

**Nursing Education Research Conference 2020**  
**Evaluation of an Integrative Nursing Fellowship for Educators**  
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**Purpose:** There is increasing interest among healthcare consumers, providers, and organizations in integrative approaches that encompass the full range of therapeutics to optimize health outcomes (Cutshall et al., 2019; Sierpina & Dalen, 2013). Medicine has developed multiple post-graduate integrative health fellowships and academic programs (Kligler et al., 2015; Lebensohn et al. 2012). These types of programs are not common in nursing. Thus, the 12-month long Integrative Nursing Fellowship (INF) was launched in 2016. The purpose of INF program evaluation was to analyze a) curricular change at both the course and programmatic levels, and b) changes in personal attributes among participating nurse educators.

**Methods:** This presentation describes findings from three cohorts ( $n=53$ ) of Fellows between 2017 and 2019. Curricular outcomes were evaluated 6-months post-Fellowship using an open ended survey and focused interviews. Personal attributes were assessed pre- and post-Fellowship using standardized scales including the Integrative Medicine Attitude Questionnaire (IMAQ), Arizona Integrative Outcomes Scale (AIOS), Connor-Davidson Resilience Scale, Arizona Lifestyle Inventory, and Bandura-style self-efficacy inventories.

**Results:** *Curricular outcomes:* 1) design and implementation of concept-based pre-licensure and graduate curricula in alignment with Kreitzer & Koithan's (2019) six integrative nursing principles; 2) application of complex adaptive systems thinking across didactic and clinical settings; 3) modeling person-centered, relationship-based approaches to teaching/learning, mentoring, and clinical practice; and, 4) integration of self-care modalities within curriculum and across settings. *Personal attribute outcomes:* A paired samples t-test was conducted on Fellows' self-reported attitudes, knowledge, and skills surrounding integrative nursing as well as personal resiliency. Significant results ( $p < .05$ ) included 1) an increased depth of knowledge about integrative nursing content,  $t(17)=-1.64$ ,  $p = .002$ ; 2) lifestyle improvements specific to the domains of stress and relaxation,  $t(17)=-3.04$ ,  $p = .007$ ; 3) increased empathy, attentiveness, and relationship-centered interactions,  $t(17)=-2.43$ ,  $p = .026$ ; and 4) overall improvement in physical, mental, emotional, social, and spiritual wellbeing,  $t(17)=-3.80$ ,  $p < .001$ . Fellows who successfully completed all Fellowship requirements earned 164 hours of continuing nursing education contact hours.

**Conclusion:** The need for professional development in this area is significant and requires nurse educators who are proficient in developing, implementing, and evaluating curricula based on complex adaptive systems pedagogy while also modeling integrative care delivery. Developing teaching-learning strategies based on integrative nursing challenged existing frameworks and created pedagogical change. Immersion in the INF was an effective strategy for improving the personal attributes and resiliency of nurse educators, which is relevant to the compassion fatigue phenomenon among healthcare providers, as well as the shortage of nurse educators nationally. Integrative healthcare expertise is called for as we move into an era that requires nurses to utilize their full

repertoire of skills to meet the demands of increasingly complex healthcare challenges and systems.

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**Title:**

Evaluation of an Integrative Nursing Fellowship for Educators

**Keywords:**

education, faculty development and integrative nursing

**Abstract Summary:**

There is increasing interest in integrative approaches to optimize health outcomes. Evaluation of an innovative integrative nursing program indicates that both curricular and personal wellbeing training is effective in developing this approach among nurse educators across academic and clinical settings.

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**Author Summary:** A clinical assistant professor with more than a decade of clinical nursing experience, including a variety of healing modalities based in cultural traditions.

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**Author Summary:** Associate Dean and Anne Furrow Professor of Integrative Nursing, Dr. Koithan has taught across academic programs for over 35 years. Co-editor of Integrative Nursing, she has authored multiple publications about integrative approaches to healthcare. She presents internationally on this topic. Her scholarship is focused on the effectiveness of and responses to complex systems of care, including integrative oncology and survivor wellbeing, homeopathy, integrative nursing and wellbeing in chronically ill populations.