concepts in the proposed degree name. The proposed program does not focus on conducting original research and instead will include a capstone project requirement as this is more consistent with a professional masters degree.

4. **Duration of the program.**
   a. **Total credit hours**. *Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. If there are differences in credit expectations among the proposed tracks or concentrations, state those differences.*

   The HW program includes a minimum of 35 semester credit hours within full-time and part-time study options. The program does not include specialization tracks or concentrations.

   **Normal or typical length of time for students to complete the program.** *If there are differences in duration among the proposed tracks or concentrations, state those differences. Identify if students will be enrolled full-time and/or part-time.*
   - The full-time 1-year option includes required coursework taken in three consecutive semesters.
   - The part-time 2-year option includes required coursework taken in six consecutive semesters.

5. **Admission timing.** *Provide proposed date for implementation of the program, and indicate if program plan includes more than one cohort being admitted per year.*

   Assuming approval by the Ohio Department of Higher Education in Spring 2023, we project starting the program in Autumn 2023 by admitting a part-time cohort. Going forward, both a full time and part time cohort will be admitted each Autumn.

6. **Primary target audience for the program and admission requirements.** (*max 300 words) For*

*example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (previous areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc).*

The HW program is designed for professionals who have earned at least a bachelor's degree in a healthcare-related discipline (e.g. health sciences, counseling, public health, nursing, psychology, social work, etc.) or a health or wellness-related discipline (e.g. allied health, exercise science, exercise physiology, health promotion, public health etc.). Each of these types of degrees provides some basic undergraduate level content in health promotion and wellness that can serve as a sufficient foundation for the intermediate level graduate level health and wellness program content.

Admission requirements are:
- The general minimum criteria established by the Graduate School (http://gpadmissions.osu.edu/grad/admissions.html), including an overall GPA of at least 3.0 for the most recently earned degree
- Minimum English proficiency requirements/tests for international applicants per the Ohio State University Graduate and Professional Admissions website (http://gpadmissions.osu.edu/intl/english-proficiency.html)
- Bachelor's Degree in any health science/health promotion-wellness related discipline from an accredited institution – all college transcripts must be submitted
- Purpose and goals statement
- Three letters of recommendation
- Asynchronously recorded interview

A number of existing certifications were evaluated in relation to proposed admission requirements during the design of this degree. In context of the unique content and focus of the proposed program, no existing certifications were identified as an appropriate program admission requirement.

7. **Special efforts to enroll and retain underrepresented groups**. *(max 500 words) Offer plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline. Provide as background (1) Institution and department profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline, and compare to (2) nationally reported values from NCES, Council of Graduate Schools, or other authoritative sources. Supply data by demographic group where available. Your Office of Institutional Research, or the Graduate School, can assist in gathering this data.*

According to OSU enrollment data (OSU Enrollment Tables, 2020), 21.2% of graduate students identify as a minority student compared to 21.7% graduate students in the College of Nursing who identify as minority (OSU CON Enrollment, 2020). The most recent graduation rates for all of the College of Nursing degree programs for underrepresented minority groups were similar to the overall program graduation rates (89% vs. 90%), based on the strong College of Nursing and Ohio State University infrastructure for recruitment and retention of underrpresented groups within the applicant pool.

The College of Nursing offers an array of supports and initiatives for students throughout the process of admissions, engagement in academic studies and graduation. The college has actively worked to implement a holistic admissions process which will be used to recruit and enroll a diverse student population in the HW program. The CON has a number of offices and initiatives designed to "embrace

the practice of treating the body, mind and spirit" (https://nursing.osu.edu/offices-and-initiatives). These offices and initiatives include but are not limited to:

- Diversity, Equity and Inclusion
- Office of Global Innovations
- Community Outreach and Engagement
- Technology support
- Technology Learning Complex (simulation)
- Mindstrong (cognitive-behavioral skills building for resilience)
- Center for Healthcare Innovation and Wellness
- Office of Student Affairs and Success

A key feature of supporting student success in graduate studies is through substantive ongoing advisement. The graduate student-faculty advisor relationship is critical to meet the individualized goals of the student and expected program outcomes. Student advisement is the primary responsibility of tenure track/tenured and clinical track faculty with at least 50% FTE with designated Graduate School Graduate Faculty status (Category P or M, respectively). New advisors of graduate students are introduced to advisement responsibilities in the College of Nursing New Faculty Orientation and receive at least one in-depth individualized orientation to advising session with the College of Nursing Graduate Studies Committee chairperson close in time to starting service as an advisor. Advisors are also introduced to the curriculum and key policy and procedures for the program in which they have been assigned graduate students to advise. Students also receive support from graduate program managers and data managers in the Office of Student Affairs and Success, which provides support for technical needs and data necessary for advisement.

# INSTITUTIONAL PLANNING FOR THE PROGRAM

1. **What are the physical facilities, equipment and staff needed to support the program?** *Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services, or identify new laboratory and preceptor needs. Define if new staffing is needed to support these facilities or other aspects of the program.*

No additional physical facilities or equipment on campus will be required for students in the proposed Master of Health and Wellness (HW) program. The HW program will initially be offered as a fully online distance learning program with the didactic component offered entirely online, in both synchronous and asynchronous formats (Table 5.). Approval for distance hybrid and on campus delivery modes is sought to maximize delivery flexibility in the future.  Applied field experiences will be facilitated by the program's co-directors who have a network of facilities cultivated from the College of Nursing undergraduate Health and Wellness Innovation program for which undergraduate students have some field experiences pertaining to health promotion and wellness. The College of Nursing has extensive experience with successful delivery of online graduate programs, including other professional masters degree programs offered in the College of Nursing, and is recognized as a campus and national leader in the quality of its online degree programs.

Course content will be delivered using a variety of multi-media formats including but not limited to video lecture capture, audio slide shows, interactive slide shows, case studies, online quizzes, and virtual discussion with instructors and classmates. Examples of online educational media that may be used include Zoom (web conferencing software), Panopto (screen and audio capture software), and VoiceThread (interactive audio-visual tool for shared discussions and presentations).

To ensure the use of evidence-based teaching-learning practices in online higher education, the HW courses will be developed in collaboration with the university Office of Distance Education and eLearning (ODEE).  Faculty work closely with staff from ODEE to develop new courses for an online format guided by ODEE's course development rubric which aligns with Quality Matters criteria (2018[5]). While faculty focus on content of the course, ODEE Instructional Designers provide suggestions and technological solutions to provide a robust learning experience for students.

The College of Nursing has highly experienced information technology specialists who will assist with the technical aspects of the online course delivery format. Collectively, the CON has many years of experience delivering online programs and courses to graduate students. The HW program director will work closely with the CON instructional development specialists and ODEE (https://odee.osu.edu) instructional designers to assure smooth online course development and appropriate technical delivery of the course material. Distance education support services for faculty and students are also provided by the university through ODEE (2019a[6], 2019b[7]).

Resources provided by ODEE are leveraged for implementation of best practices when making the decisions for online teaching, supporting an environment conducive to student learning. ODEE provides course development support including a 14-week development process of one-on-one support between an instructor and an instructional designer to create online courses. This support is followed by a 5-hour

---

[5] Quality Matters. (2018). Higher ed course design rubric. Retrieved from
https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric

[6] Office of Distance Education and eLearning (2019a). *Ohio State University.*
https://odee.osu.edu
[7] Office of Distance Education and eLearning (2019b). Resources. *Ohio State University .*
https://odee.osu.edu/odee-grants/resources

review after an initial course offering to consider immediate feedback and concerns. Courses are then reviewed every three years between an instructor and an instructional designer to make improvements and updates based upon student feedback. ODEE also provides support for compliance with state authorization regulations for delivery of educational programs to students at a distance, including a dedicated program manager and program assistant (ODEE, 2019c[8]).

The OSU Graduate School is a strong support to the OSU CON and provides valuable oversight of graduate programs at OSU to ensure quality, including for proposals for new degrees. They offer support through vetting policies and procedures, faculty appointments, non-faculty committee members to doctoral committees, as well as assisting with student admission, addressing grievances and maintaining files. They provide faculty with assessment information from classroom learning activities through program level outcomes.

As a result of dedicated and well-prepared faculty in the CON, coupled with the high level of resources and support described previously, the online M.S. in Nursing Program is nationally ranked by U.S. News & World Report (USNWR) as #1 (2021a[9]) making it the eighth consecutive year that this program is ranked in the top six nationally. OSU is also known for online program excellence as demonstrated by the USNWR (2021b[10]) ranking of #7 for Online Bachelor's Programs, ranking in the top eight nationally for the past eight years.

2. **What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?** *(max 500 words) Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

In Spring of 2019, a comprehensive review of relevant CIP codes (Classification of Instructional Programs[11]) related to Health and Wellness, Community Health and Preventative Medicine, Health Services Administration and Behavioral Aspects of Health[12] was completed. This type of review is able to locate education programs in both Ohio as well as the entire United States. In addition, the report provided the number of annual job openings for each of these codes.

Table 1. displays summary results for Ohio and the U.S. in calendar year 2017 (year data is last available). A review of the table reveals that for the four relevant CIP codes, 485 students graduated

---

[8] Office of Distance Education and eLearning. (2019c). State authorization. *Ohio State University.* Retrieved from https://odee.osu.edu/user/login?destination=node/1358

[9]USNWR. (2021a). Best online master's in nursing programs of 2021. Retrieved from https://www.usnews.com/education/online-education/nursing/rankings?mode=table

[10]USNWR. (2021b). Best online master's in nursing programs of 2021. Retrieved from https://www.usnews.com/education/online-education/bachelors/rankings

[11] The CIP is a taxonomy of instructional programs that provides a classification system for the thousands of different programs offered by postsecondary institutions. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. More information about CIP can be obtained at https://nces.ed.gov/.

[12] All available CIP codes were reviewed and these four were the most relevant to this proposal.

from programs in the U.S. while annual openings that were advertised for positions related to these CIP codes exceeded 165K. The market analysis also demonstrates that the posting intensity (the number of times a position is posted by companies seeking candidates for a position) ranges from 4:1 to 5:1. In other words, companies are advertising four or five times to fill one position.

Table 1. Graduates, Degree Delivery Method, Posting Intensity, Annual Job Openings and Median Salary

| US GRADUATE DEGREES (INCLUDES OHIO) | # of Distance Graduates | # of Traditional Graduates | # Annual Openings | *Posting Intensity (# of posts per job) |
|---|---|---|---|---|
| 51.0001: Health and Wellness, General | 112 | 150 | 8359 | 4:1 |
| 51.2208, Community Health and Preventative Medicine | 40 | 227 | 19,989 | 5:1 |
| 51.2211, Health Services Administration | 333 | 586 | 13,457 | 5:1 |
| 51.2212, Behavioral Aspects of Health | 0 | 119 | 123,950 | 4:1 |
| Total | 485 | 1082 | 165,755 | |

Table 2. shows the number of US Graduate Degrees (including Ohio) that offer distance or traditional graduate degrees by CIP Code. Of 98 degree programs in the US, 25 programs are offered online. The listing of top schools (10% or more of market) providing degrees related to these CIP codes shows that only one university with a significant market share, the University of Toledo, is located in Ohio.

Table 2. Number of US Graduate Programs (including Ohio) offering Distance or Traditional Degrees related to CIP Code Topics.

| # of US Graduate Degrees (Includes Ohio) by CIP Code | Distance Programs | Traditional Programs | Schools Graduating 10% or more of Total Graduates |
|---|---|---|---|
| 51.0001: Health and Wellness, General | 8 | 12 | American College of Healthcare Sciences, The University of Tampa, Towson University. |
| 51.2208, Community Health and Preventative Medicine | 3 | 20 | Indiana University-Bloomington (43%); U of Toledo, U of North Florida & U of Florida each have about 8-9% market share |
| 51.2211, Health Services Administration | 14 | 30 | Emory, ASU-Skysong, Lake Erie College of Osteo Med, U of Baltimore, ASU-Downtown, U of Illinois at Chicago, Vanderbilt, Texas A&M, U of Iowa (All of these schools fall below 10% market share.) |
| 51.2212, Behavioral Aspects of Health | | 11 | Tulane, Texas A&M, Harvard, U San Francisco |
| Total Programs | 25 | 73 | |

The analysis also revealed that the median salary for positions associated with these CIP codes ranged from $21/hour to $46/hour with an average annual salary of almost $70,000.

It is important to note that while this degree draws upon knowledge of health and wellness, community health and preventative medicine, health services administration and behavioral aspects of health, it is unique. The degree will prepare graduates to use this knowledge to use organizational or community data, evidence and innovation principles to plan, implement and develop relevant, timely and effective organization-wide initiatives which promote the resilience and well-being of all employees during regular and exigent circumstances.

## STATEWIDE ALTERNATIVES
*(max 300 words) You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities.*

1. **What programs are available in other institutions and how do they differ from the program being proposed?** *Explain the unique features of your program compared to others in the State.*

   The HW degree focus represents novel professional degree program content. Most similar programs as identified by CIP codes marketing analysis are conceptually distinct in focus from the proposed HW program. There is only one program in Ohio offered at the University of Toledo that is indexed using Community Health and Preventative Medicine CIP coding, which does not substantively overlap with the conceptual focus of the HW program. Data provided in Tables 1 – 3 support the need for a new graduate degree program focused on health and wellness.

   Table 3. displays the institutions that capture the largest portion of marketing for Community Health and Preventative Medicine CIP Code.

   Table 3. Top Ten Programs in the US using Community Health and Preventative Medicine CIP Code (2017).

   |  | # of Students | Market Share |
   |---|---|---|
   | Indiana University-Bloomington | 66 | 24.70% |
   | *University of Toledo | 26 | 9.70% |
   | University of North Florida | 24 | 9.00% |
   | University of Florida | 22 | 8.20% |
   | Southern Illinois University-Carbondale | 20 | 7.50% |
   | Stanford University | 14 | 5.20% |
   | University of Northern Iowa | 13 | 4.90% |
   | Lock Haven University | 13 | 7.50% |
   | University of Wisconsin-Madison | 11 | 5.20% |
   | Minnesota State University-Mankato | 10 | 4.90% |
   | Top Ten Market Share | | 86.80% |

   *Note that only one of the top ten programs providing a classroom-delivered program within the Community Health and Preventative Medicine CIP code is located in Ohio.

2. **Address appropriateness of specific locale for the new program. For example, are you uniquely serving a region?**

The OSU College of Nursing is a leader in distance education at OSU and beyond. In the past five academic years, the CON has consistently increased enrollment in online programs from 373 students to 695 students. The CON graduate programs offered 68.3% of the total online programming at OSU (Jones & Griffiths, 2019). OSU CON has the expertise and experience to provide excellent online graduate level education for health and wellness for students within Ohio and throughout the nation.

3.  **Address opportunities for inter-institutional collaboration.**

No specific opportunities for inter-institutional collaboration have been identified at this time given that a similar program does not currently exist in the state. The  proposed degree addresses a currently-unmet need in a disciplinary area for which there is strong need and demand. As such, the OSU College of Nursing adminstration is committed to exploring potential future collaborations with other institutions to bolster the ability to meet the needs of communities and organizations for expert leaders of health and wellness. Potential partner organizations include, but are not limited to, other universities/colleges in Ohio, as well as potential employers of program graduates.

## GROWTH OF THE PROGRAM

*(max 300 words) Answers to the following questions should be consistent with the Fiscal Impact Statement in Appendix.*

1.  **What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient?** *For example, is there a point at which you need to hire new staff or faculty, or find additional space?*

Table 4. displays predicted enrollment for the first three years of the program.  It is anticipated that 30 students will be admitted in Autumn of Year 1.  Planned growth includes admitting 45 students in Year 2 of the program, and 60 new students in Year 3 and subsequent years. The projected admission numbers are considered maximum enrollment to provide quality teaching and advising with current staffing. The College of Nursing has a strong track record of success in growing its graduate programs in step with enrollment projections; e.g., for its multiple masters programs and the Doctorate of Nursing Practice (DNP) program, with additional new faculty and staff hired in step with enrollments growth.

Table 4.   HW program projected enrollments by year, Full-time and Part-time combined.

| Program | First Year (Autumn 2023) | Second Year (Autumn 2024) | Subsequent Years (Autumn 2025 and beyond) |
|---|---|---|---|
| Master of Health and Wellness | 30 (part-time) | 45 (30 part-time; 15 fulltime) | 60 (40 part-time; 20 fulltime) |

## CURRICULUM AND INSTRUCTIONAL DESIGN

1. **Curricular content.** *Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, including those required for transcripted tracks or specializations.*

**Master of Health and Wellness (HW) Program Outcomes**

Health and Wellness (HW) program graduates will be able to:

1. Assess organizational and/or community health and wellness needs using a variety of data sources.
2. Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations.
3. Lead interprofessional collaborative approaches to create a wellness culture and an organization-wide health and wellness strategic plan to improve population health and well-being.
4. Develop, implement, and evaluate relevant, evidence-based, cost-effective and high-impact programs to promote self-care, lifestyle behavior change, and health and wellbeing within a select organization or community.
5. Evaluate organizational and/or community culture, policies, practices, programs and resources to foster a culture of health and wellbeing.
6. Use data to formulate an organizational business case for value and return on investment.

Table 5. Curricular Content

| COURSE # | TITLE | CREDITS |
|---|---|---|
| Required core courses for degree | | |
| HCINNOV 7441 | [1]Innovation Leadership: Leading From Within | 3 |
| NEW [HW] 7XXX | [1]Promoting Population Health and Wellbeing | 3 |
| Nursing 7779 | [2]Evidence-Based Practice for Interprofessional Teams | 3 |
| KNHES 5652 | Worksite Health Promotion | 3 |
| NEW [HW] 7XXX | Positive Psychology and Happiness | 1 |
| NEW [HW] 7XXX | Health and Wellness Resource Allocation in Organizations | 2 |
| NEW [HW] 7XXX | [1]Leading a Culture of Wellbeing in Organizations | 3 |
| Nursing 5115 | [2]Mindstrong | 1 |
| NEW [HW] 7XXX | [3]HW Field Experience | 4 (1 credit didactic; 3 credits field experience) |

| PAES/KNHES 5704 | Health Promotion Program Evaluation | 3 |
|---|---|---|
| 7XXX | Digital Health and Wellness Technologies for Individuals within Organizations and Communities | 2 |
| ~~Nursing 6114~~ | [2]Strategies for Personal Health | 1 |
| | | |
| NEW [HW] 7XXX | [1]HW Capstone | 3 |
| Elective | (see list of course options in Table 8) | 3 |
| | TOTAL number of semester credit hours | 35 |

[1]These courses will be presented in a synchronous online format to promote a personal connection between faculty and students. At least one course will be synchronous per semester in either the full time or part time curriculum plan.
[2]These courses were designed for interprofessional audiences across the university. As such, they have broad applicability and encourage interchange across professions and degrees.
[3]The field experience will occur on-site within a contracted organization or community.

Appendix B provides a crosswalk table to show the relationship between course objectives and HW program outcomes. Tables 6 and 7 display the HW sample plans of study for fulltime and partime study options, respectively.

Table 6. HW Sample Curriculum Plan -- Full Time (One Year)

| Autumn | Credit Hours | Spring | Credit Hours | Summer | Credit Hours |
|---|---|---|---|---|---|
| KNHES 5652 Worksite Health Promotion | 3 | HW 7XXX Leading a Culture of Wellbeing in Organizations | 3 | HCINNOV 7441 Innovation Leadership: Leading From Within | 3 |
| HW 7XXX Promoting Population Health and Wellbeing | 3 | PAES/KNHES 5704 Health Promotion Program Evaluation | 3 | HW 7XXX Digital Health and Wellness Technologies for Individuals within Organizations and Communities | 2 |
| N7779 Evidence Based Practice for Interprofessional Teams | 3 | N5115 Mindstrong | 1 | N6114 Strategies for Personal Health | 1 |
| HW 7XXX Positive Psychology and Happiness | 1 | HW 7XXX Field Experience | 4 | HW 7XXX Capstone | 3 |
| HW 7XXX Health Wellness Resource Allocation in Organizations | 2 | Elective | 3 | | |
| Semester Total | 12 | Semester Total | 14 | Semester Total | 9 |

Table 7. HW Sample Curriculum Plan -- Part Time (Two Years)

| YEAR ONE | Credit Hours | | Credit Hours | | Didactic |
|---|---|---|---|---|---|
| Autumn | | Spring | | Summer | |
| KNHES 5652 Worksite Health Promotion | 3 | HW 7XXX Leading a Culture of Wellbeing in Organizations | 3 | HCINNOV 7441 Innovation Leadership: Leading From Within | 3 |
| N7779 Evidence Based Practice for Interprofessional Teams | 3 | KNHES 5704 Health Promotion Program Evaluation | 3 | HW 7XXX Digital Health and Wellness Technologies for Individuals within Organizations and Communities | 2 |

| | | | | | |
|---|---|---|---|---|---|
| Semester Total | 6 | Semester Total | 6 | Semester Total | 5 |
| YEAR TWO | | | | | |
| HW 7XXX Promoting Population Health and Wellbeing | 3 | Elective | 3 | | |
| HW 7XXX Positive Psychology and Happiness | 1 | N5115 Mindstrong | 1 | N6114 Strategies for Personal Health | 1 |
| HW 7XXX Health and Wellness Resource Allocation in Organizations | 2 | HW 7XXX Field Experience | 4 | HW 7XXX Capstone | 3 |
| Semester Total | 6 | Semester Total | 8 | Semester Total | 4 |

Table 8. Elective Coursework Options

| COURSE # | TITLE | CREDITS |
|---|---|---|
| HCINNOV 7440 | Innovation in High Performing Organizations | 3 |
| KNHES 5703 | Health Behavior Theory | 3 |
| KNHES 5651 | Health Promotion Program Planning | 3 |
| KNHES 7726 | Changing Physical Activity Behavior | 3 |
| PUBHHBP 7522 | Program Planning and Implementation | 3 |
| PUBHHBP 7542 | Settings and Special Populations in Health Promotion | 3 |

2. **What are the requirements students must fulfill to complete the program successfully?** *(max 500 words) Expand on information in Table above, if needed including specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, minimal research credits, defined number of credits in different focus areas, etc). Define the minimal credits needed to complete the degree in any transcripted tracks or specializations.*

   To successfully meet the degree requirements, a student will need to complete the required program coursework with a grade of B minus (B- or better) in all required coursework, maintain an overall GPA in graduate coursework of at least 3.0, and successfully complete the HW Capstone project.

3. **Description of a required culminating, or integrated learning, experience.** *(max 500 words). Examples of suitable culminating experiences for different kinds of degrees include, but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience. With proper planning, the culminating experience may be integrated within coursework required for the degree.*

   The field experience experience provides a total of 112.5 clock hours within an organization. The field experience is designed for the student to apply population health and wellness principles and best practices, including innovation, leadership, technology, and leading change that creates cultures of wellness within the organization or community. The program co-directors will provide oversight and individualize field placement sites. Local Columbus, OH sites include but are not limited to Ohio Health, Columbus City Schools, and Healthy New Albany and AccellWELL. The College of Nursing has a strong placements infrastructure with existing contractual agreements that can be leveraged to

provide these and other types of field experiences for students.

