

Faculty Toolkit

Strategies to Support Well-Being for Health Sciences Students



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The National Wellness Action Alliance (NWAA) was created in 2021 to enhance wellness cultures and improve population health and well-being of students, faculty and staff in nursing colleges across the United States. Created and led by Bernadette Mazurek Melnyk, PhD, APRN-CNP, EBP-C, FAANP, FNAP, FAAN, goals of the NWAA included creating a clearinghouse of best practices to enhance wellness cultures and improve population health and well-being for students, faculty and staff in colleges of nursing across the nation. The NWAA Workgroup was formed to disseminate teaching and learning strategies in the form of a toolkit for faculty use in courses and curricula.

The ***Faculty Toolkit of Teaching Strategies to Support Well-Being for Health Sciences Students*** was created by the National Wellness Action Alliance (NWAA) Workgroup with the purpose of providing faculty with the resources and tools needed to support health sciences' student well-being.

Specific aims for faculty learners include support for their ability to:

1. Identify the impact of well-being initiatives on student learning and academic outcomes.
2. Analyze the characteristics of organizational and professional culture that facilitate and/or limit student well-being and success.
3. Identify programmatic and curricular strategies that can be employed to support student wellness and build resilience.
4. Identify teaching strategies that can be implemented into learning environments (e.g. synchronous classroom, asynchronous classroom, lab and clinical settings) to improve student well-being and subsequent success.

Guiding Principles for development of this toolkit:

1. Provides an easily accessible toolkit to faculty, with practical, user-friendly tips
2. Identifies priority considerations for supporting well-being of students
3. Includes strategies for online, on campus, clinical and didactic courses
4. Incorporates leadership strategies to impact organizational culture

Background on Wellness and Well-being

THE IMPORTANCE OF WELLNESS FOR HEALTH SCIENCES STUDENTS

The U.S. spends more money on healthcare, yet has worse population health outcomes among countries of comparable incomes. The U.S. only invests 2.9% of healthcare spending in wellness and prevention (Melnyk, 2022). The need is imperative to shift the paradigm from sick/crisis care to wellness and prevention.

Understanding and addressing the physical, emotional and mental health needs of college students is of substantial importance as the number of students who meet criteria for mental health disorders continues to rise. Across the country, nearly 60% of college students meet criteria for one or more mental health disorders (Lipson et al., 2022). Three-quarters of college students enrolled in an institution of higher learning who have considered dropping out reference a mental health problem as the main driver (Gallup-Lumina, 2022). High levels of depression and anxiety exist in students prior to entry into their programs and self-rated levels of health health, well-being and healthy lifestyle behaviors tend to decline throughout students' course of study. The lifetime prevalence of suicidal ideation for college students is 32.7% (Mortier et al., 2018). Challenges to college student well-being include, but are not limited to poor sleep quality, stress associated with academic and life responsibilities, substance use, poor dietary choices and increased alcohol consumption (Arias-De la Torre, 2019; Deliens et al., 2014; Garrett et al., 2018; Macauley et al., 2018; Melnyk et al., 2016; Walsh et al., 2018).

These academic, behavioral and social challenges have a negative impact on the well-being of health sciences students as well. Multi-institutional studies of graduate students enrolled in dentistry, medicine, nursing, optometry, pharmacy, physician assistant and veterinary medicine programs identify stress and burnout as significant determinants of psychological well-being and academic performance (Alhadj et al., 2018; Johnson et al., 2020; Kötter et al., 2016; Macauley et al., 2018; Melnyk et al., 2016; Menon et al., 2020; Wei et al., 2021). Approximately 40% of first year graduate health sciences students are overweight or obese, 19% have elevated cholesterol, 41% report depression, 28% report anxiety and 56% do not exercise the recommended amount (Melnyk et al., 2016). Burnout and depression are correlated with increased likelihood of suicidal ideation in clinical trainees (Menon et al., 2020).

Interventions in academic settings to mitigate stress, depression, anxiety and burnout are beneficial to students' health and academic performance (Gawlik et al., 2021; Wei et al., 2021). Brief segments of exercise interwoven throughout class, for example, improve focus, concentration and academic performance; cognitive-behavioral programs, self-reflection and mindfulness-based approaches demonstrate significant reductions in perceived stress, anxiety and depression for students (González-Valero et al., 2019; Lo et al., 2018; Melnyk et al., 2016). Brief interventions spread across an entire program can make a substantial impact on improving the well-being of health sciences students. Furthermore, leveraging resources and technology to reduce the burden of administrative tasks in clinical settings helps to maximize clinical experiences and support the capacity for resilience.

