Agendum
Oakland University
Board of Trustees Formal Session
June 26, 2023

<u>**Master of Science in Interdisciplinary Healthcare Systems**</u>
A Recommendation

1. <u>**Division and Department:**</u> Academic Affairs, School of Health Sciences and Department of Interdisciplinary Health Sciences.

2. <u>**Introduction:**</u> This is a proposal for a new master's degree graduate program in Interdisciplinary Healthcare Systems within the Department of Interdisciplinary Health Sciences (IDH) in the School of Health Sciences (SHS).

Graduates will be trained in: (1) patient-centered care, (2) interdisciplinary teamwork, (3) evidence-based practice, (4) quality improvement, (5) informatics, and (6) Social Determinants of Health (SDOH). This program of study offers a unique combination of courses, skills, and projects to prepare graduates for a diverse range of roles and responsibilities. There are currently no equivalent programs in Michigan.

This is a two-year, 32-34 credit degree program with three possible tracks: A) Professional track designed for students currently working in or planning for non-clinical employment within healthcare systems, B) Dietetic track for students planning to complete Beaumont Hospital's Dietetic Internship with career goals as a registered dietitian, and C) Research track for students intending on careers in research or intending to obtain a PhD. Students will take one year of courses prior to starting a practicum/internship or developing and completing a research project, which they will complete in their second year. In their capstone course, students will disseminate their projects and findings using a variety of techniques, including formal presentations to stakeholders.

3. <u>**Previous Board Action:**</u> None.

4. <u>**Budget Implications:**</u> The source of funding, upon the initiation of the Master of Science in Interdisciplinary Healthcare Systems program, will be graduate tuition. Student enrollment is projected to grow from 10 students in year one to 20 students by year five. The program is expected to produce revenue beginning in year one. The program adds one new faculty in the second year. Other expenses include a program coordinator, part time clerical, part time faculty, graduate students, supplies and services, recruitment and advertising, travel and library expenses.

5.   **Educational Implications:** The proposed program will train students in: (1) patient-centered care, (2) interdisciplinary teamwork, (3) evidence-based practice, (4) quality improvement, (5) informatics, and (6) SDOH. This program of study offers a unique combination of courses, skills, and projects to prepare graduates for a diverse range of roles and responsibilities. There are currently no equivalent programs in Michigan.

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6.   **Personnel Implications:** To bring in desired expertise in interdisciplinary health care and meet increased demands for student mentorship, one full-time tenure track faculty will be hired for year 2. This tenure track faculty will have research and/or professional experience within health care systems such as a healthcare provider, clinical or technical health professional, management or administration. Either a PhD or a terminal clinical doctorate would be required for this position. In addition, two support positions are needed. We will also support the teaching with additional part time faculty, which decreases in year two when the full-time tenure track position is hired. We have budgeted one faculty program coordinator position to organize and coordinate practicum placement, capstone course, and oversee program administration (e.g., assigning faculty mentors, organizing admissions decisions). This faculty member will also be expected to help with advising, curriculum planning, and student retention. A half time clerical will help support the administrative needs of the program and faculty program coordinator, including assisting with managing student applications, admissions, and records, marketing, as well as organizing all of the required paperwork and processing associated with practicum and capstone sites. The CT would be hired starting in year 2.

7.   **University Reviews/Approvals:** The proposal for the Master of Science in Interdisciplinary Healthcare Systems degree program was reviewed and approved by the School of Health Sciences Assembly, the OU Graduate School Grad Council, the OU Senate, and the Executive Vice President for Academic Affairs and Provost.

8.   **Recommendation:**
WHEREAS, the ideals and practical elements of the Master of Science in Interdisciplinary Healthcare Systems degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Science in Interdisciplinary Healthcare Systems degree program will build on the academic and research strengths in the Department of Interdisciplinary Health Sciences and new educational and community engagement opportunities in the field of healthcare; now, therefore, be it
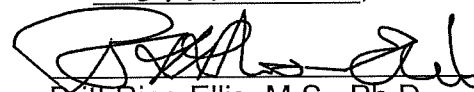
RESOLVED, that the Board of Trustees authorizes the School of Health Sciences to offer a Master of Science in Interdisciplinary Healthcare Systems program; and, be it further

RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of Master of Science in Interdisciplinary Healthcare Systems degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.
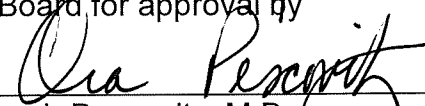
9.   **Attachments:**
A.   Formal Proposal for the Master of Science in Interdisciplinary Healthcare Systems degree program
B.   Pro Forma budget for the Master of Science in Interdisciplinary Healthcare Systems degree program
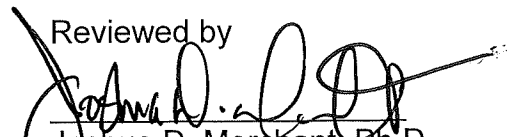
Submitted to the President
on _OG/22_____, 2023 by

Britt Rios-Ellis, M.S., Ph.D.
Executive Vice President for
Academic Affairs and Provost

Recommended on _____, 2023
to the Board for approval by

_____
Ora Hirsch Pescovitz, M.D.
President

Reviewed by

Joshua D. Merchant, Ph.D.
Chief of Staff and
Secretary to the Board of Trustees

REQUESTED Effective Term/Year
Fall 2023

Proposed Title of the Graduate Degree program

Interdisciplinary Healthcare Systems

Department

Interdisciplinary Health Sciences

School/College

School of Health Sciences

The delivery method for the Graduate Degree program is

X face to face (100%)   ☐ fully online (100%)   ☐ primarily online (75%)

I, Dean (enter last name) certify that the (insert title of proposed degree program) has been reviewed by the appropriate school/college and department committees and that implementation of the proposed degree program is recommended.

(signature)

Sept 23rd, 2022   Kevin Ball

Dean of College/School (signature)   Date   Dean of College/School (print)

Brandy Randall, Graduate School Dean 11/2/2022 Approved by Graduate Council

DECISION OF GRADUATE COUNCIL   Date

Degree: Master of Science

Name of Degree Program Coordinator: Melissa Reznar, PhD, MPH

Requested Implementation Term: Fall 2023

School or College Governance

Name of Department: Interdisciplinary Healthcare Systems

Date Submitted: 2/25/2022   Date Approved: 2/25/2022

Graduate Committee on Instruction

Date Submitted: 3/1/2022   Date Approved: 4/5/2022

Dean, Faculty School or College

Date Submitted: 3/18/2022   Date Approved: 4/1/2022

University Governance

Graduate Council

Date Submitted: 9/23/2022   Date Approved: 11/2/2022

Senate

Date Submitted Date Approved

Board of Trustees

Date Submitted Date Approved

Presidents Council

Date Submitted Date Approved

One Page Abstract

This Proposal requests approval for a Master of Science program in Interdisciplinary Healthcare Systems that will meet the competency challenges described above in the healthcare workforce. In particular, graduates will be trained in: (1) patient-centered care, (2) interdisciplinary teamwork, (3) evidence-based practice, (4) quality improvement, (5) informatics, and (6) SDOH. This program of study offers a unique combination of courses, skills, and projects to prepare graduates for a diverse range of roles and responsibilities. There are currently no equivalent programs in Michigan.

This is a two-year, 32-34 credit degree program with three possible tracks: A) Professional track designed for students currently working in or planning for non-clinical employment within healthcare systems, B) Dietetic track for students planning to complete Beaumont Hospital's Dietetic Internship with career goals as a registered dietitian, and C) Research track for students intending on careers in research or intending to obtain a PhD. Students will take one year of courses prior to starting a practicum/internship or developing and completing a research project, which they will complete in their second year. In their capstone course, students will disseminate their projects and findings using a variety of techniques, including formal presentations to stakeholders.

In year one, anticipated enrollment is 10 students with an increase to 20 students by year 5. Resources needed for this program include one new, tenure track faculty with professional and/or academic experience in patient care or interdisciplinary team settings, graduate assistants, and expenses for the library. The program will generate revenue each year, beginning in year one.

Abbreviations Used

AHRQ	Association for Healthcare Research and Quality
BLS	US Bureau of Labor Statistics
IDH	Interdisciplinary Health Sciences
IHCS	Interdisciplinary Healthcare Systems
MHA	Michigan Health and Hospital Association
NAM	National Academy of Medicine (formerly the Institute of Medicine)
OU	Oakland University
SDOH	Social Determinants of Health
SHS	School of Health Sciences

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I.   Rationale

A. How program relates to institution's role and mission

Healthcare in the United States needs to undergo a transformation to 1) manage rising costs 2) accommodate an aging population, and 3) prevent and treat an increasing number of patients with chronic diseases. Importantly, the increased costs of health care have not led to improvements in major health outcomes and have not been successful in preventing chronic diseases. To manage these challenges a fundamental shift in healthcare workforce training and skill development needs to occur.

Health care spending in the US has consistently grown, reaching $3.8 trillion dollars in 2019, equivalent to approximately $12,000 per person.[1] This figure is higher than any other country in the world, yet health outcomes in the US are poorer than other high-income countries. Relative to 11 other comparable countries, the US has the highest number of hospitalizations from preventable causes, the highest rate of avoidable deaths, and the lowest life expectancy.[2] Our health care system must change to generate improvements in our population's health.

To address increased costs and promote improvements in prevention and treatment, the influential National Academy of Medicine (NAM) has identified five critical core competencies for health care professionals needed to revamp the health care system: (1) patient-centered care, (2) interdisciplinary teamwork, (3) evidence-based practice, (4) quality improvement, and (5) informatics.[3] Other prominent agencies echo these calls. The Association for Healthcare Research and Quality (AHRQ), for example, is spearheading initiatives to restructure primary care practice that is patient-centered and incorporates team-based and value-based care.[4] By training health care professionals in these five core competencies, health care systems and industries can work towards improvements in costs and patient outcomes.

Subsequent NAM publications underscore the importance of healthcare teams understanding and incorporating patients' Social Determinants of Health (SDOH), particularly in primary care. For instance, a 2019 NAM report indicates that physicians, especially those in primary care, need to incorporate social risk factors into patient care to achieve measurable improvements in patient outcomes and focus on cost-saving preventative intervention.[5] Physicians are hearing and agreeing with this message: 73% of physicians indicate that SDOH will drive demand for health care services in 2021 and 70% of physicians believe insurance companies should factor social determinants into evaluations of patient complexity and reimbursement.[6] The American

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[1] https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/NationalHealthAccountsHistorical.

[2] https://www.commonwealthfund.org/publications/issue-briefs/2020/jan/us-health-care-global-perspective-2019.

[3] https://www.nap.edu/catalog/10681/health-professions-education-a-bridge-to-quality

[4] https://pcmh.ahrq.gov/page/creating-patient-centered-team-based-primary-care

[5] https://www.nap.edu/catalog/25467/integrating-social-care-into-the-delivery-of-health-care-moving

[6] https://physiciansfoundation.org/physician-and-patient-surveys/the-physicians-foundation-2020-physician-survey-part-3/

Heart Association has accordingly pledged $230 million dollars over the next four years to support endeavors and programs related to health equity and barriers to care.[7]

On the whole, economic and employment data support the importance of graduating well-rounded healthcare professionals with adaptable and flexible critical thinking and communication skills to effect changes within health care organizations and systems. The Michigan Health and Hospital Association's (MHA) most recent annual report indicates that the healthcare industry contributes $67 billion a year in wages, salary, and benefits to the state a year; accounts for 20% of all jobs in Michigan; and wields an impact equivalent to the automotive and education industries **combined**.[8] Specifically relevant to this proposal, the US Bureau of Labor Statistics (BLS) reports that Medical and Health Services Managers is an occupation expected to grow by 32% in the next 10 years, which is "much faster than average."[9] In Michigan, the average current salary of Medical and Health Services Managers as of May 2020 is $108,660.[10] In light of an aging and diversifying population that will continue to require increasing health care services, the healthcare industry must be sensitive and responsive to an evolving socio-demographic population.[11]

This Proposal requests approval for a Master of Science program in Interdisciplinary Healthcare Systems that will meet the competency challenges described above in the healthcare workforce. In particular, graduates will be trained in: (1) patient-centered care, (2) interdisciplinary teamwork, (3) evidence-based practice, (4) quality improvement, (5) informatics, and (6) SDOH. Graduates of the program will positively impact residents of Michigan and the rest of the world through their contribution to improvements in health care systems that positively impact patient care and outcomes leading to decreased costs and increased efficiencies in a variety of processes within health care systems. In addition, students will be trained using robust teaching and learning environments that will incorporate research and evidence-based practice. These characteristics are directly in line with Oakland University's mission statement:

> Oakland University cultivates the full potential of a diverse and inclusive community...we impact Michigan and the world through education, research, scholarship, and creative activity.

In addition, the ideals and practical elements of this master's degree directly connect with the university's four main strategic goals of: student success; strong research and scholarly environment; being a leader in community needs; and advancing diversity, equity and inclusion.

B. Program Need -Unique or Distinctive Aspects

This program will train healthcare professionals to work effectively in interprofessional healthcare teams that focus on patient-centered care, consider needs of vulnerable populations, use information in quality improvement endeavors, and apply principles of evidence-based practice. Graduates will have adaptable, transferable skills that will prepare them to step into leadership roles and take on more complex projects or responsibilities. This degree combines

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[7] https://newsroom.heart.org/news/more-than-230-million-committed-to-support-equitable-health-for-all-people

[8] https://www.mha.org/Newsroom/Publications/Economic-Impact

[9] https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm

[10] https://www.bls.gov/oes/current/oes_mi.htm#11-0000

[11] https://www.census.gov/programs-surveys/sis/resources/news/diverse-aging-population.html

areas of emphasis across multiple disciplines including health sciences, public health, engineering & data analytics, business, public administration, and ethics. Currently, no Master's degree program at Oakland University provides this combination of skills and disciplines, particularly with a focus on improving healthcare delivery.

Benefits of pursuing an MS in Interdisciplinary Healthcare Systems include:
- Developing professional, interdisciplinary communication and teamwork skills to apply within a variety of roles within healthcare organizations
- Exposure to research and theory across multiple facets of health care systems, including ethics, patient care, administration, and social determinants
- Ability to tailor learning experiences to current or future careers within health care systems through a selection of concentrations and completion of an individual practicum project

This program will have 3 concentrations: 1) Professional, 2) Dietetic, and 3) Research. Students in all concentrations will take the same set of core courses but will participate in unique practicum, internship, or research experiences tailored to their academic or professional interests and career goals, creating an individualized supervised practice experience.

C. Goals and Objectives

Program Goals
1. Prepare students with professional skills and knowledge to address challenges in patient care outcomes and health care delivery services
2. Prepare students to apply ethical, professional, collaborative, and culturally-sensitive behavior during interdisciplinary team decision making
3. Prepare students with effective communication skills to disseminate health research and quality improvement information to a variety of stakeholders

Learning outcomes
1. Demonstrate knowledge of health care systems, patient care models and evidence-based practice guidelines
2. Apply the impact of social determinants of health on patient health risks, clinical presentation and outcomes, and interactions with health care systems and professionals.
3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment
4. Plan and implement a research or quality improvement project tailored to a health care setting or organization
5. Demonstrate effective communication and decision-making processes focused on patient-centered care within interdisciplinary health care team settings
6. Develop health recommendations or interventions to improve health care services based on quality improvement data and evidence-based research

D. Comparison with Other Programs

Very few non-clinical master's programs in healthcare combine the competencies required to improve patient experiences and outcomes and to lower healthcare costs: understanding of patient-centered care, communication and working in interdisciplinary teams, using evidence-based practice, applying quality improvement, utilizing healthcare informatics, leadership skills, and integration of social determinants of health.

Table 1 includes master's programs in the US that combine most or all of these skills. No such programs were identified in Michigan. This proposed Masters' degree would therefore fill a missing educational need in the state.

Table 1. Graduate Programs in Interdisciplinary Healthcare Delivery

Institution	Graduate Program
Arizona State University; Phoenix, AZ	MS in Science of Health Care Delivery
Assumption University; Worcester, MA	MA in Health Advocacy
Cedars-Sinai; Los Angeles, CA	MS in Health Delivery Science
Dartmouth College; Hanover, NH	MS in Health Care Delivery Science
Northern Illinois University; Dekalb, IL	MS in Health Sciences
Ohio University; Athens, OH	MIHS in Integrated Health Studies
Sarah Lawrence College; Bronxville, NY	MA in Health Advocacy
University of Tulsa; Tulsa, OK	MBA in Health Care Delivery Sciences

E. Program Sustainability

This program will be housed in the Interdisciplinary Health Sciences Department (IDH) within the School of Health Sciences. This graduate program will be overseen by the department chair, alongside the three undergraduate majors offered in the department. In addition, a program coordinator (included in the Proforma budget as "Faculty Inload/Replacement Costs") will oversee the specific administration of this program in collaboration with the department chair.

II. Academic Unit – Current Status

A. How the goals of the unit are served by the program

The master's degree in Interdisciplinary Healthcare Systems will be housed in the Interdisciplinary Health Sciences Department (IDH), in the School of Health Sciences. The mission statement of IDH is:

We advance the field of health sciences through interdisciplinary research and scholarship. Utilizing evidence-based approaches that emphasize science within real-world contexts, we prepare practitioners for a wide variety of health pursuits.

This master's degree was designed to emulate this mission. For instance, core courses include evidence-based practice, interprofessional teamwork, and principles of healthcare administration. Furthermore, the program offers three concentrations allowing students to tailor the program to their own personal and professional goals, in turn allowing for development of well-rounded and inspired practitioners. Two concentrations include practicums or internships with a culminating capstone experience for real-world application of skills. A third research concentration will culminate in a research-based thesis. Graduates will be prepared to apply these skills in healthcare and other health-related settings or to build upon these skills in advanced graduate programs. The program targets transferable skills and a broad knowledge base of healthcare systems, allowing graduates to pursue a "variety of health pursuits" in a range of healthcare or health related settings. This master's degree, combining content across health, public administration, social science, and other disciplines, is one that is truly interdisciplinary and crafted to advance the field of health sciences.

The master's degree will serve as a potential next-step for undergraduate students in IDH, particularly for students within the Interdisciplinary Healthcare Studies undergraduate program (currently in the final stages of approval). The Nutrition program has recently received ACEND accreditation for the undergraduate dietetics specialization; graduates from this program will have the appropriate degree to apply to Beaumont's Dietetics Internship, thus making this master's degree a desirable choice for students wishing to stay and work as masters-level trained dietitians in Michigan. The other two concentrations provide training for those wishing to fill multiple other roles in healthcare, like case managers, patient navigators, and administrators, among others.

In the broader context of the School of Health Sciences, this master's program serves to fill a gap at the graduate level. SHS offers Master's programs in: Public Health, Exercise Science, Physician Assistant, Orthotics and Prosthetics, and Clinical and Diagnostic Sciences (currently seeking university approvals). These programs target a specific terminal degree (MPH) or prepare graduates for clinically-oriented health care positions (e.g. Physician Assistant professional; cardiac rehabilitation for Exercise Science graduates; laboratory careers for CDS graduates). The Interdisciplinary Healthcare Systems program prepares graduates more broadly to work within health care systems in a variety of positions that do not involve direct patient care. In addition, graduates from the Interdisciplinary Healthcare Systems will likely interact with providers and professionals from these other professions in their post-graduate work.

B. How existing staff will support the proposed program, C. Faculty Qualifications, D. Current Resources and impact on existing resources

There are 8 job-secure faculty (i.e. tenure stream or special instructor) in the Department of Interdisciplinary Health Sciences, all of whom complement the proposed master's degree program and could teach specific classes within the proposed curriculum (Table 2).

Table 2. Current Faculty in OU IDH

Amanda Lynch, PhD, RDN	Chair of IDH and Associate Professor	Nutrition and Dietetics
Sara Allen, MS, RDN	Special Instructor	Nutrition, Dietetics, Food Service
Jennifer Lucarelli, PhD	Associate Professor	Nutrition and Community Health Engagement
Christina Papadimitriou, PhD	Associate Professor	Medical Sociology
Melissa Reznar, PhD, MPH	Associate Professor	Nutrition and Public Health: Epidemiology
Edward Rohn, PhD	Assistant Professor	Medical Anthropology
Laurel Stevenson, PhD	Assistant Professor	Public Health: Health Behavior and Education, Global Health
Emily Van Wasshenova, PhD	Assistant Professor	Public Health: Health Behavior and Education, Exercise Science

Faculty curriculum vitae can be found in Appendix A.

It is imperative to indicate that the teaching loads of all faculty in IDH (Table 2) are currently fully maximized. There are also several part-time faculty that support IDH teaching needs by filling in gaps that are unable to be met by the current full-time faculty teaching workloads in the School of Health Sciences. Therefore, one additional full-time faculty is required to teach courses in the program and provide needed expertise and knowledge for the program.

Current faculty have the training and experience to teach several of the classes in the proposed master's degree curriculum. Drs. Papadimitriou, Rohn, and Stevenson have all instructed the undergraduate healthcare ethics class (HS 4500) and would be excellent at instructing the graduate healthcare ethics course. Dr. Papadimitriou has repeatedly instructed the SDOH class and is expected to continue doing so, and Dr. Rohn also has expertise in this area and would be able to instruct that class. All IDH tenure-stream faculty have research expertise that would translate well in the Evidence-Based Medicine class. Finally, all research-active faculty in IDH could serve as suitable mentors for graduates in Track C.

The additional faculty requested will bring in needed experience and expertise specific to the healthcare system, based on professional work experience and/or academic research in healthcare. This will strengthen application of knowledge and skills among graduates and keep the program more closely aligned with current trends and practices within health care systems.

III. Program Plan

A. Admission Requirements

Prospective students will apply through Oakland University graduate school by February 15th for matriculation in the Fall semester after application. Applicants will use the Graduate School application portal to submit their application, https://gradapply.oakland.edu/apply/.

To apply, applicants must submit the following, described in more detail below:
- Online application
- Official transcripts
    - Providing evidence of a baccalaureate degree awarded from a regionally accredited U.S. institution
    - From all post-secondary educational institutions and for any graduate-level coursework beyond a bachelor's degree
    - International university transcripts must be evaluated by a professional credential evaluation service. Oakland University will only accept transcript evaluations completed by a NACES (National Association of Credential Evaluation service) member organization. Many applicants use World Educational Services (WES) or Educational Credential Evaluators (ECE). NACES membership can be confirmed by visiting www.naces.org/members.htm.
    - An undergraduate GPA of at least 3.0 is required
- Students applying for entrance in the Dietetics Concentration will simultaneously apply for the graduate program and the Beaumont Internship. They must submit a Didactic Program in Dietetics (DPD) verification statement and meet the minimum acceptance requirements for Beaumont's ACEND accredited Dietetic Internship including a minimum GPA of 3.2. Further description of application requirements for this concentration are provided within the concentration description.
- Two professional recommendations for Graduate Admission, using the Recommendation for Graduate Admission
- Curriculum Vitae or Resume
- Personal statement of no more than 1,000 words
- For international students, proof of English language proficiency. International supplemental application and supporting documentation must be submitted before international applicants can be issued the Certification of Eligibility (I-20). This certificate is required to apply for a student visa from the U.S. embassy or consulate.