The HW 7XXX Health and Wellness Capstone course occurs in the last semester of the program and is the course in which the Capstone project will be completed. Students will be asked to respond to a hypothetical case study that contains 'real world' data elements (e.g. Health Productivity Index, claims, health risk appraisal, health behavior data, etc.) for which they analyze and generate a complete proposal to demonstrate students' application of knowledge gained during the program. The Capstone will also help the student integrate theoretical concepts and program planning principles with knowledge gained from their field experience.  The project proposal will include key elements of a complete plan relevant to a health and wellness initiative within an organization: needs and organizational readiness assessment, evidence-based strategies for implementation, quality improvement measures and evaluation methods for determining efficacy and sustainability. Via the completed project proposal, the student will gain valuable insights into what they have learned in the program and will provide faculty an excellent opportunity to complete a summative evaluation of the student's integration of learning. The project proposal will be presented in written as well as oral presentation form within the Capstone course. Post-graduation, the student will be able to present the project as part of their portfolio during the interview process.

## INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT

1. **Faculty.** *(max 300 words) How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program faculty, and the Faculty Matrix describing involvement of each faculty in teaching (a template for the Faculty Matrix is included at the end of this document).*

   Approximately 9 College of Nursing faculty and additional faculty in the College of Education and Human Ecology and College of Public Health are available to teach courses within the HW program (See Appendix C. Faculty Matrix). Additional workload capacity is available with some, but not all current faculty, but there is an administration commitment to support of the program including for any new resources that may be needed as the program grows, such as hiring additional teaching faculty.

2. **Administration and Support.** *(max 300 words) What are the administrative arrangements for the proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?*

   The HW program will be supported by the College of Nursing and the OSU Graduate School. Administrative oversight of the program will be provided by the program Co-Directors, Dr. Megan Amaya and Dr. Kate Gawlik. The Co-Directors of the program, in collaboration with Senior Associate Dean for Academic Affairs and Educational Innovation, the College of Nursing Graduate Studies Committee (GSC), and a HW Subcommittee of GSC (established upon degree approval), will have responsibility for the overall supervision and direction of achieving program goals and student learning objectives. Specific activities will include:
   - Promoting the program within the nursing academic and healthcare communities to engage partners
   - Recruiting students into the program
   - Interviewing prospective applicants and making admission recommendations to the HW subcommittee and GSC
   - Assisting faculty in the delivery of the program content and students meeting learning objectives
   - Providing oversight of the capstone projects in support of program faculty; identifying field experience sites; and designing, providing oversight, and evaluating the project,
   - Evaluating all aspects of the program including program outcomes, course evaluations, faculty feedback and student achievement of learning objectives.

   The Senior Associate Dean for Academic Affairs and Educational Innovation holds the responsibility for teaching assignments while the Graduate Studies Committee (GSC) oversees the admissions process and assignment of academic advisors. The role of academic advisors is to mentor students throughout their degree experience in areas such as curriculum planning and coaching throughout the program.

**ADDITIONAL PROPOSAL SECTIONS**
**FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS**

*The following three sections are not needed for all program proposals, but you must complete the relevant sections if they apply to your program. Delete the sections that are not relevant for your proposal.*

1) ~~ENTRY LEVEL GRADUATE DEGREE PROGRAMS~~

~~*Standard graduate education in a discipline or professional area requires entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. An **entry level graduate program** is defined as a program of advanced study which admits: a) post-baccalaureate students into a master's or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area, or b) postsecondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs.*~~

~~*If you are proposing an entry level graduate degree program, address the following additional questions:*~~

~~a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.~~

~~b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?~~

~~c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?~~

~~d) How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?~~

~~e) Does the program identify faculty resources appropriate for the research component of the program?~~

~~f) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?~~

~~g) What plans have been made to address standards and guidelines for professional accreditation, if applicable?~~

2) **PROFESSIONAL GRADUATE DEGREE PROGRAMS**

***Professional graduate degree programs*** *prepare students for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the professional master's or doctoral degree. The following master's degree titles are representative: Master of*

*Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), and Master of Architecture (M.Arch.). Representative professional doctoral degree titles include: Doctor of Audiology (Au.D.), Doctor of Management (DM), Doctor of Education (Ed.D.), Doctor of Physical Therapy (D.P.T.), Doctor of Musical Arts (DMA) and Doctor of Psychology (Psy.D.). "Intermediate" professional graduate degrees signifying work beyond the professional masters yet remaining short of the professional doctoral degree, such as the educational specialist degree (Ed.S.) are also appropriate professional credentials in certain fields. Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. However, generally these are not research graduate degrees.*

*If you are proposing a professional graduate degree program, address the following additional questions:*

a) What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

There are no further admission criteria besides those listed in this document under *Basic Characteristics of the Educational Program, 6. Primary target audience for the program and admission requirements.*

b) Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.

The HW field experience is subsumed within a required course to be taken for 1 didactic credit and 3 credits of field experience (= 112.5 clock hours of field experience). The field experience course integrates each of the HW program outcomes (Curriculum and Instruction Design section of this proposal) as shown in the Appendix B crosswalk table of course objectives with program outcomes. All students will have opportunities to engage in the specific types of activities reflected within the overall program learning outcomes.

On-site field experiences will be precepted and represent an opportunity for students to apply higher level cognitive skills and to connect theoretical concepts within field placement sites that provide opportunities to engage with health and wellness programming within organizations and communities as facilitated by the preceptor. A learning contract will be established at the outset of the field experience by the student, preceptor, and field experience course faculty that will be used as a basis for student evaluation for the field experience component of the course. Specific field experience activities will always focus on learning experiences relevant to health and wellness leadership, but specific activities will vary depending on individual student learning goals in which tailoring of learning activities occurs within a particular type of field placement site. For example,

students with specific interests in health promotion for mid-life adults within particular work contexts will be matched as closely as possible to this population and type of work site/s. These students may be precepted in organizations with robust employee wellness programs. Some activities may include planning, implementing, and evaluating new and existing employee wellness programming to promote and sustain health within the organization. Students with particular interests in wellness innovation within a special community of interest will be similarly matched; e.g., students may have field experiences at sites such as community wellness academies or with particular population groups who are traditionally underserved within community organizations such as the YMCA or local health departments. Some activities may include using innovation and evidence to design strategies to reach targeted populations and implement wellness programs to improve community health outcomes.

Preceptors will be assessed for fit after providing their curriculum vitae, resume, or complete the CON Graduate Preceptor Data form. Preceptors will provide evaluation of student work and students will have an opportunity to provide evaluation of their preceptors. Field experience course faculty will communicate with preceptors in collecting data to evaluate student work in precepted experiences and provide additionaloversight as needed.

c) Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

Refer to Appendix C Faculty Matrix for additional details. All faculty who teach in the HW program will be doctorally prepared and have OSU Graduate Faculty status of Graduate Faculty Category M or P. In addition, faculty will have a minimum of 2 years of employment in an academic institution within the past 5 years, average student evaluation of teaching scores that meet or exceed the College of Nursing average, and have specific professional experience and involvement in wellness innovation and/or health promotion leadership at a level that would be required to provide competent course instruction. A majority of the faculty will also have relevant health-related credentials and certifications in addition to professional and academic experience and earned degree credentials.

d) How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

Because the HW is a novel professional masters degree program there are currently no discipline-specific accreditors who currently accredit this proposed new degree.

e) How are theory and practice integrated within the curriculum?

Theory and practice are integrated throughout the curriculum as shown in the course objectives and in the Appendix B crosswalk table for the course objectives and program outcomes that integrate theory and applied activities. While there are not specific

national standards as related to a certification for this new degree, some standards that guide the program include but are not limited to:

National standards:

- Population Health Management Standards (National Committee for Quality Assurance, 2018)
- Healthy People 2030 - [Use Healthy People 2030 in Your Work - Healthy People 2030 | health.gov](Use Healthy People 2030 in Your Work - Healthy People 2030 | health.gov)
- International Network of Health Promoting Hospitals and Health Services' Standards for Health Promoting Hospitals and Health Services - [Titel (hphnet.org)](Titel (hphnet.org))
- World Health Organization Healthy Workplace Framework and Model - [Microsoft Word - FInal HW Framework 31 Jan.doc (who.int)](Microsoft Word - FInal HW Framework 31 Jan.doc (who.int))

Regional standards:

- Criteria for Accreditation (Higher Learning Commission, 2014)
- Assumed Practices (Higher Learning Commission, 2017)

f)  What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?
As HW is a novel professional masters degree, there is not an existing national standard for the degree. The HW is proposed as a professional masters degree with a focus on application of knowledge, rather than the generation of new knowledge, and mirrors this aspect of our other existing professional masters degrees offered in the College of Nursing: Master of Clinical Research (MCR) program, and the Master of Healthcare Innovation (MHI) program. The HW program includes a mimimum of 35 credit hours; a mimimum of 30 semester credit hours is required for conferral of a masters degree at OSU.

g)  Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.
The required culminating academic experience occurs within the HW 7XXX Health and Wellness Capstone course in the last semester of the program in which the Capstone project will be completed. Students will be asked to respond to a hypothetical case study that contains 'real world' data elements (e.g. Health Productivity Index, claims, health risk appraisal, health behavior data, etc.) for which they analyze and generate a complete proposal to demonstrate students' application of knowledge gained during the program. The Capstone proposal will thus help the student integrate theoretical concepts and program planning principles in the form of a complete plan relevant to a health promotion initiative within an organization: needs and organizational readiness assessment, evidence-based strategies for implementation, quality improvement measures and evaluation methods for determining efficacy and sustainability. The learning activities will directly contribute to the student's knowledge and skill set at the graduate level for their roles in leadership for health and wellness. Post-graduation, the student will be able to present their professional preparation as part of their portfolio during the interview process.

**Appendices – Table of Contents**

**Appendix A. OSU Health or Wellness-Related Masters Degrees**

**Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes**

**Appendix C. Brief Format Course Syllabi**

**Appendix D. Faculty Matrix**

**Appendix E. Faculty 2-page CVs**

**Appendix F. Program Assessment Plan**

**Appendix G. Concurrences**

      **1. College of Education and Human Ecology**

      **2. College of Medicine School of Health and Rehabilitation Sciences**

      **3. College of Public Health**

**Appendix A. OSU Health or Wellness-Related Master's Degrees**

A search of graduate degrees at OSU (https://gpadmissions.osu.edu/programs/) reveals there are 0 "wellness" degrees and 32 "health" degrees, with 6 of those having a slightly related focus.

| OSU Master's Degrees | Program Link | Focus |
|---|---|---|
| **School of Health and Rehabilitation Sciences:** Health and Rehabilitation Sciences | https://gpadmissions.osu.edu/programs/program.aspx?prog=0010 | Prepares registered, certified, and/or licensed health professionals for expanded roles in research, teaching, administration, and advanced professional practice in rehabilitation, clinical nutrition and health informatics. |
| **College of Nursing:** Health Care Innovation | https://gpadmissions.osu.edu/programs/program.aspx?prog=0258 | Provides the skills to lead innovative change in the rapidly evolving world of healthcare, including advancement of patient care or system processes. |
| **College of Public Health:** Health Services Management and Policy | https://gpadmissions.osu.edu/programs/program.aspx?prog=0115 | Provides students with an understanding of the various factors affecting health care policy formation, quality of care, patient safety, financial viability of health care systems, the role of health technology and ways of improving the delivery of care. |
| **College of Public Health:** Public Health | https://gpadmissions.osu.edu/programs/program.aspx?prog=0172 | Intended for students whose interest is in the academic subject matter of public health rather than in professional practice. |
| **College of Public Health:** Public Health (MPH) | https://gpadmissions.osu.edu/programs/program.aspx?prog=0140 | The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. |
| **College of Public Health:** Public Health (PEP) | https://gpadmissions.osu.edu/programs/program.aspx?prog=0141 | For experienced public health professionals delivered in a combination of on-campus and distance learning components the MPH-PEP curriculum focuses on practical skills and methods to plan, implement, manage and evaluate population health strategies in multiple settings. The unique concentration of specialization courses allows students to dig deeper into specific concepts in leadership, organizational operations, decision-making, cost-effectiveness evaluation and project management. Students also have opportunities to tailor their education through elective courses. |
| | | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| **HCINNOV 7441 Innovation Leadership: Leading from Within (3 credits, Spring)** | | | | | | |
| 1. Articulate the benefits and challenges of oneself as a leader and describe the steps towards optimizing individual performance. | | | X | | | |
| 2. Reflect on the role of the leader in innovation and describe the importance of wellness, renewal and energy management in achieving success in innovation and leadership. | | | X | | | |
| 3. Identify methods to evaluate levels of self-knowledge and create action steps towards enhancing self-knowledge in themselves and those around them. | | | X | | | |
| 4. Describe the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity and innovation leadership. | | | X | | | |
| 5. Analyze their journey in leadership and where they are in their balance of leading themselves to leading others. | | | X | | | |
| **HW 7XXX Promoting Population Health and Wellbeing (3 credits, Autumn)** | | | | | | |
| 1. Examine the implications of health and organizational policies on health outcomes and health disparities. | X | | | | | |
| 2. Apply measurement, methodology and theories to population health and population health change. | | X | | | | |
| 3. Interpret and analyze population health data including population trends and challenges. | X | | | | X | X |
| 4. Implement strategies for engaging stakeholders and partners in population health interventions. | | | | | | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 5. Apply culturally responsive strategies to address determinants of health relevant to population health interventions. | X | X | X | | X | |
| 7. Evaluate efficacy of implemented programs. | X | X | X | X | X | X |
| 8. Incorporate health and wellbeing concepts into a Capstone Project to be carried out in subsequent semesters. | X | X | | X | | X |
| **N7779 Evidence-Based Practice for Interprofessional Teams (3 credits, Autumn)** | | | | | | |
| 1. Discuss the impact interprofessional collaboration has on organizational cultures, structures, and processes necessary for implementation, evaluation and sustainability of best practice across healthcare. | X | | X | X | X | |
| 2. Utilize EBP knowledge and skills to develop interprofessional strategies to drive best practice and improving outcomes. | | X | X | X | | X |
| 3. Demonstrate research literacy to effectively critically appraise evidence. | X | X | | | | X |
| 4. Identify theories, models, and resources from across healthcare professions that influence adoption, evaluation and sustainability of evidence-based practice recommendations. | | X | | | | |
| 5. Apply mentoring and leadership strategies to support integration to influence implementation and sustainability of best practice. | | X | X | | X | |
| **HW 7XXX Positive Psychology and Happiness (X credit, Autumn)** | | | | | | |
| 1. Examine the concepts of positive psychology and happiness. | | X | | X | | |

**Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes**

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 2. Critically evaluate positive psychological theory and research. | | X | | X | | |
| 3. Analyze personal, societal, and circumstantial constructs that affect happiness. | | X | | X | | |
| 4. Apply evidence-based happiness strategies and approaches to promote personal happiness and foster happiness in others. | | | | X | | |
| **HW 7XXX Health and Wellness Resource Allocation in Organizations (2 credits, Autumn)** | | | | | | |
| 1. Articulate key financial concepts relevant to conducting health promotion and wellness initiatives within organizations that are consonant with organizational policies, ethical standards and regulatory requirements. | X | X | | X | X | X |
| 2. Construct a budget that accounts for needed capital expenditures, consumable materials as well as human resources for health promotion and wellbeing initiatives. | | X | | X | X | X |
| 3. Analyze costs in relation to individual and organizational return and value on investment (ROI/VOI). | | X | | X | X | |
| 4. Develop a financial plan for an organization's health promotion or wellness initiative. | X | X | X | X | X | X |
| **HW 7XXX Leading a Culture of Wellbeing in Organizations (4 credits, Spring)** | | | | | | |
| 1. Critique contemporary leadership, organizational and communication theories relevant to health promotion within organizations and communities. | | X | X | X | | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 2. Examine principles that contribute to stakeholder well-being and a positive organizational culture that fosters engagement and professional fulfillment. | X | X | | X | X | |
| 3. Interpret internal and external evidence to account for key organizational considerations in planning, implementing and evaluating health promotion and well-being initiatives. | X | X | | X | X | X |
| 4. Design a holistic strategic plan that builds and sustains a health-conscious and productive organizational culture. | | X | X | X | | X |
| 5. Identify leadership characteristics and strategies that promote effective communication with individual and collective stakeholders in all levels of an organization. | | X | X | | | |
| **KNHES 5652 Worksite Health Promotion (3 credits, Spring)** | | | | | | |
| 1. Explain the purpose, processes, and potential contributions of worksite health promotion. | X | | X | | X | |
| 2. Interpret the extent and distribution of health problems among employment settings. | X | X | | | | X |
| 3. Use Health Risk Assessments as program planning, motivational and instructional tools. | X | | | X | | |
| 4. Estimate the contributions of health actions as etiologic factors for specific health problems in worksite populations. | X | X | | X | | X |
| 5. Compose effective goals/objectives through formal planning approaches and research support. | | | | X | X | X |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 6. Design programs which produce health related behavior change and maintenance. | X | | X | X | X | |
| 7. Propose health promotion activities and resources sufficient to accomplish educational objectives. | | | X | X | X | X |
| 8. Based on research literature design activities which will achieve health promotion goals. | X | | | X | | X |
| 9. Describe health promotion methods appropriate to the initiation and maintenance of health behavior change. | | X | | X | | |
| 10. Differentiate between health awareness, health education and health promotion campaigns. | | X | X | | | |
| 11. Effective use of instructional technology to enhance Health Promotion program effectiveness. | | | | X | | X |
| 12. Effectively work in small groups to design, implement, and evaluate health promotion programs. | | | X | X | X | |
| **N5115 Mindstrong (1 credit, Spring)** | | | | | | |
| 1. Appraise individual metacognition to discern knowledge about the cognition | | | | X | | |
| 2. Distinguish personal mental distortions (unhealthy thinking patterns) | | | | X | | |
| 3. Practice cognitive restructuring to reduce stress, anxiety, and unhealthy thinking patterns | | | | X | | |
| 4. Recognize signs and symptoms of stress, anxiety, and depression | | | | X | | |
| 5. Employ cognitive behavioral skills to increase mental resilience and protective factors | | | | X | | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 6. Engage problem solving methods to compose healthier lifestyle outcomes | | | | X | | |
| 7. Synthesize previous goals to create beginning sustainable habits to promote happiness and optimal well-being | | | | X | | |
| **HW 7XXX Field Experience (4 credits [1 credit didactic, 3 credits field experience], Spring)** | | | | | | |
| 1. Analyze, interpret, and apply organization analytics to design health programs, strategies, and institutional policies that support and promote health and well-being. | X | X | | X | X | X |
| 2. Apply appropriate principles and strategies to communicate about wellness initiatives. | | | X | | | |
| 3. Apply cultural competency by recognizing the importance of a diverse workforce and adapting program and project needs appropriately. | | X | X | | X | |
| 4. Create and apply population health promotion strategies such as environmental health, infection control, chronic disease prevention, and technology and innovation to create sustainable cultures of wellness for health and financial outcome improvement. | X | X | X | X | X | X |
| 5. Apply leadership and systems thinking skills to develop collaborations and partnerships to advance individual and population health. | | | X | X | | |
| **PAES 5704 Health Promotion Program Evaluation (3 credits, Spring)** | | | | | | |
| 1. Analyze political influence on the design, and interpretation of health program evaluations. | | x | | | x | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 2. Integrate evaluation planning with health program planning and implementation processes | | X | | | x | |
| 3. Design and implement process, impact and outcome evaluations. | X | X | | | X | X |
| 4. Implement processes of continuous program refinement grounded in evaluation results. | | | X | X | X | |
| 5. Choose the appropriate evaluation design for a specific health education program.. | | | X | X | X | |
| 6. Identify factors affecting the internal and external validity of an evaluation design. | | | X | | X | X |
| 7. Describe factors which affect the validity and reliability of measurement instruments. | | | | | X | X |
| 8. Identify and/or develop mechanisms to assess educational methods and processes. | X | X | | | | |
| 9. Provide consultation for identifying indicators of program success. | X | | X | | | X |
| 10. Choose and/or develop appropriate data collection instruments. | | | | | X | |
| 11. Collect data using reliable methods. | | | | X | | |
| 12. Present evaluation results using descriptive statistics. | | | | | X | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| **HW 7XXX Digital Health and Wellness Technologies for Individual within Organizations and Communities (2 credits, Summer)** | | | | | | |
| 1. Apply learner-centered strategies to the design, development, and implementation of digital health interventions. | X | X | | X | | |
| 2. Analyze theoretical concepts to guide development and implementation of digital health interventions. | | X | | X | | X |
| 3. Demonstrate principles that are ethical and just in the development, integration, and assessment of digital health interventions. | X | | | X | | |
| 4. Draw connections between the benefits and limitations of different technology modalities in health promotion programs. | | X | | | X | X |
| 5. Contrast digital health interventions versus traditionally delivered programs. | | X | | | X | |
| 6. Discuss innovation and entrepreneurship related to digital health interventions. | | X | X | | | |
| 7. Value interdisciplinary skills necessary to create, implement, and assess digital health interventions. | | | X | X | X | |
| 8. Assess organizational or community needs and practices related to individual's health promotion and wellness. | X | | | | X | |

# Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes

| | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| **N6114 Strategies for Personal Health (1 credit, Summer)** | | | | | | |
| 1.　Evaluate the interconnections between four dimensions of personal energy (physical, emotional, mental and spiritual energies) and their impact on overall personal health. | | | | X | | |
| 2.　Analyze the status of one's personal health in the four energy dimensions in relation to individualized health enhancement strategies to support enhanced personal health-related outcomes. | | | | X | | |
| 3.　Develop an individually-tailored personal health enhancement plan based on personal preferences, self-reflection and health enhancement activities (e.g., nutrition, physical activity) within the four dimensions of energy. | | | | X | | |
| 4. Synthesize the level of evidence for a specific individualized health strategy within an area of priority personal interest related to at least one of the four energy dimensions. | | | | X | | |

**Appendix B. Crosswalk of Course Objectives and HW Program Completion Outcomes**

| HW 7XXX Health and Wellness Capstone | Assess organizational and/or community wellness needs using a variety of data sources. | Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | Lead interprofessionalve approaches to create a wellness culture and an organization-wide wellbeing strategic plan. | Develop, implement, and evaluate relevant evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community | Evaluate organizational and/or community programs and ,practices ,policies ,culture resources to foster a culture of health and wellbeing. | Use data to formulate an organizational business case for value and return on investment. |
|---|---|---|---|---|---|---|
| 1. Conduct a needs and organizational change readiness assessment using qualitative and quantitative data sources. | X | X | X | X | X | X |
| 2. Develop a strategic plan for creating a culture of health and wellness. | | X | X | X | | X |
| 3. Create a population health wellness program using evidence-based strategies and quality improvement measures to promote a model for organizational health and wellness. | | X | | X | | X |
| 4. Define appropriate evaluation methods for determining efficacy and sustainability. | | | X | | X | |

<h1>Appendix C. Brief Format Syllabi</h1>

1. New HW subject-coded courses

- HW 7xxx – Promoting Population Health and Wellbeing
- HW 7xxx – Positive Psychology and Happiness
- HW 7xxx – Health and Wellness Resource Allocation in Organizations
- HW 7xxx – Leading a Culture of Wellbeing in Organizations
- HW 7xxx – Digital Health and Wellness Technologies for Individuals Within Organizations and Communities
- HW 7xxx – HW Field Experience
- HW 7xxx – HW Capstone

2. Existing courses

- HCINNOV 7441 – Innovation Leadership: Leading From Within
- Nursing 5115 – Mindstrong
- Nursing 6114 – Strategies for Personal Health
- Nursing 7779 – Evidence-based Practice for Interprofessional Teams
- PAES/KNHES 5704 - Health Promotion Program Evaluation
- KNHES 5652 – Worksite Health Promotion

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
HW 7XXX
Promoting Population Health and Wellbeing
3 credit hours (didactic)

## Pre-requisites
Enrollment in the HW program, or permission of instructor

## Course Description
This course provides the knowledge and skills to lead, manage, and improve population health and wellbeing. Management and ethical issues involved in providing effective, equitable, and evidence-based care to diverse populations will be analyzed.

