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## DOC 2022-07 Wellbeing Education Certificate

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Wellbeing Education Certificate

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DATE: April 1, 2021

1. Rationale for the new certificate program

Many UD students who are interested in exploring professional careers in health or wellbeing struggle to find a professional path that speaks to their vocation, as they strive to think creatively past high school health class topics. In addition, many of them have limited exposure to critical content, such as social determinants, the socioecological model, and stages of change.

An inter-association definition of well-being, released in November 2020, states:

*We define well-being as an optimal and dynamic state that allows people to achieve their full potential. Our focus is on two interdependent types of well-being: 1) individual and 2) community. Individual well-being is defined within three broad and interrelated categories: (a) the perceived assessment of one's own life as being generally happy and satisfying, (b) having one's human rights and needs met, and (c) one's contribution to the community. Community well-being is defined by relationships and connectedness, perceived quality of life for all people in the community, and how well the community meets the needs of all members. By focusing on the whole — the whole person, the whole educational experience, the whole institution, the whole community — well-being becomes a multi-faceted goal and a shared responsibility for the entire institution.*

In alignment with this definition from these many professional organizations, the learning objectives of the Wellbeing Education Certificate are provided below.

Upon completion of the Wellbeing Education Certificate, students will be able to:

- articulate the importance of wellbeing in their personal and professional lives.
- demonstrate interdisciplinary understanding of wellbeing through the lens of communication, health and sports science, political science, psychology, sociology, sustainability, and/or religion.
- identify career options within wellbeing.

- apply theory to practice through a health promotion project in an internship setting.

Strategic partnerships with School of Education and Health Sciences, Student Development, and other supporting campus entities will create intentional pathways for students to dialogue over similar topics with both faculty and staff, applying the same concepts to different circumstances. The structure of the certificate ensures that students will learn foundational information, and then build both depth and breadth across various aspects of wellbeing. The intent is for students to have detailed discussions with internship supervisors to explore their own vocation and career options in wellbeing related fields. Mentors will be provided with detailed guidelines based on health promotion and student development theories to support their work with our student interns.

This certificate aligns with the missions of both of the primary co-sponsor departments:

The undergraduate mission of the Department of Health and Sport Science is to prepare students to be proficient and professional in a variety of disciplines related to health, wellness, and sport.

The Division of Student Development cultivates student learning in the Catholic and Marianist tradition. We challenge students to construct inclusive communities of purpose, demonstrate practical wisdom, and choose value congruent behaviors. We support students as they create safe and healthy environments where differences are respected and celebrated. We empower students to discover their vocation as they develop the skills needed to lead for the common good.

Both missions specifically name helping students explore health and wellbeing in meaningful ways. This certificate will deepen that student learning.

This certificate will assist UD students in exploring their vocation and will set them up for success as they explore opportunities such as graduate school, professional school, and/or sitting for the CHES (Certified Health Education Specialist) exam. The CHES outlines eight areas of responsibility. This certificate is designed to expand upon these eight areas, contributing toward the requirements needed for a student to sit for the exam, therefore increasing employability.

## 2. Impact on other academic programs and/or departments

All experiences outlined in this Certificate proposal are already in existence. No new courses or co-curricular experiences will need to be developed. We do expect an increase in student participation in some courses and co-curricular experiences, but the departments are prepared for this increase.

3. Prospective enrollment, including non-degree seeking students

In order to assess interest, a survey was sent to academic advisers, asking them to estimate how many students they directly work with that would participate in the certificate, as well as to estimate how many students in total they would estimate would participate in the certificate. The following feedback was collected:

Name	Department	Students they directly serve	Estimated students in total
Lis Regula	Biology	5-10	50+
Heather Parsons	Communications	10-15	10-15
Margie Pinnell	Engineering	Handful	5
Jena Frommeyer	SEHS, Dean's Office	5-10	-
David Johnson	Chemistry	0	5-10
Matthew Beerse	Health and Sport Science	5	-
Madeleine De Beer	Chemistry (Pre-Med)	5-10	50

When merging this feedback with our own estimates based on HSS majors and the number of students who have expressed interest in CHES during a typical year, we estimate that during any given year, 20-50 students will be enrolled in the Certificate. Co-sponsors will be in consistent communication with one another to monitor enrollment, and are prepared for enrollment numbers to rise, if this certificate gains traction.

