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Evidence-Based Strategies to Promote Health Promotion/Wellness Competency and Self-Efficacy for Patients, Clinicians, and Students

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Evidence-based strategies to promote health promotion/wellness competency and self-efficacy for patients and students.

Purpose

Participants will explore evidence-based strategies to promote healthy lifestyle behaviors for their patients, students, and themselves in this session. Conceptual models of evidence-based teaching and health promotion will be presented. An exemplar of an activity to help advanced practice nursing students gain competency and self-efficacy in health promotion will be shared.

Review of the Literature

Noncommunicable diseases (NCDs) such as heart disease, stroke, cancer, and chronic lung disease account for approximately 70 percent of deaths world-wide. The escalation of this epidemic has been fueled by four major modifiable risk factors: tobacco use, physical inactivity, harmful/excessive alcohol use and unhealthy diets (World Health Organization [WHO], 2018). NCDs threaten the health of individuals, families, and communities world-wide and are a leading cause of premature death (death before age 70) globally, but particularly in developing countries (World Health Organization [WHO], 2018).

Based on population health studies, we know that approximately 80 percent of chronic conditions can be prevented by healthy lifestyle behaviors to combat these modifiable risk factors yet only a small percentage of adults engage in recommended important self-care lifestyle activities (Melnik, Neale, Amaya, Buffington, & Hrabec, 2018). Healthcare professionals, including nurses, are also susceptible to this widespread problem (National Academy of Medicine, 2018; Melnik et al., 2018). The socioeconomic expenditures associated with NCDs make the prevention and control of chronic disease a major global priority (World Health Organization [WHO], 2018).

A strong body of evidence confirms that health promotion (HP) initiatives can lead to positive health outcomes for individuals, families, communities, and populations. HP and disease prevention is a cornerstone of nursing and advance practice nurse, but studies concerning nurse and nurse practitioner-delivered HP suggest room for improvement (Thomas, Hart, & Burman, 2014; Kemppainen, Tossavainen, & Turunen, 2013). Nurses, advanced practice nurses, and students need to develop knowledge, skills and attitudes (KSAs) to support evidence-based HP strategies to improve health outcomes of their patients and themselves.

Evidence-based teaching strategies can help nurses, nursing students, and other health professionals develop appropriate KSAs (Cannon and Boswell, 2016). An exemplar of an assignment using active learning will be presented. Students reviewed, critiqued and summarized current evidence including clinical guidelines; defined program objectives; and developed a HP program and plan for implementation for a patient population. This information was summarized in a scholarly paper. Key points were illustrated in a professional poster or infographic which was then shared in an in-class rapid-fire presentation. An anonymous electronic (11 Likert-scale, 3 open-ended items) post assignment survey was administered to gather student feedback.

Implications for Practice

The socioeconomic expenditures associated with NCDs make the prevention and control of chronic disease a major global priority (World Health Organization [WHO], 2018). Nurses are well-positioned to lead HP initiatives and take better care of themselves and their patients.

Title:

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Keywords:

evidence-based practice, health promotion and self-efficacy

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Abstract Summary:

Participants will explore evidence-based strategies to promote healthy lifestyle behaviors for their patients, students, and themselves. Conceptual models of evidence-based teaching and health promotion will be presented. An exemplar and outcomes of an activity to help advanced practice nursing students gain competency and self-efficacy in health promotion will be shared.

Content Outline:

I. Introduction

A. Noncommunicable diseases (NCDs) or chronic conditions are leading cause of death, premature death and morbidity world-wide.

B. Based on population health studies, evidence indicates that approximately 80 percent are preventable by healthy lifestyle behaviors.

II. Body

A. Majority of NCDs (e.g. heart disease, stroke, cancer, chronic lung disease) are exacerbated by four major modifiable risk factors:

1. Tobacco use,
2. Physical inactivity,
3. Harmful/excessive alcohol use
4. Unhealthy diet

B. Healthcare professionals, including nurses, are also susceptible to the problems associated with unhealthy lifestyles

1. Lack of self-care can impact not only the health professional's health (increased NCDs, burnout), but also can contribute to increased medical errors and reduced patient safety

2. Study links nurses' physical and mental health to medical errors and perceived wellness in the workplace

3. National Academy of Medicine has launched an action collaborative on clinician well-being and resilience in response to the crisis

a. Conceptual model: "Factors affecting clinician well-being and resilience"

b. "9 Dimensions of Wellness"

C. A strong body of evidence confirms that health promotion (HP) initiatives can lead to positive health outcomes for individuals, families, communities, and populations.

1. HP and disease prevention are cornerstones of nursing and advanced nursing practice

2. Studies concerning nurse practitioner- delivered HP suggest room for improvement

3. Nurses, advanced practice nurses, and students need to develop knowledge, skills and attitudes (KSAs) to support evidence-based HP strategies to improve health outcomes of their patients and themselves

4. Evidence-based teaching strategies are the best way for nurses to build these KSAs and HP self-efficacy

III. Conclusion.

A. Exemplar of an active learning strategy (evidence-based design of a health promotion initiative and peer presentation via a rapid fire poster session)

1. Evidence-based teaching and PISCOT (population, intervention[s], comparison[s], outcome[s], time) format

2. Aggregate student feedback and outcomes from two advanced practice nurse student cohorts

B. Questions and answers

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