Graduate admission documents

All graduate admission documentation, including letters of recommendation, academic transcripts from other institutions, and certification information (if applicable) become part of the official admission file and can neither be returned to the applicant nor duplicated for any purpose.

Application

Oakland University accepts an online Application for Admission to Oakland University Graduate School via www.oakland.edu/grad. To make the online application process convenient, the applicant creates a PIN and password so information can be entered over several sessions. Online information is stored and transmitted through a secured server. Once the online application is submitted, it is available for initial processing by Graduate Admissions.

Although the online application is the process method preferred by the university, paper applications will be provided the same consideration as applications submitted online.

Applicants who have been previously admitted and have not enrolled for two years must submit a <u>Petition to Readmit to Graduate Program</u>.

Letters of recommendation
The graduate program in Interdisciplinary Healthcare Systems requires an applicant to submit a minimum of two <u>Recommendation for Graduate Admission</u> forms. Unless the applicant has been out of school for less than five years, at least one of the recommenders should be a faculty member who is able to judge the applicant's preparation and ability to undertake graduate study. If the applicant has been out of school for more than five years, work supervisors or others who can comment on the applicant's academic potential for graduate work may substitute for a faculty recommendation.

All recommendations must be submitted on the recommendation forms provided on the Graduate Admissions website. The recommendation forms should be sent directly by the writer to the Graduate Admissions office.

The Recommendation for Graduate Admission forms become part of the student's official admission file. The Family Education Rights and Privacy Act of 1974 provides a student access to his/her educational record; however, the student retains the right to waive access to specific documents in his/her record. Students admitted to graduate study at Oakland University will be permitted access to the recommendations unless the student voluntarily waived this right as an applicant. Students who waived this right will not be permitted access to the recommendations.

Baccalaureate degree
Applicants must have earned a baccalaureate degree from an accredited U.S. institution OR a degree equivalent to a four-year U.S. baccalaureate degree from a college or university of government recognized standing.

Prospective students may apply for admission to graduate study at Oakland University during their final year of undergraduate study, but must furnish proof of the baccalaureate degree by submitting the official transcript, with the degree posted, by a deadline no later than 45 days from the first day of class for the initial term of enrollment.

The date the baccalaureate degree was conferred must precede the date of enrollment in the graduate degree program.

Official transcripts
According to the guidelines set by the American Association of College Registrars and Admissions Officers (AACRAO), an official college transcript is one that has been received in a sealed envelope directly from the issuing college or university. It must bear the college seal, current date and an appropriate signature. Additionally, transcripts providing certification of the degree earned must include the degree and the date the degree was awarded. Transcripts received that do not meet these requirements are not considered official. All transcripts become the property of Oakland University and will not be returned to an applicant, or sent to another institution.

Graduate admission process

Overview
Applicants seeking graduate admission with full standing to a degree or graduate certificate program must submit all required documentation by published deadlines to ensure proper

processing and evaluation by the school or department and Graduate Admissions for the selected semester. Even though an applicant may meet the general requirements for admission to graduate study, the IHCD program reserves the right to recommend a denial or admission with limited standing based upon the evaluation of documentation supplied by the applicant, as well as the standing of the applicant relative to others who have applied to the specific graduate program. Graduate students are permitted to matriculate into only one graduate degree program at a time.

Offer of admission
Formal admission to a graduate program at Oakland University is offered by Oakland University Graduate School. The offer of graduate admission is extended to the applicant for a specified semester. An admitted student who wishes to change the semester of entry must request to update their admission to graduate school. Oakland University Graduate School will permit an admitted applicant to update within five terms of the original admission term; thereafter, a new application will be required. Graduate students are admitted to either full or limited standing as described below.

A separate offer of admission is provided by the Graduate Coordinator in the Interdisciplinary Health Sciences (IDH) Department. Acceptance into both the graduate school and the IDH Department are required in order to matriculate into the Program.

B. Degree Requirements

The Master's degree program will require completion of a minimum of 30 credits, but total completed credits will vary depending on the track selected and/or the graduate certificate selected for those in the professional track. The current 2-year plan for students is 32 credits, with additional credits required for students completing a research based thesis. In most cases, course work can be completed in two years of full-time study.

See Appendix B for Full Degree Requirements

C. Curriculum Overview

This Master's degree program will be a two-year program consisting of six core courses. In addition, students will select one of three concentrations or tracks. Seven core courses amounting to 24 credits are required of all students. Courses will be sequenced by semester. In the first semester students will take courses that provide foundational background and skills development to be applied in the second semester courses. Classes indicated with ** are new courses being developed with this proposal.

Program Courses
Catalog descriptions for courses appear below. See syllabi and detailed course descriptions for new courses in Appendix B.

HS 5200 Interdisciplinary Healthcare Delivery Seminar (1 credit)*
This seminar provides students with an overview of current research, topics, and trends in patient care, healthcare services and organizations.

HS 5100 Evidence-Based Decision Making and Research in Healthcare (4 credits)*
This course covers principles of evidence-based practice, including how to search databases, evaluate study strengths and weaknesses, and how to grade the evidence. Students will

integrate findings from research literature and professional consensus statements to improve patient care.

*HS 5500 Ethical and Professional Practice in Healthcare Delivery (4 credits)***
This course will examine foundations of ethical decision making and professional behaviors by leaders in healthcare. Students will draw on ethical principles, professional standards and scope practice and apply them to patient care, research, and health care systems.

*HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4 credits)***
This course will promote students' understanding and application of theories and research in both individual and team-based communication in health care settings. Interdisciplinary teams, roles and responsibilities, communication strategies, ethical and professional considerations, and quality improvement processes will be discussed. Emphasis will be placed on real-world applications.

PH 5650 Social Determinants of Health (4 credits)
The purpose of this course is to introduce students to the discipline of the social determinants of health, including theory and methods. The social determinants of health explore how social interactions and purposive human activity affect health. The course delves into how a society's innumerable social interactions, past and present, yield differential exposures and thus differences in health outcomes in various populations. This course is not only about the identification of new disease specific risk factors (e.g., social capital) it is also about how well-known exposures (e.g., cigarette smoking, lead paint, health insurance) emerge and are maintained by the social system.

ISE 5574 Healthcare Informatics (4 credits)
This course provides an introduction to health informatics, the field devoted to the optimal use of data, information, and knowledge to advance individual health, health care, public health, and health-related research. Students will learn the application of informatics skills and knowledge to health-related problems. Application activities will include simple data analysis and visualization of clinical data and answering clinical questions using information retrieval methods.

PA 5600 Organization and Administration of Health and Medical Care Programs (3 credits)
Emphasis on the application of administrative and organizational analytical perspectives to health and human service organizations. Concepts and perspectives from the governmental and public interest concerns will be applied.

Program Concentrations

Students will select one of three concentrations (called tracks within this proposal):, Professional Concentration is intended for students currently or planning to work within a healthcare organization; Dietetics Concentration is for students planning to complete a dietetic internship with Beaumont Hospital; Research Concentration is for students interested in careers in research or planning to obtain a PhD. Students will continue to take some courses as a cohort but will focus their second year on an individual experience within a practicum, internship, or research project

Professional Concentration (Track A)

In addition to the core courses, students in the Professional Concentration will also complete an Practicum and Capstone experience.

HS 6100 Healthcare Systems and Delivery Practicum (4 credits)**
Students will work within a health care organization and identify a problem or area of inquiry related to any aspect of the health care system or organization. Working with a mentor within the organization and a faculty mentor, students will develop a research or quality improvement project, implement the project, and analyze the data.

HS 6500 Healthcare Systems and Delivery Capstone (4 credits)**
After completion of practicum, thesis, or internship, all graduate students will develop dissemination and communication strategies to organize and present their work to stakeholders. Students will develop professional reports and presentations, interpret and present research studies, and provide peer-evaluations of projects.

Dietetics Concentration (Track B)

Beginning in 2024, registered dietitians will be required to have a master's degree in order to sit for the national registration exam for dietitians. Currently, the requirement is a bachelor's degree from an ACEND (Accreditation in Education in Nutrition and Dietetics Council) accredited undergraduate program and completion of an ACEND accredited internship.
The internship model has been used to train dietitians for decades and includes supervised practice experience within clinical, food service and community settings as well as didactic programming for knowledge, skill, and competency development. Internships are generally viewed as another year of school; in Michigan these programs range from $5000 (Beaumont) to $8000 (University of Michigan) and typically run 7-9 months in length, providing over 1000 hours of supervised practice across a variety of settings and organizations.

Due to the changing requirements for dietitians, stand-alone internships such as Beaumont's internship must require that students have a master's degree or partner with a graduate program to ensure all graduating interns will meet minimum education requirements. A partnership between Oakland University and Beaumont means that graduates of the internship and master's degree will have the necessary training and education to sit for the national registration exam provided by the Commission on Dietetics Registration (CDR). Moreover, by integrating internship rotations during the second year of the master's program, students in the dietetics track can complete the masters and internship in two years; otherwise, it would take students 2 years to complete graduate work followed by a 9-month internship.

Students will simultaneously be considered for admissions into the dietetics concentration for the graduate program and the internship. Students apply separately to the stand-alone Beaumont Hospital Dietetic Internship through their application module https://www.beaumont.edu/other-education/dietetic-internship.To be considered for this concentration, students must have graduated from an ACEND accredited Didactic Program in Dietetics (DPD) and have a minimum 3.2 GPATo be accepted into the concentration, they must be accepted by both the graduate program and the internship. The Beaumont Internship admissions committee considers the following criteria when making admissions decisions: GPA, Work and volunteer experience, personal statement, extracurricular activities (including professional organizations), and academic accolades (e.g. honors, awards, dean's list) .

Prior to beginning the internship, students will also need to meet Beaumont's criteria for participation in the internship including: 1) physical examination, 2) immunizations, 3) drug panel

screening, 4) fingerprinting within 14 days of beginning their internship. Refer to Beaumont's Internship Inclusion Criteria. Students must also pass a background check prior to completing orientation at Beaumont.

Interns must complete 1000 hours of supervised practice, which will begin the summer after the first year of the program and continue through year two. Interns will take courses and complete internship rotations through the Fall and Winter semesters in Year 2. Interns rotate through a number of locations including inpatient and outpatient medical centers, community placements including Rochester Neighborhood House and Area Agency on Aging, Specialty areas including home infusion and Weight Control Centers, and institutional food service locations within Beaumont hospital system. The dietetic internship will serve as the location for the practicum placement. Students in this concentration will also take the HS 6500 Capstone class and present a project completed during their internship.

An affiliation agreement is being established between OU IDH to pair this master's degree program with the Beaumont Hospital Dietetic Internship.

Health Research Concentration (Track C)

Students will work with a faculty advisor to develop a research project related to health care delivery or healthcare systems. They will select one of the following research methods courses and complete a master's thesis.

PH 6150 - Quantitative and Qualitative Research Methods (4 credits)
This course is an introduction to the design and methodology of qualitative, quantitative, and mixed method research. Students will develop skills necessary to design their own research study and evaluate products of empirical research.

If the above mixed methods course does not align with a student's research plans, one of the following courses emphasizing quantitative or qualitative methods may be taken instead.

PH 5400- Statistical Methods in Public Health (3 credits)
This course will cover principles of biostatistics in the context of public health applications. The course will provide a foundation of statistical knowledge, including descriptive statistics, rates and standardization, nonparametric methods, inference on proportions, regression models, and sampling theories. Corequisite(s): PH 5411. Formerly PH 5400 and PH 6400

PH 5550 - Qualitative Research Methods (4 credits)
This course will cover the underlying epistemology, study design principles, data collection methods, and data analysis strategies of qualitative research. Students will read, critique, and discuss examples of published qualitative research and then collect and analyze qualitative data to answer a research question of their choice.

Students will work with their faculty adviser to conduct an original research project culminating in a master's thesis. Students will identify a faculty mentor and committee by the beginning of their second year in the program. A minimum of 6 thesis credits (HS 6995) will be required.

HS 6995 Health Sciences Thesis Research (1-4 credits)

Independent research approved by the student's faculty adviser and thesis committee. Students must present their findings in a written master's thesis and oral defense. Offered every semester.

In the winter semester, students in the research concentration will be required to present a portion of their research in HS 6500 for peer feedback and dissemination. Students graduating from the Research Concentration must write a master's thesis and successfully complete an oral defense of their project.

Year 1			
	Track A: Professional Concentration	**Track B: Dietetics Concentration**	**Track: C Research Concentration**
Fall	HS 5100 Evidence-Based Decision Making and Research in Healthcare (4)	HS 5100 Evidence-Based Decision Making and Research in Healthcare (4)	PH Research Methods Course (4 credits)
	PA 5600 Organization and Administration of Health and Medical Care Programs (3)	PA 5600 Organization and Administration of Health and Medical Care Programs (3)	PA 5600 Organization and Administration of Health and Medical Care Programs (3)
	HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)	HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)	HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)
Winter	ISE 5574 Healthcare Informatics (4)	ISE 5574 Healthcare Informatics (4)	ISE 5574 Healthcare Informatics (4)
	PH 5650 Social Determinants of Health (4)	PH 5650 Social Determinants of Health (4)	PH 5650 Social Determinants of Health (4)
Total Year 1 Credits	8 Credits Fall & Winter **16 credits**	8 Credits Fall & Winter **16 credits**	8 Credits Fall & Winter **16 credits**
Year 2			
	Track A Professional Concentration	**Track B Dietetics Concentration**	**Track C Research Concentration**
Fall	HS 5500 Ethical and Professional Practice in Healthcare Delivery (4)	HS 5500 Ethical and Professional Practice in Healthcare Delivery (4)	HS 5500 Ethical and Professional Practice in Healthcare Delivery (4)
	HS 6100 Healthcare Systems and Delivery Practicum (4)	HS 6100 Healthcare Systems and Delivery Practicum (4) (Beaumont Internship)	HS 5100 Evidence-Based Decision Making and Research in Healthcare (4)

			HS 6995 Health Sciences Thesis Research (2 credits)
Winter	HS 6500 Healthcare Systems and Delivery Capstone (4)	HS 6500 Healthcare Systems and Delivery Capstone (4)	HS 6995 Health Sciences Thesis Research (4 credits)
	HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)	HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)	HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)
Total Year 2 credits	8 Credits Fall & Winter **16 credits**	8 Credits Fall & Winter **16 credits**	10 credits Fall, 8 credits Winter **18 Credits**
Total Credits	**32 credits**	**32 credits**	**34 credits**

D. Academic Direction and Oversight

We have included funding in this proposal for a faculty program coordinator, with at least one course release to allow for dedicated oversight of the program and to assist with the administrative and advising components of this new graduate program.

E. Interdisciplinary Programs

This program is located within the Interdisciplinary Health Sciences department and is expressly designed as an interdisciplinary program.

F. Accreditation

This program will not be seeking accreditation.

G. Program Description

This program is designed to be completed in two years and will be a fully face-to-face program. Students matriculate into the program in the Fall semester and follow a cohort model, with students taking all classes together their first year. Students will participate in an internship, practicum placement, or thesis project their second year. They will complete a capstone course together in their last semester.

H. Source of Students

The three tracks of the program will attract students from a variety of backgrounds.

Track A is likely to attract clinical or non-clinical health care-based professionals who seek to advance into leadership, managerial, or more administrative roles. For example, medical and

health services manager roles generally require both a masters degree and experience in the field. Many health care systems (e.g. Beaumont, Ascension health) offer tuition assistance to their employees, which means these students will have financial support to pursue the degree. It may also attract students with a B.S. looking for a non-clinical job in health-care settings or systems or individuals returning back to the workforce.

Track B will attract students from ACEND accredited undergraduate dietetics programs seeking a dietetic internship combined with a masters degree, to become registered dietitians. As the Nutrition program at Oakland now has an accredited dietetics specialization, a source of students for this program could be OU graduates.

Track C will attract students interested in pursuing research-based careers, taking a gap year, or those who will pursue doctoral studies.

I. Planned Enrollment

We anticipate enrolling 10 students in year one, reaching 20 students by year five.

J. Recruitment Plan

The recruitment of new graduate students in this major would follow general school policies, with additional attention paid to the needs of current graduating undergraduate students and professionals in the healthcare field in the Metro Detroit region. We plan to recruit students at school-wide information fairs and program-specific information sessions.

K. Advising students

We have included funding in this proposal for a program coordinator to assist with the administrative and advising components of this new graduate program. The School of Health Sciences Advising Office has five professional advisors serving the needs of more than 2000 undergraduate majors, however they do not advise graduate students. Each student will be assigned to a faculty mentor, who is not the program coordinator, upon admission into the MS program.

L. Retention Plan

Students will be assigned a faculty advisor upon enrollment. In addition, the program coordinator will organize and oversee student performance, by reviewing all student grades at the end of each semester. The coordinator and faculty advisor will meet with students every semester who have lower than a B average to develop a remediation plan.

M. List of businesses that would likely employ Graduates of the program

Graduates from this program would have a variety of employment options which could be influenced by previous or current work experiences. The organizations at which graduates could be employed include: Hospitals, clinics (including federally qualified health centers), insurance companies, long term care facilities, medical management companies, state or local health departments, and non-profit organizations.

Students will graduate with skills and competencies which will allow them to work in areas such as:

- Strategic planning
- Program development
- Quality assurance or control
- Process improvement
- Compliance
- Research
- Community health and disease management

Management, administrative and other specialized, non-clinical positions in the healthcare industry often require several years of related experience. Therefore, *specific jobs graduates would qualify for may vary depending on additional credentials and work experience.* In particular, graduates of the Professional Concentration who have work experience would likely be eligible for advancement or taking on more responsibilities. Using Burning Glass the following were identified as positions that graduates would qualify for: Program Director, Clinical Manager, Clinical Quality Program Manager, Care manager, Clinical Coordinator\Administrator, Manager of Patient Care Services, Case Manager, Patient navigators and advocates, and Department manager. In addition, graduates may be eligible for promotion or new job opportunities or advancements within their organization.

Graduates from the Dietetics Concentration would be employable as dietitians following completion of their internship and national credentialing exam. Dietitians work in a wide range of positions in healthcare, community and public health organizations, food service management companies, pharmaceutical or food industry (e.g. Pepsico, Abbott Nutrition), schools, or research settings. Graduates will be able to move more quickly into leadership positions within their institutions. Finally, graduates from the Research Concentration would be employable in research labs, government agencies (e.g. CDC), or go on to PhD programs.

IV. Off Campus or Distance Delivered Programs

Not applicable. This program will be delivered entirely in-person.

V. Needs and Costs of the Program

A. New Resources Needed for the Program

Faculty Positions
To bring in desired expertise in interdisciplinary health care and meet increased demands for student mentorship, one full-time tenure track faculty will be hired for year 2. This tenure track faculty will have research and/or professional experience within health care systems such as a healthcare provider, clinical or technical health professional, management or administration. Either a PhD or a terminal clinical doctorate would be required for this position.

Required Support of Other Units
We will require continued University support of the MPA and ISE program until such time as we can add faculty lines and expertise in needed areas. The program is projected to provide a surplus of funds starting in Year One and continuing in all subsequent years.

Support Positions
Two support positions for the program will be needed:

1. *Faculty Program Coordinator.* We have budgeted one faculty program coordinator position to organize and coordinate practicum placement, capstone course, and oversee program administration (e.g. assigning faculty mentors, organizing admissions decisions) This faculty member will also be expected to help with advising, curriculum planning, and student retention.
2. *Clerical/Technical - Half Time.* This staff member will help support the administrative needs of the program and faculty program coordinator, including assisting with managing student applications,admissions, and records, marketing, as well as organizing all of the required paperwork and processing associated with practicum and capstone sites. The CT would be hired starting in year 2.

Graduate Assistants
We budgeted for two Graduate Assistant (GA) positions in the first year, adding two additional GAs in the second year from the second incoming class, for a total of four in years two through five. These Graduate Assistants will provide programmatic, teaching, and/or research support to the program. These positions can be further divided into partial GA positions if the pool of talented graduate student applicants warrants. Tuition for these positions is also included under Operating Expenses. These GA positions will be used to attract and retain students.

Equipment, Computer and Other Maintenance Costs
Expenditures for equipment and computers are $7000 in year two in order to provide sufficient hardware and software technology support for faculty. Reduced funding is requested in years two, three, and four in order to provide required and standard computing for the new full-time tenure-track faculty. In year Five, ongoing equipment funding is requested for routine maintenance and upgrades to hardware, software, and licensing fees.

B. Source of New Resources
New resources will come from tuition dollars generated by students enrolled in the new program. See detailed description in section C and Appendix E.

C. 5-Year Budget and Revenue from Program
The costs of the program are entirely covered by graduate tuition. It is anticipated that there will be 10 students in the first cohort taking 16 credits in their first year and 16 credits in their second year, depending on the selected track. Enrollment is expected to increase to 22 students (12 first-year and 10 second-year) in Year Two.

Enrollment is expected to grow at a moderate but steady rate to reach a stable annual enrollment of at least 20 full-time students. In the "Most Likely Proforma," the projected cohort enrollment figures will generate approximately $16,248 (net) in current year tuition dollars in year one; by year five, an enrollment of 20 students in the program will generate approximately $157,624 (net) in tuition dollars. A complete pro-forma budget can be found in Appendix E.

D. Library – Include library assessment report
Nancy Bularelli, Health Sciences Librarian, Kresge Library, prepared a formal evaluation of the library holdings in support of the proposed MS in IHCD program. Her evaluation is included in Appendix F.

E. Classroom, Laboratory, Space needs

Other than office space for new faculty, there are no additional space needs beyond those already available.

F. Equipment Needs

Not applicable. There are no equipment needs.

VI.   Program Assessment Plan

See Appendix G for Program Assessment Plan.

VII.   Appendices

    A. Abbreviated Faculty Vitae
    B. Degree Requirements
    C. Typical Student Plan of Study – Full-Time Schedule
    D. Detailed New Course Descriptions or Syllabi
    E. Proforma Budget
    F. Library Budget Report
    G. Graduate Assessment Plan
    H. Support Letters
    I. Survey Data: (1) SHS Advisory Board (2) OU Current Students

Abbreviated Faculty Vitae

Faculty Name Amanda Lynch **Title** Associate Professor and Chair Interdisciplinary Health Sciences Nutrition Program director **School** School of Health Sciences	**Office** 3099 HHB	**Office Phone** 248-3669 **Office Email** lynch3@oakland.edu

Degrees – School – Year	**Research Interest**
Ph.D. Nutritional Sciences Cornell University, 2011 M.S. Nutritional Sciences, Cornell University, 2008 Dietetic Internship, Cornell University, 2002 B.S. Applied Nutrition, Pennsylvania State University, 2001	Dietary and Weight Behaviors in Bariatric Surgery Patients Obesity treatment in Primary Care Settings

Grants Awarded

Oakland University-Beaumont Hospital Multidisciplinary Research Award, 2012-2013 $20,012
Examining dietary and weight changes after bariatric surgery: A pilot study
Role: Co-investigator

Most Recent Publications (limit to 6)

Lupher V., **Lynch, A,** Zalesin, K. (2021) Health, weight loss, and surgery beliefs: Why patients choose to undergo bariatric surgery and what influences their choice of surgery procedure. *Bariatric Surgical Practice and Patient Care.* Published online ahead of print: https://doi.org/10.1089/bari.2020.0111

Andromalos, L., Crowley, N., Brown, J., Craggs-Dino, L., Handu, D., Isom, K, **Lynch, A.**, & DellaValle, D. (2019) Nutrition care in bariatric surgery: An academy evidence analysis center systematic review. *Journal of the Academy of Nutrition and Dietetics. 199(4):678-686.*

Lynch, A., McGowan, E. , & Zalesin, K.C. (2018) "Take me through the history of your weight:" Using qualitative interviews to create personalized weight trajectories to understand the development of obesity in patients preparing for bariatric surgery. *Journal of the Academy of Nutrition and Dietetics. 118:*1644-1654.