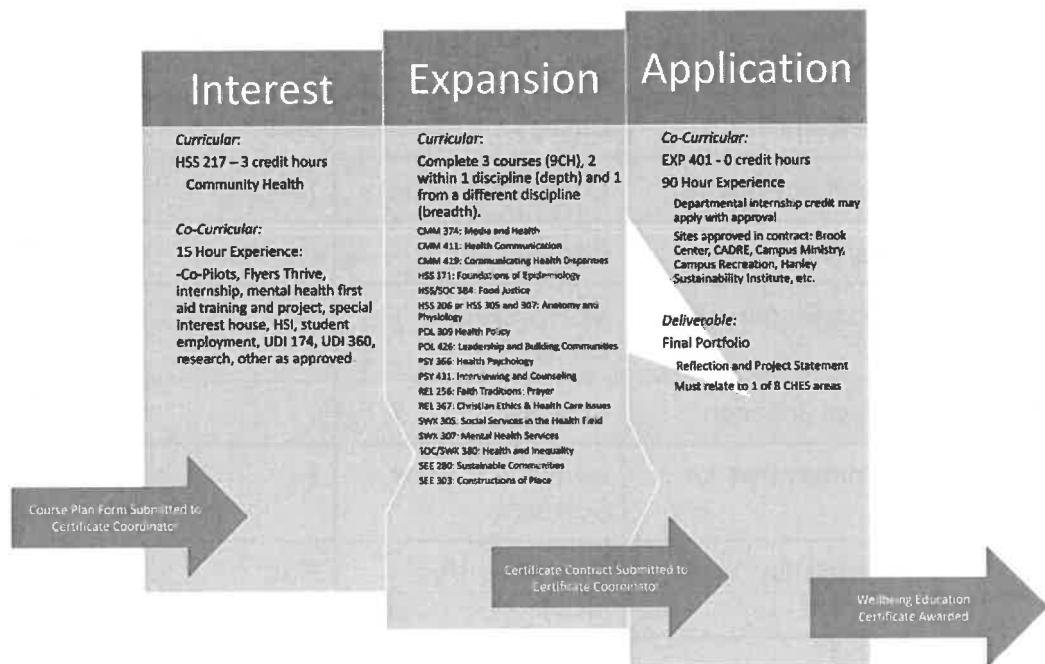
We recognize that some courses that are included in this certificate are in high demand and may be more challenging to access than others. We have included a wide variety of course options that will meet the requirements of this certificate to increase course accessibility and highlight the many approaches to thinking about wellbeing through an interdisciplinary lens.

4. Proposed curriculum

This Certificate will have both curricular and co-curricular requirements. All experiences can be applied to degree program requirements. There are two steps to this Certificate. Students are required to complete step one before completing step two, as this is designed to allow students to explore their interests more broadly before choosing a specialty topic. If students have an extenuating circumstance that may lead them to

need to do these steps out of order, the Coordinator will consider approval on a case by case basis.

Prior to completing the Co-Curricular experience in step one, students will be asked to complete the Course Plan Form (Appendix A) and submit it to the certificate coordinator. This will help ensure appropriate alignment of curricular and co-curricular interests.



### Step One: Interest:

Step one creates an opportunity for students to explore introductory health and wellbeing content so that they have a better understanding of their passion areas. Students will take HSS 217: Community Health and choose a small co-curricular experience to start to explore their interests and passion areas within wellbeing education.

#### *Curricular:*

#### HSS 217: Community Health (3 hrs)

An introduction to the principles and theories of community health. The course uses the Social Ecological Model to examine community and population-level health markers, goals, disparities and the factors that may impact these aspects. Attention is also given to prevention strategies and the role of evidence-based health promotion and health education in increasing health status of populations.

*Co-Curricular:* Choose one of the following experiences to begin to explore the application of wellbeing work. This experience should equate to a minimum of one credit hour (15 hours). Once complete, the student should provide verification of completion to the Certificate Coordinator.