CLINICIAN WELLNESS

Levels of burnout, stress, depression, compassion fatigue and emotional exhaustion in healthcare providers are at record highs and are being called a national epidemic by the National Academies of Medicine (NAM, 2019). Burnout and poor self-care in clinicians affect the quality of care that is delivered; clinicians who report symptoms of depression or burnout have a higher likelihood of medical errors (Melnyk et al., 2018a; 2021, 2022, 2023; NAM, 2019). Interventions that focus on system problems that lead to burnout (e.g., work overload, long shift hours and problems with the electronic medical record) as well as evidence-based interventions to build resiliency and sustain cultures of wellness are key in improving the health and well-being of clinicians.



Definitions

Well-being is the state of being associated with positive emotions, contentment, satisfaction with life and fulfillment (Centers for Disease Control and Prevention, 2018). While well-being is generally determined by good health, positive relationships and access to resources, a sense of positive well-being is not entirely dependent on one's situation. An individual's needs related to their well-being can be understood and addressed by taking all dimensions of wellness into consideration.

Well-ness is the self-directed, evolving process of taking steps to reach well-being. Each day presents challenges and choices that create opportunities for an individual to enhance or limit their wellness; decisions about nutrition, physical activity and connecting with friends/peers are examples of personal choices that impact this dynamic process. Wellness is multidimensional and holistic.

Re-sil-i-ence is the ability or capacity to adapt to change. The American Psychological Association (2022) defines resilience as both the process and outcome of adapting to challenging life experiences through mental, emotional or behavioral flexibility. The resources and skills associated with positive adaption and the development of resilience can be cultivated and practiced (APA, 2022).

Background on Wellness and Well-being (*continued*)

Evidence-based strategies are necessary in order to curve the trajectory that is occurring in the health professions. By focusing more on wellness and self-care during academic programs, it may be possible to promote the development of resilience, healthy coping skills and improved self-care patterns, all of which will be needed by students to respond positively to the rigors of their academic programs and the many challenges they will face as future clinicians.

THE IMPORTANCE OF WELLNESS FOR FACULTY

Faculty also face challenges to maintaining their well-being. Findings from recent studies indicate that faculty are experiencing anxiety (12.1% to 32.7%), depression (9.1% to 13.4%) and burnout (34.8% to 47.5%; Melnyk et al., in press, 2023). Burnout and poor mental health can adversely affect an educator's ability to teach and support their students. Faculty are encouraged to use the strategies within this toolkit to create positive connections with students within courses and across programs, adapting and implementing these in a manner that supports students, without overburdening themselves. Like students, faculty have challenges to maintaining wellness. Self-care enables faculty to be productive, healthy mentors and examples of wellness for students. As faculty consider the strategies to affect student wellness, self-care should be a priority. Autonomy and respect within a culture of wellness are factors that contribute to faculty wellness. Wellness for faculty, staff and students should be incorporated into college strategic plans and colleges should give formal appointments to one or two faculty to lead its wellness efforts.

Organizational Wellness Culture

IMPORTANCE OF CREATING A CULTURE OF WELLNESS

Organizational wellness impacts how people feel emotionally and how they behave. Academia is fraught with many variables that can affect the wellness of both students and faculty (Melnik et al., in press, 2018b). For students, mounting pressures regarding course load, grades and competing social activities can culminate into a downward spiral affecting their health and wellness. In addition, faculty attempting to balance teaching demands with service and scholarship expectations can potentially lead to burnout. In order to mediate the impact of these variables, it is imperative that universities create a culture of wellness. A culture of health and wellness is an inclusive environment in which all stakeholders view wellness as a priority and collaborate to develop initiatives to facilitate a healthy, diverse and equitable environment (RWJF, 2019). A culture of wellness begins with leadership enacting policies that identify the importance of wellness and provides evidence-based resources to support the physical and psychological health of their community (Amaya et al., 2019). In addition, open dialogue regarding factors impacting the wellness of the organization such as discrimination must be openly discussed and a call for action must be answered. All members must feel appreciated, heard and free to identify barriers to their wellness. Creating a culture of wellness is an important primary prevention initiative that can contribute to a sustainable higher learning environment that values the physical and psychological health of its community.