## Objectives
By the end of this course, students should successfully be able to:
1. Examine the implications of health and organizational policies on health outcomes and health disparities.
2. Apply measurement, methodology and theories to population health and population health change.
3. Interpret and analyze population health data including population trends and challenges.
4. Implement strategies for engaging stakeholders and partners in population health interventions.
5. Apply culturally responsive strategies to address determinants of health relevant to population health interventions.
6. Evaluate efficacy of implemented programs.
7. Evaluate outcomes and application of population health interventions in real world settings.

## Content Topics

- Introduction to Population Health
- Epidemiology
- Population health theories and models of care
- Evidence-based primary prevention and primary care initiatives in health and wellbeing (USPTSF guidelines, national initiatives (Million hearts, Healthy people, Triple aim)
- Health equity, disparities and access to care
- Role of health policy in population health
- Data (patient reported outcomes, social determinants of health, & activity-based costing) to inform decision making and plan program evaluation.
- Implementation strategies and case studies
- Population health Program evaluation
- HW Capstone Project focus and approach

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**SCHOOL OF NURSING**
HW 7XXX
Positive Psychology and Happiness

<div align="center">1 credit hour (didactic)</div>

**Pre-requisites**
Enrollment in the HW program, or permission of instructor

**Course Description**
This course explores the concept of applied positive psychology and happiness. Students will explore the core ideas of theories on happiness, well-being and human flourishing. Contributing factors to happiness will be discussed. The growing body of evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities will be analyzed.

**Objectives**
By the end of this course, students should successfully be able to:
1. Examine the concepts of positive psychology and happiness.
2. Critically evaluate positive psychological theory and research.
3. Analyze personal, societal, and circumstantial constructs that affect happiness.
4. Apply evidence-based happiness strategies and approaches to promote personal happiness and foster happiness in others.

**Content Topics**
- Introduction to positive psychology and happiness
- Theory and psychology of happiness
- Positive psychology
- Mindset and measuring happiness
- Wealth, poverty and happiness
- Health, chronic disease, and the impact on well-being
- Cognitive and emotional processes in positive psychology
- Gratefulness, mindfulness and subjective well-being
- The role of culture, community, and media on happiness and well-being
- Happiness in the workplace and its effect on success
- Interpersonal aspects in positive psychology including social connectedness and relationships
- Applying positive psychology

<div align="center">

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
HW 7XXX

Health and Wellness Resource Allocation in Organizations
2 credit hours (didactic)

</div>

**Pre-requisites**

Enrollment in the HW program, or permission of instructor

## Course Description

The focus of this course is on locating, allocating and evaluating the financial, material and human resources needed to conduct robust health and wellness initiatives within organizations for best return and value on investment (ROI/VOI).

## Objectives

By the end of this course, students should successfully be able to:

1. Articulate key financial concepts relevant to conducting health and wellness initiatives within organizations that are consonant with organizational policies, ethical standards and regulatory requirements.
2. Construct a budget that accounts for needed capital expenditures, consumable materials as well as human resources for health promotion and wellbeing initiatives.
3. Analyze costs in relation to individual and organizational return and value on investment (ROI/VOI).
4. Develop a financial plan for an organization's health or wellness initiative.

## Content Topics

- Overview of key financial concepts related to assessing needs, planning and monitoring a budget for health and wellness initiatives
- Assessing organizational resources and operational boundaries
- Ethical practice related to resource allocation within industry standards
- Local, state and federal regulatory requirements unique to an organization's mission
- Leveraging internal and external resources
- Integrating financial perspective into Capstone Project plan

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
HW 7XXX
Leading a Culture of Wellbeing in Organizations
3 credit hours (didactic)

## Pre-requisites

Enrollment in the HW program, or permission of instructor

## Course Description

This course explores contemporary leadership, organizational and communication theories that support a healthy work environment via a holistic perspective on organizational culture, teamwork, stakeholder engagement and operational context.

**Objectives**

By the end of this course, students should successfully be able to:

1. Critique contemporary leadership, organizational and communication theories relevant to health promotion within organizations and communities.
2. Examine principles that contribute to stakeholder well-being and a positive organizational culture that fosters engagement and professional fulfillment.
3. Interpret internal and external evidence to account for key organizational considerations in planning, implementing and evaluating health promotion and well-being initiatives.
4. Design a holistic strategic plan that builds and sustains a health-conscious and productive organizational culture.
5. Identify leadership characteristics and strategies that promote effective communication with individual and collective stakeholders in all levels of an organization.

**Content Topics**

- Leading and influencing in complex organizations
- Organizational culture definitions and concepts
- Navigating organizational culture
- Assessing organizational and health culture in relation to strategic planning
- Health-oriented instruments commonly used in health promotion and well-being initiatives
- Communication models and strategies relevant in individual, group and organizational contexts
- Facilitating effective meetings and groups
- Honoring conflict for constructive resolution

**Digital Health and Wellness Technologies for**
**Individuals within Organizations or Communities**
**2 credits (didactic)**

## Pre-requisites

Enrollment in the HW program, or permission of instructor

## Course Description
This course explores theory and technology that drives health and wellness programs within organizations.

## Course Objectives
1. Apply learner-centered strategies to the design, development, and implementation of digital health and wellness interventions.
2. Analyze theoretical concepts to guide development and implementation of digital health and wellness interventions.
3. Demonstrate principles that are ethical and just in the development, integration, and assessment of digital health and wellness interventions.
4. Draw connections between the benefits and limitations of different technology modalities in health and wellness programs.
5. Contrast digital health and wellness interventions versus traditionally delivered programs.
6. Discuss innovation and entrepreneurship related to digital health and wellness interventions.
7. Value interdisciplinary skills necessary to create, implement, and assess digital health and wellness interventions.
8. Assess organizational or community needs and practices related to individual's health and wellness.

## Content Topics:

- Core functionality
- Data collection & storage
- Security
- Delivery platform
- Usability
- Environment/Interoperability/Policy
- Sustainability
- Licensing
- Capacity needs
- Costs, effort, time

Health and Wellness Field Experience
4 credit hours (1 credit didactic, 3 credits field experience)

**Pre-requisites**

Successful completion of HCINNOV 7440, HW 7xxx (Promoting Population Health and Wellbeing), Nursing 7779, HW 7xxx (Positive Psychology and Happiness), HW 7xxx (Health and Wellness Resource Allocation in Organizations)

**Co-requisites**

HW 7xxx (Leading a Culture of Wellbeing in Organizations), HW 7xxx (Evidence Based Quality Improvement), Nursing 5115

**Course Description**
Synthesis and application of population health and wellness management and best practices pertinent to program planning, implementation and evaluation. During a practical field experience within an organization, students will have the opportunity to apply key concepts related to organizational assessment, evidence-based practice, innovation, leadership skills, technology advancements and facilitating change that creates cultures of wellness.

**Objectives**
By the end of this course, students should successfully be able to:
1. Analyze, interpret, and apply organization analytics to design health programs, strategies, and institutional policies that support and promote health and well-being.
2. Apply appropriate principles and strategies to communicate about wellness initiatives.
3. Apply cultural competency by recognizing the importance of a diverse workforce and adapting program and project needs appropriately.
4. Create and apply population health promotion strategies such as environmental health, infection control, chronic disease prevention, and technology and innovation to create sustainable cultures of wellness for health and financial outcome improvement.
5. Apply leadership and systems thinking skills to develop collaborations and partnerships to advance individual and population health.

**Content Topics**

- Organizational culture; Communication strategies
- Strategic planning/needs assessment; Collaborations and partnerships
- Wellness program planning; Leadership skills and professional/personal strengths
- Wellness program evaluation; Resource allocation
- Outcomes and metrics
- Leadership skills

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
HW 7XXX
Health and Wellness Capstone
3 credit hours

## Pre-requisites

Successful completion of HCINNOV 7440, HW 7xxx (Promoting Population Health and Wellbeing), Nursing 7779, HW 7xxx (Positive Psychology and Happiness), HW 7xxx (Health and Wellness Resource Allocation in Organizations), HW 7xxx (Leading a Culture of Wellbeing in Organizations), HW 7xxx (Evidence Based Quality Improvement), Nursing 5115

## Co-requisites

HCINNOV 7441, HW 7xxx (Digital Health and Wellness Technologies for Individuals Within Organizations and Communities), Nursing 6114

## Course Description
In this course, students will complete a final culminating project for the HW program. Using a provided case study, students will develop a population health wellness plan proposal apply and integrate knowledge and skills gained from previous coursework and their practicum experience. This capstone project will include the elements of assessment, implementation and evaluation for successful wellness programming in health promotion.

## Objectives
By the end of this course, students should successfully be able to:

- Conduct a needs and organizational change readiness assessment using qualitative and quantitative data sources.
- Develop a strategic plan for creating a culture of health and wellness.
- Create a population health wellness program using evidence-based strategies and quality improvement measures to promote a model for organizational health and wellness.
- Define appropriate evaluation methods for determining efficacy and sustainability.

## Content Topics

- Needs assessment and feasibility
- Organization change readiness assessment; Implementation processes
- Data analysis; evaluation
- Strategic planning; Sustainability
- Evidence-based program planning

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
HCINNOV 7441
Innovation Leadership: Leading from Within
3 credit hours (didactic)

## Course Description

This course encourages students to discover themselves as leaders to maximize innovation and organizational impact. Students explore their own leadership behaviors to better manage their energy and find balance in order to perform at a peak level and positively impact the advancement of innovation in healthcare.

## Objectives

By the end of this course, students should successfully be able to:

1. Articulate the benefits and challenges of oneself as a leader and describe the steps towards optimizing individual performance.
2. Reflect on the role of the leader in innovation and describe the importance of wellness, renewal and energy management in achieving success in innovation leadership.
3. Identify methods to evaluate levels of self-knowledge and create action steps towards enhancing self-knowledge in themselves and those around them.
4. Describe the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity and innovation leadership.
5. Analyze their journey in leadership and where they are in their balance of leading themselves to leading others.

## Content Topics

- The self and individual performance
- Energy management
- Reflection and renewal
- Self-knowledge
- Wellness
- Conflict/risk/role clarity
- Framing your leadership journey

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
N5115
Mindstrong
1 credit hour (didactic)

## Course Description

Through a series of educational and skills building activities, this course provides an evidence-based program that reduces stress, improves mental resiliency and builds protective factors that improve overall health, well-being, and academic performance. The 7-week sessions occur weekly with in-between skill-building practice. Each week's material covers a specific module and the modules build on each other over the

span of 7 weeks. The program is based on cognitive behavioral theory (CBT) and includes all 12 empirical components of CBT.

## Objectives

By the end of this course, students should successfully be able to:

1. The successful student in this course will appraise individual metacognition to discern knowledge about the cognition
2. The successful student in this course will distinguish personal mental distortions (unhealthy thinking patterns)
3. The successful student in this course will be able to practice cognitive restructuring to reduce stress, anxiety, and unhealthy thinking patterns
4. The successful student in this course will be able to recognize signs and symptoms of stress, anxiety, and depression
5. The successful student in this course will be able to employ cognitive behavioral skills to increase mental resilience and protective factors
6. The successful student in this course will be able to engage problem solving methods to compose healthier lifestyle outcomes
7. The successful student in this course will be able to synthesize previous goals to create beginning sustainable habits to promote happiness and optimal well-being

## Content Topics

- Metacognition
- Mental distortions
- Cognitive restructuring
- Signs and symptoms of stress, anxiety and depression
- Cognitive behavioral skills
- Problem solving for healthy lifestyle outcomes

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
N6114
Strategies for Personal Health
1 credit hour (didactic)

## Course Description

An overview of four dimensions of personal energy (physical, emotional, mental and spiritual) in relation to personal health. Emphasizes development and evaluation of an evidence-based, individually-tailored, and preferred personal health plan.

## Objectives

By the end of this course, students should successfully be able to:

1. Evaluate the interconnections between four dimensions of personal energy (physical, emotional, mental and spiritual energies) and their impact on overall personal health.

2. Analyze the status of one's personal health in the four energy dimensions in relation to individualized health enhancement strategies to support enhanced personal health-related outcomes.
3. Develop an individually-tailored personal health enhancement plan based on personal preferences, self-reflection and health enhancement activities (e.g., nutrition, physical activity) within the four dimensions of energy.
4. Synthesize the level of evidence for a specific individualized health strategy within an area of priority personal interest related to at least one of the four energy dimensions.

## Content Topics

- Energy as a critical resource
  - Wellbeing domains
  - 4 Dimensions of energy
  - Managing and expanding energy
  - Full engagement
- Physical Energy
  - Effects of low/high energy
  - Better sleep
  - Exercising smarter
- Emotional Energy, 4 quadrants and training strategies
- Mental Energy, private voice and training strategies
- Spiritual Energy, aligning values with actions and training strategies
- Steps to lasting change
- Discovering your purpose
- Facing the truth, life engagement and training mission
- New story, taking action, accountability & supporting rituals

**THE OHIO STATE UNIVERSITY**
**GRADUATE SCHOOL**
**DEPARTMENT OF NURSING**
Nursing 7779
Evidence-Based Practice for Interprofessional Teams
3 credit hours (didactic)

**Course Description:** Built around the Evidence-based Practice (EBP) and Interprofessional Education Collaborative (IPEC) competencies, learners will build the knowledge and skills of EBP needed to address relevant issues in healthcare in order to improve quality, safety and outcomes for patients, populations, organizations and the communities in which they exist.

**Course Objectives:**
Upon completion of the course, the student will be able to:
1. Discuss the impact interprofessional collaboration has on organizational cultures, structures, and processes necessary for implementation, evaluation and sustainability of best practice across healthcare.
2. Utilize EBP knowledge and skills to develop interprofessional strategies for improving healthcare delivery, driving best practice and improving outcomes.
3. Demonstrate research literacy to effectively critically appraise evidence.

4. Identify theories, models, and resources from across healthcare professions that influence adoption, evaluation and sustainability of evidence-based practice recommendations.
5. Apply mentoring and leadership strategies to support integration to influence implementation and sustainability of best practice.

**Content Topics:**
- Interprofessional EBP, research and evidence-based quality improvement
- Organizational culture and EBP
- Clinical inquiry
- Strategies to access evidence
- Research methodologies and statistics for EBP
- Critical appraisal and synthesis of literature
- EBP-based decision making
- Practice change evaluation and sustainability
- EBP dissemination
- Leading EBP

**KNHES 5626: Worksite Health Promotion:** a survey of effective health promotion practice in the workplace. Skills in: program planning, reviewing literature, evidence based practices, working in groups, and program implementation.

**Instructor**: R. L. Petosa, Petosa.1@osu.edu
**Text: Health Promotion In The Workplace: 5th Edition** by M. P. O'Donnell (www.artsciencehpi.com/books)

**Course Assignments**

**1. Weekly Text chapter(s) reading and Quiz for each chapter**
**2. Three Lab assignments**
**3. Group Project: Reviews of the literature of WHP Evaluations**
**4. Group Project Intervention Plans (Design of Worksite Health Promotion Program)**
**5. One presentation: Every student in each group will do one presentation. Each person in the group will present one time. Each group makes 1 presentation on the literature reviews (2 members) and 1 presentation on Intervention plans (2 members).**

**Course Grading:**

| | | | |
|---|---|---|---|
| 100 pts. Course Exam | | | |
| 150 pts. Labs (3X 50 pts.) | | A-=900-920 | A=921-1000 |
| 200 pts. Text Quizzes (20 X 10 pts) | B-=800-820 | B=821-878 | B+=879-899 |
| 250 pts Group Literature Reviews* | C-=700-720 | C=721-778 | C+=779-799 |
| 100 pts. Presentation | | D=600-678 | D+=679-699 |
| <u>200 pts. Group Intervention Plans*</u> | | E=0-599 | |
| Total 1000 Points | | | |

* Each member of the group will evaluate the participation and contribution of the others in the group. Grades will be adjusted based upon Manager reports. If your group believes you deserve 80% of the points earned that is what you will get. Make sure you are participating fully, assuring equitable contributions.

**COURSE OBJECTIVES**
A. Explain the purpose, processes, and potential contributions of worksite health promotion.
B. Interpret the extent and distribution of health problems among employment settings.
C. Use Health Risk Assessments as program planning, motivational and instructional tools.
D. Estimate the contributions of health actions as etiologic factors for specific health problems in worksite populations.

E. Compose effective goals/objectives through formal planning approaches and research support.

F. Design programs which produce health-related behavior change and maintenance.

G. Propose health promotion activities and resources sufficient to accomplish educational objectives.

H. Based on research literature design activities which will achieve health promotion goals.

I. Describe health promotion methods appropriate to the initiation and maintenance of health behavior change.

J. Differentiate between health awareness, health education and health promotion campaigns.

K. Effective use of instructional technology to enhance Health Promotion program effectiveness.

L. Effectively work in small groups to design, implement, and evaluate health promotion programs.

**Course Policies**

1.  **Zoom Classes-**keep camera live during class. Put first name under your headshot. Submit questions via chat.
2.  **Course Assignments-** All assignments should be typed, fully referenced, and uploaded to Carmen/Canvas.
3.  **Late Policy** assignments turned in late will depreciate 10% each day beyond the due date/time.
4.  **No electronic communications** during class, no cell phone, no texting, no email.
5.  Students are responsible for adhering to:The Code of Student Conduct: Office of Judicial Affairs.

**5652 Course Schedule**

|  |  | Text/quiz | Assignments | Presentations |
|---|---|---|---|---|
| Jan 11 | Worksite Health Promotion Rationale |  |  |  |
| Jan 18 | Program Planning: Needs Assessment | Ch 1.2.4 | Lab 1 search engines |  |
| Jan 25 | Theories of Behavior Change | Ch 5, 7 |  |  |
| Feb 1 | Designing Programs | CH 6,8 | Lab 2 presentations |  |
| Feb 8 | Evaluation of programs | CH 9,10 | Lab 3 HRAs |  |
| Feb 15 | Enhancing Fitness and Physical Activity | Ch. 11,12 |  |  |
| Feb 22 | Worksite Nutrition Programs/ Presentations | 13, | Lit. Review Paper | Lit Review 1 |
| Mar 1 | Worksite Nutrition Programs | 14, 22 |  | Lit Review 2 |
| Mar 8 | Obesity Programs/ Presentations | 15 |  | Lit Review 3 |
| **Mar 15** | **Spring Break** |  |  |  |
| Mar 22 | Obesity Programs | 16 |  | Lit Review 4 |
| Mar 29 | Tobacco Prevention/ Presentations | 17 | Lesson Plan Paper | Lesson Plan 1 |
| Apr 5 | Tobacco Prevention | 18, 20 |  | Lesson Plan2 |
| April 12 | Program Evaluation/ Incentives/ Presentations | 19 |  | Lesson Plan3 |
| April 19 | Small Business and Health Promotion | 23 | Exam | Lesson Plan4 |

**LAB 1. Searching Professional Databases**:
1.  Create a list 2 Pubmed citations and 2 Google Scholar citations on each of the topics below  (a-e):
    Note: searches 2 – 6 require different search terms, but you will need to read the abstracts to determine if the citation was on target.

a. WHP programs impact on **health status.**
b. WHP programs impact on **health behavior change.**
c. WHP programs impact on **health behavior adherence.**
d. WHP program impact on **healthcare/insurance costs.**
e. Review articles on impact of WHP on **health behavior.**

2. List the citations using APA format. Authors (year) Article title, Journal Title, V(N) pp.
3. Comment on the differences between Pubmed results and Google Scholar results.
4. Go to OSU Library and secure a pdf of one of the articles you cite. Submit pdf with assignment.

**LAB 2. Watch the 5 short YouTube presentations. Compose a short outline of main points from each video.  Develop a 1-page <u>outline of criteria</u> to plan and evaluate an effective zoom presentation.**

7 Presentation Skills and Tips to Leave an Impression
       https://www.youtube.com/watch?v=MnIPpUiTcRc&t=30s         7 minutes

5 TIPS FOR DELIVERING GREAT ZOOM PRESENTATION
       https://www.youtube.com/watch?v=jtH_vrkd1Go         7 minutes
       https://www.youtube.com/watch?v=RNqQYnggprE         9 minutes

6 Public Speaking Tips To Hook Any Audience
       https://www.youtube.com/watch?v=k8GvTgWtR7o&t=379s         9 minutes

7 Speaking Tips That Improve Your (Virtual) Presentations
       https://www.youtube.com/watch?v=16xQbUEwa3g&t=355s         7 minutes

**Lab3 Health Risk Appraisal Lab:**

**C**omplete the health risk appraisal at each of the four sites then read "How best to use HRA for Worksite Health Promotion .