- **Co-Pilots (Peer Health Coaching)**

The Co-Pilots are a peer health coaching program that provides individual support for students grappling with how to achieve a healthier lifestyle. Students may seek out a meeting with a Co-Pilot if they are interested in establishing healthier daily routines (working out, sleep, time management, etc), are struggling to make a decision, are seeking strategies for building healthier relationships (including friendships), etc. Serving as a Co-Pilot for one semester will fulfill this requirement.

- **Flyers Thrive and Project**

Transforming How Recovery is Viewed Everywhere is a one-hour training where students are challenged to transform their thinking and language surrounding stigma in recovery. To fulfill this experiential learning opportunity, students will participate in Flyers Thrive training, and then partner with the Center for Alcohol and Other Drugs Resources and Education (CADRE) staff to create a project to educate their peers on this topic across campus.

- **Internship (1 credit hour)**

To fulfill this experiential learning option, participate in a 15 hour internship with an office such as, but not limited to: Brook Center, Campus Ministry, Campus Recreation, Center for Alcohol and Other Drug Resources and Education (CADRE), Hanley Sustainability Institute, MEC, or other university department or off campus site, as approved by the Certificate Coordinator. Internship topic is flexible and can be of the student's choosing, but must be related to wellbeing.

- **Mental Health First Aid Training and Project**

Mental Health First Aid is an 8 hour training that explores introductory skill sets on how to support someone going through a mental health crisis. To fulfill this experiential learning opportunity, students will participate in Mental Health First Aid training, and then partner with the Brook Center staff to create a project to educate their peers on this topic across campus.

Please note: At the time of this proposal, Mental Health First Aid training is currently under review, as there may be better options for our campus community. If it is replaced with something else, that new training will meet this requirement.

- **Special Interest House (related to wellbeing)**

Students can apply to live in a Special Interest House through Housing and Residence Life. If the house theme is related to wellbeing, participation will qualify. House topics will be approved by the Certificate Program Coordinator.

- **Hanley Sustainability Rep**

The HSI sustainability leaders program project teams engage volunteers (Reps) in various areas of sustainability work including sustainability peer education,

zero waste education and events, on-campus composting, campus energy use, and campus native plants and vegetable gardening.

- **Student Employment**

Many offices across campus, such as Campus Recreation, hire student workers in wellbeing related positions. Serving as a student worker for one semester in a position directly related to wellbeing efforts will qualify for this requirement.

- **UDI 174: Health, Balance, and Talents. (1 hr)**

The college environment can make it feel impossible to manage your personal wellbeing. Students in this course will redefine wellness through presentations by guest speakers, hands-on activities, and critical inquiry to enhance and enjoy life.

- **UDI 360: Adulting 101 (2 hr)**

Adulting isn't always easy! Join us to explore all of the adulting skills that you will need after college, such as eating healthy on a budget, managing finances, finding a doctor you like and taking charge of your own healthcare, relationships after college, exploring your identities and vocation, and much more. By framing these discussions through prioritizing your overall wellbeing, you will leave this class feeling ready to adult.

- **Undergraduate Research**

There are many faculty across UD's campus that are engaged in meaningful research related to wellbeing. If a student works in a research lab for the equivalent of 1 credit hour, this requirement will be fulfilled.

- **Other experiences, as approved by the Certificate Coordinator**

We recognize that new and exciting learning opportunities may develop for students. If a student is engaged in an experience that they believe should qualify for this requirement, but is not listed here, they can petition the request to the Certificate Coordinator for approval.

### **Step Two: Expansion and Application**

Once students have a foundational knowledge of wellbeing education from step one, step two creates opportunities for them to gain more depth and breadth of knowledge in areas that resonate with their vocation and career aspirations.

*Curricular:* Complete a total of three courses listed below. Two of the courses must be from the same discipline (depth) and one must be from a second discipline (breadth). Please note: if a course is cross-listed, the course will only count towards the certificate requirement once.