Lynch, A., Reznar, M.M., Zalesin, K.C., & Bohn, D. (2018) "To keep myself on track:" The impact of dietary and weight monitoring behaviors on weight loss after bariatric surgery. *Bariatric Surgical Practice and Patient Care. 13(1): 44-52*

Lynch, A. (2016) "When the honeymoon is over, the real work begins:" Gastric bypass weight outcome trajectories and dietary change experiences. *Social Science and Medicine. 151: 241-249*

Graduate Courses Taught (relevant to new degree)	**Prospective Graduate Courses (relevant to new degree)**
NTR 603A Nutrition Seminar: Research and Professional Practice (taught at Canisius College)	N/A

Abbreviated Faculty Vitae

Laurel Stevenson, PhD, MPH **Assistant Professor** **School of Health Sciences, Interdisciplinary Health Sciences, Master of Public Health Program**	**Office** **3175 Human Health Building**	**Office Phone** (248) 364-8665 **Office Email** stevenson@oakland.edu
Degrees – School – Year Doctor of Philosophy in Health Behavior, Indiana University, Bloomington, 2010 Master of Public Health, Indianan University, Bloomington, 2006 Bachelor of Arts in Spanish, University of Michigan, Ann Arbor, 2003	**Research Interest** Health behavior, community engagement, community-based participatory research, program development, implementation, and evaluation, mixed methods, global health	

Grants Awarded (most recent)
2021-2022 Prescription for a Healthy Oakland- SE expansion ($60,000) Blue Cross Blue Shield of Michigan, Michigan Health Endowment Fund, WK Kellogg

2019-2022 Prescription for a Healthy Oakland ($484,000) Michigan Health Endowment Fund

2019-2021 Community Health Needs Assessment ($5000) Honor Community Health

2019-2020 PAL Prescription for Healthy Families ($100,000) Michigan Health Endowment Fund

2019 Food Security in Belize ($6000) Seed and Sprout Awards School of Health Sciences

2019 Judson Center Project for Integration of Primary Health Care and Behavioral Health Care using a Patient Centered Medical Home Model ($51,000 subcontract, $500,000 from the Michigan Health Endowment Fund Community Initiatives Program and Judson Center)

2018-2019 Healthy Pontiac Prescription for Health program ($50,000) Blue Cross Blue Shield of Michigan Community Foundation

Most Recent Publications (limit to 6)

Stevenson LD and Lucarelli J. Implementing a Produce Prescription Program in partnership with a Community Coalition. *Health Promotion and Practice* (in-press).

Stevenson LD, Reznar MM, Onye E**, Bendali Amor L**, Lopez A, DeFour R. A qualitative inquiry of food insecurity in Belize. *Public Health Nutrition.* 2021. DOI: 10.1017/S1368980021002615

Stevenson LD, Reznar MM, Bendali Amor L**, Onye, E**. Perceived food access in the Cayo District of Belize. *Journal of Hunger & Environmental Nutrition.* 2020. DOI: 10.1080/19320248.2020.1789020

Stevenson LD, Middlestadt SE, Rodriguez OL. Salient beliefs underlying donating to Caring for Children in Belize. *Vulnerable Children and Youth Studies: An International Interdisciplinary Journal for Research, Policy and Care.* 2013. DOI:10.1080/17450128.2013.802400.

Middlestadt SE, Lederer AM, Smith NK, Doss D, Hung C, **Stevenson LD**, Fly A. Determinants of middle school students asking parents for fruits and vegetables: A theory-based elicitation. *Public Health Nutrition.* 2012; 16(11), 1971-1978. DOI:10.1017/S1368980012004557.

Middelstadt SE, **Stevenson LD**, Hung C, Roditis ML, Fly A, Sheats JL. Beliefs underlying the decision to eat breakfast: The role of theory-based behavioral analysis in the development of policies, communication and education interventions for healthy eating. *Food Studies: An Interdisciplinary Journal.* 2011; 1(4), 45-54.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
PH5000 Foundations of Health Behavior and Health Education PH52000 Program Planning, Implementation, and Evaluation of Public Health Interventions PH5750 Global Health and Social Issues	

Abbreviated Faculty Vitae

Faculty Name Emily Van Wasshenova	Office	Office Phone
Title Assistant Professor **School** School of Health Sciences	HHB 3097	N/A **Office Email** evanwasshenova@oakland.edu

Degrees – School – Year	Research Interest
Ph.D., Health Education, University of Toledo, 2018 M.S., Health and Exercise Science, Colorado State University, 2013 B.S., Health Fitness, Central Michigan University, 2011	Research interests include using health behavior theory to explain and promote healthy behaviors around physical activity and nutrition.

Grants Awarded

A Physical Activity Intervention in Cancer Survivors: Request for Equipment, Faculty Research Grant, Oakland University **($1,992.50)   4/2022 – 5/2022**

Increasing access to undergraduate research through the CHEER (Community Health Engagement and Empowerment Research) Lab, The Graduate Research Assistantship Tuition (GReAT) Award, Oakland University **($12,368)   8/2021 – 4/2022**

Unleashing the potential of dog walking: A cross-sectional study of the correlates of infrequent dog walking among Michigan dog owners, Faculty Research Fellowship, University Research Committee, Oakland University **($10,000)   5/2021 – 8/2021**

Most Recent Publications (limit to 6)

Knippen, K., Mahas, R., **Van Wasshenova, E.** (2020). Outcome expectancies, health information seeking, and cancer beliefs associated with multivitamin/mineral use in a national Sample, HINTS-FDA 2015. *Journal of the Academy of Nutrition and Dietetics 120 (8)*, 1368-1376.

Murray, A., Boardley, D., **Van Wasshenova, E.**, Mahas, R., Kiviniemi, M. T., Tipton, J., & Geers, A. L. (2019). Affective determinants of physical activity in cancer survivors. *Psychology and Health*, DOI: 10.1080/08870446.2019.1658761

Maras, J., Murray, A.B., Boardley, D.J., **Van Wasshenova, E.J.,** Tull, M.T., Tipton, J., & Geers, A.L. (2019). Assessing the relationship between implicit and explicit evaluations of fruit and vegetable consumption by cancer survivors. *International Journal of Behavioral Medicine,* 26(4):365-371.

Geers, A. L., **Van Wasshenova, E.,** Murray, A. B., Mahas., R., Fahlman, M. M., & Boardley, D. (2017). Affective associations as predictors of health behavior in urban minority youth. *Health Psychology*, 36, 996-1005.

Kerr, D., **Van Wasshenova, E.,** Mahas, R., Everhart, J.F., Thompson, A., Boardley, D. (2016). Advocacy and public policy perceptions and involvement of master certified health education specialists. *Health Promotion Practice*, 18 (5).

Mahas, R., **Van Wasshenova, E.,** Everhart, F. J., Thompson, A., Boardley, D. (2016). Public policy involvement by certified health education specialists: Results of a national study. *Health Promotion Practice,* 17 (5). doi:10.1177/1524839916658652

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
N/A	N/A

Abbreviated Faculty Vitae

Faculty Name Christina Papadimitriou, Ph.D. Title Associate Prof School SHS, IDH	Office 3300	Office Phone Office Email cpapadimitriou@oakland.edu

Degrees – School – Year	Research Interest
01/ 2000 Doctor of Philosophy Areas of Specialization: Sociology of Health & Illness; Qualitative Research Methods BOSTON UNIVERSITY 5/ 1990 Bachelor of Arts (Cum Laude, Honors in Sociology) Major: Sociology BOSTON UNIVERSITY 2007-2009 Integrated Post-Doctoral Fellowship Feinberg School of Medicine Institute for Healthcare Studies NORTHWESTERN UNIVERSITY 2007-2009 Disability Ethics Scholar Donnelley Family Disability Ethics Program REHABILITATION INSITUTE OF CHICAGO (RIC)	Sociology of Health & Illness; Disability Studies; Sociology of Disability; Diversity; Person-Centered Care; Relationship centered care Qualitative Methods; Clinical Encounters in Rehabilitation; Spinal Cord Injury (SCI); Traumatic Brain Injury (TBI) and Disorders of Consciousness; Shared Decision Making in clinical encounters; Rehabilitation Outcomes; Health Disparities; Work in Rehabilitation Teams; Field Research; Sociology of the Body.

Grants Awarded

1.   Co-I, Active, mENTER: Remote peer support intervention to improve people with disabilities' community participation, PI: Susan Magasi, PhD (UIC), part of Enhancing Community Living and Increasing Participation through Self-Efficacy (Eclipse), PI: Elliot Roth (Shirley Ryan Ability Lab), National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR), Rehabilitation Research Training Center on Interventions to Promote Community Living, 5 years, 10/21-8/26 (90RTCP0005-01-02) $500K/ yr (subcontract to OU ~40K/ yr)

2.   PI, Shared decision making in severe brain injury: an analysis and dissemination project, Research Excellence Fund, Oakland University, Center for Biomedical Research, 12 months, 08/2020-08/2021, $12,500

3.   Lead /Co-Principal Investigator (co-PI), "No One Listens to Me" – Understanding Recovery When Patients Cannot Speak for themselves: A Sequential Exploratory Mixed Methods Study with Caregiver Spokespersons, RWJF administered by American Institute for Research (AIR) with, 06/2018-01/2020, 20 months, $190,000 (subcontract to OU ~40K)

4.   Co-PI, Peer Health Navigation for Medicaid Beneficiaries with Physical Disabilities: A Community-Based Participatory Intervention Development Study (R4), (PI: Magasi), National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR), Rehabilitation Research Training Center (RRTC) on Developing Optimal Strategies in Exercise and Survival Skills to increase Health and Function (PI: E. Roth & G. Horby), 8/2014 – 9/2021, $500,000/ year, (H133B140012)

5.   Co-Investigator (co-I), Advancing Clinical Outcomes, Biomarkers and Treatments for Severe TBI, PI: T. Pape, U.S. Dept. of Defense, JW150040, CDJWMRP, 3/2016- 9/2021

6.   Co-I, Understanding caregiver language regarding change in patients with disorders of consciousness, PI: T. Pape, Dept. of Veterans Affairs, Locally Initiated Project, 9/ 2016, 12 months ~$10,000

Oakland University
Graduate Council

Most Recent Publications (limit to 6)
Magasi, S., Angel, A., **Papadimitriou**, C. et al., Inside an occupational therapy-disability community partnership to promote health management: Ethnography of a research collaboration in American Journal of Occupational Therapy,75(4), 7504180050p1-7504180050p12., 2021.
Magasi, S., **Papadimitriou**, C. Peer support interventions in physical medicine and rehabilitation: A framework to advance the field. Archives of PM&R, 2021*. https://doi.org/10.1016/j.apmr.2020.09.400
Jesus, T.S., Kamalakannan, S., Bhattacharjya, S. Bogdanova Y, Arango-Lasprilla JC, Bentley, Landry MD, **Papadimitriou** C, Refugee Empowerment Task Force, International Networking Group of the American Congress of Rehabilitation Medicine. PREparedness, REsponse and SySTemic transformation (PRE-RE-SyST): a model for disability-inclusive pandemic responses and systemic disparities reduction derived from a scoping review and thematic analysis. Int J Equity Health 20, 204, 2021*. https://doi.org/10.1186/s12939-021-01526-y
Jesus TS, **Papadimitriou** C, Bright F, Kayes N, Pinho CS, Cott CA. The Person-Centered Rehabilitation Model: Framing the concept and practice of person-centered adult physical rehabilitation based on a thematic synthesis of the literature. Arch Phys Med Rehabil 2021* https://doi.org/10.1016/j.apmr.2021.05.005
Raad, J. H., **Papadimitriou**, C., Jordan, N., & Heinemann, A. W. Allied Health Professionals Utilization of Standard Measures Assessing Measurement Practice in Physical Medicine and Rehabilitation. Journal of Allied Health, 2020*, 49(2), 92-98.
Magasi, S., **Papadimitriou**, C., Panko Reis, J., The, K., Thomas, J., VanPuymbrouck, L., & Wilson, T. Our Peers— Empowerment and Navigational Support (OP-ENS): Development of a Peer Health Navigator Intervention to Support Medicaid Beneficiaries with Physical Disabilities. Rehabilitation Process and Outcome, 2019, 8, 1179572719844759. *
Papadimitriou, C., Caddick, N. & Stone, D. A. Re-thinking patient motivation in clinical rehabilitation encounters: Insights from different theoretical perspectives, for Qualitative Research in Psychology 2018, 1-27. https://doi.org/10.1080/14780887.2018.1464090

Graduate Courses Taught (relevant to new degree	Prospective Graduate Courses (relevant to new degree)
SDOH	Not sure

Abbreviated Faculty Vitae

Faculty Name: Melissa M. Reznar, PhD, MPH Title: Associate Professor School: Health Sciences	Office 3102 Human Health Building	Office Phone 364-8668 Office Email reznar@oakland.edu
Degrees – School – Year PhD in Human Nutrition Michigan State University 2012 MPH in Epidemiology University of Michigan School of Public Health 2002 BS in Biomedical Science Western Michigan University 1999	**Research Interest** Plant-based nutrition, food environment, food security, college health	

Grants Awarded

2020 Jan, Oakland University SHS Seed and Sprout

Most Recent Publications (limit to 6)

1. Poirier L, **Reznar MM**, Wensel CR, Redmond L, Treuth MS, Pardilla M, Swartz J, Gittelsohn J (2022 online first). Process evaluation and impact of the worksite component of a multi-level multi-component obesity prevention trial in six Native American communities. *Journal of Hunger & Environmental Nutrition* https://doi.org/10.1080/19320248.2022.2055988

2. Pruden B, **Reznar MM**, Gunen B, Yan S, Neff RA, Poirier L, Hinman S, Park R, Katragadda N, Goskinski N, Gittelsohn J (2022 online first). Assessing the Quality and Quantity of Initially Unused Food Among Urban Food Pantry Clients in Baltimore, Maryland. *Journal of Hunger & Environmental Nutrition.* https://doi.org/10.1080/19320248.2022.2032896

3. Martin NM, Barnett DJ, Poirier L, Sundermeir SM, **Reznar MM**, Gittelsohn J (2022). Moving Food Assistance into the Digital Age: A Scoping Review. *International Journal of Environmental Research and Public Health.* 19(3):1328. https://doi.org/10.3390/ijerph19031328

4. Stevenson LD, **Reznar MM**, Onye E**, Bendali Amor L**, Lopez A, DeFour R (2022). A qualitative inquiry of food insecurity in Belize. *Public Health Nutrition*, 25(4) 977-986. https://doi.org/10.1017/S1368980021002615

5. Bellows LL, Mena NZ, **Reznar MM**, Taylor CA, Sigman-Grant M (2022). Strengthening Nutrition Education and Behavior Research for Academicians and Practitioners: A Perspective. *Journal of Nutrition Education and Behavior,* 54,84-93. https://doi.org/10.1016/j.jneb.2021.09.018 [invited perspective]

6. Stevenson LD, **Reznar MM**, Onye E**, Bendali Amor L** (2021). Perceptions of food access in the Cayo District of Belize. *Journal of Hunger and Environmental Nutrition*, 16(6) 796-808 https://doi.org/10.1080/19320248.2020.1789020

Graduate Courses Taught (relevant to new degree	Prospective Graduate Courses (relevant to new degree)
N/A	To be determined

Abbreviated Faculty Vitae

Faculty Name: Edward J. Rohn, PhD Title: Assistant Professor/Coordinator School: School of Health Sciences	Office 3103 Human Health Bldg 433 Meadow Brook Rd Rochester, MI 48309	Office Phone (248) 364-8701 Office Email ejrohn@oakland.edu
Degrees – School – Year Research Fellow – University of Michigan – 2018 PhD Medical Anthropology – Wayne State University – 2016 MA Interdisciplinary Studies – Wayne State Uni -- 2003 BA Anthropology – Albion College -- 1997	**Research Interest** Chronic pain and spinal cord injury lived experiences, physician professional socialization and medical education	

Grants Awarded

Defense Congressionally Directed Medical Research Programs, Qualitative Research Award. "Neurogenic Bowel and Bladder Management after Spinal Cord Injury: Examining Factors Involved in Successful Decision-Making Processes." Co-Investigator (PI: Tate D). *August 15, 2017 – August 14, 2022*; $500,000

Craig H. Neilsen Foundation, Psychosocial Research Award. "Phenomenology of Chronic Pain After Spinal Cord Injury: Experience, Adaptation and Quality of Life" PI: Rohn E. *April 30, 2018 – April 29, 2021*; $200,000

Most Recent Publications (limit to 6)

Rohn E, Post M, van der Wind A, Forchheimer M, Charlifue S, New P, Greve J, Tate D. (2022) A cross-cultural mixed methods validation study of the Spinal Cord Injury Quality of Life Basic Dataset (SCI QoL-BDS). *Spinal Cord*. https://doi.org/10.1038/s41393-021-00742-1

Tate D, **Rohn E**, Forchheimer M, Walsh S, DiPonio L, Rodriguez G, Cameron A. (2021) Factors influencing decisions about neurogenic bladder and bowel surgeries among veterans and civilians with spinal cord injury. *The Journal of Spinal Cord Medicine*. https://doi.org/10.1080/10790268.2021.1970897

Hearn J, **Rohn E**, Monden K. (2021). Isolated and anxious: A qualitative exploration of the impact of the COVID-19 pandemic on individuals living with spinal cord injury in the UK. *The Journal of Spinal Cord Medicine*. https://doi.org/10.1080/10790268.2021.1949562

Kim S, **Rohn E**, Kratz A. (2021) Linguistic indicators of chronic pain acceptance in individuals with spinal cord injury. *Rehabilitation Psychology*. https://doi.org/10.1037/rep0000399

Rohn E, Nevedal A, Tate D. (2020). Narratives of long-term resilience: two cases of women aging with spinal cord injury. *Spinal Cord Series and Cases*. https://doi.org/10.1038/s41394-020-0267-8

Rohn E, Tate D, Forchheimer M, DiPonio L. (2019). Contextualizing the lived experience of quality of life for persons with spinal cord injury: A mixed-methods application of response shift model. *The Journal of Spinal Cord Medicine*. https://doi.org/10.1080/10790268.2018.1517471

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Anthropological Methods (ANT 5210 Wayne State Uni)	Ethics in Healthcare Delivery (HS 5500)

APPENDIX B

Degree Requirements

PREPARATORY COURSES – undergraduate courses DIETETICS CONCENTRATION ONLY: Requires a DPD verification statement indicating completion of dietetics courses from an ACEND accredited program				
Course	**Title**	**Credits**	**Prerequisites**	

FOUNDATION COURSES – graduate courses required prior to core N/A					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**% Distance**

CORE COURSES					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**%Distance**
HS 5200	Interdisciplinary Healthcare Delivery Seminar	1	None	X	0
HS 5100	Evidence-Based Decision Making and Research in Healthcare	4	None	X	0
HS 5500	Ethical and Professional Practice in Healthcare Delivery	4	None	X	0
HS 6300	Applied Interprofessional Decision Making in Healthcare Teams	4	None	X	0
PA 5600	Organization and Administration of Health and Medical Care Programs	3	None		0
PH 5650	Social Determinants of Health	4	None		Varies
ISE 5574	Healthcare Informatics	4	None		0

CONCENTRATION / DEPTH – Master degree: Research Concentration ONLY must choose one course					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**%Distance**
PH 6150	Quantitative and Qualitative Research Methods	4	None		0
PH 5400	Statistical Methods in Public Health	4	None		0
PH 5550	Qualitative Research Methods	4	None		0

RECOMMENDED ELECTIVE COURSES—N/A no elective courses					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**% Distance**

EXIT COURSES – thesis, dissertation, internship					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**% Distance**
HS 6100	Healthcare Systems and Delivery Practicum (Professional and Dietetics Concentrations)	4	HS 5100, PA 5600, HS 5200, PH 5650, ISE 5574	X	0
HS 6500	Healthcare Systems and Delivery Capstone (Professional and Dietetics Concentrations)	4	HS 6100	X	0
HS 6995	Health Sciences Thesis Research (Research Concentration Only)	1-4	PH 5400 OR PH 5550 OR PH 6150	X	0

Appendix C

Typical Plan of Study – Full-Time Schedule

Professional Concentration (Track A)—Summer Not Required Total Credits: 32	
Fall I HS 5100 Evidence-Based Decision Making in and Research Healthcare (4) PA 5600 Organization and Administration of Health and Medical Care Programs (3) HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)	**Winter I** ISE 5574 Healthcare Informatics (4) PH 5650 Social Determinants of Health (4)
Fall II HS 5500 Ethical and Professional Practice in Healthcare Delivery (4) HS 6100 Healthcare Systems and Delivery Practicum (4 credits)	**Winter II** HS 6500 Healthcare Systems and Delivery Capstone (4 credits) HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)
Total Fall Year 1 & 2 Credits: 16	**Total Winter Year 1& 2 Credits: 16**

Dietetics Concentration (Track B)—Summer Not Required; may complete internship rotations per Beaumont Schedule Total Credits: 32	
Fall I HS 5100 Evidence-Based Decision Making and Research in Healthcare (4) PA 5600 Organization and Administration of Health and Medical Care Programs (3) HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)	**Winter I** ISE 5574 Healthcare Informatics (4) PH 5650 Social Determinants of Health (4)
Fall II HS 5500 Ethical and Professional Practice in Healthcare Delivery (4) HS 6100 Healthcare Systems and Delivery Practicum (4 credits)	Winter II HS 6500 Healthcare Systems and Delivery Capstone (4 credits) HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)
Total Fall Year 1 &2 Credits: 16	**Total Winter Year 1& 2 Credits: 16**

Research Concentration (Track C)—Summer Not Required, but thesis research may be conducted over Summer I & II Total Credits: 34	
Fall I PH Research Methods Course (4 credits) PA 5600 Organization and Administration of Health and Medical Care Programs (3) HS 5200 Interdisciplinary Healthcare Delivery Seminar (1)	Winter I ISE 5574 Healthcare Informatics (4) PH 5650 Social Determinants of Health (4)
Fall II HS 5500 Ethical and Professional Practice in Healthcare Delivery (4) HS 5100 Evidence-Based Decision Making and Research in Healthcare (4) HS 6995 Health Sciences Thesis Research (2 credits)	Winter II HS 6995 Health Sciences Thesis Research (4 credits) HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)
Total Fall year 1 &2 Credits: 18	**Total Fall Year 1 & 2 Credits: 16**

Appendix D

HS 5200 Interdisciplinary Healthcare Delivery Seminar
1 Credit

COURSE DESCRIPTION: This seminar provides students with an overview of current research, topics, and trends in patient care, healthcare services and organizations.