Paper: List your results for each HRA.
       Describe your reaction to your HRA results.(paragraph)
       Compose a 1 page on how you would use HRA effectively in your worksite health promotion program.

https://hcamidwest.com/your-health/health-risk-assessments.dot -        Heart Disease HRA only

https://www.adena.org/services/page.dT/findout        complete 1: breast cancer or colorectal cancer

https://www.heart.org/en/health-topics/consumer-healthcare/what-is-cardiovascular-disease/heart-health-risk-assessments-from-the-american-heart-association        **Heart health Screen**

**https://www.pennmedicine.org/updates/health-risk-assessment-tools**    **diabetes risk**

https://www.cdc.gov/workplacehealthpromotion/tools-resources/pdfs/HRA-Decision-Makers-Guide-508.pdf
How best to use HRA for Worksite Health Promotion

**Two group assignments.** There will be 4 assigned members to each group.

Each group will elect a group manager. One manager for the for the first assignment. A different manager for the second assignment. The manager will ensure that workload is equal across members. The manager will ensure that deadlines are met. Each group assignment will produce: a paper, a powerpoint presentation and a presentation to the class. Each group member will evaluate the degree to which other members of the group contributed. This is done on the Manager report form. If there are group members not contributing equally grades on the assignment will be adjusted. Students in class will evaluate each presentation using a scale created by the class.

**Group Assignment One: Review of WHP Research Literature Paper Outline**

Purpose- Create a review of 12 research articles published in professional health promotion journals which evaluate intervention programs targeting an assigned WHP topic.

Grade on this paper is influenced by the quality of articles reviewed. As a group pick the most relevant, most recent, most rigorous articles. Each chosen article should report on a single study. Each article must report use of scientific methods to evaluate the impact of the WHP program. Opinion articles, Program description articles, Review articles and meta-analysis articles are not to be used for this assignment.

1. Purpose of Review (1 page)
    Instructor assigned substantive health behavior focus (ex. Physical Activity, Obesity, etc.)

2. Literature Review Methods (1 page)
    Search methods used to identify articles, years included in review.
    Scientific criteria used to evaluate articles for inclusion (best articles) in the review.
    Published Review articles **are not appropriate** for this assignment.

3. Review of each article (1 page each x 12 articles, 3 per group member)
    purpose of evaluation,
    recruitment strategies, resulting sample
    approach to behavior change or health status change,
    **intervention components**, duration of program, describe what the participants received.
    impact on health behavior (% of participants who changed behavior)
    impact on health status
    author conclusions / reviewer conclusions

4. Critical analysis of impact of WHP across all articles reviewed,(1-2 pages)
    use Table 2-15 (text page 59) as a guide to level of evidence to support practices
    How much impact on health behavior detected?
    How much impact on Health was detected?.
    Patterns identified: duration or quality of the program and impact.
    Create a table to compare approach/impact across studies.

6. Conclusions (1-2 pages)
    Effective program practices "ideas that work",
    Ineffective program practices
    Estimate of overall impact of Strong WHP programs on health behavior and health status.

7. Citations (APA style):
    Johnson, R., and Jones, A., (1998) Effectiveness of Smoking Cessation Trial, American Journal of Health Promotion, V11(N3), pp. 33-36. (Do not list web address for citations).

8.Submit 4 multiple choice questions based on your presentation

**Presentation Outline for Review of the literature-** 2 members of the group will present the literature review in Powerpoint form. The outline of the presentation.

1. Purpose of the Review
2. How much impact on health behavior/ health status was detected? Range of Impact. Be specific.
3. Patterns identified: duration and quality of the WHP program as it relates to impact.
4. Effective WHP program practices "ideas that work",
5. Ineffective WHP program practices
6. Estimate of overall impact of Strong WHP programs on health behavior and health status.

**Group assignment Two: Lesson Planning** Design 8 50-minute lessons (1 per group member).

**Purpose of Paper**: design a worksite health promotion intervention incorporating <u>effective practices from the reviews of literature project</u>. This paper is derived from the groups first paper, review of the literature. You focus on the same health topic and apply the lesson learned from your reviews.

1. Use the course format for lesson plan design.
2. Each group member designs two 50-minute lessons.
3. The 8 lessons of the group are part of one program. The lessons are Integrated. The 8 lessons fit together.
4. All 8 lessons will be submitted in to Carmen coursesite.
5. Two of the lessons will be presented to the class. (by 2 members who did not present review paper)
6. The lessons are written in sufficient detail that I could deliver it correctly. Sufficient Content and Process.
7. The lessons focus on the core substance of the health behavior change approach. This means: no introduction lessons, no orientation to facilities, no procedural lessons.
8. The lessons and their delivery rely on groups members expertise. No use of outside experts, videos, etc..

**Outline for the Lesson Planning Paper**

1. Describe a worksite setting. (1 paragraph)
2. Identify the targeted goals of the WHP program (adherence, enduring change, not short-term change)
3. Overview of WHP Program: intervention approaches that will be used.
4. Create 8 <u>lesson</u> plans (2 per group member). Many WHP programs at 10 to 20 lessons, you are designing 8 of the core health behavior change lessons.

5.Health Status Goal (for the program)

6.Health Behavior Objective (for the program)

7.Educational Objectives (for this lesson)

---

| 8,Educational Content, Process) | Educational Process, | Time (per ed. |
|---|---|---|

---

**Lesson Plan Presentation:** Take the most innovative skills-based component of the lessons you have developed and deliver it to class. The students in class are your worksite employees. Make your presentation to employees not students in this class.

Lesson Presentation

1. Deliver a 10-15 minute portion of your intervention lesson plan.
2. This should be a specific 10-15 minute component of your intervention lesson plan.
3. Do not review entire lesson plan.
4. Present a section of educational content and educational process as you would to employees.
5. The presentation should go beyond knowledge, focus on employee actions and skills.

Dress & Demeanor
1. Keep in mind that you are delivering a health promotion intervention for a worksite, in a worksite
2. Presenters are presenting to employees at a worksite
3. Students are expected to be role play employees at the worksite

Those students in class are expected to play the role of the employee workforce.  All "employees" are expected to be actively involved in each program lesson, enthusiastic, and supportive of the Program Planners as well as the lesson being delivered. Students will evaluate each presentation on a scale created by the class.

Classroom Policies

1. Attendance will be monitored, students are expected to attend class.

2. All students are expected to attend class on time and participate in all class sessions.

3. Readings and assignments must be completed on time. Class format is part lecture, part discussion and part student independent work.

5. Absence from class:  There are four situations which constitute an "excused absence" from the class meeting time.  They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday and 4) students who are unable to attend class due to a documented medical reason. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter.  Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Students with a medical excuse must have documentation which states that the student could not have been in attendance at class as a result of the medical condition. Documentation only stating that the student was seen by a physician on the date of the class will not be accepted. It is the students' responsibility to make up any such missed classes within two weeks of the absence. Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

6. Academic Misconduct:  Students are to do their own original work within the confines of the course objectives and evaluation procedures.  Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another students name on attendance sheets, or violating any rules.

7. Assignments:  All assignments are to be typed and fully referenced. No hand-written work will be accepted.  Hard copies of the assignments should be turned in to Carmen course site on the due date/time. Retain personal copies of all assignments. Late assignments will depreciate 10% each day late.

8. Respect: In order to maintain a positive learning environment, ground rules will be followed:
a.Personal perspectives will be valued.  Degrading remarks or behaviors are not acceptable.
b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
c. For group projects, of the group manager to delegate work, all members should contribute equally.
d.Courtesy needs to be maintained in the classroom at all times.

Students are not to hold cell phone or electronic communications during class time. Please do not hold private conversations when another person is talking.

e.If a student's behavior in the classroom is disruptive, the instructor will give the student an opportunity to correct the behavior without penalty.  If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

Statement of Student Rights

"Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations." Students with a disability should work through the Office of Disability Services to secure appropriate accommodations (292-3307) or 292-0901 (TTD)

University Policy on Health and safety requirements:
      All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses."

Requesting COVID-related accommodations:
      The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.  If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options.  To establish reasonable accommodations, I may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

DIVERSITY STATEMENT:
      The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

ACADEMIC CONDUCT:
      You are expected, at all times, to act with academic integrity. "At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement."
The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.
Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Mental Health Statement
      A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential

## PAES 5704: EVALUATION OF HEALTH PROGRAMS

Course Description: Application of methods for evaluating learning processes and programs in health behavior interventions in the school, worksite or community setting. Skills to conduct process, impact and outcome evaluation methods will be developed. Emphasis will be placed on the political, educational and theoretical aspects of evaluation practices.

Professor: Rick Petosa, Ph.D.    petosa.1@osu.edu    www.coe.ohio-state.edu/rpetosa/default.htm
TEXT**:** Measurement and Evaluation in Health Education and Health Promotion by Sharma and Petosa

## COURSE PARTICIPANTS WILL DEVELOP THE ABILITY TO:

1. analyze political influence on the design, and interpretation of health program evaluations.
2. integrate evaluation planning with health program planning and implementation processes.
3. design and implement process, impact and outcome evaluations.
4. Implement processes of continuous program refinement grounded in evaluation results.
5. choose the appropriate evaluation design for a specific health education program.
6. identify factors affecting the internal and external validity of an evaluation design.
7. describe factors which affect the validity and reliability of measurement instruments.
8. identify and/or develop mechanisms to assess educational methods and processes.
9. provide consultation for identifying indicators of program success.
10. choose and/or develop appropriate data collection instruments.
11. collect data using reliable methods.
12. present evaluation results using descriptive statistics.

### COURSE POLICIES (short version)
1. Zoom Classes-keep camera live during class. Put first name under your headshot. Submit questions via chat.
2. Late Policy-assignments turned in late will depreciate 10% each day beyond the due date/time.
3. Papers-typed, double spaced, fully referenced, submit to drop box at Carmen Course site.
4. No electronic communications during class, no cell phone, no texting, no email.
5. Students are responsible for adhering to:*The Code of Student Conduct:* Office of Judicial Affairs.

### COURSE GRADING

| Range | Grade | UNDERGRADUATE STUDENTS | | Graduate Students |
|---|---|---|---|---|
| 930 - 1000 | A | | | |
| 900 - 929 | A- | | | |
| 870- 899 | B+ | Labs 1-7 | 200 (7x30) | Individual Contract |
| 820 - 869 | B | Text Quizzes | 150 | |
| 800 - 819 | B- | Exam | 150 | |
| 770 - 799 | C+ | Evaluation Project | 500 | |
| 720 - 769 | C | | | |
| 700 - 719 | C- | Total course pts. | 1,000 | |
| 670 - 699 | D+ | | | |
| 630 – 669 | D | | | |
| < 629 | E | | | |

## COURSE REQUIREMENTS (see Criteria for Labs and Assignments on Carmen)

**Exam:** multiple choice, covering all course assignments. **Quizzes** for each text chapter assigned.

**Lab 1:** Visit DARE website and review evidence on program effectiveness. Read 3 articles evaluating DARE on Carmen. Questions to Answer in paper submitted to Carmen.
        1.What are the stated goals of DARE? What does the public believe the goals are?

2.Is the program successful or unsuccessful? List evidence to support position.
3.Does the program justify the resources it uses?
4.What is your personal level of support for program continuation?

**Lab 2:** Review the list of goals and objectives for the Salem Whistle Co. PA Intervention. Create/Revise the goals and objectives based on criteria presented in class and criteria for goals and objectives(on Carmen)

**Lab 3:** Identify 1 health behavioral objective and 1 educational objective (skills based) from the Intervention. Develop a scale to measure each objective. The measurements you develop should complement the purpose of your evaluation. The instruments you develop can be a paper and pencil instrument but could also take another form. Chapter 4 lists steps for instrument development. Chapters 5, 6, 7 may also be useful.

**Lab 4:** Choose one of the intervention plans from the Health Program. Design an observation form for use in the assessment of implementation fidelity. Chapter 8 covers information useful to completion of this lab.

**Lab 5:** Evaluation Design: 1.List evaluation questions for process, impact and outcome evaluation, 2.Diagram design using research notation, 3.Describe methods of sampling, measures, timing, intervention. 4.Describe how data will be used to address evaluation questions.

**Lab 6:** Construct a set of raw data (all items/all instruments) for the impact evaluation assessments used in your final project. Do not include Process Evaluation Data. Provide coding and grading instructions. Run descriptive statistics (frequency distributions, means). Identify errors in coding/ clean data set. You can use excel spreadsheet or statistical software (SPSS). Chapter 12 covers information useful to this lab.

**Lab 7:** Create a data set for pretest/ post-test measures and follow up measures of the health status goal. Describe how the health status goal will be measured. Provide coding instructions. Conduct your data analysis (descriptive statistics, statistical tests if you have the capability). Based on data analysis make conclusions addressing the decisional purposes of the evaluation.

**Comprehensive EVALUATION PROJECT**- an evaluation of the Salem Whistle Co. physical activity intervention. See Project Outline on Carmen.

| Course Topic | Reading Due | Assignments Due |
|---|---|---|
| Jan 13 Course Intro, Purpose of Evaluation | | |
| Jan 20 | Measurement of Mediating Variables Text 1,2 Q | Lab 1 |
| Jan 27 | Measurement of Impact and Outcome Variables Text 3,4,5,Q | Text Lab 2 |
| Feb 3 | Formative evaluation Text | |

|         |                                                      |                         |       |
|---------|------------------------------------------------------|-------------------------|-------|
|         |                                                      | 6,7, Q                  | Lab 3 |
| Feb 10  |                                                      | Process evaluation      |       |
|         |                                                      | Text 8 Q                |       |
| Feb 17  |                                                      | Evaluation Design/Impact Eval. |       |
|         |                                                      | Text 9 Q                |       |
|         |                                                      |                         | Lab 4 |
| Feb 24  |                                                      | Evaluation Design/ Outcome Eval. |       |
| Mar 3   | Sampling for Evaluation Lab5                         | Test 11Q                |       |
| Mar 10  |                                                      | Data Management         |       |
|         |                                                      | Text 12 Q               |       |
| Mar 17  |                                                      | Spring Break            |       |
| Mar 24  | Data Analysis and Interpretation                     | Text 13 Q               | Lab 6 |
| Mar 31  | Data Analysis and Interpretation                     |                         |       |
| Apr 7   | Writing the Evaluation Report                        |                         | Lab 7 |
| Apr 14  | Synthesis of Process, Impact and Outcome Evaluation  |                         |       |
| Apr 21  | Final Evaluation Projects Due                        | COURSE EXAM             |       |

**Classroom Policies**

1. **Attendance** students are expected to attend class on time and participate in all class sessions. Students who arrive more than 15 minutes late for class will not be permitted into class unless prior arrangements have been made between the student and the instructor.

2. **Readings and assignments** must be completed on time. Quizes on text chapters are only available for one week and must be completed before class meeting on due date. Class format is part lecture, part discussion and part student independent work. Labs depreciate 10% of point value for each day beyond due date.

3.  **Exams** given on the scheduled dates unless the student has a University **excused absence** (see policy 5). Exam questions will be taken from the class readings, lectures, labs, and class assignments.

4.  **Absence from class:**  There are four situations which constitute an "excused absence" from the class meeting time.  They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday and 4) students who are unable to attend class due to a documented medical reason. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor **within the first two weeks of the quarter.**  Students who will be observing a religious holiday must provide date/event written notification to the instructor **within the first two weeks of the quarter.** Students with a medical excuse must have documentation which states that the student could not have been in attendance at class as a result of the medical condition. Documentation only stating that the student was seen by a physician on the date of the class will not be accepted. **It is the students' responsibility to make up any such missed classes within two weeks of the absence.** Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

5.  **Academic Misconduct:**  Students are to do their own original work within the confines of the course objectives and evaluation procedures.  Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another students name on attendance sheets, or violating any rules.

6.  **Assignments:**  All assignments are to be typed, double spaced, and fully referenced. No hand-written work will be accepted. All assignments are submitted via Carmen Coursesite. If a student must be absent from class, it is the student's responsibility to obtain any class material/assignments missed and get assignments to the instructor by 5:00 pm on the day the assignment is due.  The grade for the assignments will depreciate 10% of the total assignment value each day late.

7.  **Class Participation:**  For this to be a rewarding academic experience, everyone must contribute to class discussion. This requires that EVERYONE come to class prepared (reading and written assignments completed), attend class regularly/punctually, and actively participate in all assignments.

8.  **Respect:**  In order to maintain a positive learning environment, the following ground rules will be followed:
    a.  Personal perspectives will be valued.  Degrading or discriminatory remarks or behaviors are not acceptable.
    b.  Discussions will reflect an exchange of information, experiences, ideas, opinions, etc. Debates will be appropriate when specified.
    c.  If group projects are assigned, it is the responsibility of group members to delegate work.  All members of a group must present on the project and all will receive the same grade.
    d.  Courtesy needs to be maintained in the classroom at all times.  Students need to arrive early and be prepared for class when it begins.  Students will not hold private

conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.

e. If a student's behavior in the classroom is disruptive, the instructor will give the student an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

**Statement of Student Rights**

"Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations." Students with a disability should work through the Office of Disability Services to secure appropriate accommodations (292-3307).

**University Policy on Health and safety requirements:**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses."
**Requesting COVID-related accommodations:**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**DIVERSITY STATEMENT:**

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**ACADEMIC CONDUCT:** _You are expected, at all times, to act with academic integrity._

"At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the

progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement."

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

**Mental Health Statement**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

**Appendix D. FACULTY MATRIX**

*A faculty member must be identified for each course that is a <u>required</u> component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary minimum qualifications in the matrix (as shown in the example below). All program proposals must include both the Faculty Matrix and a copy of each faculty member's 2-page CV as Appendix items.*

| Instructor Name | Rank or Title | Full-Time (FT) or Part-Time (PT) | Instructor Qualification | | | Courses taught in the proposed program (Include course number and title) |
|---|---|---|---|---|---|---|
| | | | Degree Title, Discipline Institution, Year | Years of Teaching Experience In the Discipline/ Field | Additional qualifications (e.g., licenses, certifications) | |
| Dr. Megan Amaya | Assistant Professor | FT | PhD Exercise Science, Health Promotion The Ohio State University, 2009<br><br>MA, Exercise Science, Health Promotion The Ohio State University, 2005 | 16 | Certified Health Education Specialist | HW 7XXX Health Promotion and Wellness Resource Allocation in Organizations<br><br>N6114 Strategies for personal health |
| Dr. Mike Ackerman | Professor of Clinical Nursing | FT | DNS, Nursing, State University of New York at Buffalo, Buffalo NY, 1991<br><br>MS, State University of New York at Buffalo, Buffalo NY, 1985<br><br>BSN, Niagara University, Niagara University, NY, 1980 | 35 | | HCINNOV 7441/HW 7XXX Innovation Leadership: Leading From Within<br><br>HCINNOV 7440/HW 7XXX Innovation in high performing organizations |
| Dr. Brenda Buffington | Assistant Professor of Clinical Practice | FT | EdD, Higher Education & Instructional Leadership, Argosy University, Chicago, IL, 2012<br><br>MS, Physical Education, West Virginia University, Morgantown, WV, 1987<br><br>BS, Education, The University of Pittsburgh, Pittsburgh, PA, 1980 | 35 | National Board Certified Health & Wellness Coach<br><br>Certified Exercise Physiologist; American College of Sports Medicine | HW 7XXX Field Experience |

| Instructor Name | Rank or Title | Full-Time (FT) or Part-Time (PT) | Instructor Qualification | | | Courses taught in the proposed program (Include course number and title) |
|---|---|---|---|---|---|---|
| | | | Degree Title, Discipline Institution, Year | Years of Teaching Experience In the Discipline/ Field | Additional qualifications (e.g., licenses, certifications) | |
| Dr. Kate Gawlik | Assistant Professor of Clinical Nursing, Co-Director of HWIH | FT | DNP Nursing, The Ohio State University, Columbus, OH, 2015<br><br>MS Nursing, The Ohio State University, Columbus, OH, 2009 | 10 | Board Certified Nurse Practitioner | HW 7XXX Positive Psychology & Happiness |
| Dr. Jacqueline Hoying | Assistant Professor of Clinical Practice | FT | PhD, Nursing, The Ohio State University, Columbus, OH, 2015 | 8 | National Board Certified Health & Wellness Coach | N5115 Mindstrong |
| Dr. Alice Teall | Assistant Professor of Clinical Nursing | PT (FT position, PT in teaching) | DNP, Nursing, The Ohio State University, Columbus, OH, 2018<br><br>MS, Nursing (Family Nurse Practitioner) Wright State University, Dayton, OH, 1999<br><br>BSN (Nursing) Capital University, Columbus, OH, 1994<br><br>Diploma in Nursing Miami Valley Hospital, Dayton, OH, 1983 | 25 | Family Nurse Practitioner<br><br>Pediatric Primary Care Nurse Practitioner<br><br>Nurse Coach, Board Certified<br><br>Nurse Educator Certificate | HW 7XXX Leading a Culture of Wellness in Organizations |
| Dr. Audra Hanners | Assistant Professor of Clinical Practice | PT | DNP, Nursing, The Ohio State University, Columbus, OH, 2020 | 2 | Certified Ketogenic Nutrition Specialist<br><br>Evidence Based Practice- Certified<br><br>Mindstrong Training<br><br>Million Hearts Fellow | HW 7XXX Promoting Population Health and Wellbeing |

| Instructor Name | Rank or Title | Full-Time (FT) or Part-Time (PT) | Instructor Qualification | | | Courses taught in the proposed program (Include course number and title) |
|---|---|---|---|---|---|---|
| | | | Degree Title, Discipline Institution, Year | Years of Teaching Experience In the Discipline/ Field | Additional qualifications (e.g., licenses, certifications) | |
| Dr.Lisa Militello | Assistant Professor | FT | PhD, Nursing and Healthcare Innovation; Arizona State University, Phoenix, AZ, 2014<br><br>MPH, Behavioral and Community Health Sciences; University of Pittsburgh, Pittsburgh, PA, 2001<br><br>MSN, Health Promotion and Development; University of Pittsburgh, Pittsburgh, PA, 2001<br><br>BSN, Nursing, University of Pittsburgh, Pittsburgh, PA, 2001 | 4 | Areas of expertise: digital health, evidence-based practice | HW 7XXX Digital Health Promotion Technologies for Individuals within Organizations and Communities |
| Dr.Cindy Zellefrow | Director; Academic Core; Fuld Institute Assistant Professor of Clinical Practice | FT | DNP, Nursing, The Ohio State University, 2014<br><br>MS, Education and Leadership, University of Dayton, 2009<br><br>BSN, Nursing, Indiana University of Pennsylvania, 1984 | 8 | Fuld Institute for EBP Evidence-based Practice, Certificate of Advanced Qualifications | N7779 Evidence Based Practice for Interprofessional Teams<br><br>HW 7XXX Evidence Based Quality Improvement |
| Dr. Rick Petosa | Professor, Health and Exercise Science | FT | Ph.D. Southern Illinois University, 1980<br>MA, Western Kentucky University Major: Health Education, 1977 | 42 | Prevention Program Management Certification, National Institutes of Drug Abuse | PAES 5704 Evaluaton of Health Programs<br><br>KNHES 5652 Worksite Health Promotion |

| Instructor Name | Rank or Title | Full-Time (FT) or Part-Time (PT) | Instructor Qualification | | | Courses taught in the proposed program (Include course number and title) |
|---|---|---|---|---|---|---|
| | | | Degree Title, Discipline Institution, Year | Years of Teaching Experience In the Discipline/ Field | Additional qualifications (e.g., licenses, certifications) | |
| | | | BSE, State University of New York at Cortland, 1976 | | | |

**Appendix E. Faculty 2-page CVs**

**MICHAEL H. ACKERMAN, DNS, RN, APRN-BC, FCCM, FNAP, FAANP, FAAN**

## EDUCATIONAL HISTORY

| Degree | Date | Institution | Field of Study |
|---|---|---|---|
| Certificate | 1/2019-Present | Rochester Institute of Technology | Design Thinking |
| Health Leadership Fellow | 9/2016-6/2018 | Health Foundation of Western and Central NY | Leadership/Care of vulnerable youth and elderly |
| Post-Masters Nurse Practitioner | 8/95 | University of Rochester | Post-Masters Acute Care |
| DNS | 9/91 | State University of New York at Buffalo | Nursing Science |
| MSN | 2/85 | State University of New York at Buffalo | Adult Health Clinical Nurse Specialist |
| BSN | 5/80 | Niagara University | Nursing |

## PROFESSIONAL CERTIFICATION

| Certification | Association | Expires |
|---|---|---|
| Acute Care Nurse Practitioner | American Nurses Credentialing Center | 2023 |

## RECENT EMPLOYMENT HISTORY
*August 2017 – Present*
Director, Master in Healthcare Innovation Program/ Professor of Clinical Nursing. Responsible for the operations of the entire program including curriculum development and evaluation, faculty recruitment and development, student recruitment, progression and evaluation, program marketing as well as development of community partnerships.  Also serve on faculty committees as well as DNP committees.