## COMMUNICATION

### CMM 374: Media and Health (3 hrs)

Examine the impact of mediated communication on health care delivery and public health. Topics include the impact of technology on communicating about health and information seeking and scanning, effects of mass mediated health messages in entertainment, news, and social media contexts, and the impact of telemedicine on health care providers. Prerequisites: CMM 100, CMM 201.

### CMM 411: Health Communication (3 hrs)

Examination of communication theory and research as they relate to health care. Issues include provider-patient interaction, the role of the patient, health organizations, the media and health, end-of-life concerns, and health campaigns. Prerequisite(s): CMM 100 and Sophomore standing or higher.

### CMM 419: Communicating Health Disparities (3 hrs)

Examine research and theory which focus on how health disparities are communicated. Topics include the structure of health care systems and relevant impacts on health care; the role of race, gender, ability, sexual orientation, etc. in impacting health outcomes and health care delivery; the social construction of stigma; and implicit biases that influence health care. Prerequisite(s): CMM 100; Sophomore standing or higher.

## HEALTH AND SPORT SCIENCES

### HSS 206: Fundamentals of Human Anatomy and Physiology (3 hrs)

Fundamental-level coverage of human anatomy and physiology. Major topics include: basic chemistry and metabolism, cells and tissues, skeletal, muscular, nervous, endocrine, cardiovascular, and respiratory systems. Prerequisite(s): BIO 101, OR BIO 151, OR CHM 123, OR CHM 200, OR PHY 105, OR PHY 201, OR PHY 206, OR SCI 180, OR SCI 190.

-OR-

### HSS 307: Human Physiology (3 hrs)

Survey of the functions of major human body systems with respect to general cell physiology, specialization into tissues, organ, and organ system physiology. The course is taught primarily from an integrative, systems-based approach, emphasizing common themes of physiology. Prerequisite(s): HSS 305.

(If HSS 206 (for non-majors) and HSS 307 are both taken, they will only count as 1 course towards the certificate)

### HSS 371: Foundations of Epidemiology (3 hrs)

The purpose of this course is to provide students with an introduction to epidemiology, including essential concepts, calculations, data interpretations and applications. Prerequisites: MTH 207 or PSY 216, or by permission of instructor.

### HSS 384: Food Justice (3 hrs)



Diversity, social inequality and social justice are integral aspects of the fields of health science, sociology, and humanities. These issues particular to food are relevant in thinking about the challenges that people in Dayton and around the globe face. Through the combined analysis of at least two academic units, students will learn how to perform descriptive and normative analysis, as well as how to focus on pragmatic opportunities to address and ameliorate food injustice. Prerequisite(s): Sophomore-status. Please note: this is cross-listed with SOC/SWK 384.

## POLITICAL SCIENCE

### POL 309: Health Policy (3 hrs)

Introduction to the major policy issues impacting healthcare value today at the federal, state and local levels and the influential role of advocates in the process. Health policies are public policies or authoritative decisions that pertain to health or influence the pursuit of health, and affect or influence groups or classes of individuals or organizations. The course will focus on understanding the basics of health policy, health value, Medicaid, Medicare, Children's Health Insurance Program (CHIP), and will examine selected public health issues in greater depth along with the current policy and policy opportunities impacting those issues at the federal, the state and local levels. Prerequisite(s): CMM 100; SSC 200 (may be taken concurrently); or with permission of the department chair.

### POL 426: Leadership and Building Communities (3 hrs)

Investigation of the processes by which urban neighborhoods develop themselves from the inside out. Students cultivate their own interdisciplinary appreciation of urban communities through extensive interaction with one neighborhood's visioning process. Topics include asset-based community development, social capital, citizenship, adaptive leadership, and community building strategies and tools.

## PSYCHOLOGY

### PSY 366: Health Psychology (3 hrs)

Explores psychological research, theory, and techniques in health-related areas, such as health promotion, the identification of contributors to illness, illness prevention, stress and coping, stress management, changing health beliefs and behavior, pain and its management, and the management of chronic and terminal illnesses.

### PSY 431: Interviewing and Counseling (3 hrs)

Integrated approach to the theory, techniques, skills, and values of interviewing and counseling. Practice through written assignments, self study, classroom exercises, and role-playing. Prerequisite(s): PSY 101.