PRE-REQUISITES: None

LEARNING OUTCOMES

At the conclusion of this course students will:

1. Identify current trends in health care services.
2. Explain how research impacts patient care and healthcare delivery services.
3. Describe various forms of health technology and services utilized in health care systems.
4. Understand issues related to health insurance and healthcare costs.
5. Explain governmental resources and agencies dedicated to improving health outcomes.
6. Examine health policy and advocacy efforts.

HS 5100 Evidence-Based Decision Making and Research in Health Care
4 credits

COURSE DESCRIPTION: This course covers principles of Evidence-Based Practice, including how to search databases, evaluate study strengths and weaknesses, and how to grade the evidence. Students will integrate findings from research literature and professional consensus statements to improve patient care.

PRE-REQUISITES: None

LEARNING OUTCOMES
Upon completion of this course, students will be able to:
1. Analyze the major components of the Evidence-Based Practice process.
2. Utilize PICO question(s) for framing clinical inquiry.
3. Develop and utilize a tailored search strategy to identify relevant literature to answer research questions.
4. Describe and explain strengths and weaknesses of study designs used in healthcare research.
5. Critically analyze and apply evidence-based practice recommendations, systematic reviews, and consensus statements.
6. Use evidence criteria grading tools to critically evaluate research studies.
7. Explain how evidence-based guidelines are utilized in health care practice and quality improvement processes.

HS 5500 Ethical and Professional Practice in Healthcare Delivery
4 credits

COURSE DESCRIPTION:
This course will examine foundations of ethical decision making and professional behaviors by leaders in healthcare. Students will draw on ethical principles, professional standards and scope practice and apply them to patient care, research, and health care systems.

PRE-REQUISITES: None

LEARNING OUTCOMES
Upon completion of this course, students will be able to:
1. Describe how the ethical theories and moral principle apply to the delivery of health care and implementation of health research
2. Recognize the importance of and bring to bear ethical principles, virtues, values and theory in professional discourse
3. Apply an ethical decision-making process to various contemporary and complex health care issues
4. Demonstrate self-reflection and awareness as an ethical leader, including an examination of personal biases in ethical decision-making
5. Compare and contrast scope of practice and professional standards among health professions
6. Understand how authority and power interact with roles and relationships between experts in health care teams, including recognition of one's own expertise in these settings.
7. Explain the role of ethics and standards committees within health care settings

HS 6100 Healthcare Systems and Delivery Practicum
4 credits

COURSE DESCRIPTION:
In this practicum, students will apply quality improvement or research methods to a process, system, or practice within a health care organization.

PRE-REQUISITES: HS 5100, HS 5200, PA 5600, PH 5650, ISE 5574

Learning Objectives
At the end of this practicum students will be able to:
1. Explain a health care system and organizational structure.
2. Link organizational processes, mission, vision, and goals to patient care and/or outcomes.
3. Identify strengths and weaknesses in one area or department within the organization.
4. Apply ethical, best practices in data collection.
5. Develop a quality improvement process or research study to improving patient care or health care delivery processes.

HS 6300 Applied Interprofessional Decision Making in Healthcare Teams
4 credits

COURSE DESCRIPTION:

This course will promote students' understanding and application of theories and research in both individual and team-based communication in health care settings. Interdisciplinary teams, roles and responsibilities, communication strategies, ethical and professional considerations, and quality improvement processes will be discussed. Emphasis will be placed on real-world applications.

PRE-REQUISITES: None

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe roles and processes of individuals and teams, health care settings and how they interact to impact delivery of health care services Explain how individual values and attitudes influence communications with patients, with other health care professionals, and within team decision making
2. Apply communication and health behavior theories to communication and decision making with patients and health care teams
3. Describe tools that can be used to improve quality of patient care and how they impact team performance and decision making.
4. Apply principles of ethics and code of professional conduct to individual and team healthcare scenarios
5. Demonstrate effective conflict management strategies
6. Use awareness-raising strategies and self-reflection to improve communication skills in one-on-one and team settings
7. Identify barriers to communication and effective decision making and develop strategies to manage or prevent barriers
8. Apply social determinants of health in the context of decision making surrounding patient care, access to care, and health system delivery processes

HS 6500 Healthcare Systems and Delivery Capstone
4 credits

COURSE DESCRIPTION: Following the PH 6100 practicum, students will analyze data, develop reports, and disseminate their findings to stakeholders and multidisciplinary groups.

PRE-REQUISITES: HS 6100

LEARNING OBJECTIVES
At the conclusion of the capstone students will:
1. Compare and contrast health care systems, needs, and patient care models
2. Participate in peer-review processes and feedback
3. Analyze, interpret, and disseminate data collected during the practicum
4. Develop recommendations based on data interpretation for improvements in patient care delivery
5. Apply best practices in communication to verbal presentations and written reports
6. Create professional, evidence-based, data-driven reports and presentations

HS 6995 Health Sciences Thesis Research

1-4 credits

Course Description:
Independent research approved by the student's faculty adviser and thesis committee. Students must present their findings in a written master's thesis and oral defense. Offered every semester.

Prerequisite(s): Students must have completed 16 credits of graduate courses including a research methods course: PH 5400 OR PH 5550 OR PH 6150

Per Student Tuition Calculations

Accompaniment to SRBC Proforma Statements

of Credits for Program Completion   32

Program Level

Graduate

Tuition Desc	Rate (Resident)
GR	$ 702.75
PHD	$ 775.00

		Student Year - New to OU only				
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
GR	16	16				32
PHD						0
Total Credits / Student	**16**	**16**	**0**	**0**	**0**	**32**
Tuition Revenue / Student	$ 11,244	$ 11,244	$ -	$ -	$ -	$ 22,488

Graduate Assistants	Year 1	Year 2	Year 3	Year 4	Year 5	
GR1	1	1	2	2	2	
GR2		1	1	2	2	
PhD						
Total Graduate Assistants	**1**	**2**	**3**	**4**	**4**	**0**

Proforma - Most Likely	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Count	10	12	15	17	20
Description					
UG LL CAS	$0	$0	$0	$0	$0
UG UL CAS	$0	$0	$0	$0	$0
UG LL SBA	$0	$0	$0	$0	$0
UG UL SBA	$0	$0	$0	$0	$0
UG LL SEHS	$0	$0	$0	$0	$0
UG UL SEHS	$0	$0	$0	$0	$0
UG LL SECS	$0	$0	$0	$0	$0
UG UL SECS	$0	$0	$0	$0	$0
UG LL SHS	$0	$0	$0	$0	$0
UG UL SHS	$0	$0	$0	$0	$0
UG LL SON	$0	$0	$0	$0	$0
UG UL SON	$0	$0	$0	$0	$0
GR	$112,440	$247,368	$303,588	$359,808	$416,028
PHD	$0	$0	$0	$0	$0
Gross Tuition Revenue	**$112,440**	**$247,368**	**$303,588**	**$359,808**	**$416,028**

Proforma - Best					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Count	13	14	18	21	25
Description					
UG LL CAS	$0	$0	$0	$0	$0
UG UL CAS	$0	$0	$0	$0	$0
UG LL SBA	$0	$0	$0	$0	$0
UG UL SBA	$0	$0	$0	$0	$0
UG LL SEHS	$0	$0	$0	$0	$0
UG UL SEHS	$0	$0	$0	$0	$0
UG LL SECS	$0	$0	$0	$0	$0
UG UL SECS	$0	$0	$0	$0	$0
UG LL SHS	$0	$0	$0	$0	$0
UG UL SHS	$0	$0	$0	$0	$0
UG LL SON	$0	$0	$0	$0	$0
UG UL SON	$0	$0	$0	$0	$0
GR	$146,172	$303,588	$359,808	$438,516	$517,224
PHD	$0	$0	$0	$0	$0
Gross Tuition Revenue	**$146,172**	**$303,588**	**$359,808**	**$438,516**	**$517,224**

Proforma – Worst

Description	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Count	5	6	7	8	9
UG LL CAS	$0	$0	$0	$0	$0
UG UL CAS	$0	$0	$0	$0	$0
UG LL SBA	$0	$0	$0	$0	$0
UG UL SBA	$0	$0	$0	$0	$0
UG LL SEHS	$0	$0	$0	$0	$0
UG UL SEHS	$0	$0	$0	$0	$0
UG LL SECS	$0	$0	$0	$0	$0
UG UL SECS	$0	$0	$0	$0	$0
UG LL SHS	$0	$0	$0	$0	$0
UG UL SHS	$0	$0	$0	$0	$0
UG LL SON	$0	$0	$0	$0	$0
UG UL SON	$0	$0	$0	$0	$0
GR	$56,220	$123,684	$146,172	$168,660	$191,148
PHD	$0	$0	$0	$0	$0
Gross Tuition Revenue	**$56,220**	**$123,684**	**$146,172**	**$168,660**	**$191,148**

SBRC Proforma Template

Most Likely Scenario

FY2020

		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program		10	12	15	17	20
1st Year Cohort Revenue		$ 112,440	$ 134,928	$ 168,660	$ 191,148	$ 224,880
2nd Year Cohort Revenue		$ -	$ 112,440	$ 134,928	$ 168,660	$ 191,148
3rd Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
4th Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
Gross Tuition Revenue		$ 112,440	$ 247,368	$ 303,588	$ 359,808	$ 416,028
Less: Avg Financial Aid (30%)						
Net Tuition Revenue		**$ 112,440**	**$ 247,368**	**$ 303,588**	**$ 359,808**	**$ 416,028**
Expenses						
Salaries						
Faculty Salaries	6101	$	$ 65,000	$ 65,000	$ 65,000	$ 65,000
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211	$	$ 23,364	$ 23,364	$ 23,364	$ 23,364
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Faculty Overload	6301					
Part-Time Faculty	6301	$ 36,179	$ 17,303	$ 17,303	$ 17,303	$ 17,303
Graduate Assistant	6311	$ 8,320	$ 16,640	$ 24,960	$ 33,280	$ 33,280
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501	$ -				
Total Salary Expense		**$ 49,499**	**$ 127,307**	**$ 135,627**	**$ 143,947**	**$ 143,947**
Fringe Benefits	6701	$ 3,960	$ 41,819	$ 42,485	$ 43,150	$ 43,150
Total Compensation		**$ 53,459**	**$ 169,126**	**$ 178,112**	**$ 187,097**	**$ 187,097**
Operating Expenses						
Supplies and Services	7101	$ 10,500	$ 10,500	$ 3,000	$ 3,000	$ 3,000
Graduate Tuition	7101	$ 12,844	$ 25,688	$ 38,532	$ 51,376	$ 51,376
E-Learning Support	7102					
Travel	7201	$ 900	$ 900	$ 900	$ 900	$ 900
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031
Total Operating Expenses		$ 42,733	$ 56,693	$ 63,223	$ 70,315	$ 71,307
Total Expenses		**$ 96,192**	**$ 225,819**	**$ 241,335**	**$ 257,412**	**$ 258,404**
Net Income (Loss)		**$ 16,248**	**$ 21,549**	**$ 62,253**	**$ 102,396**	**$ 157,624**

The tuition calculations do not account for any attrition of students.

SBRC Proforma Template

Best-Case Scenario

FY2020

		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program		13	14	18	21	25
1st Year Cohort Revenue		$ 146,172	$ 157,416	$ 202,392	$ 236,124	$ 281,100
2nd Year Cohort Revenue		$ -	$ 146,172	$ 157,416	$ 202,392	$ 236,124
3rd Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
4th Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
Gross Tuition Revenue		$ 146,172	$ 303,588	$ 359,808	$ 438,516	$ 517,224
Less: Avg Financial Aid (30%)						
Net Tuition Revenue		**$ 146,172**	**$ 303,588**	**$ 359,808**	**$ 438,516**	**$ 517,224**
Expenses						
Salaries						
Faculty Salaries	6101	$	$ 65,000	$ 65,000	$ 65,000	$ 65,000
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211	$	$ 23,364	$ 23,364	$ 23,364	$ 23,364
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Faculty Overload	6301					
Part-Time Faculty	6301	$ 36,179	$ 17,303	$ 17,303	$ 17,303	$ 17,303
Graduate Assistant	6311	$ 8,320	$ 16,640	$ 24,960	$ 33,280	$ 33,280
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501	$ -				
Total Salary Expense		**$ 49,499**	**$ 127,307**	**$ 135,627**	**$ 143,947**	**$ 143,947**
Fringe Benefits	6701	$ 3,960	$ 41,819	$ 42,485	$ 43,150	$ 43,150
Total Compensation		**$ 53,459**	**$ 169,126**	**$ 178,112**	**$ 187,097**	**$ 187,097**
Operating Expenses						
Supplies and Services	7101	$ 10,500	$ 10,500	$ 3,000	$ 3,000	$ 3,000
Graduate Tuition	7101	$ 12,844	$ 25,688	$ 38,532	$ 51,376	$ 51,376
E-Learning Support	7102					
Travel	7201	$ 900	$ 900	$ 900	$ 900	$ 900
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031
Total Operating Expenses		$ 42,733	$ 56,693	$ 63,223	$ 70,315	$ 71,307
Total Expenses		**$ 96,192**	**$ 225,819**	**$ 241,335**	**$ 257,412**	**$ 258,404**
Net Income (Loss)		**$ 49,980**	**$ 77,769**	**$ 118,473**	**$ 181,104**	**$ 258,820**

[1]The tuition calculations do not account for any attrition of students.

SBRC Proforma Template

Worst-Case Scenario

		Year 1	Year 2	Year 3	Year 4	Year 5
		5	6	7	8	9
Est. New Students to Program						
1st Year Cohort Revenue		$ 56,220	$ 67,464	$ 78,708	$ 89,952	$ 101,196
2nd Year Cohort Revenue		$ -	$ 56,220	$ 67,464	$ 78,708	$ 89,952
3rd Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
4th Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
Gross Tuition Revenue		$ 56,220	$ 123,684	$ 146,172	$ 168,660	$ 191,148
Less: Avg Financial Aid (30%)						
Net Tuition Revenue		$ 56,220	$ 123,684	$ 146,172	$ 168,660	$ 191,148
Expenses						
Salaries						
Faculty Salaries	6101	$	$ 65,000	$ 65,000	$ 65,000	$ 65,000
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Faculty Overload	6301					
Part-Time Faculty	6301	$ 36,179	$ 17,303	$ 17,303	$ 17,303	$ 17,303
Graduate Assistant	6311	$ 8,320	$ 16,640	$ 24,960	$ 33,280	$ 33,280
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501	$ -				
Total Salary Expense	6701	$ 49,499	$ 103,943	$ 112,263	$ 120,583	$ 120,583
Fringe Benefits		$ 3,960	$ 30,090	$ 30,756	$ 31,422	$ 31,422
Total Compensation		$ 53,459	$ 134,033	$ 143,019	$ 152,005	$ 152,005
Operating Expenses						
Supplies and Services	7101	$ 10,500	$ 10,500	$ 3,000	$ 3,000	$ 3,000
Graduate Tuition	7101	$ 12,844	$ 25,688	$ 38,532	$ 51,376	$ 51,376
E-Learning Support	7102					
Travel	7201	$ 900	$ 900	$ 900	$ 900	$ 900
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031
Total Operating Expenses		$ 42,733	$ 56,693	$ 63,223	$ 70,315	$ 71,307
Total Expenses		$ 96,192	$ 190,726	$ 206,242	$ 222,320	$ 223,312
Net Income (Loss)		$ (39,972)	$ (67,042)	$ (60,070)	$ (53,660)	$ (32,164)

¹The tuition calculations do not account for any attrition of students.

MEMORANDUM

To: Melissa Reznar, Associate Professor, School of Health Sciences

From: Helen Levenson, Collection Development Librarian, University Libraries
Nancy Bulgarelli, Interim Library Liaison to SHS, University Libraries

Re: Library Collection Evaluation for Proposed M.S. in Interprofessional Health Care Delivery

Date: December 6, 2021; Revised October 20, 2022

In order to complete this library collection evaluation for the proposed M.S. in Interprofessional Health Care Delivery, we reviewed the University Libraries' current resources relevant to the coursework outlined in the draft program proposal, consulted *Magazines for Libraries* to benchmark the University Libraries' current holdings against a core list, and compared current holdings to ranked journals in the *Journal Citation Reports* database which reports on journal impact factors. We also reviewed library resources at universities offering comparable M.S. programs. The following is an assessment of the University Libraries' ability to support the proposed new degree program.

Health Care Delivery Indexes

The Libraries currently subscribe to a number of health science, business, statistical, and multidisciplinary journal indices that would support the new program, including:

- CINAHL Complete – nursing and allied health database that also includes many full-text articles
- EmBase – comprehensive coverage of the preclinical, medical and pharmacological sciences; strong in the European literature.
- Health & Psychosocial Instruments (HaPI) – index of citations to measurement instruments in the health fields
- ProQuest OneBusiness (formerly ABI/Inform) – international coverage of the business and economic literature including hospital administration and the healthcare industry
- ProQuest Statistical Abstract of the U.S.
- PubMed – the National Library of Medicine's interface to MEDLINE
- Scopus – large citation and abstract database covering science and medical peer-reviewed literature
- Web of Science – multidisciplinary database that includes comprehensive citation data in the science, social science, and humanities disciplines

Through these databases, users are able to access full-text coverage of the periodical literature using the University Libraries' embedded openURL article linker, the "Get It" link. This service links databases to the Libraries' e-journal packages.

Journals

The University Libraries' coverage of the scholarly journal literature in health care delivery is strong and includes the recommended peer-reviewed titles listed in *Magazines for Libraries*. In addition, the Libraries subscribe to 188 (91%) of the 206 journals ranked by the *Journal Citation Report (JCR)* in the

"Health Policy & Services," "Health Care Sciences & Services," "Medical Ethics," "Medical Informatics" and "Social Sciences, Biomedical" categories. (See Appendix A) Other relevant health administration, business, and medical journals are available through the Libraries' discovery tool, databases, and journal publisher packages (e.g. Wiley, Elsevier, Cambridge, and Oxford) in addition to the subject-specific indexes listed above.

Although the Libraries' journal collection is strong, we recommend the addition of the *Journal of Telemedicine and Telecare* as an important title, highly ranked by the *JCR*, and relevant to several of the proposed core courses. See Appendix B for costs for this journal. This new subscription, in conjunction with the Libraries' current journal holdings, would more than adequately address the proposed M.S. in Interprofessional Health Care Delivery program's stated needs and would ensure these needs are met on an ongoing basis.

The University Libraries' coverage of the periodical literature for trade magazines and newsletters in health care delivery is not as extensive as it is for scholarly, peer-reviewed journals, however there is basic coverage of this in the *CINAHL* and *ProQuest OneBusiness* databases. As the degree continues, the Libraries will evaluate the interlibrary loan transactions for the program's faculty and students to assist in identifying any specific titles that would be most useful to add to the collection.

Monographs

An analysis of the monograph collection found that the University Libraries have a good, basic collection related to health care delivery but that parts of the collection are lacking in scope and currency. See Table 1 for a breakdown of the monograph collection – print and electronic – related to the curriculum of the proposed new program. Updated monographs should be acquired for the subjects where the ebook collection is limited and/or outdated, with particular attention paid to those categories in Table 1 indicating no acquisitions in the last 5 years. To ensure that the Libraries' monographic collection adequately supports the proposed program, funding is needed to purchase approximately ten monographs each year for the first three years and five titles thereafter in the corresponding subject areas to enable the University Libraries to maintain up to date resources. See Appendix B for projected costs to bring the monograph collection up to date.

Table 1 – Monograph Titles; Subjects Related to the Proposed Program

LC Call Number Range	Subject	Total Number of Books Owned (print & electronic)		Number of Books Acquired Within the Last Five Years (print & electronic)	
		Print	Electronic	Print*	Electronic**
HA 29-31	Theory and method of social science statistics	337	85	3	33
HD 30.2-30.29	Electronic data processing. Information technology (Including artificial intelligence and knowledge management)	391		11	0
HM 671	Social justice. Social rights	38		8	0
KF 3821-3838	Medical legislation	70		0	0

R 723-726	Medical philosophy. Medical ethics	580	133	20	26
R 727-727.5	Medical personnel and the public	58	35	5	8
R 728-733	Practice of medicine. Medical practice economics	88	164	6	47
R 858-859.7	Computer applications to medicine. Medical informatics	49	274	6	143
R A399	Regulation of medical practice. Evaluation and quality control of medical care. Medical audit	40	56	2	0
R A407-409.5	Health status indicators. Medical statistics and surveys	60	60	4	8
R A410-410.9	Medical economics. Economics of medical care. Employment	134	135	11	19
R A411-415	Provisions for personal medical care. Medical care plans	119	84	3	9
R A418-418.5	Medicine and society. Social medicine. Medical sociology	189	87	16	31
R A561-564.9.T73	Public health. Hygiene. Preventive Medicine. By ethnic group	112		14	0
RA 960-1000.5	Medical centers. Hospitals. Dispensaries. Clinics	220	203	6	48

* Purchased since Alma Migration 7/9/2018
** Published 2016-present

Support for Current Library Resources

As noted above, University Libraries already subscribe to a number of online resources that will support a M.S. in Interprofessional Health Care Delivery. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging 8 percent or more a year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the University Libraries be given $5,000 per year (with inflationary increases in each year) to assist us in funding these resources, especially the current journal packages that are critical to this program as well as to the broader curriculum of the School of Health Sciences.