*April 2021- Present*
Acute Care Nurse Practitioner. St Joseph's Neighborhood Community Center.  Volunteer position providing cardiology consultation to underserved patients.

*April, 2017 – October, 2020*
Acute Care Nurse Practitioner , Rochester General Hospital/ Rochester General Hospital.  Currently working in cardiac surgery program.  Provide care patients in the clinic, floor and ICU.  Previous to this assignment I worked in Hospital Medicine at Newark Wayne Community Hospital.

## RECENT PROFESSIONAL ACTIVITIES: NATIONAL COMMITTEE PARTICIPATION
| | |
|---|---|
| 2019 – present | Judge for Johnson and Johnson Quickfire Challenge Innovation Award |
| 2013 – 2018 | AACN representative to ACCP program committee as well as "core 4" group to establish post graduate training programs for ACNPs |
| 2011-2013 | ANA Representative to the RUC Committee of the American Medical Association |
| 2011-Present | SCCM,  SCCM Workforce Task Force |
| 2010 – 2012 | AACN, ACNP Adult-Gero Expert Panel |
| 2009 – 2012 | SCCM, Distinguished Researcher Award Committee, Norma J. Shoemaker Award Committe |

## PROFESSIONAL ORGANIZATIONS: SERVICE
American Association of Critical Care Nurses (AACN)
- 1985-present   Member

- 1994-96     National Professional Development Committee
- 1993-94     Chapter Consultant, Region 2
- 1992-93     Past Special Interest Consultant, Region 2.
- 1992        Task force Chairperson for Collaborative Ventures in Programming
               with Ross Labs and AACN.

**EDITORIAL BOARD: SERVICE**

Board Member - American Journal of Critical Care, 1997 - present

Section Editor for Advanced Practice - Heart and Lung, 1997 - 2010

Board Member - AACN Clinical Issues in Critical and Acute Care, 1995 – 1998, 2005 - 2007

Board Member - Internet Journal of Advanced Practice, 1997 - 2000

**SELECTED RECENT PUBLICATIONS (*Peer Reviewed)**

Barr TL, Malloch K, Ackerman MH, Raderstorf T, Melnyk BM. (2021). A Blueprint for Nursing Innovation Centers. Accepted for publication, Nursing Outlook.

Raderstorf T, Barr TL, Ackerman M, Melnyk BM. (2020). A Guide to Empowering Frontline Nurses and Healthcare Clinicians Through Evidence-Based Innovation Leadership During COVID-19 and Beyond. Worldviews on Evidence-based Nursing. July 30, 2020

* Ackerman MH, Guiliano KK, Malloch K. (2020) The Novation Dynamic: Clarifying the Work of Change, Disruption, and Innovation. Nurse Leader. June 2020.

* Raderstorf TC, Melnyk BM, Ackerman M, Bibyk S (2019) An Outcomes Evaluation of Makerspace Programming on Interprofessional Learning, Job Satisfaction and Intent to Stay Among Clinicians. Manuscript accepted for publication by JONA for February 2020 issue.

* Grabowski RL, McNett M, Ackerman MH, Schubert C, Mion LC. (2019) Critical Care Helicopter Overtriage: A Failure Mode and Effects Analysis. Air Medical Journal. Vol 38 (6): 408 – 20.

* Ackerman MH, Malloch K, Wade D, Porter-O'Grady T, Weberg D, Zurmehly J, Raderstorf T. (2019) The Master in Healthcare Innovation: A New Paradigm in Healthcare Leadership Development. Nurse Leader. February, 2019.

* Ackerman MH. (2018). Silence: A Never Event. AACN Adv Crit Care. 29: 449 – 451.

* Ackerman MH, Porter-O'Grady T, Malloch K, Melnyk B. (2018) Innovation-based Practice (IBP): A New Perspective That Assesses and Differentiates Evidence and Innovation. Worldviews on Evidence-based Nursing. 15(3): 159-160.

*Wallace N, Garcia A, Sheth H, Ackerman MH. (2017) Evaluating New Innovations in Fecal Management Solutions. InfectionControl.tips. August 3, 2017.

*Duong A, Davies J, Ackerman MH, Cohen M, (2017) Rapid Temperature Screening for Workplace Health. InfectionControl.tips. June 12, 2017.

*Duong A, Davies J, Ackerman MH, Haidegger T. (2017) Evaluation of Hand Disinfection using the Semmelweis System. InfectionControl.tips. June 1, 2017

**Brenda C. Buffington, EdD, NBC-HWC, EP-C**
**Assistant Professor of Practice, Executive Director; Health Athlete Program, Buckeye Wellness**
**Program Manager**
**College of Nursing**
**Office of the Chief Wellness Officer**
**The Ohio State University**
**Email: buffington.42@osu.edu**

## EDUCATION

| | | | |
|---|---|---|---|
| EdD | Argosy University | Higher Education; Instructional Leadership | June, 2012 |
| MS | West Virginia University | Exercise Physiology | May, 1987 |
| BS | University of Pittsburgh | Education | April, 1980 |

## RECENT PROFESSIONAL EXPERIENCE

| | |
|---|---|
| 2020 – Present | The Ohio State University |
| | Executive Director Health Athlete |
| | Assistant Professor in Practice |
| | Buckeye Wellness Program Manager |
| 2015 – 2019 | Co-Director – Health & Wellness |
| | Innovation in Healthcare |
| | |
| 2018 – Present | International Exercise Is Medicine On-Campus Committee - American College of Sports Medicine (ACSM) |
| | |
| 2018 – Present | Chair, Health, Wellness & Fitness Coaching Committee – American College of Sports Medicine (ACSM) |
| | |
| 2018 – Present | National Board for Health & Wellness Coaching (NBHWC) Program Approval Commission member (PAC) |

## RECENT TEACHING ASSIGNMENTS

- **The Ohio State University (2015-Present)**
- Health & Wellness Coaching Graduate Certificate; N 7346 Introduction to Health & Wellness Coaching and N 7347 Advanced Health & Wellness Coaching
- Health & Wellness Innovation in Healthcare courses:  HWIH 2210 Dimensions in Wellness and Resilience and HWIH 2200 Introduction to Health Literacy, HWIH 3230 Coaching for Health Improvement, HWIH 2220 Wellness in Chronic Conditions I, HWIH 3220 Wellness in Chronic Conditions II (2016 Fall-Present)
- Health Athlete; OSU – June; 2015-present
- **The United States Air Force Academy**

## PROFESSIONAL AWARDS

- 2021 Varsity Letter Club Awardee of Distinction; University of Pittsburgh
- Ohio State University College of Nursing 2019 Faculty Innovation Award
- Ohio State University College of Nursing 2018 Leadership in Well-Being Award
- Award winner:  Coach of the Year;  Ohio Capital Conference (Track) – 2007

- Newcomer of the Semester (nominated); United States Air Force Academy – 2014

## RECENT SERVICE

- 2022 – Present          Mental Health First Aid Instructor
- 2021 -  Present Mentor; PUBAFRS 5620; Rapid Innovation for Public Impact, John Glenn College of Public Affairs
- 2021 -  Present Veteran's Administration Coaching Mentor; Whole Health / Techwerks
- Health Coach & Personal Trainer; July, 2013-Present
- AccelWELL Health & Wellness Coach; Director of Health Coaching
- Doctoral Committee member for Linnea Fletcher with Northern Kentucky University; 5/2018 – 3/2019.

## RECENT PUBLICATIONS

- Moore, Rustin M. Moore, **Brenda C. Buffington,** Susannah L. Abraham, Katie Reid,; Mary Jo Burkhard, Caroline El-Khoury, Amanda M. Fark, Jenn Gonya, Jacqueline Hoying, Ryan N. Jennings, Sue E. Knoblaugh, Matthew B. Miller, Joelle Nielsen, Emma K. Read, Sharon Saia, Aaron M. Silveus, Jonathan Yardley, and Bernadette Mazurek Melnyk, *BE WELL: A Comprehensive and Integrated Approach to Health and Wellbeing, Changing the Culture of a College of Veterinary Medicine using a comprehensive integrated approach to promote health and well-being*, JAVMA-21-07-0344.R1
- Melnyk, B.M., Hoying, J., Hsieh, A.M., **Buffington, B**., Terry, A., & Moore, R. *Effects of the MINDSTRONG; Cognitive-Behavioral Skills Building Program on the Mental Health Outcomes and Healthy Lifestyle Behaviors in Veterinary Medicine Students*, Journal of the American Veterinary Medical Association, JAVMA-21-03-0142.R1
- Fletcher, L., **Buffington, B.** & Overcash, J. (2020) *Chronic and Acute Fatigue and Inter-shift Recovery in Undergraduate Nursing Students Working Twelve or Six-Hour Faculty Supervised Clinical Shifts,* Nursing Forum, DOI: 10.1111/nuf.12454
- Amaya, M., Melnyk, B., **Buffington, B.** & Battista, L. (2017) *Workplace Wellness Champions: Lessons Learned and Implications for Future Programming,* Building Healthy Academic Communities Journal, Vol. 1, No. 1, 2017
- **Buffington, B.**, Melnyk, B., Zupan, M., Morales, S. & Lords, A. (2016) *Effects of an Energy Balance Educational Intervention and the COPE Cognitive Behavioral Therapy Intervention for Division I U.S. Air Force Academy Female Athletes,* Journal of the American Association of Nurse Practitioners, Volume 28, Issue 4. Pages 181-187, April 2016. DOI:  10.1002/2327-6924.12359.

## RECENT RESEARCH / PRESENTATIONS

- 3/2/2022 Energy for Extraordinary Living; One Day At A Time for the Big 10 Wellness Webinar Series
- 2/10/2022 Cultivating Self Love & Compassion for the Nursing Alumni Society
- 2/8/2022 Energy for Extraordinary Living; One Day At A Time for the Young Alumni Leadership Academy
- 7/8/2021 Columbus Bar Association's Barrister Leadership Program; "Energy for Extraordinary Living; One Day At A Time"
- 5/12/2021 Inns of Court; "Energy for an Extraordinary Life"

**THE OHIO STATE UNIVERSITY**
**College of Nursing**
**Curriculum Vitae**

## PERSONAL DATA

Full Name:        Kate Gawlik

Positions:     Associate Professor of Clinical Nursing / Director of Undergraduate Health and Wellness Academic Programming / Co-Director of Health & Wellness Innovation in Healthcare / Project Manager Million Hearts / Nurse Practitioner
E-mail:              gawlik.2@osu.edu

## EDUCATION

| Degree/ Diploma | Institution | Field(s) of Study | Dates Conferred |
|---|---|---|---|
| D.N.P. | The Ohio State University | Nursing | 2015 |
| FNP post-masters certificate | The Ohio State University | Nursing | 2015 |
| M.S. | The Ohio State University | Nursing | 2009 |

## CERTIFICATIONS

| Cert. | Cert. No. | Description | Cert. Agency |
|---|---|---|---|
| RN | 340001-COA1 | Registered Nurse | Ohio Board of Nursing |
| APRN-CNP | 11009-NP | Nurse Practitioner | Ohio Board of Nursing Certificate of Authority Certificate to Prescribe |
| ANP– BC | 2011009009 | Adult Nurse Practitioner | American Nurses Credentialing Center (lapsed in 2019) |
| FNP–BC | 2015007682 | Family Nurse Practitioner | American Nurses Credentialing Center (current) |

## PROFESSIONAL EXPERIENCE

| Dates | Institution and Location | Position |
|---|---|---|
| 7/2021-present | The Ohio State University College of Nursing | Associate Professor of Clinical Practice |

| 1/2017 – 6/2021 | The Ohio State University College of Nursing | Assistant Professor of Clinical Practice |
| 9/2009 – 12/2016 | The Ohio State University College of Nursing | Clinical Instructor |

RECENT PUBLICATIONS

- Gawlik, K. Melnyk, B. Tan, A. & Amaya, M (2018). Heart Checks: Improving the Cardiovascular Health of College-Aged Students. *Journal of College Health*. DOI: 10.1080/07448481.2018.1462823
- Gawlik, K., Melnyk, B., & Tan, A. (2019). Associations between stress and cardiovascular disease risk factors among Million Hearts® priority populations. *American Journal of Health Promotion, 33(7), 1063-1066*. DOI: https://doi.org/10.1177/0890117119847619
- Gusman, E., Gawlik, K., Carmin, C., Hargraves, D., Robinson, T., Roche, R., Shomo, A., & Taylor, C. (2019). Taking Steps: Exercising to Promote Heart Health. CARDI-OH. https://www.cardi-oh.org/assets/Cardi-OH-Taking-Steps-Exercising-to-Promote-Heart-Health.pdf
- Gawlik, K., Gusman, E., Carmin, C., Taylor, C., Shomo, A., Hargraves, D., Robinson, T., & Roche, R. (2019). Diet: Guidelines and Recommendations for Improving Cardiovascular Health. CARDI-OH. https://www.cardi-oh.org/assets/Diet_Guidelines_and_Recommendations_for_Improving_Cardiovascular_Health_FINAL.pdf
- Gawlik, K., Guo, J., Tan, A., & Overcash, J. (2020). Incorporating a microlearning wellness intervention into nursing student curricula. *Nurse Educator*, In press.

## BOOKS
- Gawlik, K., Melnyk, B.& Teall, A.(2020). *Evidence-Based Physical Examination: Best Practices for Health and Well-being Assessment*. (1st Ed.). Springer Publishing LLC: New York, NY. ISBN: 978-0-8261-6453-7

RECENT UNIVERSITY ACTIVITIES
- 2020-  Present       Director of Baccalaureate Health & Wellness Academic Programming
- 2020 – Present    Director of Bachelor of Science in Health and Wellness (H&W) co-director
- 2012 – Present    National Interprofessional Education and Practice Consortium to Advance Million Hearts, Project Manager

## RECENT SERVICE

- 2020-Present   Masters curriculum work group, Committee member

- 2020-Present  Million Hearts Nurses Hypertension workgroup, Committee member

- 2018-Present  CARDI-OH State Medicaid Lifestyle Workgroup, Co-Chair

- 2017-2021      DNP Subcommittee, Committee member
- 2018-Present  Graduate Scholarship Review, Committee member

# BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Audra Hanners, APRN-CNP,EBP-C

eRA COMMONS USER NAME (credential, e.g., agency login): ALHANNERS

POSITION TITLE: Instructor of Clinical Practice, Family Nurse Practitioner

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

| INSTITUTION AND LOCATION | DEGREE *(if applicable)* | Completion Date MM/YYYY | FIELD OF STUDY |
|---|---|---|---|
| The Ohio State University | BS | 05/2006 | Biochemistry |
| The Ohio State University | | 05/2007 | Postbaccalaureate Medical Studies |
| The Ohio State University | MSN | 05/2017 | Master of Nursing |
| The Ohio State University | DNP | 05/2020 | Doctor of Nursing Practice |

## A. Personal Statement

**In my undergraduate studies at The Ohio State University I completed a thesis project in breast cancer research leading to co-authoring in publication. I proceeded to do more in depth medical studies that helped me discover my passion was in health, wellness and disease prevention rather than medicine. This led me to completing a Master of Nursing in the family nurse practitioner program at The Ohio State University. After licensure as a family nurse practitioner I proceeded to do primary care community health nursing. My experience includes nursing in: family practice, home health, urgent care, occupational health, and concierge medicine. I continue to practice as an FNP in addition to working as an Associate Faculty Instructor of Clinical Practice at The Ohio State University teaching acute care hospital nursing. I have completed the Doctor in Nursing Practice in the nurse executive program at The Ohio State University. In my studies I have been a chapter author in an evidence-based practice book for cardiovascular health. During this time, I have started businesses that involve community education and developing a health and wellness curriculum designed to create sustained healthy lifestyle and behavior changes in participants and communities. I am well suited to serve in the discipline of health and well-being because I have nursing experience across diverse care settings from the community to the hospital, and extensively use technology as a healthcare practitioner and entrepreneur. In my doctoral studies I have experience utilizing research and designing evidence-based research implementation projects. I am currently working with several community and industry partners through two funded grants on implementing Keto Prescribed™ a novel nurse practitioner-led holistic health and well-being program that uses a holistic community approach to disease prevention and reversal. Meaningful data collection and use in this program is anticipated to help build healthy communities among underserved populations. As a nurse practitioner I have patient care experience and understand the value of engaging patients in their health. As an academic I have experience educating the future nurses about the importance of nursing practice and its focus on patient wellness, disease prevention and reversal. As an entrepreneur I have experience in consumer market analysis, business planning, and proof of concept design and commercialization for product and service development. The combination of my experiences with the unique leadership training attained through the DNP degree enables me as an evidence-based practice expert to creatively translate research evidence into practice**

using an entrepreneurial and clinically meaningful approach in order to optimize quality patient outcomes.

**B.     Positions and Honors**
**Positions and Employment**
**2004-2006    Laboratory Cancer Research Associate, The Ohio State University Tzagournis Research Facility, Columbus, Ohio**
**2006-2007  Research Assistant, The Ohio State University Neurobiotechnology Laboratory, Columbus, Ohio**
**2007-2008  Laboratory Technician, ConAgraFoods, Columbus,Ohio**
**2008-2012  Phlebotomist, Pathology Associates Medical Laboratory, Seattle, Washington**
**2012-2014  Patient Service Technician/Safety Officer, The Ohio State University Wexner Medical Center, Columbus, Ohio**
**2014-2017   Patient Experience Information Associate, Arthur G. James Cancer Hospital and Richard J. Solove Research Institute, Ohio State University Comprehensive Cancer Center, Columbus, Ohio**
**2016-2017  Registered Nurse,Rivers Crossing Home Health,LLC, Columbus, Ohio**
**2017-2019  Advance Practice Registered Nurse Practitioner, Signify Health, Columbus, Ohio**
**2016-         Chief Executive Officer, Community Care Coaching, LLC, Columbus, Ohio**
**2017-          Chief Executive Officer, Keto Prescribed, LLC, Columbus, Ohio**
**2017-         Advance Practice Registered Nurse Practitioner, Volunteer, Columbus Free Clinic, Columbus,Ohio**
**2018-         Advance Practice Registered Nurse Practitioner, Cross Country Locums, Columbus,Ohio**
**2018-         Associate Faculty, Clinical Instructor of Practice, The Ohio State University College of Nursing, Columbus, Ohio**

**Other Experience and Professional Memberships**

2017              Member, Ohio Association Advance Practice Nurses (OAAPN)
2018              Member, Advance Practice Psychiatric Nurses Association (APNA)
2018              Executive Board, Secretary, The Ohio State University Nursing Alumni Society
2019              Member, American Nurses Association (ANA)
2019              Member, Sigma Theta Tau International Nurses Association (SIGMA)
2020            Member, American Nutrition Association and Board of Certified Nutrition Specialist

**Honors**

2019              Evidence Based Practice Certified (EBP-C)
2019              March of Dimes Nurse Rising Star Finalist
2020            Certified Ketogenic Nutrition Specialist

**Current Research Support**

**Sigma Theta Tau International**    Hanners (PI)
          11/01/2019-10/31/20

2019 EBP Implementation Grant: *Keto Prescribed: Implementing Ketogenic Diet Research Evidence into Clinical Practice as a Holistic Approach to Wellness*

**Hillman Foundation**          Warren (PI) Role: Co-Investigator                    01/01/2020-12/31/2020

2019 Emergent EBP Innovation Award: *Keto Prescribed: Translating Ketogenic Diet Research into Clinical Practice*

**National Center for Advancing Translational Sciences**          Hanners (PI)               2019

**CURRICULUM VITA**

Jacqueline Hoying                                                    Phone: (C) 614-359-2515
855 Clubview Blvd. South
Columbus, OH 43235


                                                                     Email: hoying.80@osu.edu or
                                                                     Jacqueline.hoying@gmail.com

## POSITION
The Ohio State University, College of Nursing
Assistant Professor of Clinical Nursing
Director of the MINDSTRONG Program
Director of the Helene Fuld Health Trust National Institute for Evidence- Based Practice Community Core

## LICENSURE
Registered Nurse- RN.184920-1      expiration 10/31/21

## CERTIFICATION
Certified Nursing Executive Advanced Board Certified (2004 - 2018)
Health & Wellness Graduate Coaching Certificate      2019 – 2020

## EDUCATION

| | | |
|---|---|---|
| Ph.D. (Nursing) | The Ohio State University | 2015 |
| M.S. (Nursing) | The Ohio State University | 1988 |
| B.S.N. | Capital University – Columbus Ohio (Cum Laude - Nursing) | 1983 |

## PROFESSIONAL EXPERIENCE
Assistant Professor of Clinical Nursing                               January 2021-Present
The Ohio State University College of Nursing
Columbus, Ohio

Assistant Professor of Clinical Practice                              July 2019-December
2020
The Ohio State University College of Nursing
Columbus, Ohio

Director of the MINDSTRONG Program                                    July 2018-Present
The Ohio State University College of Nursing
Columbus, Ohio

Director of the Helene Fuld Health Trust National                     July 2019-Present
Institute for Evidence- Based Practice Community Core
The Ohio State University College of Nursing
Columbus, Ohio

Senior Research Specialist                                            January 2016-July 2018
The Ohio State University College of Nursing
Columbus, Ohio

Graduate Research Associate-PhDc                                      August 2012-Deccember
2015
The Ohio State University College of Nursing
Columbus, Ohio