When faculty see a student or colleagues struggling, they should ask “R U OK 2day?” (Are you okay today?), which provides an opportunity for talking and intervention. Everyone should know the 9-8-8 number, the United States-based suicide prevention network that provides 24/7/365 suicidal crisis or emotional distress service via a toll-free hotline. Mental health stigma is still strong; it is a strength to recognize when help is needed; not a weakness. When symptoms interfere with concentration or functioning, it is time to seek help.

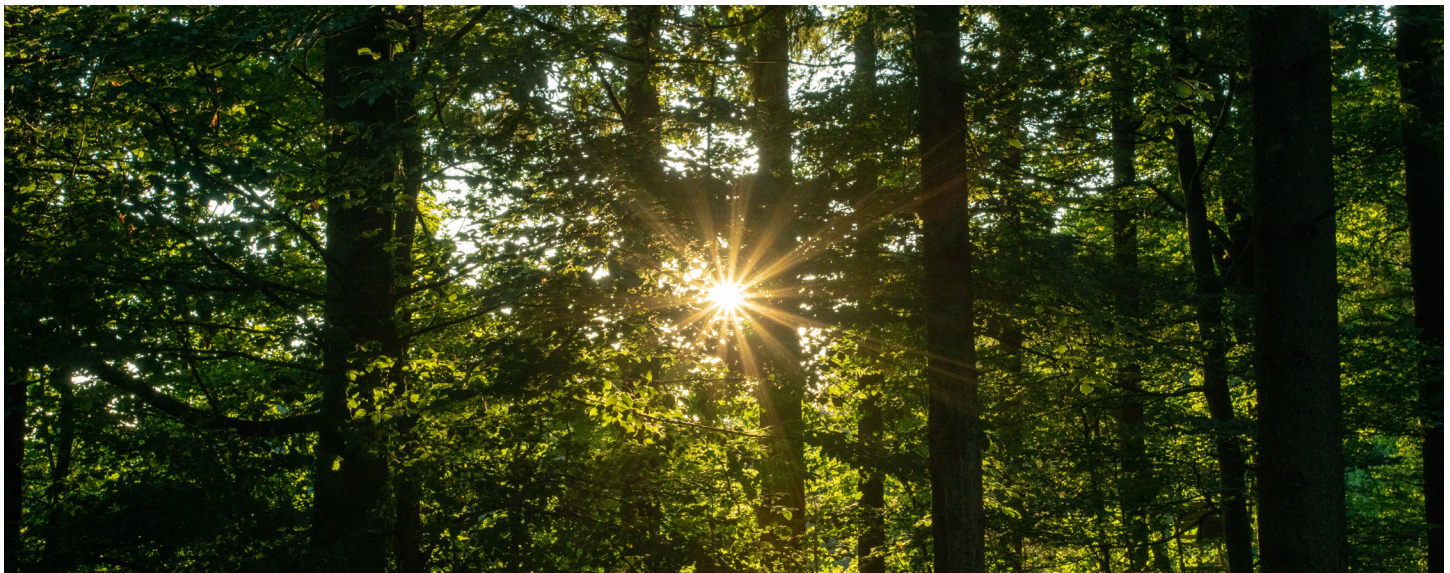
SYSTEMS-LEVEL IMPACT ON WELLNESS CULTURE

Irrespective of the type of system (e.g. academic or practice), individual wellness cannot fully flourish in an environment and culture that fails to support the health and well-being of all members of the system. Prior to the pandemic, individual practitioners, faculty, staff and students were expected to recognize and manage their own levels of stress, depression and burnout, without formalized support structures or resources from their respective organizations (Søvold et al., 2021). The prioritization and protection of mental health and well-being of the healthcare worker or student must be a focus of the system. Formal structures and policies must align with evidence-based interventions shown to support resilience and wellness. System strategies can include peer-to-peer support groups/ buddy teams, reflective rounds (Søvold et al., 2021) and/or policies related to meeting structures (e.g. hardened stop times for meetings, mandatory breaks). Examples include:

- Rush University System for Health developed a coordinated approach to creating wellness during the pandemic through the implementation of four strategies, including (1) wellness rounds, (2) a wellness consulting service, (3) advanced mental health intervention program (e.g., Wellness+) and (4) a central wellness resource hub with wellness rooms ([Link for more information of this initiative led by CWO Adibe](#)).
- The Ohio State University takes a multi-component approach to improving population health and well-being for faculty, clinicians, staff and students by targeting evidence-based interventions to individuals in the grass roots of the organization, middle managers/supervisors and faculty, top leaders and the system, including policies, all done while focusing on building and sustaining a culture of wellness. This model has been recognized by the National Academy of Medicine (Cappelucci et al., 2019).