Appendix A – Sample of Current Journal Subscriptions that Support the Program

Identified through Journal Citation Reports (Quartiles 1-3) and Magazines for Libraries

Journal Name	Publisher / Platform	Category	2020 Journal Impact Factor (JIF)	JIF Quartile	% of OA Gold Content
Academic Medicine	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE	6.893	Q1	6.80%
Administration and Policy in Mental Health and Mental Health Services Research	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.847	Q2	14.39%
Advances in Health Sciences Education	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	3.853	Q2	31.34%
AIDS and Behavior	SPRINGER	SOCIAL SCIENCES, BIOMEDICAL - SSCI	3.895	Q1	9.76%
AIDS Care-Psychological and Socio-Medical Aspects of AIDS/HIV	PROQUEST DATABASE	HEALTH POLICY & SERVICES - SSCI SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.32	Q3	5.25%
American Journal of Bioethics	TAYLOR & FRANCIS	MEDICAL ETHICS - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI	11.229	Q1	15.63%
American Journal of Health Economics	UNIVERSITY OF CHICAGO	HEALTH POLICY & SERVICES - SSCI	2.641	Q2	0.00%
American Journal of Hospice & Palliative Medicine	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE	2.5	Q3	4.31%
Artificial Intelligence in Medicine	ELSEVIER/CLINICALKEY	MEDICAL INFORMATICS - SCIE	5.326	Q1	6.71%
Bioethics	WILEY	MEDICAL ETHICS - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI	1.898	Q3	0.2166
BMC Health Services Research	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	2.655	Q3	99.49%
BMC International Health and Human Rights	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.693	Q2	100.00%
BMC Medical Ethics	SPRINGER	MEDICAL ETHICS - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.652	Q2	100.00%
BMC Medical Informatics and Decision Making	SPRINGER	MEDICAL INFORMATICS - SCIE	2.796	Q3	0.9987
BMC Medical Research Methodology	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	4.615	Q1	100%
BMC Palliative Care	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.234	Q2	100%
BMJ Quality & Safety	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	7.035	Q1	38.46%
BMJ Sexual & Reproductive Health	SPRINGER	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.151	Q3	20.56%
BMJ Supportive & Palliative Care	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	3.568	Q2	15.22%
Chronic Illness	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE	2.409	Q3	2.11%
Computer Methods and Programs in Biomedicine	ELSEVIER/CLINICALKEY	MEDICAL INFORMATICS - SCIE	5.428	Q1	5.56%
Cost Effectiveness and Resource Allocation	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.532	Q3	100%

Culture Medicine and Psychiatry	SPRINGER	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.167	Q3	24.37%
Current Opinion in Supportive and Palliative Care	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE	2.302	Q3	2.94%
Death Studies	TAYLOR & FRANCIS	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.245	Q3	5.53%
Digital Health	SAGE	HEALTH CARE SCIENCES & SERVICES -SCIE HEALTH POLICY & SERVICES - SSCI MEDICAL INFORMATICS - SCIE	3.495	Q1	100%
Disability and Health Journal	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.554	Q3	4.35%
European Journal of Cancer Care	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE	2.52	Q3	10.20%
European Journal of Health Economics	SPRINGER	HEALTH POLICY & SERVICES - SSCI	3.689	Q1	44.44%
Evaluation & the Health Professions	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.651	Q3	2.02%
Evolution and Human Behavior	ELSEVIER/CLINICALKEY	SOCIAL SCIENCES, BIOMEDICAL - SSCI	4.178	Q1	8.94%
Frontiers of Health Services Management (*Magazines for Libraries*)	OVID	n/a	n/a	n/a	n/a
Future of Children	EBSCOhost	HEALTH POLICY & SERVICES - SSCI	3.267	Q1	0%
Hastings Center Report	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL ETHICS - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.683	Q2	2.81%
Health	SAGE	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.279	Q3	16.78%
Health Affairs	PROJECT HOPE	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	6.301	Q1	10.54%
Health and Quality of Life Outcomes	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.186	Q2	99.75%
Health Care Analysis	SPRINGER	HEALTH POLICY & SERVICES - SSCI SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.524	Q3	57.69%
Health Care Management Review (*Magazines for Libraries*)	OVID	HEALTH POLICY & SERVICES - SSCI	3.328	Q1	6.48%
Health Care Management Science	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.893	Q2	8.89%
Health Care Manager (*Magazines for Libraries*)	OVID	n/a	n/a	n/a	n/a
Health Economics	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.046	Q2	21.71%
Health Economics Review	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.306	Q3	100%
Health Expectations	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.377	Q2	99.53%
Health Informatics Journal	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	2.681	Q3	43.09%
Health Policy	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.98	Q2	29.57%
Health Policy and Planning	OXFORD	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.344	Q2	48.66%
Health Promotion International	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.483	Q3	8.91%
Health Research Policy and Systems	SPRINGER	HEALTH POLICY & SERVICES - SSCI	3.318	Q1	100%
Health Services Research	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.402	Q2	13.43%

Journal	Provider	Category	IF	Quartile	%
Healthcare	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.645	Q3	99.88%
HealthCare-The Journal of Delivery Science and Innovation	ELSEVIER/CLINICALKEY	HEALTH POLICY & SERVICES - SSCI	2.194	Q3	7.94%
HFM Magazine (*Magazines for Libraries*)	EBSCOhost	n/a	n/a	n/a	n/a
Human Nature-An Interdisciplinary Biosocial Perspective	SPRINGER	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.444	Q2	23.81%
Human Resources for Health	SPRINGER	HEALTH POLICY & SERVICES - SSCI	3.192	Q2	99.62%
IEEE Journal of Biomedical and Health Informatics	IEEE Xplore	MEDICAL INFORMATICS - SCIE	5.772	Q1	6.61%
Implementation Science	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	7.327	Q1	100%
International Journal for Quality in Health Care	OXFORD	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.038	Q3	18.77%
International Journal of Evidence-Based Healthcare	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE	2.548	Q3	4.71%
International Journal of Health Policy and Management	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	5.007	Q1	97.74%
International Journal of Integrated Care	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	5.12	Q1	100%
International Journal of Medical Informatics	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIEMEDICAL INFORMATICS - SCI	4.046	Q1	10.48%
International Journal of Qualitative Studies on Health and Well-Being	TAYLOR & FRANCIS	SOCIAL SCIENCES, BIOMEDICAL - SSCI	1.947	Q3	100%
Internet Interventions-The Application of Information Technology in Mental and Behavioral Health	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	4.333	Q1	100%
Israel Journal of Health Policy Research	SPRINGER	HEALTH POLICY & SERVICES - SSCI	2.385	Q3	100%
JBI Evidence Implementation	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE	n/a	n/a	0%
JMIR Medical Informatics	PMC	MEDICAL INFORMATICS - SCIE	2.955	Q3	100%
JMIR mHealth and uHealth	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	4.773	Q1	99.76%
JMIR Serious Games	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	4.143	Q1	84.38%
Joint Commission Journal on Quality and Patient Safety (*Magazines for Libraries*)	SCIENCEDIRECT	n/a	n/a	n/a	n/a
Journal of Aging and Health	SAGE	HEALTH POLICY & SERVICES - SSCI	3.213	Q2	5.21%
Journal of Biomedical Informatics	SCIENCEDIRECT OA	MEDICAL INFORMATICS - SCIE	6.317	Q1	3.49%
Journal of Biosocial Science	CAMBRIDGE JOURNALS	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.018	Q3	6.32%
Journal of Clinical Epidemiology	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE	6.437	Q1	20.73%
Journal of Empirical Research on Human Research Ethics	SAGE	MEDICAL ETHICS - SCIE	1.742	Q3	8.78%
Journal of Evaluation in Clinical Practice	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	2.431	Q3	12.58%

Journal	Publisher	Category	IF	Quartile	%
Journal of General Internal Medicine	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	5.128	Q1	5.83%
Journal of Genetic Counseling	SPRINGER	HEALTH POLICY & SERVICES - SSCI SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.537	Q3	8.43%
Journal of Health and Social Behavior	SAGE	SOCIAL SCIENCES, BIOMEDICAL - SSCI	4.462	Q1	1.05%
Journal of Health Economics	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.883	Q1	16.41%
Journal of Health Politics Policy and Law	PROJECT MUSE	HEALTH CARE SCIENCES & SERVICES - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI HEALTH POLICY & SERVICES - SSCI	2.265	Q3	0.82%
Journal of Healthcare Engineering	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE	2.682	Q2	98.51%
Journal of Law and the Biosciences	OXFORD	MEDICAL ETHICS - SCIE	3.583	Q1	100%
Journal of Law Medicine & Ethics	CAMBRIDGE JOURNALS	MEDICAL ETHICS - SCIE	1.718	Q3	2.81%
Journal of Medical Ethics	BMJ JOURNALS	MEDICAL ETHICS - SCIE SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.916	Q1	19.02%
Journal of Medical Internet Research	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	5.428	Q1	98.58%
Journal of Medical Systems	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	4.46	Q1	6.56%
Journal of Multidisciplinary Healthcare	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE	2.404	Q3	98.90%
Journal of Pain and Symptom Management	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE	3.612	Q2	6.20%
Journal of Patient Safety	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.844	Q2	17.13%
Journal of Personalized Medicine	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE	4.945	Q1	99.73%
Journal of Public Health Policy	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.222	Q3	15.32%
Journal of Rural Health	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	4.333	Q1	6.02%
Journal of the American Medical Informatics Association	OXFORD	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH INFORMATICS - SCIE	4.497	Q1	27.92%
Lancet Digital Health	ELSEVIER/CLINICALKEY	MEDICAL INFORMATICS - SCIE	24.519	Q1	98.68%
Medical & Biological Engineering & Computing	SPRINGER	MEDICAL INFORMATICS - SCIE	2.602	Q3	9.26%
Medical Anthropology Quarterly	WILEY	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.475	Q2	11.65%
Medical Care	OVID	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	2.983	Q2	6.54%
Medical Care Research and Review	SAGE	HEALTH POLICY & SERVICES - SSCI	3.929	Q1	4.65%
Medical Decision Making	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCIE HEALTH POLICY & SERVICES - SSCI	2.583	Q3	19.56%
Medical Education	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE	6.251	Q1	17.73%
Medical Economics	Free on the Web	n/a	n/a	n/a	n/a
Medical Teacher	TAYLOR & FRANCIS	HEALTH CARE SCIENCES & SERVICES - SCIE	3.65	Q2	8.91%
Milbank Quarterly	WILEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	4.911	Q1	27.84%

Modern Healthcare (*Magazines for Libraries*)	EBSCOhost	n/a	n/a	n/a	n/a
npj Digital Medicine	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS	11.653	Q1	99.67%
Nursing Administration Quarterly (*Magazines for Libraries*)	OVID	n/a	n/a	n/a	n/a
Nursing Economics (*Magazines for Libraries*)	EBSCOhost	n/a	n/a	n/a	n/a
OMEGA-Journal of Death and Dying	SAGE	SOCIAL SCIENCES, BIOMEDICAL - SSCI	2.854	Q2	5.38%
Palliative & Supportive Care	CAMBRIDGE JOURNALS	HEALTH POLICY & SERVICES - SSCI	2.257	Q3	4.04%
Palliative Medicine	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE	4.762	Q1	38.04%
Perspectives on Medical Education	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	2.947	Q2	100%
Philosophy Ethics and Humanities in Medicine	SPRINGER	MEDICAL ETHICS - SCIE	2.464	Q2	100%
Psychiatric Services	PSYCHIATRYONLINE	HEALTH POLICY & SERVICES - SSCI	3.084	Q2	0.35%
Psychology Public Policy and Law	PSYCARTICLES	HEALTH POLICY & SERVICES - SSCI	3.078	Q2	7%
Psycho-Oncology	WILEY	SOCIAL SCIENCES, BIOMEDICAL - SSCI	3.894	Q1	10.45%
Public Health Ethics	OXFORD	MEDICAL ETHICS - SCIE	1.94	Q3	24.05%
Qualitative Health Research	SAGE	SOCIAL SCIENCES, BIOMEDICAL - SSCI	3.277	Q1	11.87%
Quality of Life Research	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	4.147	Q1	27.68%
Risk Management and Healthcare Policy	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	3.2	Q2	98.90%
Scandinavian Journal of Primary Health Care	TAYLOR & FRANCIS	HEALTH CARE SCIENCES & SERVICES - SCIE	2.581	Q3	100%
Social Science & Medicine	ELSEVIER/CLINICALKEY	SOCIAL SCIENCES, BIOMEDICAL - SSCI	4.634	Q1	17.23%
Sociology of Health & Illness	WILEY	SOCIAL SCIENCES, BIOMEDICAL - SSCI	3.041	Q1	31.61%
Statistical Methods in Medical Research	SAGE	HEALTH CARE SCIENCES & SERVICES - SCIE MEDICAL INFORMATICS - SCI	3.021	Q2	11.99%
Supportive Care in Cancer	SPRINGER	HEALTH CARE SCIENCES & SERVICES - SCIE	3.603	Q2	14.60%
Teaching and Learning in Medicine	TAYLOR & FRANCIS	HEALTH CARE SCIENCES & SERVICES - SCIE	2.414	Q3	5.24%
Telemedicine and e-Health	IEEE ELECTRONIC LIBRARY	HEALTH CARE SCIENCES & SERVICES - SCIE	3.536	Q2	5.39%
Therapeutics and Clinical Risk Management	PMC	HEALTH CARE SCIENCES & SERVICES - SCIE	2.423	Q3	98.71%
Value in Health	ELSEVIER/CLINICALKEY	HEALTH CARE SCIENCES & SERVICES - SCIE HEALTH POLICY & SERVICES - SSCI	5.728	Q1	25.52%

Appendix B – Proposed Five-Year Budget for Library Resources to Support a M.S. in Interprofessional Health Care Delivery

	Year 1	Year 2	Year 3	Year 4	Year 5
Appendix B Library Budget for Proposed M.S. in Interprofessional Health Care Delivery					
Monographs[1]	$ 12,120	$ 12,726	$ 13,362	$ 7,015	$ 7,366
Journal of Telemedicine and Telecare[2]	$ 1,369	$ 1,479	$ 1,597	$ 1,725	$ 1,863
Support for current resources[2]	$ 5,000	$ 5,400	$ 5,832	$ 6,299	$ 6,802
Total	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031

[1]Purchase of 10 ebooks per year for the first 3 years in areas for which we have minimal holdings and 5 ebooks per year thereafter.
[1]Reflects a 5% annual inflation rate.
[2]Reflects an 8% annual inflation rate.

Cc   Polly Boruff-Jones, Dean of University Libraries
      Amanda Hess, University Libraries Representative to the University Senate

Program Name: **Master's Degree in Interdisciplinary Health Care Delivery**

School or College your program resides in: **School of Health Sciences**

Program Level (check all that apply):

Undergrad	☐
Master's	☒
Doctoral	☐

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): Melissa Reznar; reznar@oakland.edu
Current Department or Program Chair (& E-mail): Amanda Lynch; lynch3@oakland.edu
Current Dean (& E-mail): Kevin Ball; kevinball@oakland.edu

Assessment Components

Mission: Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.

Program Goals

1. Prepare students with professional skills and knowledge to address challenges in patient care outcomes and health care delivery services
2. Prepare students to apply ethical, professional, collaborative, and culturally-sensitive behavior during interdisciplinary team decision making
3. Prepare students with effective communication skills to disseminate health research and quality improvement information to a variety of stakeholders

Learning outcomes

1. Demonstrate knowledge of health care systems, patient care models and evidence based practice guidelines
2. Apply the impact of social determinants of health on patient health risks, clinical presentation and outcomes, and interactions with health care systems and professionals.
3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment
4. Plan and implement a research or quality improvement project tailored to a health care setting or organization
5. Demonstrate effective communication and decision making processes focused on patient-centered care within interdisciplinary health care team settings
6. Develop health recommendations or interventions to improve health care services based on quality improvement data and evidence-based research

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
impact Michigan...through	1.Prepare students with professional	1. Demonstrate knowledge of health	Capstone Final Presentation and Report

education, research, scholarship, and creative activity.	skills and knowledge to address challenges in patient care outcomes and health care delivery services	care systems, patient care models and evidence based practice guidelines 3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment 5. Develop health recommendations or interventions to improve health care services based on quality improvement data and evidence-based research	
impact Michigan…through education, research, scholarship, and creative activity. *…Oakland University cultivates the full potential of a diverse and inclusive community.*	2.Prepare students to apply ethical, professional, collaborative, and culturally-sensitive behavior during interdisciplinary team decision making	2. Apply the impact of social determinants of health on patient health risks, clinical presentation and outcomes, and interactions with health care systems and professionals. 4. Plan and implement a research or quality improvement project tailored to a health care setting or organization	HS 5100 Team Final Project and Presentation Final Capstone Project and Report
Oakland University cultivates the full potential of a diverse and inclusive community.	3.Prepare students with effective communication skills to disseminate health research and quality improvement information to a variety of stakeholders	5. Demonstrate effective communication and decision making processes focused on patient-centered care within interdisciplinary health care team settings 3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment	HS 5100 Team Final Project and Presentation

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
Graduate Program Coordinator and Faculty teaching HS 5100 and HS 6500 IDH CT	Program coordinator will 1) collect assessments from faculty (if program coordinator is teaching these course, the Department Chair will collect assessments, 2) collect and summarize stakeholder and faculty evaluations, and 3) distribute (with the assistance of the IDH CT) and summarize alumni survey

Plan for Analyzing and Using Assessment Results to Improve Program

Direct Measures
1. Final Grades on the Capstone project (both written and oral report). Learning Objectives 1-4 will be operationalized within the assessment for the written report to stakeholders and the presentation.
2. Final team-based project in HS 5100. Students will be evaluated on their performance in in-class interdisciplinary simulation and their reflection of their experiences within their practicum.

Indirect Measure
1. Stakeholder and faculty evaluations of Capstone project presentations. These evaluations will be given during the presentation to get stakeholder and faculty perspectives on students achievement of specific components of the learning objectives including oral and written communication skills.
2. Alumni surveys on perceived effectiveness of program. Approximately one-year after graduation the program coordinator will send a survey to program alumni to gather information on employment and their evaluation of how well the masters program prepared them for their current roles and responsibilities

Program Improvement
1. Evaluation of student performance on final projects will occur each year with an assessment of areas students are mastering and areas needing improvement. As needed, course content, instructions, or activities will be modified. Discussions will occur with faculty teaching core courses regarding student mastery of content to identify strengths and weaknesses in course content and activities.
2. Evaluations of student Capstone project will be used to assess student mastery of learning objectives and will NOT be used in grading assignments. These evaluations will focus on communication and dissemination of information, as well as overall content; results of the evaluations will be shared with students, for feedback and used in curricular discussions with faculty.
3. Alumni survey data will be used to determine overall satisfaction with programmatic content; feedback will be used in discussions of curriculum and individual course projects.

11/14/2021

To Whom It May Concern

Re: Master's Program in Interprofessional Health Care Delivery

Dear Sir/Madam,

It gives me immense pleasure to recommend the Interprofessional Health Care Delivery degree program as a new master's program in the department of Interdisciplinary Health Sciences. I have gone over the materials prepared by Dr. Melissa Reznar and I can say that this program covers an unmet need while offering a strong program for the prospective students.

I am currently an Associate Professor in the Industrial and Systems Engineering Department at Oakland University. Aside from teaching and research, I have been active in the service areas for the department as well as the School of Engineering and Computer Science (SECS). Previously I served as the chair of the Graduate Affairs Committee at SECS. I was also instrumental in the development of the new Systems Engineering Master's program in ISE. I therefore feel qualified to comment on the proposed degree program.

As noted in the proposal for the program, United States residents spend more per capita per year on healthcare expenses, while the outcomes barely are comparable to those in the developed world. As a result, there is a need for well-rounded healthcare professionals who can help close this gap. The graduates from this program are expected to fulfill this current pressing need. I believe that the program covers all the relevant topics in this area. The proposal further provides solid comparisons with similar programs at other universities and also outlines how the faculty resources available are adequate for the smooth running of the program. The course structure is well-thought-out and includes both coursework and thesis options. Dr. Reznar and I have discussed at length the course on Healthcare Informatics which is a course my home department of Industrial and Systems Engineering intends to offer. This course will be catering to students from both the departments.

Given the current need and the potential for future growth, I believe the program will attract a sizeable number of students who upon graduation will enjoy successful careers in a variety of healthcare related fields.

Please do not hesitate to contact me if you have any questions.

Best regards
Vijitashwa Pandey, PhD
Associate Professor
Industrial and Systems Engineering Department
Oakland University
Phone: (248) 370-4044
Email: pandey2@oakland.edu

School of Engineering and Computer Science

Engineering Center, Room 502 | 115 Library Drive, Rochester, Michigan 48309-4479
(248) 370-2980 | Fax (248) 370-4025 | oakland.edu/ise

Re: New program proposal for MS in Interdisciplinary Healthcare Systems

Dear Sir/Madam,

I am pleased to support the Interdisciplinary Healthcare Systems degree program as a new master's program in the department of Interdisciplinary Health Sciences. I have reviewed the new program proposal and find that it is a well-designed program that will prepare students with vital competencies for employment in the healthcare system.

I am an Associate Professor in the Department of Political Science and Director of the Master of Public Administration program. The MPA degree includes an optional healthcare administration concentration, and we also offer a Graduate Certificate in Healthcare Administration. In addition to directing these programs, I partner with the Midwest Chapter of the American College of Healthcare Executives (MCACHE) to facilitate networking and professional development opportunities for our students. Thus, I have the expertise to comment on the MS in Interdisciplinary Healthcare Systems proposal.

The COVID-19 pandemic highlighted the stresses of our healthcare system. It is imperative that the healthcare workforce is trained in key competencies – like team-based care, ethical decision making, and social determinants of health – concepts that are core to this proposed graduate program. The core courses and inclusion of a practicum/capstone experience or thesis – fill a need that no other graduate program in Michigan does. Dr. Reznar and I have discussed inclusion of the PA 5600 course, Organization and Administration of Health and Medical Care Programs, in the core curriculum. We have the capacity to include students of this program in this course along with our current students. Moreover, this is a great opportunity for cross-disciplinary exchanges between public administration and health science graduate students.

In sum, I believe that graduates of this program will be an asset to the healthcare industry and I look forward to working with the program's students and faculty in the future.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Douglas Carr
Associate Professor and MPA Program Director

Beaumont

Beaumont Service Center
26901 Beaumont Blvd.
Southfield, MI 48033

March 7, 2022

Amanda Lynch, PhD, RDN Associate Professor and Chair, Interdisciplinary Health Sciences
Director, Nutrition Program
School of Health Sciences
3103 Human Health Building
433 Meadow Brook Road
Rochester, MI 48309-4452

Dear Dr. Lynch,

As Senior Manager of Clinical Nutrition for Beaumont Health and Program Manager for our accredited Dietetic Internship Program, I am writing in support of approval for Oakland University's Master of Science program in Interdisciplinary Health Care Delivery.

I am excited about coordinating our Dietetic Internship experiences with those of this much needed master's degree program. Starting in 2024, prospective dietitians will be required to complete both a master's degree and a Dietetic Internship to be eligible to sit for the registration examination. Based on our meetings over the last several months, I am convinced our two programs will work well together to achieve the goals of each and provide an excellent outcome for our students. At this point I hope to reserve at least 4 internship spots per year for your Dietetic Internship track. Collaboration between our two programs will provide candidates with a local option to meet their requirements. In addition to being local, your degree is unique for Michigan and pairs very well with the direction many of our interns are looking for their careers.

I strongly support your program. Our goals and expected outcomes are in alignment, and I am looking forward to our continued work together as we go forward.

Please let me know if there is anything else you need.

Sincerely,

Laurie A. Herbert

Laurie A. Herbert, MBA, RDN
Senior Manager Clinical Nutrition
Beaumont Health
Floor 4-C, Cubicle 2315
Beaumont Service Center

Results of School of Health Sciences Advocacy and Resource Development Board Survey

The new Master's degree proposal was presented to the SHS Board of Advocacy and Resource Development which has 14 members. A survey was created and sent to the Board following this meeting to gain further perspectives on what was (overall) a positive reception for this program. *A total of 8 respondents completed the survey, five of whom reported making hiring decisions for their organization.*

Summary

1. Program Name:

   Healthcare Systems and Delivery and Interdisciplinary Healthcare Delivery were the most favored titles, with Healthcare Systems and Delivery being rated as highest when asked "Which of the following program names would influence you to hire a candidate?"

2. Perceived Value of Courses

   All of the courses were rated "somewhat valuable" or "extremely valuable" by a majority of respondents, with none rated not valuable.
   - Social Determinants of health and Evidence Based Decision making were rated the highest (4.8 and 4.6 on a 5-point scale)
   - The practicum was rated Somewhat or very valueable by a majority of respondents; no one rated it less than 3 on a 5 point scale.

