

Title:

Incorporating Wellness into Nursing Education

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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:

2:50 PM

Keywords:

nurse health, nursing curricula and student wellness

References:

Chen, C.J., Chen, Y.C., Sung, H.C., Hsieh, T.C., Lee, M.S., & Chang, Y.C. (2015). The prevalence and related factors of depressive symptoms among junior college nursing students: A cross-sectional study. *Journal of Psychiatric and Mental Health Nursing*, 22, 590-598.

Gawlik, K. & Melnyk, B. (March/April 2015). Integrating Million Hearts® into nursing & interprofessional educational curricula and community settings: A key strategy for improving population health across the United States. *Journal of Professional Nursing*.

Ludwig, A.,B., Burton, W., Weingarten, J., Milan, F., Myers, D., and Kigler, B. (2015). Depression and stress amongst undergraduate medical students. *BMC Medical Education*, 15(141), 1-5.
doi:10.1186/s12909-015-0425-z

Abstract Summary:

Current nursing pedagogy lacks integration of student wellness and self-care. This presentation will discuss innovative ways to incorporate wellness and self-care into nursing education as well as discuss the central role of nursing leadership in population health promotion and chronic disease prevention.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1) The learner will be able to describe the link between the health status and behaviors of health care providers and patient outcomes.	a. There will be a presentation and discussion of the evidence related to the health of providers and patient outcomes.
2) The learner will be able to identify three ways to incorporate wellness and self-care into curricula.	a. A Faculty Wellness Toolkit will be detailed. b. A concept termed "Lecturcizing" will be explained and demonstrated. c. Exemplars of assignments, discussion boards, and evidence-based projects on wellness will be described.

3) The learner will be able to describe a successfully implemented wellness intervention for nursing students.	a. A wellness intervention for nursing students will be described. b. Follow-up survey data and outcomes will be shared. c. Clinical implications will be discussed.
4) The learner will understand the importance of commitment and leadership by nursing in meeting national disease prevention initiatives and promoting population health.	a. An overview of the Million Hearts® Fellowship program will be provided.

Abstract Text:

Purpose: Despite the central role of nursing in patient health promotion and education, current nursing pedagogy lacks integration of student wellness and self-care. The purpose of this presentation is to discuss the rising need to integrate wellness and self-care into nursing education and place nursing at the forefront of national health promotion initiatives.

Methods: Faculty are incorporating innovative strategies into their 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. An exemplar of an optional, multi-dimensional wellness program that was integrated into a large online RN-BSN course will be discussed. Students were asked to identify a wellness goal at the beginning of the semester. Each week, students were given a short wellness activity to complete. Examples of wellness activities were such things as guided imagery, dancing videos, and trying a new healthy recipe. At the end of each week, students were asked to submit a document stating they completed the wellness activity and how they were progressing with their wellness goal. Student participation rates were tracked and a follow-up survey was administered.

Results: 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.

Conclusion: Emphasizing the health of the provider, not just the patient, needs to start during entry into the profession with nursing education. Nurses need to demonstrate leadership by practicing and advocating for health promotion, disease prevention and population health.