

Title:

Enhancing Health/Wellness of Students, Faculty and Staff in Academic Settings: Evidence-Based Strategies for Success

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Session Title:

Enhancing Health/Wellness of Students, Faculty and Staff in Academic Settings: Evidence-Based Strategies for Success

Slot:

F 17: Friday, 28 July 2017: 2:30 PM-3:45 PM

Scheduled Time:

2:30 PM

Keywords:

health promotion, nurse health and student wellness

References:

Bass, K. & McGenney, K. (2013). U.S. Physicians set good health example. *Gallup*. Retrieved from <http://www.gallup.com/poll/157859/physicians-set-good-health-example.aspx>

Eisenberg, D., Hunt, J., & Speer, N. (2013). Mental health in American Colleges and Universities. *The Journal of Nervous and mental Disease*, 201(1), 60-67.

Melnyk, B. M., Hrabec, D. P., & Szalacha, L. A. (2013). Relationships among work stress, job satisfaction, mental health, and healthy lifestyle behaviors in new graduate nurses attending the nurse athlete program: a call to action for nursing leaders. *Nursing Administration Quarterly*, 37(4), 278-285.

Abstract Summary:

This symposium will: discuss the state of population health, including nurses' health, and behaviors that prevent chronic conditions; describe innovative strategies to incorporate wellness into academic settings; explore the state of wellness among first year graduate health sciences students, and describe successful educational wellness programs for students, faculty and staff.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1) The learner will be able to summarize the current state of health in the nursing population	a. Current evidence related to the health and health behaviors of nurses will be presented. b. The link between wellness and productivity will be discussed.
2) The learner will be able to identify three ways to incorporate wellness and self-care into the academic setting/workplace.	a. Evidence-based execution strategies including, but not limited to, a personalized health assessment and biometric screening; faculty and staff wellness innovators; competitions like the Wellness Amazing

	Race; the Nurse/Health Athlete course; wellness walks; walking treadmills and promoting standing meetings. b. Implementing a cognitive behavior therapy program and wellness coaching among first year graduate students c. Discussion of strategies to incorporate wellness into the classroom
3) The learner will be able to describe health promotion initiatives through the use of national academic and health promotion organizations	a. Health promotion initiatives via the National Consortium for Building Healthy Academic Communities and the National Education and Practice Consortium to Advance Million Hearts® will be introduced and explained.

Abstract Text:

Purpose: Academia is a fertile setting to improve population health of 33 million people who live in work in institutions of higher learning. A key strategy to promote healthy lifestyle behaviors includes targeting students, faculty and staff at multiple levels of health promotion, including individual activities, the use of the social environment to promote health, addressing the larger institutional culture, and implementing health policy. Utilizing key national intervention initiatives in the field of health promotion can be fundamental to improving the health of a university. The purpose of this symposium is to discuss the importance of creating a culture of wellness in academic settings that supports implementing wellness programs, activities and resources at multiple levels of health promotion.

Methods: Various methods will be presented in this symposium, including: 1) an evidence review of the current state of population health, including the health of the nursing profession; 2) the incorporation of innovative strategies into educational pedagogy to improve the health of nursing students and promote wellness throughout the nursing profession. Various methods of integrating wellness into curricula include: a faculty wellness toolkit; the concept of “lecturcizing;” using national disease prevention initiatives, such as Healthy People 2020 and Million Hearts, as teaching tools and a means of improving student wellness; and incorporating a variety of assignments and projects related to wellness into nursing courses; 3) description of baseline data from a student wellness on-boarding study; and 4) the methods utilized in the Million Hearts Building Healthy Academic Communities (BHAC) and Ohio State challenge programs.

Results:

According to the latest statistics, there over 3 million practicing Registered Nurses (including Advanced Practice Registered Nurses) in the U.S., which represents the largest sector of the health professions. Too often nurses fail to adequately care for themselves. As a result of not engaging in healthy lifestyle behaviors, nurses have higher rates of diabetes, hypertension, obesity and depression than physicians. Not being in optimal health contributes to high rates of burnout, early retirement, and a plethora of chronic conditions, including cardiovascular disease, depression, obesity, and musculoskeletal conditions. For the students enrolled in a RN-BSN course where wellness and self-care and discussed and promoted, participation rates were high with 61% completing all wellness activities and only 4% choosing not to engage in any wellness activities. Eighty percent of students who participated in the wellness activities reported either achieving their wellness goal or were close to achieving their wellness goal. Ninety-five percent of students wished to continue wellness activities in the course. Results from the Million Hearts

program challenge saw high level of stress significantly correlated with race ($p=.02$), a diagnoses of at least one chronic condition ($p<.0001$), a BMI of 25-29.9 ($p=.04$), and those who ate 0-1 servings of fruit/vegetables per day ($p=.0002$). High level of stress was significantly correlated with being a smoker ($p=.05$), participants diagnosed with at least one chronic condition ($p<.001$), and a BMI of over 30 ($p=.05$).

Lastly, in regards to the health sciences graduate student wellness on-boarding study, overall, the lower healthy lifestyle beliefs were significantly associated with higher depression ($r = -0.37$, $P < 0.001$), higher anxiety ($r = -0.36$, $P < 0.001$), and higher stress ($r = -0.36$, $P < 0.001$). Significant negative correlations also existed between healthy lifestyle behaviors and depression ($r = -0.36$, $P < 0.001$), healthy lifestyle behaviors and anxiety ($r = -0.30$, $P < 0.001$), and healthy lifestyle behaviors and stress

($r = -0.22$, $P = 0.02$). Positive and significant correlations existed between healthy lifestyle behaviors and healthy lifestyle beliefs ($r=0.52$, $P < 0.001$). Additionally, depression, anxiety, and stress are highly correlated with each other (pair-wise correlation coefficients of 0.60-0.81).

Conclusion:

Addressing the health and wellness of students, faculty and staff in academic institutions, as well as the broader culture and environment, is a critical step in improving population health outcomes. As it relates to the field of nursing, emphasizing the health of the provider, not just the patient, needs to start during entry into the profession with nursing education. In addition, national health initiatives, outlined in this presentation, such as Million Hearts, and local programs, such as a student wellness on-boarding intervention, can be successful methods for educating and encouraging populations to adopt healthy lifestyle behaviors.