3. Perceived Value of the Program
   - 80% of respondents said the degree would be valuable for current employees
   - 60% of respondents reported the degree was very valuable for prospective employees.
     (3 choices: Not valuable, neutral, or very valuable)

4. Organization positions that fit this program (2 responses)
   Department manager, Administrator, Management engineer, Care Manager

Complete Survey Data Follows

SHS Board Survey—Complete Survey Data

1. Which of the following program names best captures the program? Please rank your selection from best (1) to worst (3).

Legend:
- Interdisciplinary Healthcare Studies
- Health Care Systems and Delivery
- Interdisciplinary Healthcare Delivery
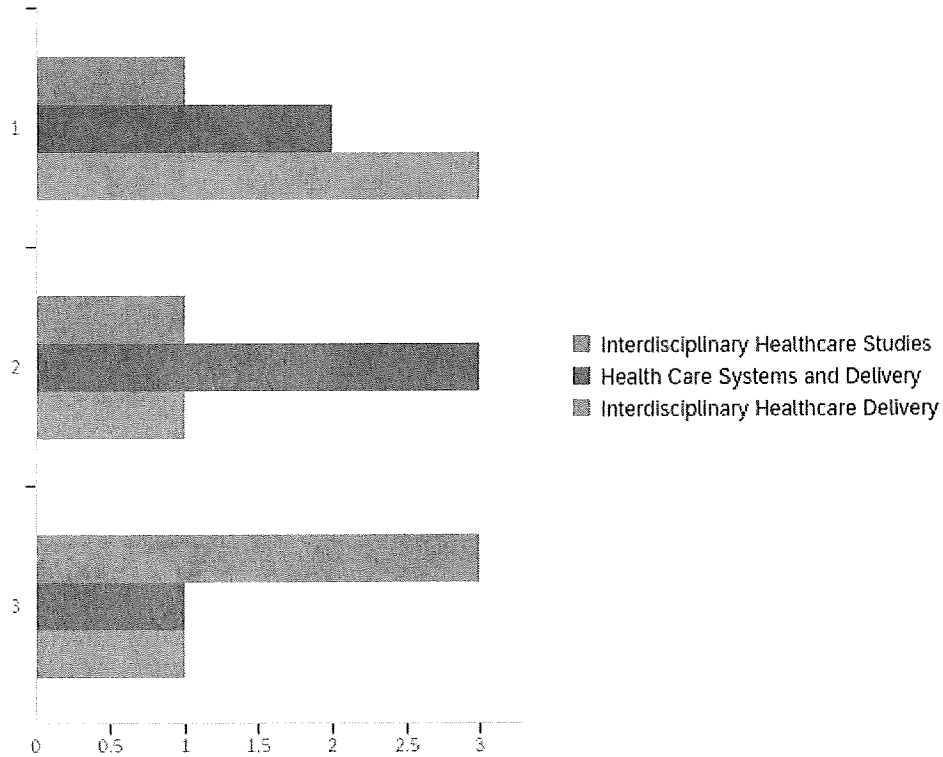
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Interdisciplinary Healthcare Studies	1.00	3.00	2.40	0.80	0.64	5
2	Health Care Systems and Delivery	1.00	3.00	1.83	0.69	0.47	6
3	Interdisciplinary Healthcare Delivery	1.00	3.00	1.60	0.80	0.64	5

#	Question	1		2		3		Total
1	Interdisciplinary Healthcare Studies	20.00%	1	20.00%	1	60.00%	3	5
2	Health Care Systems and Delivery	33.33%	2	50.00%	3	16.67%	1	6
3	Interdisciplinary Healthcare Delivery	60.00%	3	20.00%	1	20.00%	1	5

2. Which of the following program names would influence you to hire a candidate based solely on the name of the master's degree?
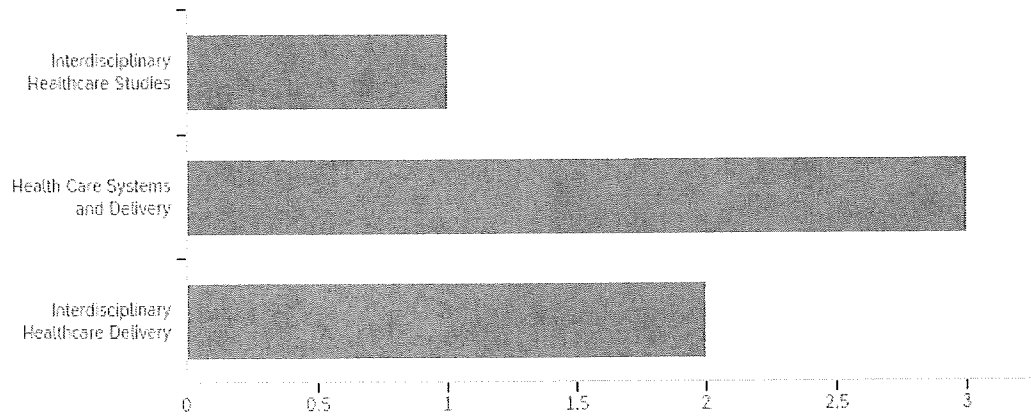
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Which of the following program names would influence you to hire a candidate based solely on the name of the master's degree?	1.00	3.00	2.17	0.69	0.47	6

Answer	%	Count
Interdisciplinary Healthcare Studies	16.67%	1
Health Care Systems and Delivery	50.00%	3
Interdisciplinary Healthcare Delivery	33.33%	2
Total	100%	6

3. Regarding the program name, if you have another name you think might fit this program, please write that below.
No responses

4. The program will offer 6 core courses and a Capstone project. Complete course descriptions can be found in this linked document: MS Program Course Descriptions Based on the description how valuable would each course be for employees within your organization?

Legend:
- HS 5100 Evidence-Based Decision Making
- PH 5650 Social Determinants of Health
- PA 5600 Organization and Administration of Health and Medical Care Programs
- ISE 5574 Healthcare Informatics
- HS 5300 Interprofessional Communication and Practice
- HS 5500 Ethics in Health Care Management and Delivery

Chart y-axis categories: Not at all valuable, Not very valuable, Neutral, somewhat Valuable, extremely Valuable

Chart x-axis: 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5, 4
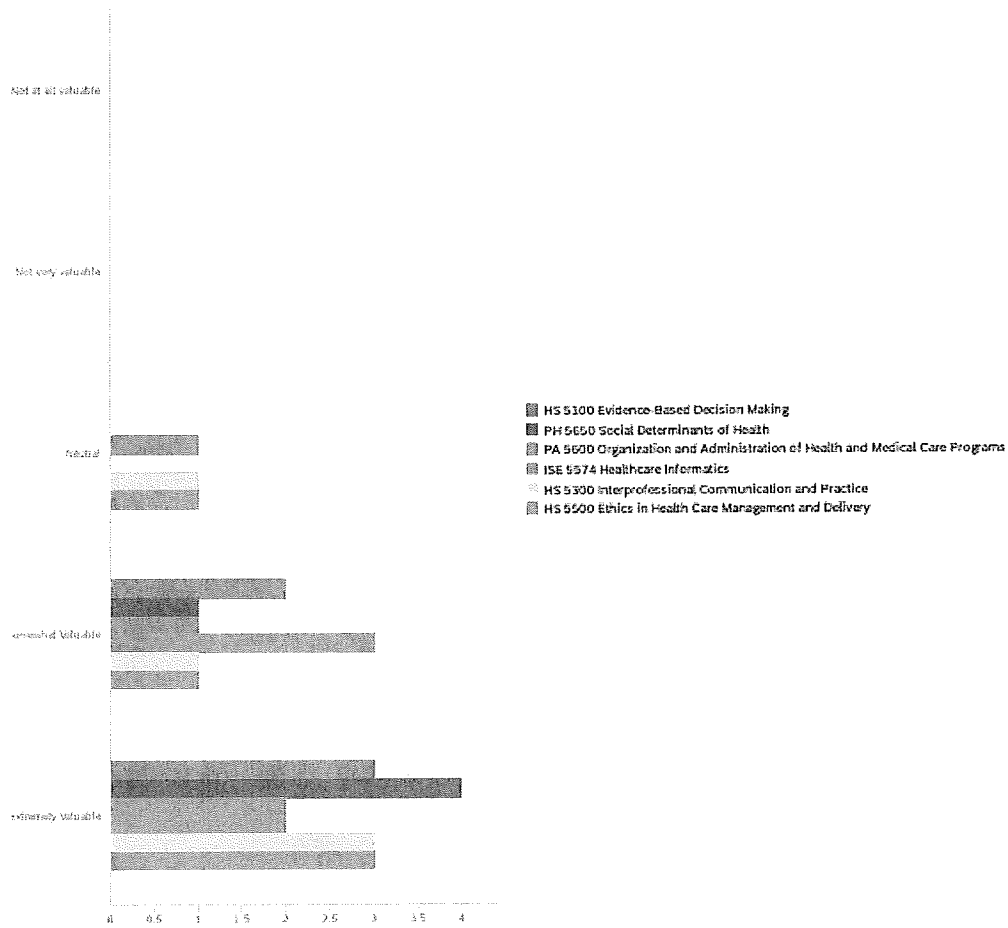
	Minimum	Maximum	Mean	Std Deviation	Variance	Count
HS 5100 Evidence-Based Decision Making	4.00	5.00	4.60	0.49	0.24	5
PH 5650 Social Determinants of Health	4.00	5.00	4.80	0.40	0.16	5
PA 5600 Organization and Administration of Health and Medical Care Programs	3.00	5.00	4.25	0.83	0.69	4
ISE 5574 Healthcare Informatics	4.00	5.00	4.40	0.49	0.24	5
HS 5300 Interprofessional Communication and Practice	3.00	5.00	4.40	0.80	0.64	5
HS 5500 Ethics in Health Care Management and Delivery	3.00	5.00	4.40	0.80	0.64	5

Question	Not at all valuable		Not very valuable		Neutral		Somewhat Valuable		Extremely Valuable		Total
HS 5100 Evidence-Based Decision Making	0.00%	0	0.00%	0	0.00%	0	40.00%	2	60.00%	3	5
PH 5650 Social Determinants of Health	0.00%	0	0.00%	0	0.00%	0	20.00%	1	80.00%	4	5
PA 5600 Organization and Administration of Health and Medical Care Programs	0.00%	0	0.00%	0	25.00%	1	25.00%	1	50.00%	2	4
ISE 5574 Healthcare Informatics	0.00%	0	0.00%	0	0.00%	0	60.00%	3	40.00%	2	5
HS 5300 Interprofessional Communication and Practice	0.00%	0	0.00%	0	20.00%	1	20.00%	1	60.00%	3	5
HS 5500 Ethics in Health Care Management and Delivery	0.00%	0	0.00%	0	20.00%	1	20.00%	1	60.00%	3	5

5. How valuable would this type of project be to your organization?
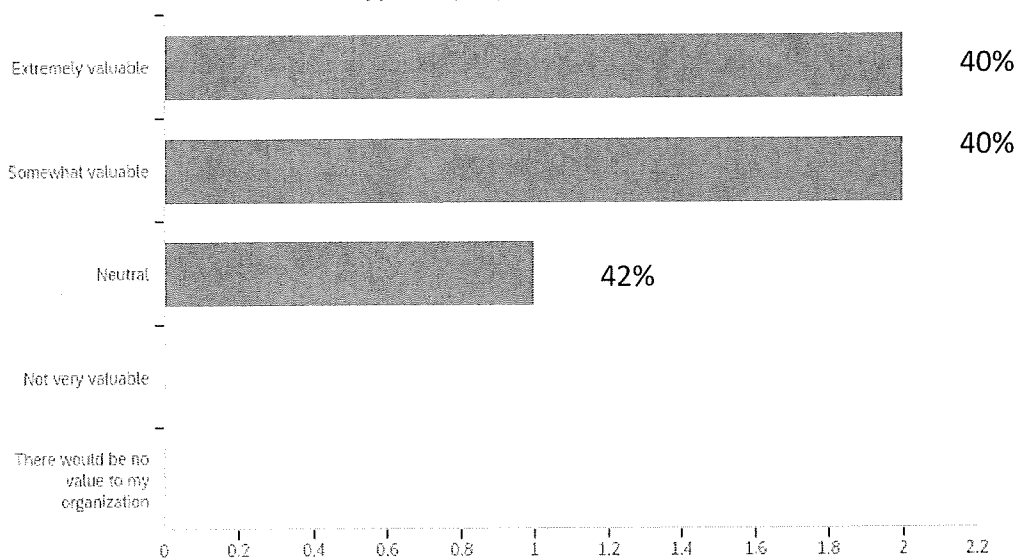
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How valuable would this type of project be to your organization?	1.00	3.00	1.80	0.75	0.56	5

6. How easy or difficult would it be for a student to find and complete a quality improvement or research project within your organization?

			Very easy	20%
			Easy	40%
			Neither easy nor difficult	20%
			Difficult	
			Very difficult	20%
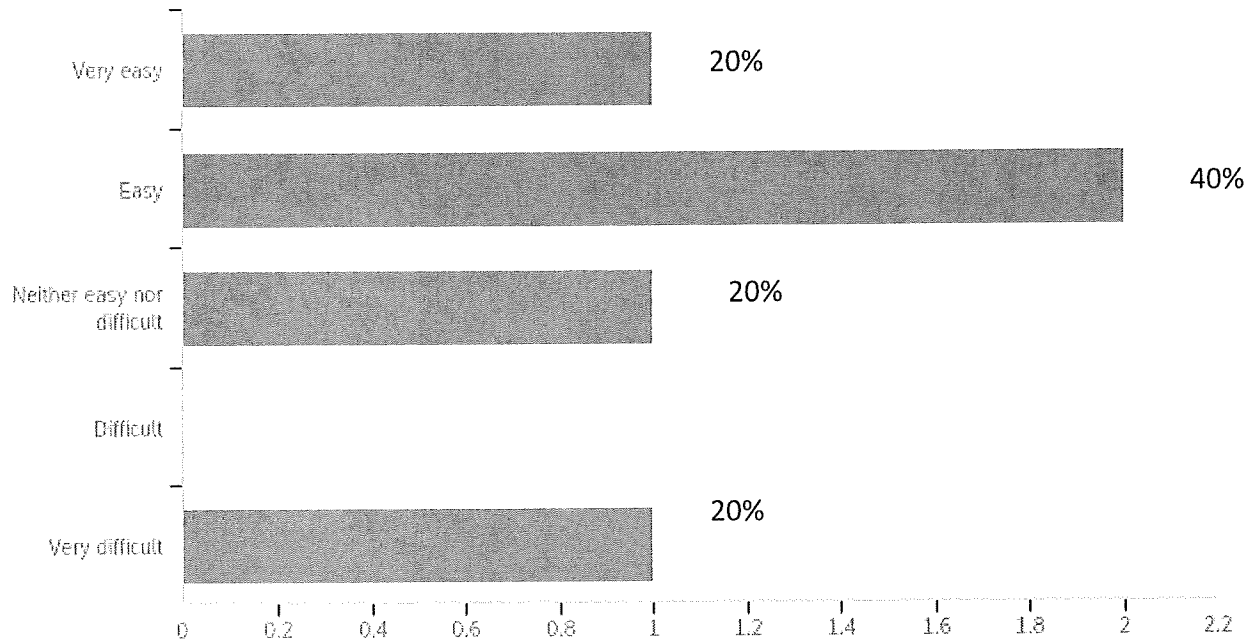
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	6. How easy or difficult would it be for a student to find and complete a quality improvement or research project within your organization?	1.00	5.00	2.60	1.36	1.84	5

7. Based on the descriptions presented of the program, the courses, and the practicum, please answer the following two questions. For your reference, the program summary and course descriptions are linked below. Program summary Course descriptions

Legend:
- How valuable would this degree be for current employees?
- How valuable would this degree be for prospective employees?
- How valuable would this degree be for your organization overall?
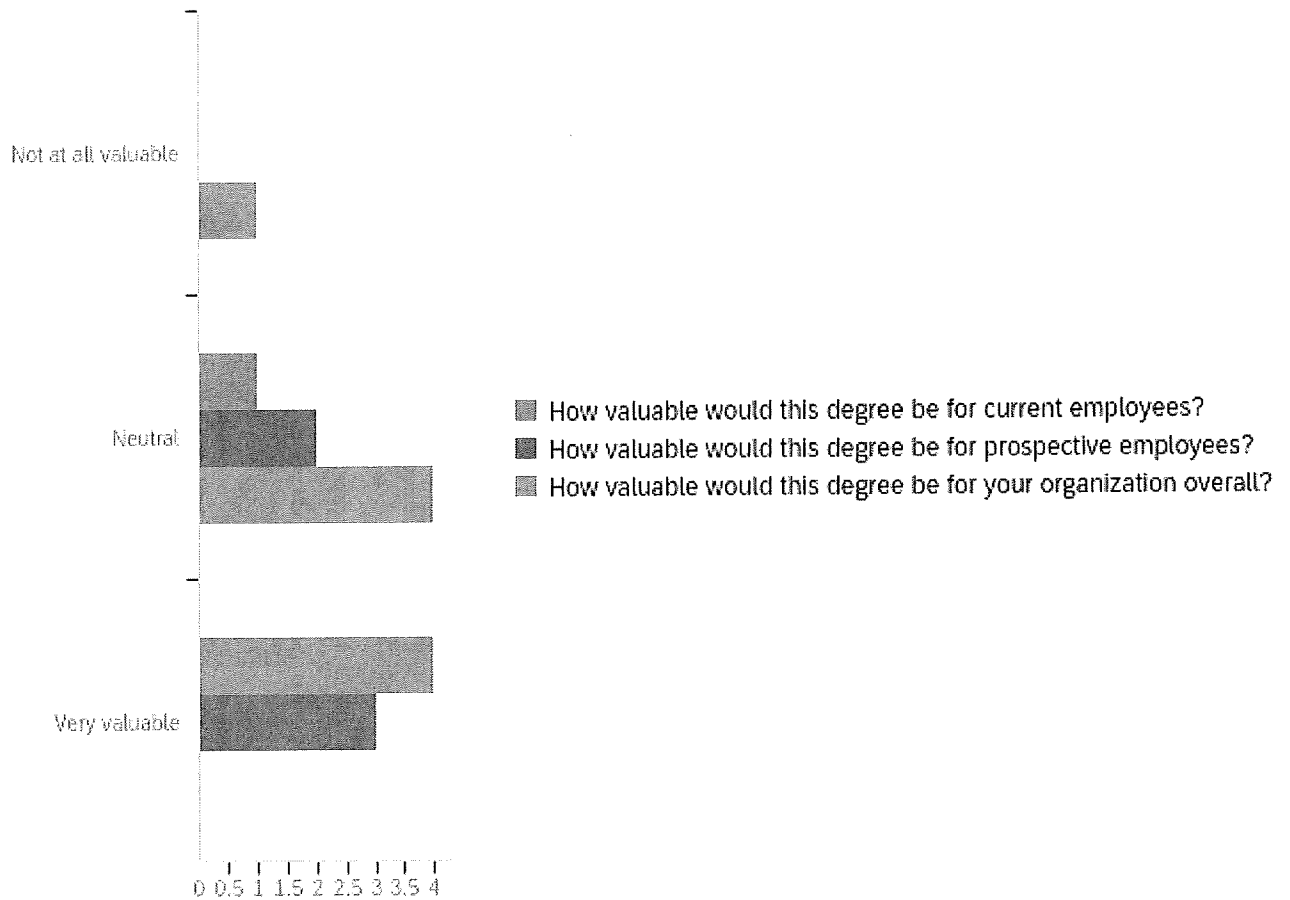
Question	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How valuable would this degree be for current employees?	2.00	3.00	2.80	0.40	0.16	5
How valuable would this degree be for prospective employees?	2.00	3.00	2.60	0.49	0.24	5
How valuable would this degree be for your organization overall?	1.00	2.00	1.80	0.40	0.16	5

Question	Not at all valuable		Neutral		Very valuable		Total
How valuable would this degree be for current employees?	0.00%	0	20.00%	1	80.00%	4	5
How valuable would this degree be for prospective employees?	0.00%	0	40.00%	2	60.00%	3	5
How valuable would this degree be for your organization overall?	20.00%	1	80.00%	4	0.00%	0	5

(Optional) Please write any thoughts you might have about the value of a practicum experience.
No responses

8. What types of positions within your organization would graduates of this program be best suited? Please list up to 5

Position 1	Position 2	Position 3	Position 4	Position 5
Department Manager	Administrator	Management Engineer		
Care Managers	Social Workers who work as Care Mgrs			

9 - 9. Which of the following best describes your organization? (Check all that apply)

#	Answer	%	Count
1	Acute care hospital	33.33%	2
2	Hospital system (e.g. includes both acute care and primary care)	0.00%	0
3	Outpatient care (speciality or primary care)	0.00%	0
4	Long-term care facility	0.00%	0
5	Outpatient rehabilitation	16.67%	1
6	Health Insurance	0.00%	0
7	Community Health or Health Education	16.67%	1
8	Healthcare Management	0.00%	0
9	Corporate wellness	0.00%	0
10	Pharmaceutical	0.00%	0
11	Health or wellness coaching	33.33%	2
12	Other (please identify below)	0.00%	0
13	Federally qualified health center	0.00%	0
	Total	100%	6

10. Do you assist with or make hiring decisions within your organization?
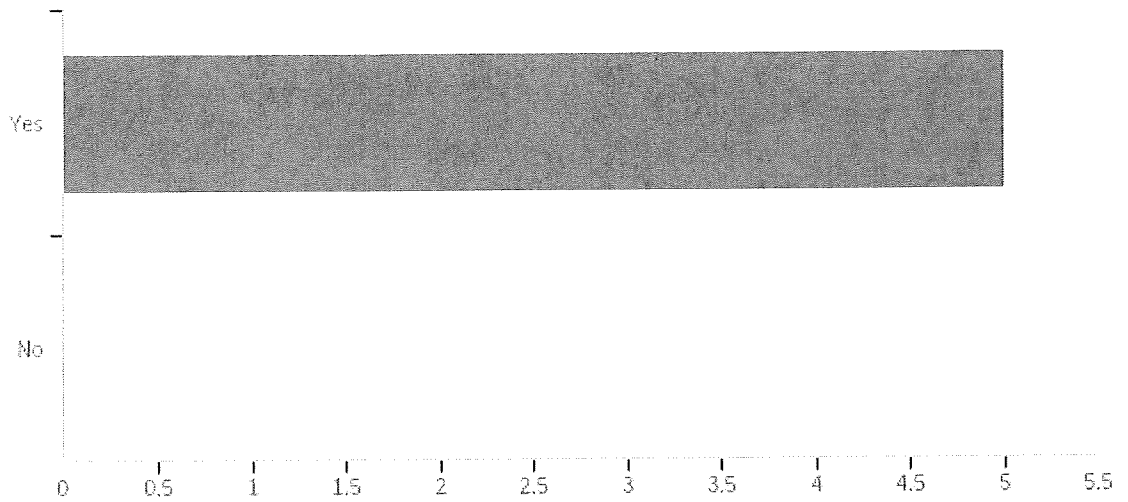
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10. Do you assist with or make hiring decisions within your organization?	1.00	1.00	1.00	0.00	0.00	5

11. Does your company offer tuition reimbursement for employees?
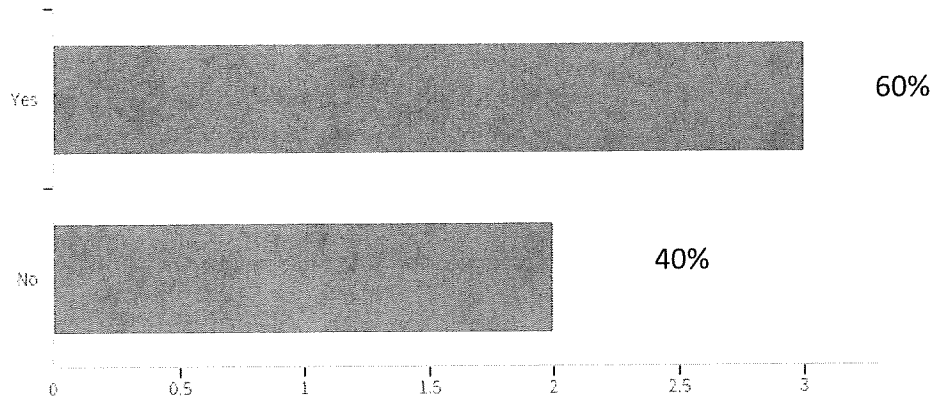
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	11. Does your company offer tuition reimbursement for employees?	1.00	2.00	1.40	0.49	0.24	5

12. Would this Masters program (or courses within this program) qualify for tuition reimbursement within your company/institution?