## RELIGION

### REL 256: Faith Traditions: Prayer (3hrs)

Exploration of the rationale for and practice of prayer in diverse faith traditions, with an emphasis on the connection between prayer and social justice.

Prerequisite(s): REL 103 or ASI 110 or equivalent; CMM 100.

### REL 367: Christian Ethics & Health Care Issues (3 hrs)

Study in virtue ethics related to contemporary practices of health care.

Community engaged learning is a required component of the course.

Prerequisite(s): ASI 110 or REL 103 or equivalent; Junior standing or higher; Any Crossing Boundaries: Faith Traditions course.

## SOCIOLOGY AND SOCIAL WORK

### SWK 305: Social Services in the Health Field (3 hrs)

The role of social services in health care facilities and governmental health programs. U.S. health care policies and programs; methods of social work intervention in medical settings.

### SWK 307: Mental Health Services (3 hrs)

Study of historical perspectives, deinstitutionalization, the community mental health movement, inpatient care, and innovative approaches. Policy and practice implications are examined. This course is normally taken in the Junior or Senior year.

### SOC/SWK 380: Health and Inequality (3 hrs)

Exploration of various theories of the link between health and inequality, as well as how these theories can be applied to promote health equity and social justice.

Prerequisite(s): Sophomore standing or higher.

### SOC/SWK 384: Food Justice (3 hrs)

Diversity, social inequality and social justice are integral aspects of the fields of health science, sociology, and humanities. These issues particular to food are relevant in thinking about the challenges that people in Dayton and around the globe face. Through the combined analysis of at least two academic units, students will learn how to perform descriptive and normative analysis, as well as how to focus on pragmatic opportunities to address and ameliorate food injustice.

Prerequisite(s): Sophomore-status.

Please note: this is cross-listed with HSS 384.

## SUSTAINABILITY

### SEE 280: Sustainable Communities (3 hrs)

Introduction to fundamental concepts in Sustainability with a focus on the built environment, locality, and community. Includes investigation of how the relationship of social and environmental justice is intrinsic to the study of

sustainable communities. Key concepts include social constructions of privilege and social inequality, as well as the characteristics of resilient and adaptive communities.

**SEE 303: Constructions of Place (3 hrs)**

Multidisciplinary, art and design-based course that explores the complex connections between our sense of place, space, and the environmental conditions that influence landscapes and communities on local and global levels. We use the history and practice of Eco-Art and comparisons of built and natural environments as a starting point to explore topics including art history, studio arts, photography, design and socially-engaged art through both scholarly and experiential, project-based learning.

**VAR 350: Art and Social Practice (3 hrs)**

Exploration of varying modes of collaborative art production, for both artists and non-art students, towards the end of understanding and organizing for effective social change and/or inquiry within studio and community settings. Students organize, produce and exhibit an inter-disciplinary group project developed utilizing sociological and transdisciplinary lenses in an off-campus exhibition space and/or a final publication.

*Co-Curricular:*

As students explore wellbeing in deeper ways through curricular opportunities as listed above, the ability to apply their newfound knowledge beyond the classroom walls becomes critically important. To that end, students will be required to complete a minimum of 90 hour internship in one semester (inclusive of summer term) to complete the wellbeing education certificate. This internship should be a meaningful experience, providing the student with opportunities to apply their understanding of wellbeing to an ongoing project or program that benefits those in their community and prepares the student for future professional experiences. The student will register for a specially created EXP course, EXP 401: Wellbeing Education Certificate Internship (0 credit hours) during the semester of their internship. This internship can be at a location of their choice (this could include, but is not limited to, the Brook Center, CADRE, Campus Ministry, Campus Recreation, Hanley Sustainability Institute, MEC, or an off site location approved by the certificate coordinator). The internship may or may not be paid - that will be at the discretion of the host site. If a student is struggling to identify an internship site, they are encouraged to contact the certificate coordinator or a co-sponsoring office faculty member to explore options. Suggested locations (such as Montgomery County Public Health) that co-sponsors have established relationships with will also be available on the certificate's website. Once a student chooses a site, they should complete the contract form found on the Certificate website (Appendix B - found at [go.udayton.edu/brook](http://go.udayton.edu/brook)) with their site supervisor, and submit to the Certificate Coordinator before beginning internship hours. The certificate coordinator will communicate with internship site supervisors to confirm expectations of the internship

and share that they will be asked to sign off on the student's work at the end of the internship experience, to verify that they have completed requirements in a satisfactory way. The intention is for the coursework in step two to be completed before the internship experience. However, if that is not possible for the student, they will be encouraged to work with the certificate coordinator to determine whether an alternate timeline is possible.