## HONORS AND AWARDS
Academic

### Research and Scholarship
Paper of the Year Award in the American Journal of Health Promotion for      December 2020
*Interventions to Improve Mental Health, Well-Being, Physical Health, and Lifestyle*
*Behaviors in Physicians and Nurses: A Systematic Review*
President's Choice Article in the Journal of Pediatric Health Care      October 2020
for *Adolescents as Agents of Parental Healthy Lifestyle Behavior Change:*
*COPE Healthy Lifestyles TEEN Program*
2020 recipient of Ohio State Energy Partners Award, $30,000.00      June 2020

### Leadership and Service
Invited speaker, Ohio State University Men's Volleyball team,      January 2021
Mental Resilience, Columbus, Ohio
Invited speaker, Ohio-5, Ohio Wesleyan University,      January 2020
Emotional Wellbeing Day, Keynote Speaker, Delaware, Ohio
Buckeye Wellness Manager/Supervisor Wellness Award Nominee      2020

## RECENT PUBLICATIONS
Legend: (+ refereed; * data-based)

*Manuscripts in Review:*
Melnyk, B.M., **Hoying, J**., Hsieh, A.M., Buffington, B., Terry, A., & Moore, R. (2021). Effects of the MINDSTRONGTM Cognitive-Behavioral Skills Building Program on the Mental Health Outcomes and Healthy Lifestyle Behaviors in Veterinary Medicine Students. *Journal of the American Veterinary Medical Association.* +*

*Manuscripts in Press:*
Wrona, S., Melnyk, B.M., & **Hoying, J**. (2021). Pain Management Nursing Chronic Pain and Mental Health Co-Morbidity in Children and Adolescents: An Urgent Call for Assessment and Evidence-based Intervention. *Journal of Pain Management Nursing*. (E-pub: ISSN 1524-9042, [doi.org/10.1016/j.pmn.2020.12.004](doi.org/10.1016/j.pmn.2020.12.004) +*

*Published Manuscripts*
Kelly, S., Melnyk, B.M., & **Hoying, J**. (2020). Child as the Agent of Change for Healthy Lifestyle Behaviors: COPE Healthy Lifestyle TEEN Program. *Journal of Pediatric Health Care. 34*(6), 575-583 +*

Melnyk, B.M., **Hoying, J.**, & Tan, A. (2020). Effects of the MINDSTRONG© CBT-based Program on Depression, Anxiety and Healthy Lifestyle Behaviors in Graduate Health Sciences Students. *Journal of American College Health*. [Advance online publication]. doi:10.1080/07448481.2020.1782922 +*

Melnyk, B., Gennaro, S., Szalacha, L., **Hoying, J**., O'Connor, C., Cooper, A., & Gibeau, A. (2020). Randomized Controlled Trial of the COPE-P Intervention to Improve Mental Health, Healthy Lifestyle Behaviors, Birth and Post-natal Outcomes of Minority Pregnant
Women: Study Protocol with Implications. *Contemporary Clinical Trials. 98*, 106090. doi: /10.1016/j.cct.2020.10609098 +

Melnyk, B.M., Kelly, S., Stephens, J., Dhakal, K., McGovern, C., Tucker, S., **Hoying, J**., McRae, K., Ault, S., Spurlock, E. & Bird, S. (2020). Interventions to Improve Mental Health, Well-Being, Physical Health, and Lifestyle Behaviors in Physicians and Nurses: A Systematic Review. *American Journal of Health Promotion. AJHP, 34(8), 929–941.* doi:10.1177/0890117120920451+*

Gennaro, S., O'Connor, C., McKay, A., Gibeau, A., Aviles, M., **Hoying, J.**, & Melnyk, B. (2020). Perinatal Anxiety and Depression in Minority Women. *American Journal of Maternal/Child Nursing, 45*(3), 138-144. doi:10.1097/NMC.0000000000000611 +

## RECENT COURSES TAUGHT
The Ohio State University
N5115, MINDSTRONG, (1 credit, UG), Fall 2019 - Spring 2021

## CURRICULUM VITAE
Lisa Kinsella Militello, PhD, MPH, RN, CPNP

Email:   Militello.14@osu.edu          Phone:   Office   614-292-4844          Twitter: @lkmilitello

## CURRENT POSITION
Jan 2017- Present          Assistant Professor, The Ohio State University, College of Nursing

## EDUCATION
| | |
|---|---|
| 2009-2014 | PhD, Nursing and Healthcare Innovation, Arizona State University, Phoenix, AZ |
| 1999-2001 | MPH, Behavioral and Community Health Sciences, University of Pittsburgh, Pittsburgh, PA |
| 1999-2001 | MSN, Pediatric nurse practitioner program, University of Pittsburgh, Pittsburgh, PA |
| 1994-1999 | BSN, Nursing, University of Pittsburgh, Pittsburgh, PA |

## FELLOWSHIPS
| | |
|---|---|
| 2017-2018 | TECHquality (1:1 mentorship monthly x 4) |
| | Catalyst @Health 2.0/RWJF |
| 2017 | REACH for Commercialization (monthly x 4) |
| | The Ohio State University, Columbus, OH |
| 2017 | Health Data Exploration Summer Institute (1-week) |
| | Health Data Exploration Project, UCSD, RWJF |
| 2016 | Mobile Health Training Institute (mHTI, 1-week) |
| | Northwestern, UCLA, Univ of Memphis |
| | NIH MD2K 1U54EB020404, OBSSR/ODP/NIDA: 5 R25 DA03167 |
| 2014- 2016 | Postdoctoral Research Fellow |
| | Area of focus:  digital health, evidence-based practice |
| | The Ohio State University, Columbus, OH |
| 2010-2014 | Predoctoral Fellow |
| | "Utilizing health information technology (IT) to support clinical decision making in pediatric obesity care" AHRQ R18HS018646, PI: B. Gance-Cleveland |
| | Arizona State University, Phoenix, AZ |

## Clinical Appointments
| | | |
|---|---|---|
| 2012-2013 | University of Colorado | Clinical Supervisor |
| 2007-2011 | Loyola University Chicago | Nurse Practitioner |
| 2005-2007 | Rochester General Via Health System | Nurse Practitioner |
| 2003-2005 | Balboa Naval Hospital, Command Tri Care Branch | Nurse Practitioner |
| 2002-2003 | Mayo Clinic | Nurse Practitioner |
| 2001-2002 | Johns Hopkins Hospital | Nurse Practitioner |

## LICENSURE
| | |
|---|---|
| 2016-Current | Colorado APN.0990452-NP/RN.0204939 |
| 2014-Current | Ohio RN #407188 |

## PATENTS
| | |
|---|---|
| Conversion of Provisional Patent to Utility/Design Application No: 16/285,642 | 2/2019 |
| "Systems and methods for height, weight, and BMI" | |

## ACTIVE RESEARCH/FUNDING
| | |
|---|---|
| "Healthy lifestyles for families using an interactive voice ecosystem (Hi FIVE)" | 2019-current |
| Militello, L (PI), Sezgin, E (Co-I) | |
| "Development and Usability Testing of SMILE: An Interactive Voice App for | 2019-current |

Self-Management Skills among Perinatal Women"

Militello, L (PI), Lin, S (PI), Sezgin, E (Co-I), Huang, Y (Co-I)

"A Solution Focused Approach: What Low-Income Parents and Young Children                    2019-current
Need from Stress-Regulation Smartphone Apps"
Militello, L (PI), Sezgin, E (Co-I)

"Mindfulness for Busy Parents"                                                              2018-current
Militello, L (PI), Estrin, D (Co-PI), Sobolev, M (Co-PI), Okeke, F(Co-PI), Nahum-Shani, I (Co-PI)

**COMPLETED RESEARCH/FUNDING**
"Pokémon GO: Family Edition"                                                                2016-2018
Militello, LK (PI), Hanna, NH, Nigg, C.

"TEXT2COPE program for parents of overweight or obese preschool-aged children"              2012-2014
Militello, LK (PI), Melynk BM, Hekler, E., Small, L., Jacobson, D.

**PEER REVIEWED PUBLICATIONS**
Full list of publications available at:
**NCBI** https://www.ncbi.nlm.nih.gov/myncbi/1HKtdicmJFc51/bibliography/public/
**Google Scholar** https://scholar.google.com/citations?user=Hf6mGgIAAAAJ&hl=en

**GRAY LITERATURE/MEDIA RELEASES**

**Militello, L.K**., Sezgin, E., Huang, Y., Lin, S. (Jan 2019; Feb 2020). *Voice Technology: Can it Help Me Take Better Care of Myself and My Baby?* HIMSS. https://www.himss.org/news/voice-technology-can-it-help-me-take-better-care-myself-and-my-baby. (Archived by WebCite® at http://www.webcitation.org/77g7NF7Uo)

HIMSS Battle for Our Babies Developer Challenge. (Nov 2018). **Grand prize winners** for project SMILE.
https://www.himssinnovationcenter.org/winners-himss-developer-challenge-announced

**Militello, L.K.,** (2018, April). How to Generate Design-Thinking Across Disciplines. *SRC Center Survey*. Institute for Social Research, University of Michigan, Ann Arbor, MI.

**TEACHING (OSU)**
**RN to BSN Program** Interprofessional Concepts
          Term/Credits/Format: AU 2019, 2cr,          asynchronous, 29 students
**MSN Program**    Concepts and Issues in Advanced Family Nursing
          Term/Credits/Format: SP 2020, 2cr, asynchronous, 28 students
**Health & Wellness in Healthcare Program (HWIH)** Technology-Based Health Promotion Strategies*
          Term/Credits/Format:  SP 2019, 3cr, synchronous, 5 students
          Term/Credits/Format: SP 2018, 3cr, in-person + synchronous, 6 students
          *developed new course

**BOOK CHAPTER**
**Militello, L.K.,** Stephens, J.  (Feb 2020). Approach to Using Health Technology in Evidence-Based Assessment. In K. Gawlik, B. Melnyk, & A. Teall (Eds.), *Evidence-Based Physical Examination: Best Practices for Health and Well-Being Assessment*. Springer Publishing.

POSITION TITLE: Director of Graduate Health and Wellness Academic Programming (20%); Director of Innovative Telehealth Services (20%); Assistant Professor of Clinical Nursing (60%)

EDUCATION/TRAINING

| INSTITUTION AND LOCATION | DEGREE | Completion Date MM/YYYY | FIELD OF STUDY |
|---|---|---|---|
| Miami Valley Hospital; Dayton, OH | Diploma | 06/1983 | Nursing |
| Capital University; Columbus OH | BSN | 12/1994 | Nursing |
| Wright State University; Dayton, OH | MS, Nursing | 12/1999 | Family Nurse Practitioner |
| The Ohio State University; Columbus, OH | DNP | 08/2018 | DNP Clinical Expert with Certificate in Nursing Education |

**A.        Personal Statement**

**As a nurse educator with more than 25 years of experience in course and clinical teaching strategies, program administration, and curriculum development, I have taught across nursing programs, including LPN, traditional undergraduate, RN completion, graduate entry, traditional master's, BS-to-DNP, post-master's, and doctoral programs. At Ohio State, I was hired in 2010 as a founding member of the College of Nursing's team delivering distance education. I developed and directed the online Family Nurse Practitioner program. My experience has affirmed for me that students learn best in engaged and collaborative classrooms, where active learning, timely feedback, clear expectations, and support for self-care and wellness are norms.**

**B.        Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)**

| Sem/ Year | Course Number (credits) | Course Title | Student Population | Type of Course |
|---|---|---|---|---|
| Summer 2020 | NURSPRCT 8896 | Practice Inquiry I (Clinical) | Graduate | Online, synchronous |
| Spring 2020 | NRSPCT 8193 (1) | Individual Studies (Independent Study) | Graduate | Online, synchronous |
| Spring 2020 | NURS 7410 (4) | Advanced Health Assessment | Graduate | On campus |
| Spring 2016-19 | NURS 7332 (1) *[previously 7194]* | Group Studies; Advanced Assessment of Infants, Children, and Adolescents | Graduate | Online, asynchronous |
| Spring 2011-19 | NURS 7410 (4) | Advanced Health Assessment | Graduate | Online, synchronous |
| Spring 2011-19 | NURS 7268.03 (11) *[previously 859.03/04]* | Advanced Practice Nursing III (Family) | Graduate | Online, synchronous |
| Autumn 2010-19 | NURS 7268.02 (11) *[previously 859.02]* | Advanced Practice Nursing II (Family) | Graduate | Online, synchronous |
| Summer 2019 | Nursing Advancement NA3114 | Evidence-based Coaching in Interprofessional Practice | RN-BSN | Online, synchronous |
| Summer 2011-19 | NURS 7268.01 (11) *[previously 859.01]* | Advanced Practice Nursing I (Family) | Graduate | Online, synchronous |

**C.        Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)**

Professional Awards and Honors

- 2020 Outstanding Leadership in Wellness; granted by Ohio State University College of Nursing Faculty & Staff
- 2019, 2018, 2017, & 2016 Awarded Graduate Educator of the Year by the graduating class
- 2018 Reimagine Education Award; Shortlisted for E-Learning Innovation by Wharton School of Business &  Amazon

- 2017 Provost's Award for Distinguished Teaching by a Lecturer, inducted into the Ohio State Academy of Teaching
- 2015 Elected Fellow of the American Association of Nurse Practitioners (AANP)
- 2013 Outstanding Faculty Contribution; granted by Ohio State University College of Nursing Faculty & Staff

Key Service Activities
- 2019-present    Graduate Wellness Workgroup (Lead) for College's SPD/DNP/PhD Subcommittees
- 2019-present    Mental Health Faculty appointed to the Ohio State Suicide and Mental Health Taskforce
- 2018-present    Abstract & Scholarship Application Review for Professional Organizations (AANP & NONPF)
- 2018-present    BS-DNP Curriculum Workgroup of the College's DNP Subcommittee
- 2018-2020       Ohio State Office of Distance Education and eLearning (ODEE) Steering Committee

- 2018-2019       NLN Center of Excellence Workgroup for the College of Nursing
- 2016-2017       Opioid Use Disorder Task Force (Lead) of the CON Curricular Response to Opioid Epidemic
- 2011- 2015      Content Expert (Pediatric Advanced Practice) for the American Nurses Credentialing Center

**D.    Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)**

RESEARCH Involvement as co-investigator and member of study team
- Effects of the Wellness Partner Support Program on Nurses/Clinicians and Advanced Practice Nursing Students' Mental Health and Healthy Lifestyle Behaviors (with Melnyk, B., et. al.; 2020-current).
- Check and Improve Your Stress and Wellness (with Tucker, S., et. al; 2020-current).
- Fan Health Network Intervention: A Healthy Lifestyles App to Improve Ohio State Alumni Well-Being (with Amaya, M., et. al; 2020-current).
- Hypertension Quality Improvement Project (with Ohio Colleges of Medicine Government Resources Center and Centers for Medicare and Medicaid Services, included DNP students as QI coaches; 2019-current).
- Primary Care Training Enhancement: Opioid Use Disorder Initiatives     (with Ohio State University Colleges of Medicine and Nursing; HRSA grant 2019-2020).

PUBLICATIONS

Gawlik, K., Melnyk, B., & **Teall, A.** (2020). *Evidence-Based Physical Examination: Best Practices for Health and Well-Being Assessment.* New York, NY: Springer. (NOTE: First author of five chapters, co-author of additional seven chapters).

Quinlin, L., Graham, M., Nikolai, C., & **Teall, A.** (2020). Development of an E-visit OSCE to Evaluate Student Ability to Provide Care by Telehealth. *Journal of the American Association of Nurse Practitioners*, Volume Online Now - Issue – doi10.1097/JXX.0000000000000409. Available: https://journals.lww.com/jaanp/toc/online_now

**Teall, A.**, Graham, M., Jenkins, N., Ali, A., Pryba, J., & Overcash, J. (2019). Faculty perceptions of engaging students in active learning to address implicit bias using videos exemplifying the prenatal visit of a lesbian couple. *Journal of Transcultural Nursing*. https://doi.org/10.1177/1043659619828109

Melnyk, M., Slevin, C., Millitelo, L., Hoying, J., **Teall, A.**, & McGovern, C. (2016). Physical health, lifestyle beliefs and behaviors, and mental health of entering graduate health professional students. *Journal of the American Association of Nurse Practitioners*, 28(4), 204-211. https://doi.org/10.1002/2327-6924.12350

Arbour, M., Kaspar, R. & **Teall, A.** (2015). Strategies to promote cultural competence in distance education. *Journal of Transcultural Nursing*, 26 (4), 436-440. https://doi.org/10.1177/1043659614547201

**PRESENTATIONS**

**Teall, A**. (2020, April). *A Picture is Worth 1000 Words: Using Videos to Engage Students in Learning to Address Implicit Bias.* Podium Presentation at the NONPF Annual Meeting (Online).

**Teall, A.,** Graham, M., & Gawlik, K. (2018, September). *Coaching Students to Champion Health and Wellness.* Podium Presentation at the National Summit on Clinician Well-being in Columbus, OH.

**Teall, A**., Anderson, C., Steward, D., Overcash, J., King, T., & Bowles, W.  (2018, September). *LIVE WELL Curriculum for Student Learning and Professional Development.* Poster Presentation at the NLN Education Summit in Chicago, IL.

Quinlin, L., **Teall, A**., Nikolai, C., Graham, M., & Awais, A. (2017, October).  *Preparing NP Students for Telehealth Practice.* Podium Presentation, Sigma Theta Tau International Convention, Indianapolis, IN.

CURRICULUM VITAE

# Sharon J. Tucker, PhD, RN, APRN-CNS, NC-BC, EBP-C, F-NAP, FAAN

Grayce Sills Endowed Professor in Psychiatric-Mental Health Nursing
Director, Doctor of Nursing Practice Nurse Executive Program
Director, Implementation Science Core, Helene Fuld Health Trust National Institute for EBP in
Nursing & Healthcare, College of Nursing, The Ohio State University
760 Kinnear Avenue, Suite 221, Columbus, OH  43212
614-292-5270 **Office**, 507-421-7357 **Mobile**
Email:  tucker.701@osu.edu

## EDUCATION & PROFESSIONAL HISTORY

### EDUCATION

| Dates | Degree | Field of Study | Institution | Location |
|-------|--------|----------------|-------------|----------|
| 1996 | PhD | Nursing | Rush University | Chicago, IL |
| 1991 | MSN | Nursing | University of Wisconsin | Eau Claire, WI |
| 1985 | BSN | Nursing | College of Saint Teresa | Winona, MN |

### LICENSURE/CERTIFICATION

| Dates | Organization |
|-------|--------------|
| 11-25-2019 – present | Nurse Coach Board Certification, American Holistic Nurses Credentialing Corp. |
| 3-22-2019 - present | APRN-CNS, State of Ohio Board of Nursing, License #019404 |
| 2016-present | Ohio State Board of Nursing, RN licensure # 433453 |
| 2011–2017 | Iowa State Board of Nursing, RN licensure # 126777 |
| 1982–2011, reactivated 2019 | Minnesota State Board of Nursing, RN licensure # R098842-3 |
| 1997–2023 | Clinical Nurse Specialist in Adult Psychiatric & Mental Health, American Nurses Credentialing Center, Certification # 0297512 |
| 1991–present | State of Minnesota, Public Health Nurse, License # 297512-01 |

### RECENT HONORS/AWARDS

| Dates | Honors/Awards |
|-------|---------------|
| 2019 | Distinguished Evidence-Based Practice Trailblazer Award, Helene Fuld Health Trust National Institute for Evidence-Based Practice in Nursing and Healthcare. |
| 2019 | Elected as a Distinguished Fellow of the National Academies of Practice (NAP) in Nursing; Induction at Annual Meeting in VA March 7-9, 2019 |
| 2018 | American Journal of Nursing Book of the Year Award – 2nd place – for Nursing Education/Continuing Education/Professional Development |
| 2018 | Outstanding Evidence-Based Practitioner Award, College of Nursing, Ohio State University |
| 2017 | Outstanding Partnership Award for Research thru Clinical Partnerships, With Dr. Ann Marie McCarthy, Midwest Nursing Research Society |

### RECENT PROFESSIONAL EXPERIENCE

**Clinical Experience**

| Dates | Position | College/University Location | Area |
|---|---|---|---|
| 2017-present | Grayce Sills Endowed Professor & Director of Implementation Science Core of Fuld National EBP Institute | Ohio State University, Columbus, OH | Nursing, Psychiatric Mental Health |
| 2019-present | Director, DNP Nurse Executive Program | Ohio State Univeristy, College of Nursing | Advanced Practice Nursing – Nurse Executive Track |
| 2017-present | Nurse Scientist Appointment | Wexner Medical Center, Ohio State University, Columbus, OH | Psychiatry, Nursing |

**Teaching**

| Dates | Position | College/University Location | Area |
|---|---|---|---|
| 2017-present | Professor | Ohio State University, Columbus, OH | College of Nursing & Psychiatry |
| 2011–present | Adjunct Professor | University of Iowa, Iowa City, IA | College of Nursing |
| 2011–2017 | Graduate Faculty (3-year term) | University of Iowa, Iowa City, IA | Graduate College |

## RECENT PUBLICATIONS

**Peer Reviewed Publications**

1. Jun, J., Tucker, S., & Melnyk, B. (2020). Clinician Mental Health and Well-Being During Global Healthcare Crises: Evidence Learned From Prior Epidemics for COVID-19 Pandemic. *Worldviews on Evidence-Based Nursing, Epub ahead of press.*

2. [1]Melnyk, B. Kelly, S., Stephens, J., Dhakal, K., McGovern, C., **Tucker, S**. Hoying, J., McRae, K., Ault, S., Spurlock, B., Byrd, S. (2020). Interventions to Improve Mental Health, Well-being and Healthy Lifestyle Behaviors in Physicians and Nurses: A Systematic Review. *American Journal of Health Promotion, First Published April 27, 2020.* doi.org/10.1177/0890117120920451

3. [1]Chipps, E., **Tucker, S.**, Gallagher-Ford, L., Labardee, R., Thomas, B., Weber, L., & Melnyk. B. (2020). The Impact of the Electronic Health Record on Moving New Evidence-Based Nursing Practices Forward. *Worldviews on Evidence-Based Nursing, 17(2), 136-143.*

**Books**

1. Cullen, L., Hanrahan, K., Farringon, M., DeBerg, J., **Tucker, S.,** & Kleiber, C. (2018). *Evidence-based practice in action: Comprehensive strategies, tools and tips from the University of Iowa Hospitals and Clinics.* Indianapolis: Sigma Theta Tau International Honor Society of Nursing. New edition in progress.