	Yes	20%
	No	20%
	Not applicable (my organization does not have tuition reimbursement)	20%
	I don't know	40%
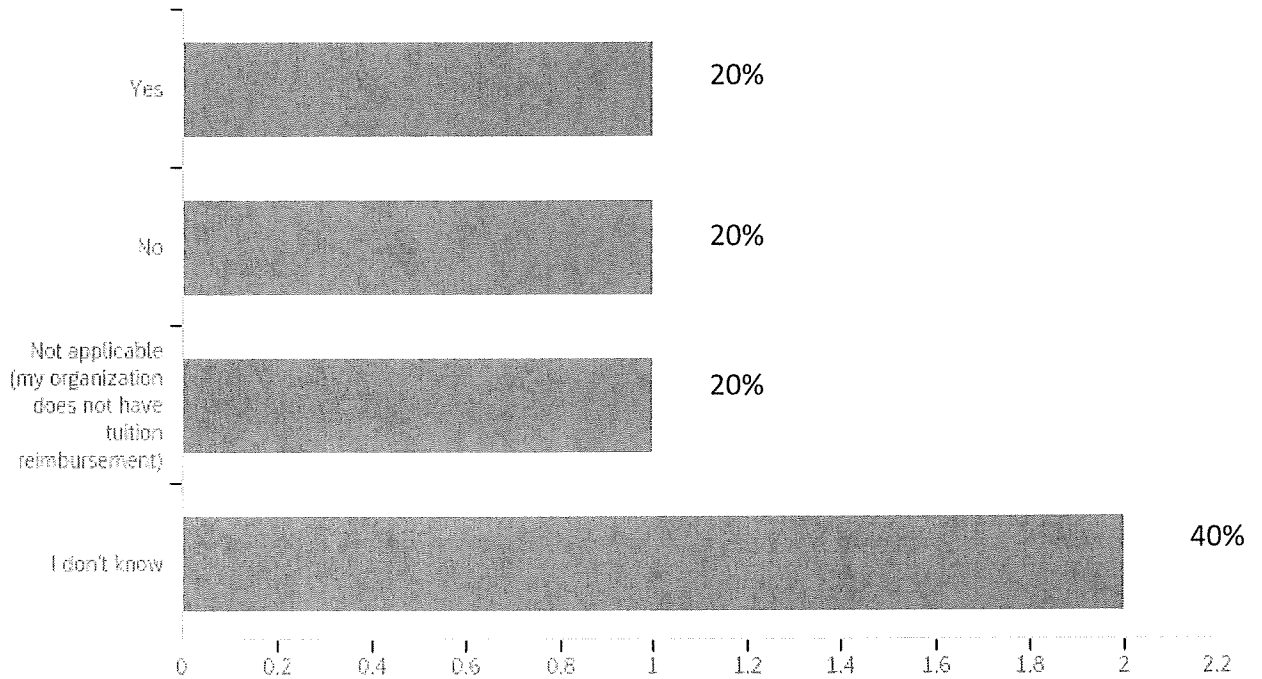
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Would this Masters program (or courses within this program) qualify for tuition reimbursement within your company/institution?	1.00	4.00	2.80	1.17	1.36	5

13. This program is still being developed. Do you have any further thoughts about this program that we should consider as we finalize our proposal?

No responses

MS in Interdisciplinary Health Sciences
School of Health Sciences (SHS)
Oakland University (OU)

Summary of Student Interest Survey

The online Qualtrics survey was distributed to current OU students by the SHS advising office in multiple waves, the pre-health professional advising office, and individual SHS faculty members. Respondents (n=31, n=27 fully completed) were given a one-page summary of the degree that included degree rationale, degree structure with class titles and degree tracks, and possible post-graduate job titles. In addition, respondents were given the current four-year plan and course descriptions for MS degree core courses.

RESULTS

- Students support the degree, with 74% saying they were somewhat/very interested in the degree and 81% perceiving interest by other health science students

- Notably, 96% of respondents agreed that the degree offered value to healthcare teams

- ALL respondents - 100% - thought that degree graduates would be useful in providing patient support in the healthcare system

- 81% of respondents agreed that this degree would advance someone's career

- A number of the respondents (n=14) provided written comments, most of which were positive, including seeing this degree as a career stepping stone for their family member who works in healthcare and adding positively to OU's reputation as a health professional training school

Q1 - How interested are you in this master's degree?

	Very interested	8
Somewhat interested		12
Neither interested nor uninterested	2
Somewhat uninterested	3
Very uninterested	2
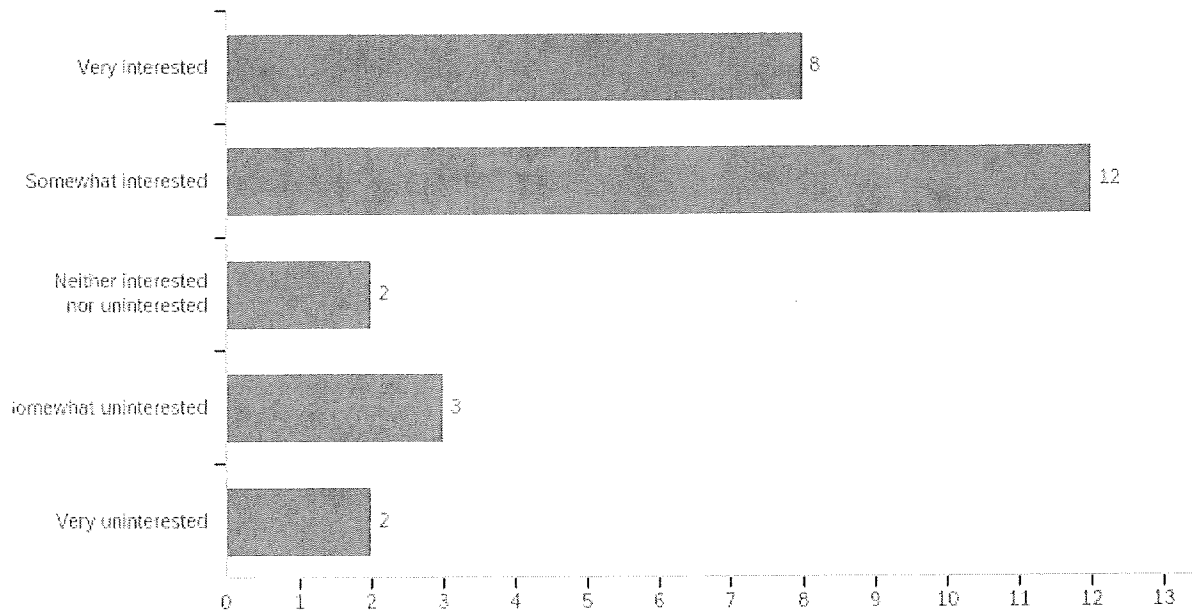
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How interested are you in this master's degree?	1.00	5.00	2.22	1.20	1.43	27

Q2 - How interested do you think other health science students would be in this master's degree?

	Very interested	10
Somewhat interested		12
Neither interested nor uninterested	4
Somewhat uninterested	1
Very uninterested	
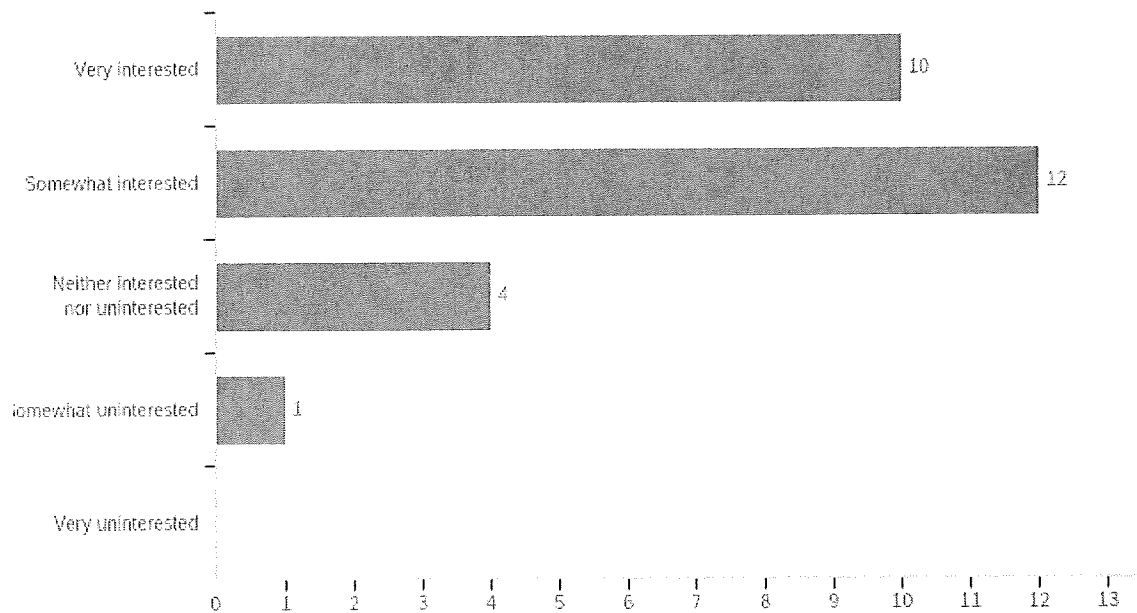
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How interested do you think other health science students would be in this master's degree?	1.00	4.00	1.85	0.80	0.64	27

Q3 - How valuable will a graduate of this program be on a healthcare team?
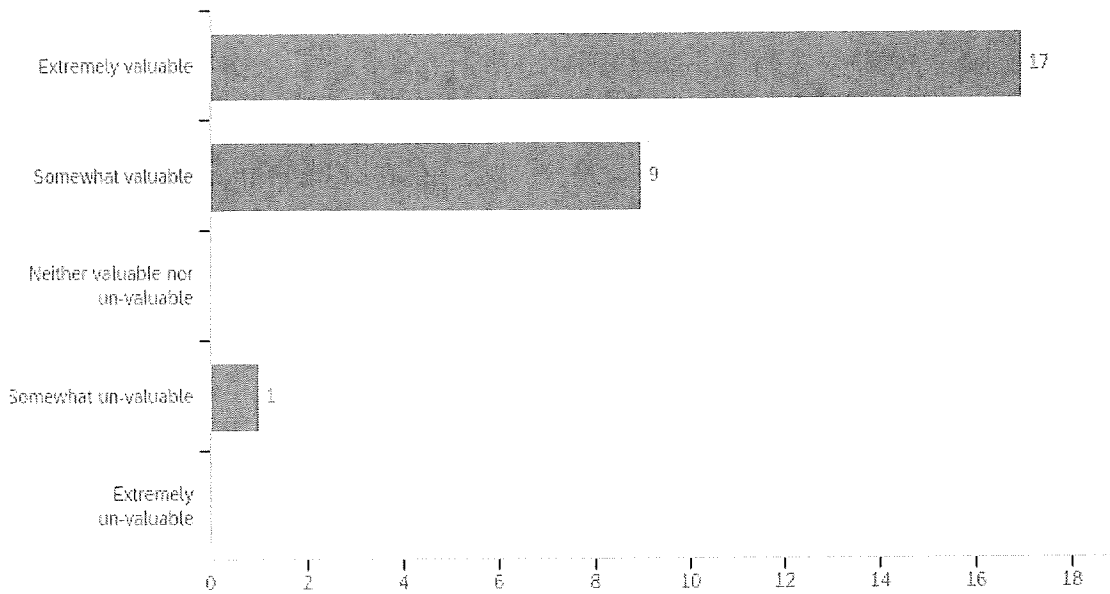
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How valuable will a graduate of this program be on a healthcare team?	1.00	4.00	1.44	0.68	0.47	27

Q4 - How useful will a graduate of this program be in helping patients understand and navigate the healthcare system?
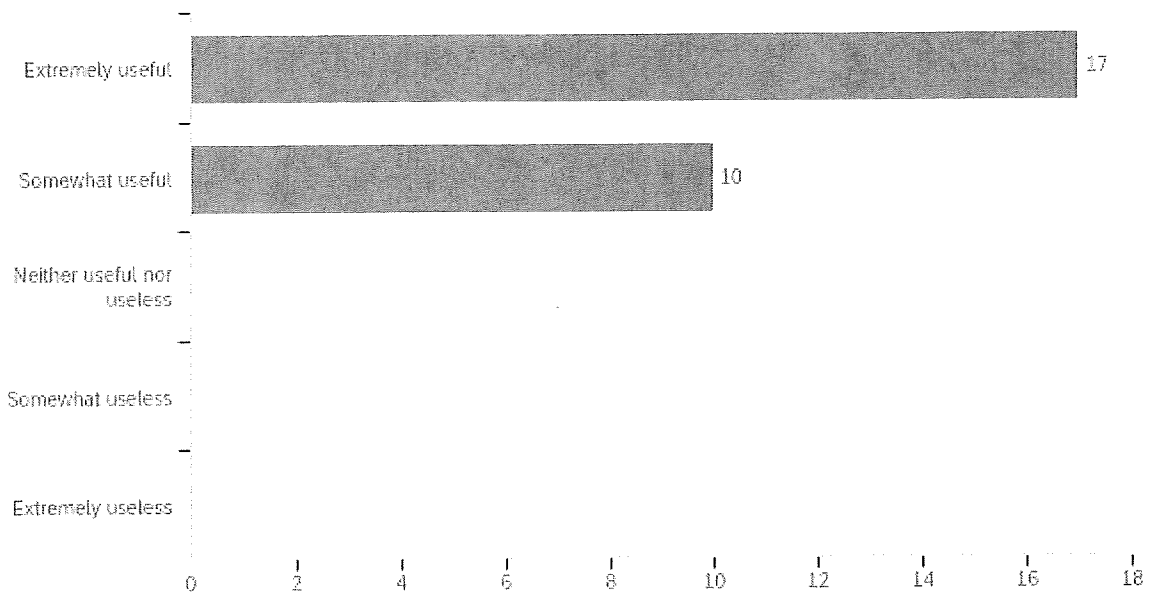
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How useful will a graduate of this program be in helping patients understand and navigate the healthcare system?	1.00	2.00	1.37	0.48	0.23	27

Q5 - How strongly do you agree or disagree that this master's degree would advance someone's career opportunities in health care?

Strongly agree	17
Somewhat agree	5
Neither agree nor disagree	4
Somewhat disagree	1
Strongly disagree	
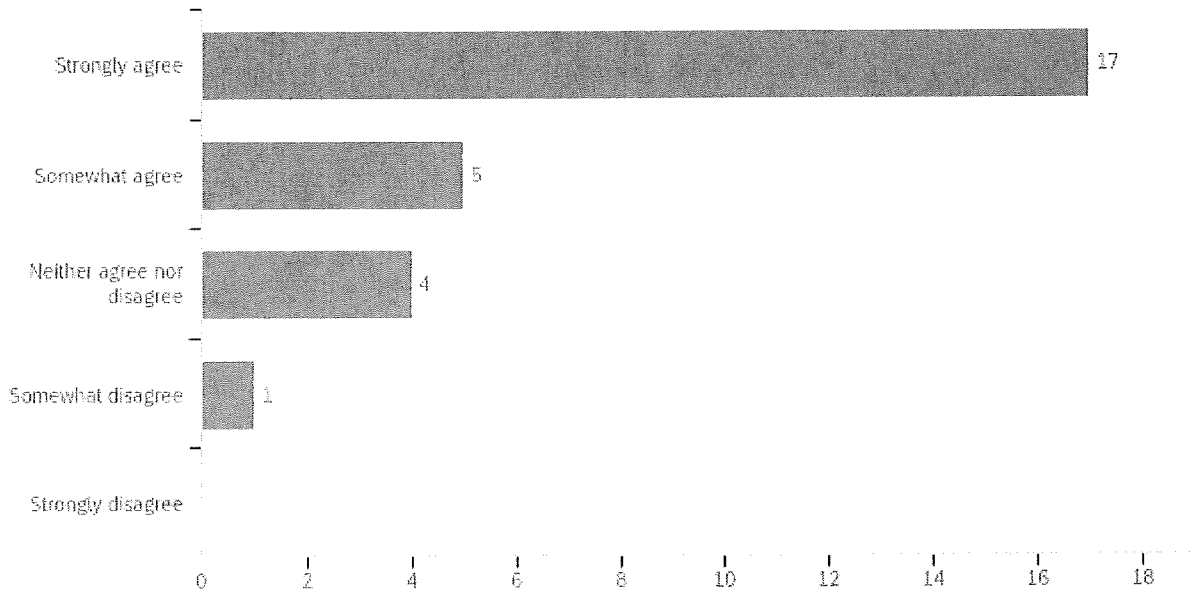
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How strongly do you agree or disagree that this master's degree would advance someone's career opportunities in health care?	1.00	4.00	1.59	0.87	0.76	27

Q6 - Please describe why you or other students would or would not be interested in this master's degree. Please also share any other thoughts, ideas, and comments about this master's degree.

I believe it is very important to be bridge between the patient and their healthcare team. The patient would have a more sound understanding of their plan prior to making a decision. I think students would be interested because it has a wide range of possible career paths. It wouldn't be one path alone.
I would be interested in this master's degree because it is a great path into any other clinical degree.
OU already provides excellent educational opportunities for clinical-setting healthcare careers (nursing, pre-medical tracks, CDS programs, pre PT and PT programs) but not as many opportunities for non-clinical health care careers. In addition to the wellness and health promotion major and MPH program, this would really add to OU's 'resume' as a pre-health career powerhouse!! I think it would continue to validate and contribute to OU's reputation as a pre-health university, and it would provide another opportunity of interest for the many pre-health students at the university.
My sister is currently working at a senior living community and is looking to complete her masters degree. This program would be ideal to gain experience and education specifically within interprofessional communication and leadership, something her supervisors would like to see in order for her to move up in her job. Experience with administration of health programs and the social determinants of health would allow her to advance in her field as well.
While I think it may hold value for future careers, I don't believe I know of anyone who wants to go to school to pursue a specific career such as this. Although, it may attract students who can't keep up with the demands from pre-doctoral majors, the nursing program, etc.
I would not be interested in this master's degree because I am pursuing medical school.
it would help further someones career in healthcare
I am more interested in real patient interaction and creating efficient plan of cares targeted for each individual patient, but I do think that going forward as healthcare continues to grow, especially into more preventative care, a graduate with this masters degree would be extremely useful in hospital systems or large outpatient clinics.
There isn't even an undergraduate major for Community Health Engagements. Just a minor. I think a graduate (hopefully an undergraduate track in the future) track that mainly focuses on the social determinants of health is crucial and a lot of students would like the opportunity to have this.
I don't think it would help unless it actually specializes in a particular area of the health field like administration for example.
I would be interested because it's a good option on the route to going to Medical School or in the process of waiting to go to Medical School. I would really appreciate more information on this program and how this would benefit students who plan on going to Medical School after completing this Program. I would also like to know what exactly the jobs will be like since it lists non-clinical.
I believe they would be interested lot less schooling than medical field
I think this can be useful to some students that don't necessarily want to go all in regards to medicine but want to do something around that.
I think this is a very interesting degree

Q6 Word Cloud

community determinant patient graduate social don't track healthcare path medical field health degree plan student lot pre interested school program job master major career clinical nursing useful pursue opportunity future continue complete administration

D1 - Which of the following describes your status?

#	Answer	%	Count
1	Current undergraduate student	96%	26
4	Undergraduate alumni; not attending graduate school currently	4%	1
	Total	100%	27

D2 - What is/was your undergraduate major?

#	Answer	%	Count
1	Undecided	4%	1
9	Other: (please type major in box)	7%	2
3	Health Sciences: Pre-Health Professions OR Pre-Pharmacy concentration	41%	11
2	Health Sciences: Nutrition	4%	1
4	Health Sciences: Integrative Holistic Medicine concentration	7%	2
5	Health Sciences: Exercise Science OR EXS: Pre-Physical Therapy concentration	15%	4
8	Environmental Health and Safety	4%	1
7	Clinical and Diagnostic Sciences	19%	5
	Total	100%	27

D3 - What type of graduate program do you plan to pursue after undergraduate graduation, if applicable? If you are currently in graduate school, please indicate the program you are in.

#	Answer	%	Count
4	Medicine (MD/DO)	33%	9
15	Unsure	22%	6
5	Physician Assistant (PA)	15%	4
14	Physical Therapy (DPT, PhD)	11%	3
10	Dentistry (DDS)	7%	2
11	Other graduate program: (please specify intended graduate program)	7%	2
12	Not planning to attend graduate school	4%	1
	Total	100%	27

D4 - When are you most likely to start graduate school?

#	Answer	%	Count
1	Less than 1 year after undergraduate graduation (i.e. the next academic year after graduation)	52%	14
2	1 year after undergraduate graduation	33%	9
3	2 years after undergraduate graduation	7%	2
5	More than 2 years after undergraduate graduation	4%	1
7	Not planning to attend graduate school	4%	1
	Total	100%	27

D5 - What year are you (including transfer credits)?