The National Commission for Health Education Credentialing outlines 8 primary areas of responsibility that are important for competencies for health education specialists to have mastered. During this internship experience, at least one of the following skill sets should be developed:

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area V: Advocacy
- Area VI: Communication
- Area VII: Leadership and Management
- Area VIII: Ethics and Professionalism

To learn more about these competency areas, visit:

[https://assets.speakcdn.com/assets/2251/hespa\\_competencies\\_and\\_sub-competencies\\_052020.pdf](https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf)

If a student is completing internship requirements to fulfill another program requirement, they should contact the certificate coordinator to explore whether that experience will meet these requirements.

### **Final portfolio: Reflection and project statement**

In order to complete the Certificate, a final portfolio (including a reflection and project deliverable) must be submitted to the Certificate Coordinator by two months prior to the student's graduation date, unless otherwise agreed upon with the Certificate Coordinator.

Reflection:

Interdisciplinary work is critical in order for us to advance conversations of health and wellbeing. There is strength in approaching these topics from a variety of disciplines, in order to fully understand our work. As a final component of this Certificate, students will write a minimum of three page reflection that addresses the following questions:

- What connections did you find between step one and step two classes and co-curricular experiences that you chose?
- How do these connections inform your future career path?

**Project deliverable:**

At the conclusion of the Step Two co-curricular internship experience, the students will have completed a final deliverable from the experience. This deliverable is flexible, based on the unique internship experience of the student, and should directly relate to at least one of the eight CHES areas. This could include a final report, infographic(s) outlining the findings of the internship, a logic model outlining the student's work and impact, a digital poster used to share findings, etc. A rubric will be used to assess accomplishments of the learning outcomes. A small team will review these final deliverables at the end of the year to provide final feedback to the students.

**5. Administrative arrangements**

- a. The School of Education and Health Sciences will be the academic sponsor.
- b. Certificate collaborators include Campus Ministry, Career Services, Communication, Hanley Sustainability Institute, Health and Sports Science, Psychology, Religious Studies, Sociology & Social Work, Student Development, Political Science, the School of Education and Health Science, and Sustainability.
- c. The Certificate Coordinator will be Kristen Keen, Assistant Dean of Students and Director, Brook Center. The Assistant Dean of Students and Director, Brook Center will coordinate the submissions of the students participating in the Certificate program. This includes the Course Plan Form, the Step Two Internship Form, and the Final Portfolio, and will sign off on completion of the Certificate. The Assistant Dean of Students and Director, Brook Center will work in close collaboration with the faculty collaborators as questions or needs arise. The Coordinator, Health Equity Education will also work closely with the Assistant Dean of Students and Director, Brook Center to support this certificate.

**6. Resource implications for faculty/staff**

All experiences outlined in this Certificate proposal are already in existence. No new courses or co-curricular experiences will need to be developed. We do expect an increase in student participation in some courses and co-curricular experiences, but the departments are prepared for this increase.

**7. Projected additional investment**

No additional resources are needed to run this Certificate program.

## Appendix A: Course Plan Form

Questions to include -

- Student name
- Student ID number
- UD email
- Which three courses they plan to take for step two (this is subject to change)

## Appendix B: Step Two Internship Form

Questions to include -

- Student name
- Contact information
- Site of internship for step two
- Supervisor name and contact information
- Which competency will your project address?
- Outline your project, and briefly explain how it will address this competency.
- What are your own learning outcomes for this experience? How will these learning outcomes set you up for success in your own vocation discernment and career trajectory?
- Signatures of both student and supervisor

Approved by the Academic Program Committee April 11, 2022.