**Cindy Zellefrow Curriculum Vitae (short version)**

**POSITION**: Director, Academic Core, Helene Fuld Health Trust National Institute for
Evidence-based Practice in Nursing and Healthcare
Associate Professor of Practice
College of Nursing
The Ohio State University

**LICENSURE:** Registered Nurse, State of Ohio 1984

**CERTIFICATIONS:** Fuld Institute for EBP Evidence-based Practice certificate of advanced
qualifications. 2019.
American Nurse Credentialing Center's (ANCC) Advanced Public Health
Nurse Board Certificate, 2014
Helene Fuld Health Trust National Institute for Evidence-Based Practice in
Nursing and Health Care Evidence Based Practice Certificate of Advanced
Qualification (EBP-C), 2019

**EDUCATION**

**2014** Doctor of Nursing Practice (DNP) The Ohio State University
Final Project: "The impact of a school-based asthma education program on
school attendance in elementary school children." Clinical immersion focus:
evidence-based practice, online course development and teaching, health policy
and advocacy and leadership. Graduated with Honors

**2009** Master of Science in Education – Leadership University of Dayton
Action Research project: "The Impact of a Truancy Prevention Program on
Attendance."

**2000** School Nurse Certification The Ohio State University

**1984** Bachelor of Science in Nursing Indiana University of
Pennsylvania Graduated with Honors

**PROFESSIONAL EXPERIENCE**

**6/2012-Present** **The Ohio State University College of Nursing**
**Columbus, OH**

6/2015-present Director, Academic Core--Helene Fuld Health Trust National Institute for
Evidence-based Practice in Nursing and Healthcare (Assistant Director when
The Fuld Institute for EBP was known as the Center for Transdisciplinary
Evidence-based Practice)

6/2015-present Assistant Professor of Practice – College of Nursing, The Ohio State University

5/2013-5/2014 Graduate Teaching Assistant '"Interdisciplinary Case Management in Working
with Underserved Populations."

**PROFESSIONAL ORGANIZATIONS, ACTIVITIES AND INVOLVEMENT**

*External :*

o *Professional Organizations*—member of 2 national organizations, 1 state-level organization and 2
healthcare system-level organizations. Held leadership positions with 1 of the national and 1 of the state
level organizations.

*Internal*—member of five committees at undergraduate level; one at graduate level and two at
university level, including the Interprofessional Education and Practice (IPEP) Council. Held
leadership positions on one university level committees.

**GRANTS**—2 grants—key personnel; one for $300,000 and one for $25,000

**PUBLICATIONS—**5 articles, plus co-authored chapters and created supplemental material for three textbooks on evidence-based practice, nursing research and medical-surgical nursing. One article was top downloaded article in 2017 and 2018.

**PROFESSIONAL PRESENTATIONS**

***Invited Presentations:***--19 presentations (15 as first author; 2 as second author; 1 as final author (mentor); 1 other)

***Presentations accepted through peer review:***--26 presentations (first author on 17; second author on 7; within the team on 2)

***Webinar Presentations***—7 national webinars (first author on 5; second author on 1; final author (mentor) on 1)

***Poster Presentations***—6 poster presentations (first author on two; second author on three and part of author team on last one)

**REVIEW WORK: --**reviewer for two peer-reviewed journals and portfolio reviewer for Fuld Institute credential-bearing EBP certificate

**COURSES TAUGHT**—taught continuously since Au 2015 in both RN to BSN and MS level. Courses include EBP, Cultural Competency, Foundations and Leadership. Have also taught/mentored 42 Fuld Institute 5 day EBP immersion courses nationally and internationally. Creator and Instructor for

**SERVICE—**multiple activities both as member and in leadership positions within a multitude of committees, organizations and within the CON, across the university, within the healthcare system and at the national level.

**RESEARCH**—Principal Investigator on two studies; Co-Investigator on two studies and Key Personnel on 8 studies

**Rick A. Petosa, Ph.D., FAAHB**
**Health and Exercise Science**
**College of Education and Human Ecology**
**The Ohio State University**
**Columbus, Ohio 43210**
**Office (614) 292 8345**
**E-Mail  Petosa.1@osu.edu**


## PROFESSIONAL POSITIONS

Professor                                                                                     2007-present
Health and Exercise Science, The Ohio
State University            1990-present
Coordinator   of   Graduate   Studies:
Health and Exercise Science        2005-
present
    Coordinator: Health Promotion, Nutrition, Exercise Science        2009-present
    Graduate Studies Committee: Kinesiology        2012-present
    Promotion and Tenure Committee: Human Sciences        2013-2016
    Director, Physical Activity Behavior Lab        2003-present

Adjunct Faculty: College of Medicine        2000-present
Allied Medical Professions: The Ohio State University

Associate Professor
                                                                                         1990-2006
Chair:  Sport,  Fitness  and  Health
Program
                  2005-2010
    Chair: PAES Undergraduate Studies        1999-2004
    Coordinator of Graduate Studies: Health Promotion        1990-2004
    Coordinator of Health Promotion and Education Section        1993-1996

Center Scholar: Center for Health Outcomes, Policy and        1998-2010
    Evaluation Studies, College of Medicine, The Ohio State University

Visiting Scientist: National Institutes of Health        1997-1998
    Sponsor: Dr. Elaine Stone.
    Division of Epidemiology and Clinical Applications
    National Heart, Lung and Blood Institute, National Institutes of Health

Adjunct Associate Professor        1990-1992
Associate Professor        1986-1990
    Department of Health Promotion and Education
    School of Public Health, University of South Carolina
    Columbia, South Carolina.

Assistant Professor        1984-1986
    Department of Health Education, Purdue University
    West Lafayette, Indiana.

Assistant Professor                                              1980-1984
    Department of Health Education, University of Nebraska
    Lincoln, Nebraska.

## EDUCATION

Ph.D.  Southern Illinois University                                              1980
      Major: Health Promotion and Education Minor: Statistics

      Prevention Program Management Certification                    1980
      National Institutes of Drug Abuse

M.A.  Western Kentucky University                                              1977
      Major: Health Education        Minor: Research Methods

B.S.E  Cum Laude. State University of New York at Cortland           1976
      Major: Community Health and School Health
      New York State Teacher Certificate: Permanent Type: A

## PROFESSIONAL AFFILIATIONS

    Senior Associate Editor for Research,                           2015-present.
        American Journal of Health Education

    Academy of Health Behavior: Fellow, Founding member             1999-present

    Society of Public Health Educators                              2013-present

    American School Health Association                              1980-1995

    Eta Sigma Gamma: National Health Science Honorary               1977-1987

    Society for Prevention Research                                 1998-2000

    American Public Health Association                              1980-1995

**Appendix F. HW Program Assessment Plan**

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| PO1. Assess organizational and/or community health and wellness needs using a variety of data sources | DM1 – Formative assessment grades in all 13 courses compared over time | CQI-DM1 – Results will assist determining aspects of teaching-learning that were effective and provide opportunity to revise for those that were not. | IM1- All courses in the program are being designed to provide opportunity for students to work on individual steps of their final capstone project | CQI-IMI – Faculty teaching in the program will be mentored to understand the importance of incorporating such components into each course, maximizing teaching-learning opportunities. |
| | DM2 – Evaluation from supervisor/preceptor/mentor/faculty on the following course/s over time HW 7….. | CQI – DM2 – Results will enable targeted work with individual students or preceptors in the moment, as well as possible course-level adjustments when needed. | IM2 – Evaluation of field experience will be mapped against each PO | CQI – IM2 Reflections on field experience will provide students an opportunity to view the discussions against POs. This provides an opportunity to maintain teaching-learning experiences that support achievements of POs and to revise those that do not. |
| | DM3 – Course evaluations (from the CON) addressed in GSC in CON | CQI – DM3 – As per SOP, the GSC in the CON addresses deficiencies within courses sharing possible teaching and learning solutions and coaching faculty. | IM3 – Successful completion of all course assessments | CQI – IM-3 – Summative assignment success demonstrates student competency in the curriculum content and is able to apply it. |
| | DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty | CQI – DM4 – SEI data is followed for one-on-one faculty mentoring, addressed in annual reviews and in promotion processes. Data collected over time are used to identify possible course level revisions. | | |

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| PO2. Apply theory, resources and evidence to create a sustainable and innovative culture of health and wellbeing that addresses diverse populations. | DM1 – Formative assessment grades in all 13 courses compared over time.<br><br>DM2 – Evaluation from supervisor/preceptor/mentor on the following course/s over time HW 7…..<br><br>DM3 – Course evaluations (from the CON) addressed in GSC in CON.<br><br>DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty. | CQI for DM1-4 Are as stated in PO1 | IM4 – Tracking number of program applicants to those applicants to retention of those matriculated students.<br><br><br><br>IM5 – Quality of applicants over time. | CQI – IM4 – Monitoring applicant admissions to matriculation data will enable us to determine why applicants subsequently enrolled and why some did not, giving the opportunity to revise processes as needed. Monitoring matriculation to graduation data will enable us to determine processes that worked and things that need to be revised to support student success.<br><br>CQI – IM5 – Following student data quality over time will enable us to determine effectiveness of such measures related to student success. |

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| | | | | |
| PO3. Lead Interprofessional collaborative approaches to create a wellness culture and an organization-wide health and wellness strategic plan. | DM1 – Formative assessment grades in all 13 courses compared over time.<br><br>DM2 – Evaluation from supervisor/preceptor/mentor on the following course/s over time HW 7…..<br><br>DM3 – Course evaluations (from the CON) addressed in GSC in CON.<br><br><br>DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty. | CQI for DM1-4 Are as stated in PO1. | IM 6 – Diversity of applicants over time.<br><br><br><br>IM7 – Curriculum review through GSC in CON<br><br><br><br>IM8- Student interviews or focus groups. | CQI – IM6 – Following student diversity patterns over time will enable us to be at least as reflective as the university and Midwest. A most, we may be able to increase diversity numbers pas the university and Midwest to reflect the citizenry of the nation.<br><br>CQI – IM7 – As per SOP in GSC, curriculum discussions and review occur regularly related to data collected by college, identified in this document.<br><br>CQI – IM8 – Data may be obtained through one-on-one interviews and focus group interviews with students and/or graduates to obtain information about the program that may be used for CQI. Such interviews/focus groups may be used when other data is inconclusive or deeper understanding of responses is needed. |

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| PO4. Develop, implement, and evaluate relevant, evidence-based, cost-effective and high-impact programs to promote self-care, health and wellbeing within a select organization or community. | DM1 – Formative assessment grades in all 13 courses compared over time<br><br>DM2 – Evaluation from supervisor/preceptor/mentor on the following course/s over time HW 7…..<br><br>DM3 – Course evaluations (from the CON) addressed in GSC in CON<br><br>DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty | CQI for DM1-4 are as stated in PO1. | IM9 – Graduate Surveys from the CON distributed to: Recent Graduates, 1-Year Alumni, 5-Year Alumni.<br><br>IM 10 – Types/titles of positions obtained, type of organization, and location. | CQI – IM 9 – As per SOP, data from graduate surveys from the CON is used to inform programmatic improvements.<br><br>CQI – IM 10 – Data regarding types/titles of positions obtained, as well as type of organization and location will provide understanding of impact. Over-time, this data will provide |

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| | | | | |
| PO5. Evaluate organizational and/or community culture, policies, practices, programs and resources to foster a culture of health and wellbeing. | DM1 – Formative assessment grades in all 13 courses compared over time.<br><br>DM2 – Evaluation from supervisor/preceptor/mentor on the following course/s over time HW 7…..<br><br>DM3 – Course evaluations (from the CON) addressed in GSC in CON.<br><br>DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty. | CQI for DM1-4 Are as stated in PO1. | IM 11- Graduate and Professional Student Survey (from Graduate School).<br><br>IM 12 – Employer Surveys (from the CON).<br><br><br><br>IM 13 – Student and alumni honors/recognition achieved. | CQI – IM11- Data used as described in CQI-IM10.<br><br>CQI – IM12 – Data from employer surveys will reveal perceptions of this group related to goodness of fit of our graduates, intentions to hire more, as well as opportunities to better meet employer needs.<br><br>CQI – IM 13 – Student and alumni honors/recognition is an indicator of preparedness for role and program success. Tracking this data over time will enable us to determine if changes need to be made to prepare students and alumni for such achievements. |

| Program Learning Outcomes (PO)* | Direct Measures (DM) | Continuous Quality Improvement (CQI) for Direct Measures | Indirect Measures (IM) *(applicable to all POs)* | Continuous Quality Improvement (CQI) for Indirect Measures |
|---|---|---|---|---|
| PO6. Use data to formulate an organizational business case for value and return on investment | DM1 – Formative assessment grades in all 13 courses compared over time<br><br>DM2 – Evaluation from supervisor/preceptor/mentor on the following course/s over time HW 7…..<br><br>DM3 – Course evaluations (from the CON) addressed in GSC in CON.<br><br>DM 4 – SEI's per course and aggregated for program addressed by CON leadership and individual faculty. | CQI for DM1-4 Are as stated in PO1. | IM 14 – Proliferation of subsequent competitive programs, demonstrating traction and need for this novel degree program. | CQI – IM14 – There are limits to the enrollment that one college can accept. Duplication or emulation of this new degree in other universities highlights need in the community, at large, and acceptance in the higher education community. |

*Note: See HW Crosswalk Table – Program Outcomes (PO) & Courses

**Appendix G. Concurrence Letters**

**Appendix G. Concurrences**

1. College of Education and Human Ecology concurrence letter and memo of understanding

2. College of Medicine School of Health and Rehabilitation Sciences concurrence letter

3. College of Public Health email concurrence documentation

**THE OHIO STATE UNIVERSITY**

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

**Office of the Dean**

172 Arps Hall
1945 N. High Street
Columbus, OH 43210-1172

614-292-8722  Phone
614-292-8052  Fax

ehe.osu.edu

June 21, 2022

Bernadette Mazurek Melnyk, PhD, APRN-CNP, FAANP, FNAP,
FAAN Vice President for Health Promotion
University Chief Wellness Officer
Dean and Helene Fuld Health Trust Professor of Evidence-Based Practice, College of Nursing Professor
of Pediatrics & Psychiatry, College of Medicine
Executive Director, the Helene Fuld Health Trust National Institute for
EBP

Dear Bern,

I am pleased to provide my letter of concurrence for the ongoing development of the
Proposal for a Master of Health and Wellness (HW) professional Master degree program
in The Ohio State University College of Nursing.

As outlined in the current Memorandum of Understanding, this degree program is being
developed in collaboration with the Department of Human Sciences (DHS) as it relates to
the Health and Exercise Science (HES). Master of Science in the Kinesiology Program Area
in  the DHS.

I appreciate your continued partnership.

Sincerely,

Don Pope-Davis, Ph.D.
Dean & Professor

**Memorandum of Understanding
for Interdepartmental Partnership to Develop, Deliver and Fund Courses Jointly Developed and
Delivered by the College of Nursing and the Department of Human Sciences at The Ohio State
University
Effective 6/1/2022 to 5/30/2027**

This Memorandum of Understanding ("MOU") summarizes the agreement between The Ohio State University's College of Nursing ("CoN") and the Department of Human Sciences ("DHS") in the College of Education and Human Ecology (EHE) with regard to the ongoing development of the Proposal for a Master of Health and Wellness (HW) professional Master degree program in the College of Nursing and as it relates to the Health and Exercise Science (HES), Master of Science in the Kinesiology Program Area in the DHS.

Effective with the signing of this document, the parties agree to the following:

1. Inclusion of 6 credits from the following list of DHS courses as a part of the required core courses for the new HW program. These courses will not be substituted for any other courses in the HW program. Any changes to these core required courses will require approval of the CoN and EHE following policy-compliant curriculum approval processes. The required DHS courses must be delivered in an online format with a frequency of at least once per academic year in order to accommodate progression of full-time students.

| Current HS Courses to Serve in the HW Program Core |
| --- |
| KNHES 5652 Worksite Health Promotion |
| KNHES 5704 Health Promotion Program Evaluation |
| **Current HS Courses to Serve as Elective Course Options** |
| KNHES 7726 Changing Physical Activity Behavior |
| KNHES 5651 Health Promotion Program Planning |
| KNHES 5703 Health Behavior Theory |

2. Of the elective courses listed above that are not included in the HW Program Core as an aspect of item # 1 in this MOU, at least 3 credits will be offered as an elective course option. The elective DHS courses must be delivered in an online format.

3. Submission of the CoN proposal to CAA for approval without additional changes and with the support of concurrence from DHS and EHE;

4. After the degree program receives all needed approvals, a faculty committee will be established with two faculty from CoN and two faculty from DHS to review the curriculum and enrollment trends in the courses tied to the degree program on an annual basis to ensure that the student experience is meeting their expectations. The team will also explore further innovations within the program toward continuously enhancing enrollment and the student experience;

5. Recommendations of the faculty committee in #3 will be reviewed by Cindy Anderson (Senior Associate Dean for Academic Affairs and Educational Innovation, CoN), Arpana Inman (Associate Dean of Academic Affairs, EHE), and Erik Porfeli (Chair, DHS) on an annual basis so they may offer input about the inter-and intra-collegiate implications of these changes and lend their support to recommendations that are mutually beneficial to the parties.

6. Recommendations supported by the faculty committee described in #4 and the administrative team described in #5 of this MOU, as appropriate, will be translated into formal faculty-led curriculum review and approval processes within CoN and EHE.

7. The parties commit to an overall approach leading to an enhanced partnership in the HW and HES degree programs to support recruitment into these related programs and to enhance the shared and differentiated experience of students pursuing these degree programs. This approach may include but is not limited to developing a graduate certificate leading prospective students to pursue coursework articulating with both programs and the exploration of 4+1 BS-to-Master's degree pathways to accelerate the pathway for OSU undergraduate students to complete the HW or HES master's degrees.

8. Any coursework developed within this partnership shall be assigned to CoN and DHS based on the contributions of the faculty involved. Should the parties decide to not renew this MOU upon its expiration, then the coursework developed by CoN and DHS faculty will revert to their respective units. CoN will not offer the content developed by DHS and DHS will not offer the content developed by CoN.

9. If the parties choose not to renew the MOU, then items #1 and 2 will remain in force if and until CoN and EHE both agree to change these elements.

Any changes to this MOU must be with the expressed and written permission of all the parties involved.
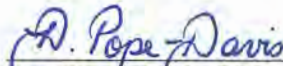
AGREED:
The Ohio State University - College of Nursing

_Bernadette Melnyk_ (signature)                        6/14/2022

Bernadette Melnyk                                      Date
Dean


The Ohio State University – College of Education and Human Ecology

_D. Pope-Davis_ (signature)                            6/9/22

Don Pope-Davis, PhD                                    Date
Dean

2/21/22

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

Dear Alicia:

RE: College of Nursing
Master of Wellness Innovation and Health Promotion

After review of the proposal for the College of Nursing's proposal for the Master of Wellness Innovation and Health Promotion Professional Degree Program, the School of Health and Rehabilitation Sciences and the College of Medicine provides concurrence for this degree. The materials provided demonstrate that the objectives and content of the degree are not met by the programs and degrees offered in our school.

Sincerely,

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND
Professor, Clinical
Director, Academic Affairs-School of Health and Rehabilitation Sciences

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

| **Subject:** | RE: program title |
|---|---|
| **Date:** | Monday, February 28, 2022 at 6:12:12 PM Eastern Standard Time |
| **From:** | Anderson, Cindy M. |
| **To:** | Bisesi, Michael |
| **CC:** | Ashley.Felix, Droesch, Kynthia |
| **Attachments:** | image001.png, image002.png, image005.png |

Thank you Mike!
We will include these courses as options for continued development in our proposal.

I appreciate your partnership,
Cindy

**From:** Bisesi, Michael <bisesi.12@osu.edu>
**Sent:** Monday, February 28, 2022 6:11 PM
**To:** Anderson, Cindy M. <anderson.2765@osu.edu>
**Cc:** Ashley.Felix <Ashley.Felix@osumc.edu>; Droesch, Kynthia <droesch.4@osu.edu>
**Subject:** RE: program title

Cindy,

As follow-up to our discussion today and the title change, please consider some or all of these Health Promotion courses as electives for your new proposed master's degree.

· PUBHHBP 6520 Interventions for Health Justice
· PUBHHBP 7542 Settings and Special Populations in Health Promotion
· PUBHHBP 7522 Program Planning
· PUBHHBP 7532 Program Evaluation

Best,

Mike

THE OHIO STATE UNIVERSITY

*Michael S. Bisesi*, MS, PhD, REHS, CIH
Vice Dean, Academic Affairs & Academic Administration
Professor & Chair (Interim), Environmental Health Sciences
College of Public Health
Co-Director Global One Health initiative (GOHi)
Administrative Chair, Sustainability Education and Learning Committee
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 Joy Snow snow.256@osu.edu )

**From:** Anderson, Cindy M. <anderson.2765@osu.edu>
**Sent:** Monday, February 28, 2022 10:44 AM
**To:** Bisesi, Michael <bisesi.12@osu.edu>
**Subject:** program title

Hi Mike,

We plan to use the title, Master of Health and Wellness.

Thank you!
Cindy

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN
Professor and Senior 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
https://nursing.osu.edu/faculty-and-staff/cindy-anderson

Associate Editor, Journal of Developmental Origins of Health and Disease
Past President, Midwest Nursing Research Society

# Memorandum of Understanding

Online Program

**Between**

College/Department: College of Nursing

**And**

Office of Technology and Digital Innovation
The Ohio State University

# Purpose

This Memorandum of Understanding (MOU) is entered into by and between the Office of Technology and Digital Innovation and the above College/Department to facilitate the launch of the online program outlined below.

Program name: Master in Health and Wellness

Program level:

Associate       Undergraduate       <mark>Graduate</mark>       Professional

Approval type:

<mark>New program</mark>       Change of delivery       Certificate

Has this program been approved in the past? (e.g., on-ground approval)

Yes       <mark>No</mark>

If yes, please explain:

Will the new approval replace or operate in conjunction with the existing approval?

Yes          <mark>No</mark>

Percentage of courses offered online:

<mark>100%</mark>          80-99%

If other, please explain:

Anticipated date to begin recruiting and enrolling: Autumn 2023 or Spring 2024 pending full approval

Will this program have a different fee structure from what would normally be assessed similar students at the university?