#	Answer	%	Count
1	Freshman	15%	4
2	Sophomore	22%	6
3	Junior	22%	6
4	Senior	37%	10
5	Other:	4%	1
	Total	100%	27

SBRC Proforma Template

FY2024

		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program		10	12	15	17	20
1st Year Cohort Revenue		$ 133,440	$ 160,128	$ 200,160	$ 226,848	$ 266,880
2nd Year Cohort Revenue		$ -	$ 133,440	$ 160,128	$ 200,160	$ 226,848
3rd Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
4th Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
Gross Tuition Revenue		$ 133,440	$ 293,568	$ 360,288	$ 427,008	$ 493,728
Less: Avg Financial Aid (30%)						
Net Tuition Revenue		$ 133,440	$ 293,568	$ 360,288	$ 427,008	$ 493,728
Expenses						
Salaries						
Faculty Salaries	6101		$ 65,000	$ 65,000	$ 65,000	$ 65,000
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211		$ 23,364	$ 23,364	$ 23,364	$ 23,364
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Faculty Overload	6301					
Part-Time Faculty	6301	$ 36,179	$ 17,303	$ 17,303	$ 17,303	$ 17,303
Graduate Assistant	6311	$ 8,320	$ 16,640	$ 24,960	$ 33,280	$ 33,280
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		$ 49,499	$ 127,307	$ 135,627	$ 143,947	$ 143,947
Fringe Benefits	6701	$ 3,960	$ 42,082	$ 42,748	$ 43,413	$ 43,413
Total Compensation		$ 53,459	$ 169,389	$ 178,375	$ 187,360	$ 187,360
Operating Expenses						
Supplies and Services	7101	$ 7,000	$ 5,500	$ 3,000	$ 3,000	$ 3,000
Graduate Tuition	7101	$ 13,344	$ 26,688	$ 40,032	$ 53,376	$ 53,376
E-Learning Support	7102					
Travel	7201	$ 900	$ 900	$ 900	$ 900	$ 900
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101	$ 2,500	$ 5,000	$ 7,500	$ 5,000	$ 5,000
Library	7401	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031
Total Operating Expenses		$ 42,233	$ 57,693	$ 72,223	$ 77,315	$ 78,307
Total Expenses		$ 95,692	$ 227,082	$ 250,598	$ 264,675	$ 265,667
Net Income (Loss)		$ 37,748	$ 66,486	$ 109,690	$ 162,333	$ 228,061

Best-Case Scenario

		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program		13	14	18	21	25
1st Year Cohort Revenue		$ 173,472	$ 186,816	$ 240,192	$ 280,224	$ 333,600
2nd Year Cohort Revenue		$ -	$ 173,472	$ 186,816	$ 240,192	$ 280,224
3rd Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
4th Year Cohort Revenue		$ -	$ -	$ -	$ -	$ -
Gross Tuition Revenue		$ 173,472	$ 360,288	$ 427,008	$ 520,416	$ 613,824
Less: Avg Financial Aid (30%)						
Net Tuition Revenue		$ 173,472	$ 360,288	$ 427,008	$ 520,416	$ 613,824
Expenses						
Salaries						
Faculty Salaries	6101		$ 65,000	$ 65,000	$ 65,000	$ 65,000
Visiting Faculty	6101					
Administrative Professionals	6201					
Clerical Technical	6211		$ 23,364	$ 23,364	$ 23,364	$ 23,364
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Faculty Overload	6301					
Part-Time Faculty	6301	$ 36,179	$ 17,303	$ 17,303	$ 17,303	$ 17,303
Graduate Assistant	6311	$ 8,320	$ 16,640	$ 24,960	$ 33,280	$ 33,280
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		$ 49,499	$ 127,307	$ 135,627	$ 143,947	$ 143,947
Fringe Benefits	6701	$ 3,960	$ 42,082	$ 42,748	$ 43,413	$ 43,413
Total Compensation		$ 53,459	$ 169,389	$ 178,375	$ 187,360	$ 187,360
Operating Expenses						
Supplies and Services	7101	$ 7,000	$ 5,500	$ 3,000	$ 3,000	$ 3,000
Graduate Tuition	7101	$ 13,344	$ 26,688	$ 40,032	$ 53,376	$ 53,376
E-Learning Support	7102					
Travel	7201	$ 900	$ 900	$ 900	$ 900	$ 900
Equipment	7501					
Maintenance	7110					
Recruitment and advertising	7101	$ 2,500	$ 5,000	$ 7,500	$ 5,000	$ 5,000
Library	7401	$ 18,489	$ 19,605	$ 20,791	$ 15,039	$ 16,031
Total Operating Expenses		$ 42,233	$ 57,693	$ 72,223	$ 77,315	$ 78,307
Total Expenses		$ 95,692	$ 227,082	$ 250,598	$ 264,675	$ 265,667
Net Income (Loss)		$ 77,780	$ 133,206	$ 176,410	$ 255,741	$ 348,157

SBRC Proforma Template

FY2024

		Year 1		Year 2		Year 3		Year 4		Year 5
Est. New Students to Program		5		6		7		8		9
1st Year Cohort Revenue	$	66,720	$	80,064	$	93,408	$	106,752	$	120,096
2nd Year Cohort Revenue	$	-	$	66,720	$	80,064	$	93,408	$	106,752
3rd Year Cohort Revenue	$	-	$	-	$	-	$	-	$	-
4th Year Cohort Revenue	$	-	$	-	$	-	$	-	$	-
Gross Tuition Revenue	$	66,720	$	146,784	$	173,472	$	200,160	$	226,848
Less: Avg Financial Aid (30%)										
Net Tuition Revenue	$	66,720	$	146,784	$	173,472	$	200,160	$	226,848
Expenses										
Salaries										
Faculty Salaries	6101		$	65,000	$	65,000	$	65,000	$	65,000
Visiting Faculty	6101									
Administrative Professionals	6201									
Clerical Technical	6211									
Administrative IC	6221									
Faculty Inload/Replacement Costs	6301	$	5,000	$	5,000	$	5,000	$	5,000	$	5,000
Faculty Overload	6301									
Part-Time Faculty	6301	$	36,179	$	17,303	$	17,303	$	17,303	$	17,303
Graduate Assistant	6311	$	8,320	$	16,640	$	24,960	$	33,280	$	33,280
Casual/Temp	6401									
Out of Classification	6401									
Student Labor	6501									
Total Salary Expense		$	49,499	$	103,943	$	112,263	$	120,583	$	120,583
Fringe Benefits	6701	$	3,960	$	30,610	$	31,276	$	31,942	$	31,942
Total Compensation		$	53,459	$	134,553	$	143,539	$	152,525	$	152,525
Operating Expenses										
Supplies and Services	7101	$	7,000	$	5,500	$	3,000	$	3,000	$	3,000
Graduate Tuition	7101	$	13,344	$	26,688	$	40,032	$	53,376	$	53,376
E-Learning Support	7102									
Travel	7201	$	900	$	900	$	900	$	900	$	900
Equipment	7501									
Maintenance	7110									
Recruitment and advertising	7101	$	2,500	$	5,000	$	7,500	$	5,000	$	5,000
Library	7401	$	18,489	$	19,605	$	20,791	$	15,039	$	16,031
Total Operating Expenses		$	42,233	$	57,693	$	72,223	$	77,315	$	78,307
Total Expenses		$	95,692	$	192,246	$	215,762	$	229,840	$	230,832
Net Income (Loss)		$	(28,972)	$	(45,462)	$	(42,290)	$	(29,680)	$	(3,984)

MS Interdisciplinary Healthcare Systems

PROPOSAL COORDINATOR & LEAD AUTHOR: MELISSA REZNAR, PHD, MPH

DEPARTMENT CHAIR: AMANDA LYNCH, PHD, RDN

INTERDISCIPLINARY HEALTH SCIENCES, SCHOOL OF HEALTH SCIENCES

OAKLAND UNIVERSITY
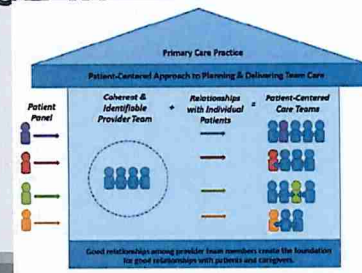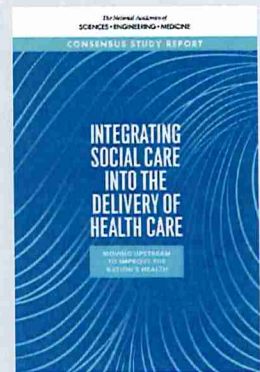
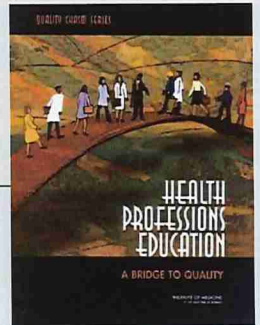# Rationale

Health care system must transform

NAM report (2003) - 5 critical core competencies for healthcare employees:

- (1) patient-centered care
- (2) interdisciplinary teamwork
- (3) evidence-based practice
- (4) quality improvement
- (5) healthcare informatics

NAM report (2019) Social Determinants of Health (SDOH) needed in health care, esp primary care

Agency for Healthcare Research and Quality (AHRQ):

- Professional training for interdisciplinary healthcare teams

National Academy of Medicine (NAM); https://www.nap.edu/catalog/10681/health-professions-education-a-bridge-to-quality ;
https://www.nap.edu/catalog/25467/integrating-social-care-into-the-delivery-of-health-care-moving; https://www.ahrq.gov/ncepcr/tools/transform-qi/create-teams.html

Rationale

Benefits of MS in Interdisciplinary Healthcare:

- Well-rounded & marketable skills that fill important gap in healthcare delivery

- Ability to tailor one's learning experience through selection of a concentration

- Exposure to regulatory, fiscal, management aspects of healthcare

- Gain knowledge and skills required to enter leadership and supervisory roles

Prospective Students

Track A: Professional

- Clinical or non-clinical health care-based professionals
- Leadership, management, administrative positions
- Professionals already in health care organization that offers tuition reimbursement
- Career changers
- Healthcare interest: graduates from new BS in Interdisciplinary Healthcare Studies

Track B: Dietetic

- Students seeking a dietetic internship combined with a master's degree
- Beginning in 2024 students must have a master's degree

Track C: Research

- Students interested in pursuing research-based careers
- Those taking gap years
- Those interested in doctoral studies

Prospective Employers

Position Titles for graduates:

- Medical and Health services manager
- Program Managers
- Case Manager
- Care coordinator
- Patient advocate
- Patient navigators and advocates
- Community resource specialist
- Community Liaison
- Healthcare coordinator
- Health researcher
- Clinical dietitian

Employing Organizations :

- Hospitals
- Clinics including federally qualified health centers (FQHC)
- Insurance companies
- Long term care facilities
- Other: health centers, health departments, non-profit organizations

Degree Component Overview

7 Core Courses (24 credits)

- HS 5100 Evidence-Based Decision Making (4)
- HS 5200 Seminar in Interdisciplinary Healthcare Delivery (1)
- HS 5500 Ethics in Healthcare Management and Delivery (4)
- HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4)

- PA 5600 Organization & Administration of Health/Med Programs (3)
- ISE 5574 Healthcare Informatics (4)
- PH 5650 Social Determinants of Health (4)

CONCENTRATION A: Professional

HS 6100 Practicum (4) +

HS 6500 Capstone (4)

CONCENTRATION B: Dietetics

HS 6100 Practicum (4) +

HS 6500 Capstone (4) +

Dietetic internship (Beaumont DI)

CONCENTRATION C: Research

PH 5250 Research Methods (4) +

Research Thesis Proposal & Defense (6)

Track A: Professional

HS 6100 Healthcare Systems and Delivery Practicum (4 credits)**

- Will work within a healthcare or to identify problem or inquiry related to healthcare org
- Will develop a research or quality improvement project, implement, and analyze data

HS 6500 Healthcare Systems and Delivery Capstone (4 credits)**

- Organize & present work to stakeholders
- Will develop professional reports & presentations, interpret & present research studies, peer-evals of projects

Track B: Dietetics

Follow in a cohort with Professional Concentration

In Year 2: Students will begin a 9-month Dietetic Internship at Beaumont Hospital

- Master's Degree + ACEND accredited internship required for RDN Registration Exam
- Internship is separate, accredited program
- Practicum will occur at internship site

Track C: Research

1 or 2 research classes

- PH 6150 - Quantitative and Qualitative Research Methods (4 credits)
- PH 5250 Research Methods in Health Disciplines (4 credits)
- PH 5400 Statistical Methods in Public Health (4 credits)
- PH 5550 - Qualitative Research Methods (4 credits)

6 thesis credits

- Advised by faculty mentor for research project culminating in a master's thesis
- To identify a faculty mentor and committee by the beginning of Year 2

Master's thesis & oral defense

Year 1	Year 2
A: Professional	

FALL

HS 5100 Evidence-Based (4)

PA 5600 Org Admin Health Care Services (4)

HS 5200 Seminar (1)

WINTER

ISE 5574 Healthcare Informatics (4)

PH 5650 SDOH (4)

	Year 1				Year 2		
	A: Professional	B: Dietetics	C: Research		A: Professional	B: Dietetics	C: Research
F A L L	HS 5100 Evidence-Based (4)	HS 5100 Evidence-Based (4)	PH Research Methods Course (4)	**F A L L**	HS 5500 Ethics (4)	HS 5500 Ethics (4)	HS 5500 Ethics (4)
	PA 5600 Org Admin Health Care Services (4)	PA 5600 Org Admin Health Care Services (4)	PA 5600 Org Admin Health Care Services (4)		HS 6100 Practicum (4)	HS 6100 Practicum (4)	HS 6100 Practicum (4)
	HS 5200 Seminar (1)	HS 5200 Seminar (1)	HS 5200 Seminar (1)				MS Thesis credits (3)
W I N T E R	ISE 5574 Healthcare Informatics (4)	ISE 5574 Healthcare Informatics (4)	ISE 5574 Healthcare Informatics (4)	**W I N T E R**	HS 6500 Capstone (4)	HS 6500 Capstone (4)	MS Thesis credits (4)
	PH 5650 SDOH (4)	PH 5650 SDOH (4)	PH 5650 SDOH (4)		HS 6300 Applied Interprofessional Decision Making (4)	HS 6300 Applied Interprofessional Decision Making (4)	HS 6300 Applied Interprofessional Decision Making (4)

Anticipated Enrollment

- Year 1-10
- Year 2-12
- Year 3- 15
- Year 4- 17
- Year 5- 20

Resources and Revenue

RESOURCES NEEDED

New Faculty & Staff (to start Year 2)

- ◦ Tenure Track (to start Year 2)
- ◦ Faculty Coordinator
- ◦ Clerical/Technical (to start Year 2)

Graduate Assistants (2)

- ◦ Assist with programming, teaching

Supplies & Services, Computers, Recruitment, Library, Marketing

NET INCOME (MOST LIKELY SCENARIO)

Year 1 $ 32,600

Year 2 $ 56,190

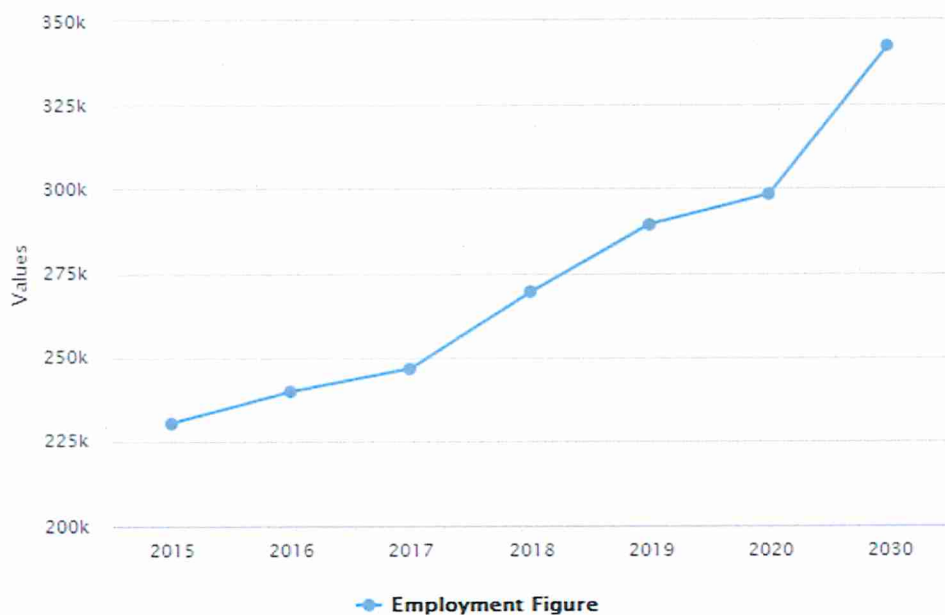Year 3 $ 96,246

Year 4 $141,741

Year 5 $207,469

Questions?

Job Potential

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	230,384	239,869	246,654	269,312	289,228	298,262	342,203

Employment data between years 2020 and 2030 are projected figures.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	12.54 %	7.70 %	Average

HOW MANY JOBS ARE THERE FOR GRADUATES OF THIS PROGRAM?

For your project criteria, there were 56,845 job postings in the last 12 months.

Compared to:

- 45,476,176 total job postings in your selected location
- 3,135,030 total job postings requesting a Master's degree in your selected location

The number of jobs is expected to grow over the next 10 years.

WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in the nation for graduates of your program is $80K

This average salary is Above the average living wage for your region of $34K
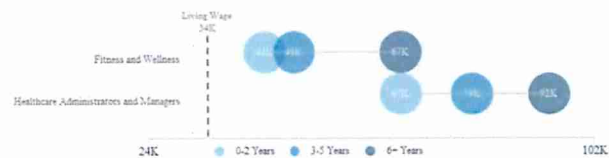
SHS Advocacy & Resource Development Board Survey Data

How valuable would this degree be for current employees? (n=5)

Response Options	N	Percent
Extremely valuable	4	80%
Neutral	1	20%
Not at all valuable	0	0%

How valuable would [the Capstone project] be to your organization? (n=5)

Response Options	N	Percent
Extremely valuable	2	40%
Somewhat valuable	2	40%
Neutral	1	20%
Somewhat un-valuable	0	0%
Very un-valuable	0	0%

How valuable would this degree be for prospective employees? (n=5)

Response Options	N	Percent
Extremely valuable	3	60%
Neutral	2	40%
Not at all valuable	0	0%

SHS Advocacy & Resource Development Board Survey Data

How valuable would each course be for employees within your organization? (n=5)

5=Very valuable
1=Not at all valuable

Course	Mean	Min	Max
HS 5100 Evidence-Based Decision	4.60	4.00	5.00
PH 5650 Social Determinants of Health	4.80	4.00	5.00
PA 5600 Org and Admin of Health Medical Care Programs	4.25	3.00	5.00
ISE 5574 Healthcare Informatics	4.40	4.00	5.00
HS 5300 Interprofessional Comm and Practice	4.40	3.00	5.00
HS 5500 Ethics in Health Care Mgmt and Delivery	4.40	3.00	5.00

Student Survey Data (page 1)

How interested do you think other health science students would be in this master's degree? (n=27)

Response Options	N	Percent
Very interested	10	37%
Somewhat interested	12	44%
Neutral	4	15%
Somewhat uninterested	1	4%
Very uninterested	0	0%

How valuable will a graduate of this program be on a healthcare team? (n=27)

Response Options	N	Percent
Extremely valuable	17	63%
Somewhat valuable	9	33%
Neutral	0	0%
Somewhat un-valuable	1	4%
Very un-valuable	0	0%

How strongly do you agree or disagree that this master's degree would advance someone's career opportunities in health care? (n=27)

Response Options	N	Percent
Strongly agree	17	63%
Somewhat agree	5	19%
Neutral	4	15%
Somewhat disagree	1	4%
Strongly disagree	0	0%

Student Survey Data (page 2)

How strongly do you agree or disagree that this master's degree would advance someone's career opportunities in health care? (n=27)

Response Options	N	Percent
Strongly agree	17	37%
Somewhat agree	5	44%
Neutral	4	15%
Somewhat disagree	1	4%
Strongly disagree	0	0%

5-Year Proforma Budget

		Year 1	Year 2	Year 3	Year 4	Year 5
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Total Expenses		$ 95,692	$ 227,082	$ 250,598	$ 264,675	$ 265,667
Net Income (Loss)		$ 37,748	$ 66,486	$ 109,690	$ 162,333	$ 228,061

Course Descriptions

HS 5200 Interdisciplinary Healthcare Delivery Seminar (1 credit)** This seminar provides students with an overview of current research, topics, and trends in patient care, healthcare services and organizations.

HS 5100 Evidence-Based Decision Making and Research in Healthcare (4 credits)** This course covers principles of evidence-based practice, including how to search databases, evaluate study strengths and weaknesses, and how to grade the evidence. Students will integrate findings from research literature and professional consensus statements to improve patient care.

HS 5500 Ethical and Professional Practice in Health Care Systems (4 credits)** This course will examine foundations of ethical decision making and professional behaviors by leaders in healthcare. Students will draw on ethical principles, professional standards and scope practice and apply them to patient care, research, and health care systems.

HS 6300 Applied Interprofessional Decision Making in Healthcare Teams (4 credits)** This course will promote students' understanding and application of theories and research in both individual and team-based communication in health care settings. Interdisciplinary teams, roles and responsibilities, communication strategies, ethical and professional considerations, and quality improvement processes will be discussed. Emphasis will be placed on real-world applications.

PH 5650 Social Determinants of Health (4 credits) The purpose of this course is to introduce students to the discipline of the social determinants of health, including theory and methods. The social determinants of health explore how social interactions and purposive human activity affect health. The course delves into how a society's innumerable social interactions, past and present, yield differential exposures and thus differences in health outcomes in various populations. This course is not only about the identification of new disease specific risk factors (e.g., social capital) it is also about how well-known exposures (e.g., cigarette smoking, lead paint, health insurance) emerge and are maintained by the social system.

ISE 5574 Healthcare Informatics (4 credits) This course provides an introduction to health informatics, the field devoted to the optimal use of data, information, and knowledge to advance individual health, health care, public health, and health-related research. Students will learn the application of informatics skills and knowledge to health-related problems. Application activities will include simple data analysis and visualization of clinical data and answering clinical questions using information retrieval methods.

PA 5600 Organization and Administration of Health and Medical Care Programs (3 credits) Emphasis on the application of administrative and organizational analytical perspectives to health and human service organizations. Concepts and perspectives from the governmental and public interest concerns will be applied.

Track B: Dietetics

HS 6100 Practicum (4) +

HS 6500 Capstone (4) +

Dietetic internship (Beaumont DI)

Benefits Internship along with Master's degree

- Reduces time to RDN credential (2 years total vs almost 3 years)
- Provides additional skills and knowledge for advanced level practitioners
  - Leadership and communication skills
  - Research and quality improvement planning and data analysis

Letter of Support from Beaumont Internship Director Laurie Herbert

- Working to align internship with Master's degree courses
- Currently accredited for 8 slots, will "save" at least 4

Comparison with other programs

Michigan State→16 months: 4 semesters with 3 3 credit rotations (totaling 1000 hours supervised practice)
- 30 credits of tuition +$7000 for internship

Grand Valley→ Coordinated program 52-55 credits, 4 semesters incl 1200 hrs supervised practice across 20 credits

Wayne State→ Coordinated program 2 year program (42 credits) incl 1200 hours supervised practice across 12 credits/4 classes

Eastern→ Coordinated Program 6 semesters (22 credits experience, 58 credits total)

Michigan→ MPH (2 years) +7-8 month DI ($8000)

Western→15 graduate credits + $1650 internship fee (do not get MS but they now have an MS targeted for interns which appears to be 30 additional credits)

My summary: Our program is fewer credits than everyone but MSU, a similar time, and a cheaper internship than MSU or Mich. If we can't work something out and the internship is a barrier, we will lose an opportunity!