<mark>Yes</mark>          No

If yes, please explain: Nursing program fee is requested

Total credit hours for program: 35

Does this program have mandatory onsite training components on any Ohio State campus? (e.g., practicum, residency, or internship)

Yes          <mark>No</mark>

If yes, please explain:

Does this program have any non-mandatory onsite training components on any Ohio State campus? (e.g., orientation)

Yes            ==No== though all students would be welcome to participate in on campus orientation….fully online orientation will be available

If yes, please explain:

**Recruitment and Enrollment**

Estimated number of students (unduplicated count) enrolled per semester, beginning with the first semester in which you intend to enroll your first cohort:

|  | Summer | Autumn | Spring | Total |
|---|---|---|---|---|
| Year 1 AY_24____ |  |  |  | 30 Part Time Students. We plan to admit once/year. |
| Year 2 AY_25____ |  |  |  | 45 (30 PT, 15 FT). We plan to admit once/year. |
| Year 3 AY__26___ |  |  |  | 60 (40 PT, 20 FT). We plan to admit once/year. |

# College/Department Contacts

College Curricular Dean:

Cindy Anderson.2765

Department Chair:

Faculty/Program Director (*responsible for instructor and course coordination)*:

Co-directors: Megan Amaya, PhD, CHES (amaya.13) & Kate Gawlik, DNP, RN, APRN-CNP, FAANP (gawlik.2)

Primary Contact, if different from Faculty/Program Director:

Cindy Anderson.2765

College Fiscal Officer:

Mary Justice

College Marketing Director:

Phil Saken, BS, MS (saken.2), Senior Director of Marketing and Communications

Contact(s) for program-specific marketing and recruitment activities:
*See "Conduct Marketing and Recruitment Activities to Drive Prospective Students to Apply"*
*under Department/College Responsibilities.*

Phil Saken, BS, MS (saken.2), Senior Director of Marketing and Communications

Name, title, and email of all those who will be responsible for receiving and responding to
OTDI-driven prospective student inquiries:

Megan Amaya, PhD, CHES (amaya.13) & Kate Gawlik, DNP, RN, APRN-CNP, FAANP (gawlik.2)

Contact for State Authorization compliance:
*See "Participate in Compliance Activities" under Department/College Responsibilities. If no*
*contact is given, the Faculty/Program Director will fill this role.*

Cindy Anderson, PhD, APRN-CNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Senior Associate Dean for
Academic Affairs and Educational Innovation

Additional college/contacts for this program:

Awais Ali (ali.61), Director of Information Technology and Business Systems

# Term of MOU

This MOU will begin effective November 2022 and will be discussed and reaffirmed every three years at the start of the next fiscal year on July 1, however continual dialogue will ensue to ensure the involved parties are evaluating the partnership. This MOU does not automatically renew. At the end of this term June 30th, 2026 a new MOU will be created. Should the online program end at any time, the DE budget model will remain in effect for three years from the end point of the online program in order for the budget model to self-adjust and close, given that the budget model operates on a one-year lag, two-year average from the start of the online program.

# OTDI Responsibilities:

**The Office of Technology and Digital Innovation (OTDI) entering into this agreement will partner with colleges to:**

## Program Administration

1. Consult and recommend best practices for program approval, course approval, student information labeling, and budget forecasting.

2. Partner with programs, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey

## Participate in Compliance Activities

1. Consult and recommend options as State Authorization related considerations arise

    a. Consult and support college understanding of rules and regulations

    b. Engage in prioritization strategy to support the unit's goals

    c. Communicate the program's authorization status to the college

2. Actively monitor regulations and participate in regional and national State Authorization networks to provide recommended best practices to seek and maintain required authorizations.

## Partner to Build Online Courses Based on Best Practice

1. OTDI will collaborate with the college at least one semester prior to each course's first offering term on the curricular and technical solutions for online course design based on best practice by providing expertise on the following:

   a.  Elements of course format, rigor, and integrity that affect delivery mode, based on university policies (tracking attendance with at least one student activity each week, credit hour equivalency), federal policies, and accreditation standards

   b.  Best practices for promoting and maintaining the academic integrity of the courses, including assignment design and technical solutions

   c.  Course templates that provide students with consistent, clear navigation and online course expectations based on best practices

   d.  Formats and platforms for course activities and materials that are supported by university technical requirements and optimal for distance delivery

   e.  Evidence-based recommendations about teaching strategies in online courses

   f.  Technical and instructional mechanisms that facilitate the program's assessment of student learning across courses

2. Provide instructional design consultation and production support for each course, including an initial semester-long (14-week) offering of support, tailored to the instructor's needs and any program requirements. OTDI will plan for staffing availability based on the course design schedule (see Appendix C: Course Design Schedule). This schedule will be confirmed with the Faculty/Program Director each semester and support for instructors/courses added to the schedule after confirmation is received, or for instructor changes, will be provided as OTDI's staffing allows.

3. Collaborate with the college to provide support for course revision with current instructors every three years following the initial instructional design support term.

4. Share expertise on accessibility best practices expected for courses of all modalities at Ohio State and provide referrals to local Accessibility Coordinator.

5. Provide professional learning opportunities for faculty/instructors/students through OTDI and in ongoing partnership with other campus units; promote these opportunities directly with program instructors.

6. Provide additional consultation to instructors associated with the program (as indicated in the attached course design schedule or updated by a program Faculty/Program Director or other contact), including:

   a.  Opportunities for consultation from the instructional design team before, during, or after the first term when a course is taught following OTDI course design support

   b.  Consultation and pathways for professional learning for additional instructors who begin teaching a course before the scheduled three-year revision support

## Conduct Marketing and Recruitment Activities to Drive Interest and Applications

1. The OTDI Marketing and Communiations Team is responsible for promoting Ohio State's portfolio of for-credit online degree and certificate programs. The OTDI marketing team will work with leaders from each program, as well as other internal and external stakeholders as necessary, to design a tailored marketing plan best suited to drive prospective-student inquiries to the program/college.

2. OTDI marketing services include:

   a. Market analysis to inform program demand, identify competitors, determine alumni outcomes, etc. These insights are best leveraged in the program-development stage.

   b. A presence on online.osu.edu that includes web development and copywriting (all programs)

   c. Inclusion in digital and non-digital portfolio-level marketing campaigns (all programs)

   d. Program-specific marketing tactics that may be leveraged include digital advertising, traditional advertising, written and visual storytelling, student journey mapping, and landing page development, among other strategies.

*Note: Marketing will only be conducted in states/countries in which the program has been authorized.*

## Advance Student Support Offerings for Online Learners

1. Actively engage in discussions with campus stakeholders to improve and advance how Ohio State supports online learners

2. Research and provide colleges/units with data on national trends in distance education student support.

# College/Department Responsibilities:

**College/Department entering into this agreement will partner with OTDI to:**

1. Engage with the OTDI Marketing and Communications Team to conduct market analysis to understand program viability and inform specific aspects of program development.

THE OHIO STATE UNIVERSITY

# Secure Approval

1. Secure approval from the following, where applicable:

    a. Department

    b. College

    c. Graduate School

    d. Council on Academic Affairs (CAA)

    e. University Senate

    f. Board of Trustees

    g. Department of Higher Education

    h. Accreditation Provider

2. Contact the Office of Fiscal Planning and Analysis university budget office and request a distance-education-specific fee table

    a. If applicable, differential fees must be approved by the Board of Trustees

3. Contact Student Financial Aid and Office of Student Academic Success to determine initial enrollment term

4. Meet program standards set forth by your accrediting body (if applicable) for alternative delivery modes

# Program Administration

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

2. Label students in the Student Information System with the Distance Education subplan (ONL)
   *Please note: student fee assessment and college revenue rely on the ONL subplan accurately and consistently applied. The Distance Education Budget Model only applies to students labeled with the ONL subplan.*

3. Collaborate with Admissions to create an application

4. Develop and maintain a website or webpage for the program that links to the application

5. Incur additional costs not covered by the Distance Education Budget Model, if applicable, associated with distance education programming (e.g., staff or funding to provide consistent support and services to students, faculty, and staff associated with online programs as provided to those for on-ground programs)

6. Collaborate with OTDI marketing

   a. Work in tandem with OTDI marketing to design and execute strategic recruitment marketing tactics

      i. If applicable, partner with the OTDI marketing team to financially amplify existing marketing tactics

   b. Invest college resources to support marketing and communications. The college must allocate the appropriate resources in order to reach each program's enrollment goals. (See College Marketing Responsibilities, attached)

   c. Regularly share application and enrollment numbers to inform marketing strategy (In absence of connection to the enterprise academic instance of Salesforce Marketing Cloud CRM for program recruitment)

7. Identify a Faculty/Program Director or designee to meet with OTDI on a semester basis to confirm course design schedule, faculty/instructor participation, share information such as strategies and future plans, updates, and feedback regarding the program and OTDI support.

# Participate in Compliance Activities

1. Collaborate with OTDI on State Authorization and state professional licensing board approvals for programs in a licensed field

   a. Identify a college/program liaison to work with the OTDI State Authorization team

   b. Upon request, provide program, instructor, and faculty information to the State Authorization team

   c. Provide required professional licensing board disclosures in writing to potential and enrolled students

   d. Communicate to prospective students regarding their eligibility to enroll in the program and seek federal financial aid based on the program's authorization status

   e. Notify OTDI of states/countries from which you would like to enroll students during initial State Authorization consultation and if changes arise

   f. Post a link to the Ohio State Online disclosures webpage (go.osu.edu/disclosures) on the program webpage maintained by the college

g.  Notify the State Authorization team and the appropriate college/program State Authorization liaison regarding any changes in physical presence activities outside Ohio, such as:

  i.  Establishing a physical location for students to receive synchronous or asynchronous instruction

  ii.  Establishing an administrative office or providing office space for staff

  iii.  Conducting on-ground supervised field experiences such as clinicals, practicums, student teaching, or internships

  iv.  Placing more than 10 students simultaneously at a single placement site (e.g., a hospital)

  v.  Requiring students to meet in person for instructional purposes more than twice per semester

  vi.  Carrying out field study or research at a field station

h.  Faculty/program directors and instructors new to working with State Authorization are strongly encouraged to participate in OTDI distance education training

  i.  "State Authorization 101" course available in BuckeyeLearn (Search for "State Authorization 101" in BuckeyeLearn)

# Partner to Build Online Courses Based on Best Practice

1.  Colleges/programs will collaborate with OTDI on curricular and technical solutions to design online courses based on best practice at least one semester in advance of first offering the program. OTDI will provide expertise as outlined in the "Partner to Build Online Courses Based on Best Practice" section of OTDI Responsibilities.

2.  Provide administrative support to facilitate OTDI instructional design scheduling for each course in the program, based on the course design schedule below. To allow for adequate support staffing from OTDI, communicate assigned faculty/instructors and any changes to that schedule at least one semester before OTDI support would begin for each course. Schedule changes or new instructors made after that window will receive OTDI support as staffing allows.

3.  Collaborate with OTDI to coordinate support for the revision of courses every three years after the initial OTDI course design support term, including naming assigned faculty/instructors at the time of scheduling revision support.

4. Encourage faculty/instructors to participate in professional learning opportunities, including those offered through OTDI and other university partners such as the Michael V. Drake Institute for Teaching and Learning.

5. Provide updates to OTDI about course instructor changes that necessitate additional consultation support from OTDI (e.g., a new instructor beginning to teach an existing course before its three-year revision support).

# Conduct Marketing and Recruitment Activities to Drive Interest and Applications

1. Identify a liaison(s) for program-specific marketing and recruitment activities. The liaison(s) will act as the point of contact with the OTDI Marketing and Communications Team and work with the faculty/program director and other college marketing professionals to gather information needed to execute strategic marketing tactics

2. Work with the OTDI marketing team to establish an appropriate marketing budget to help support program application and enrollment goals

3. Provide detailed outline of prospective-student lead nurturing process that includes the following (template available upon request):

    a. Name, title, and email of all those who will be responsible for receiving and responding to OTDI-driven prospective student inquiries

    b. Marketing and communication touchpoints

    c. Response timing

4. Create and maintain program-specific information on the college/department's website. The OTDI marketing team can provide guidance and suggestions for complementary content

5. Execute marketing tactics that are complementary to – and not in competition with – OTDI lead-generation tactics. Marketing tactics include:

    a. Recruitment activities (e.g., webinars)

    b. Content marketing (e.g., storytelling, social media, gated content, info sessions)

    c. Email marketing (e.g., personalized journeys, list acquisition, awareness generation through newsletters, etc.)

    d. Partnering with OTDI, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey.

THE OHIO STATE UNIVERSITY

## Provide Student Support to Online Learners

1. Collaborate with relevant student support services (Disability Services, Writing Center, Libraries, Military and Veterans Services, etc.) to ensure resources available across campus are made known to learners and that student needs are met.

2. Ensure compliance with applicable university policy expected for courses of all modalities at Ohio State, including provisions of the Digital Accessibility Policy to include obtaining approved Accommodation-Based Exceptions, when needed. College/departments will be responsible for the costs associated with these accommodations as well as accommodations for use of tools outside Ohio State's enterprise-supported academic toolset.

3. Ensure technology support for any learning technology tools you or your college/department requires for use in your program of that are outside of the supported university toolset and 24/7 help desk support (Toolset Services: teaching.resources.osu.edu/toolsets). College/department provides the ongoing administrative and end-user support for these platforms.

# Major Deliverables

High level deliverables that will be provided by OTDI:

- OTDI will design courses in partnership with faculty/instructors at least one if not two semesters prior to program launch
- OTDI will conduct all State Authorization and licensing board research prior to the program application for admission opening
- OTDI will provide marketing support for programs within Ohio State's academic online program portfolio.

# Pricing and Billing

OTDI support for online program growth is funded through the Distance Education Budget Model created by the University Senate Fiscal subcommittee to incentivize colleges to develop online programs. Beyond the OTDI services listed in this MOU, the Budget Model also supports the enterprise academic learning technology toolset at Ohio State such as Canvas, Zoom, Proctorio, and ExamSoft, open courses, and the ability to provide program data. The Committee on Academic Technology; Student-Athlete Advisory Committee; Council on Distance Education Libraries, and Information Technology; Council on Academic Affairs; and Council on Enrollment and Student Progress provide governance to OTDI work and services. Please review and complete all appendices and attachments.

## APPENDICES

# Appendix A: State Authorization

| | Yes/No |
|---|---|
| Does this program potentially lead to a professional license or certification? | **No** |
| Will this program be marketed as leading to a professional license or certification? | **No** |
| Is professional licensure or certification a prerequisite for enrollment in the program? | **No** |

For this program, does your college plan to do any of the following outside of Ohio:

| | Yes/No |
|---|---|
| Enroll students located outside Ohio? | **Yes** |
| Establish a physical location for students to receive synchronous or asynchronous instruction? | No |
| Establish an administrative office or provide office space outside of Ohio for staff? | No |
| Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships? | Yes |
| Place more than 10 students simultaneously at a single placement site (e.g., a hospital)? | No |
| Require students to meet in person for instructional purposes more than twice per semester? | No |
| Carry out field study or research at a field station? | No |

# Appendix B: Course Support Schedule

In order for OTDI to plan appropriately and provide every instructor with the highest quality support possible, we request specific information regarding courses that comprise a program's curriculum. This information is outlined in the table below, with required columns denoted with an asterisk. The course design schedule will be confirmed with the Faculty/Program Director each semester.

*Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.*

| Course Code and Name* | Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course) | Instructor (first name, last name, name.#) | Anticipated Course Design Term* (OTDI course design support for instructor; one semester or more ahead of first offering) | First Offering Term* (when class is first offered online as part of this online program) |
|---|---|---|---|---|
| MHW 7xxx Leading a Culture of Wellbeing in Organizations | N/A | TBD | SU24 | AU24 |
| MHW 7xxx Promoting Population Health and Wellbeing | N/A | TBD | AU24 | AU24 |
| KNHES 5652 Worksite Health Promotion | Hybrid | Petosa | SU24 | AU24 |
| MHW 7xxx Digital Health Promotion Technologies for Individuals within Organizations | N/A | TBD | SU24 | AU24 |

| | | | | |
|---|---|---|---|---|
| and Communities | | | | |
| MHW 7xxx Positive Psychology and Happiness | N/A | TBD | SU24 | AU24 |
| MHW 7xxx Field Experience | N/A | TBD | SU24 | AU24 |
| MHW 7xxx MHW Capstone | N/A | TBD | SU24 | AU24 |
| MHW 7xxx Health Wellness Resource Allocation in Organizations | N/A | TBD | SU24 | AU24 |
| N7779 Evidence Based Practice for Interprofessional Teams | Distance | TBD | SU24 | AU24 |
| PAES/KNHES 5704 Health Promotion Program Evaluation | Hybrid | Petosa | SU24 | AU24 |
| N5115 Mindstrong | Distance | TBD | SU24 | AU24 |
| HCINNOV 7441 Innovation Leadership: | Distance | TBD | SU24 | AU24 |

| Leading From Within | | | | |
|---|---|---|---|---|
| N6114 Strategies for Personal Health | Distance | TBD | SU24 | AU24 |

# Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

| Program Director | Megan Elizabeth Amaya  8594A1E5497843E... | Date: 11/16/2022 |
|---|---|---|
| Program Director | Katie G  543865678D2F42B... | Date: 11/16/2022 |
| College Fiscal Officer | Mary E Justice  33F2630A1DDC467... | Date: 11/21/2022 |
| College Marketing Director | Philip J Saken  B58C1504448F4C1... | Date: 11/21/2022 |
| Senior Associate Dean for Academic Affairs and Educational Innovation | Cindy M Anderson  0C3F1FCDB5A84CD... | Date: 11/27/2022 |
| Chief Digital Learning Officer | Robert Peter Griffiths  B8CDF1EF93BA469... | Date 11/27/2022 |

THE OHIO STATE UNIVERSITY

## Certificate Of Completion

Envelope Id: B4E3AC2EBCA84C6B9F996B70FA55205A                                    Status: Completed
Subject: Complete with DocuSign: OTDI MOU for the Online Master in Health and Wellness
Source Envelope:
Document Pages: 16                 Signatures: 6                  Envelope Originator:
Certificate Pages: 3              Initials: 0                     Jacob Harris Bane
AutoNav: Enabled                                                 1050 Carmack Rd
EnvelopeId Stamping: Enabled                                     Columbus, OH  43210
Time Zone: (UTC-05:00) Eastern Time (US & Canada)                bane.17@osu.edu
                                                                 IP Address: 69.171.202.245
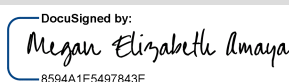
## Record Tracking

Status: Original                  Holder: Jacob Harris Bane       Location: DocuSign
         11/16/2022 10:41:27 AM            bane.17@osu.edu

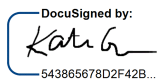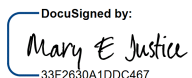| Signer Events | Signature | Timestamp |
|---|---|---|
| Megan Elizabeth Amaya<br>amaya.13@osu.edu<br>AP<br>The Ohio State University<br>Security Level: Email, Account Authentication (None) | *Megan Elizabeth Amaya*<br>—8594A1E5497843E...<br><br>Signature Adoption: Pre-selected Style<br>Using IP Address: 128.146.128.253 | Sent: 11/16/2022 10:47:40 AM<br>Viewed: 11/16/2022 11:45:12 AM<br>Signed: 11/16/2022 11:46:04 AM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |
| Kate Elizabeth Gawlik<br>gawlik.2@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None) | *Kate G*<br>—543865678D2F42B...<br><br>Signature Adoption: Drawn on Device<br>Using IP Address: 71.150.202.181 | Sent: 11/16/2022 11:46:07 AM<br>Viewed: 11/16/2022 2:34:36 PM<br>Signed: 11/16/2022 2:34:56 PM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |
| Mary E Justice<br>justice.18@osu.edu<br>Senior Fiscal Officer, Director Entrepreneurial Initiatives<br>The Ohio State University, College of Nursing<br>Security Level: Email, Account Authentication (None) | *Mary E Justice*<br>—33F2630A1DDC467...<br><br>Signature Adoption: Pre-selected Style<br>Using IP Address: 76.224.0.230 | Sent: 11/16/2022 2:35:01 PM<br>Viewed: 11/18/2022 10:57:33 AM<br>Signed: 11/21/2022 11:30:19 AM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |
| Philip J Saken<br>saken.2@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None) | *Philip J Saken*<br>—B58C1504448F4C1...<br><br>Signature Adoption: Pre-selected Style<br>Using IP Address: 104.15.194.89 | Sent: 11/21/2022 11:30:22 AM<br>Viewed: 11/21/2022 12:26:33 PM<br>Signed: 11/21/2022 12:28:39 PM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |

| Signer Events | Signature | Timestamp |
|---|---|---|
| Cindy M Anderson<br>anderson.2765@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None) | DocuSigned by:<br>*Cindy M Anderson*<br>0C3F1FCDB5A84CD...<br><br>Signature Adoption: Pre-selected Style<br>Using IP Address: 136.29.71.77 | Sent: 11/21/2022 12:28:43 PM<br>Viewed: 11/27/2022 3:13:40 PM<br>Signed: 11/27/2022 3:14:03 PM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |
| Robert Peter Griffiths<br>griffiths.44@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None) | DocuSigned by:<br>*Robert Peter Griffiths*<br>B8CDF1EF93BA469...<br><br>Signature Adoption: Pre-selected Style<br>Using IP Address: 74.133.11.220<br>Signed using mobile | Sent: 11/27/2022 3:14:06 PM<br>Viewed: 11/27/2022 5:25:15 PM<br>Signed: 11/27/2022 5:26:01 PM |
| **Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | | |

| In Person Signer Events | Signature | Timestamp |
|---|---|---|

| Editor Delivery Events | Status | Timestamp |
|---|---|---|

| Agent Delivery Events | Status | Timestamp |
|---|---|---|

| Intermediary Delivery Events | Status | Timestamp |
|---|---|---|

| Certified Delivery Events | Status | Timestamp |
|---|---|---|

| Carbon Copy Events | Status | Timestamp |
|---|---|---|
| Cindy Leavitt<br>leavitt.75@osu.edu<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:05 PM |
| Kristina Davis<br>davis.1724@osu.edu<br>Interim Director of Finance<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:08 PM |
| Tracey Renee Richardson<br>richardson.408@osu.edu<br>Senior Director, Service Management<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:12 PM |

| Carbon Copy Events | Status | Timestamp |
|---|---|---|
| Jen Simmons<br>simmons.232@osu.edu<br>df<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:15 PM |
| Gail Martineau<br>martineau.18@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:18 PM<br>Viewed: 11/28/2022 7:57:40 AM |
| Erin R McLaughlin<br>mclaughlin.556@osu.edu<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:21 PM<br>Viewed: 11/28/2022 6:39:10 AM |
| Lisa N Delaney<br>delaney.177@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:25 PM |
| Awais Ali<br>ali.61@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br>**Electronic Record and Signature Disclosure:**<br>    Not Offered via DocuSign | **COPIED** | Sent: 11/27/2022 5:26:28 PM<br>Viewed: 11/28/2022 9:30:15 AM |

| Witness Events | Signature | Timestamp |
|---|---|---|

| Notary Events | Signature | Timestamp |
|---|---|---|

| Envelope Summary Events | Status | Timestamps |
|---|---|---|
| Envelope Sent | Hashed/Encrypted | 11/16/2022 10:47:41 AM |
| Certified Delivered | Security Checked | 11/27/2022 5:25:15 PM |
| Signing Complete | Security Checked | 11/27/2022 5:26:01 PM |
| Completed | Security Checked | 11/27/2022 5:26:28 PM |

| Payment Events | Status | Timestamps |
|---|---|---|