Regardless of the specific intervention, a key to student and frontline staff wellness is to assure role modeling of best practices, such as self-care, by those in formal hierarchical positions (e.g. faculty, practice nurse leaders). Self-care involves self-awareness, self-compassion, the practice of altruism and integration of individually identified strategies that support physical, social and inner self-care (Søvold et al., 2021). System leaders must take time to care for themselves, which provides a model to others of the priority set forth for self-care, as well as it creates less feelings of selfishness or guilt at attending to their personal needs. Taking time for self-care can allow for effective coping with the demands of the profession (e.g. workload, obligations) and thus must be a priority.

Systems must explore the value of practicing self-care strategies and implement evidence-based interventions and organizational measures that protect and support mental health and well-being of their respective communities (healthcare workforce, faculty, staff and students (Søvold et al., 2021). The approach must be formalized, consistent and intentionally developed collaboratively to assure it meets the needs of the entire community. Leaders need to lead by example, work toward reducing the stigma associated with mental health issues and foster a work culture of transparency, trust, respect, equality, empathy and support (Søvold et al., 2021).



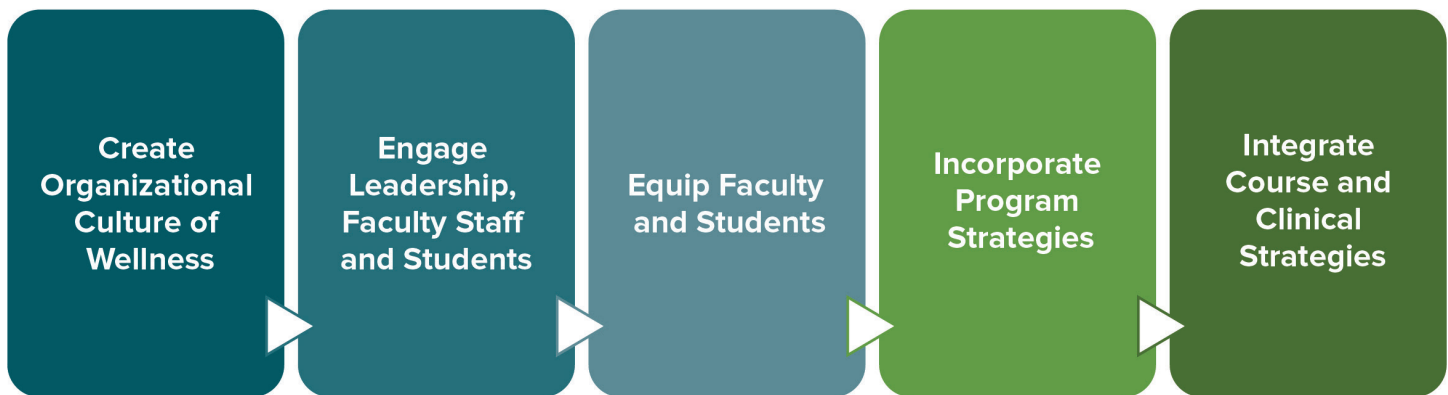
Key Strategies to Create and Nurture a Culture of Wellness

Leadership “leads by example”
Top-level leaders, faculty and managers model and support healthy behaviors, relationships, interactions.
Faculty, students, staff, clinicians perceive that leadership cares about their wellness and that they matter.
Clear messages communicate the priority of well-being. Wellness is built into the strategic plan of the organization with specific measurable goals and the measurement of outcomes.
Opportunities for feedback invite collaboration and transparency.
Formally and informally recognize outstanding contributions to wellness by individuals and groups.
Create expectations for all to integrate self-care into their daily practices.
Comprehensive well-designed programs support individual wellness efforts
Programs and benefits intentionally motivate and sustain support for improved well-being.
Policies and practices allow time and resources that support wellness and self-care.
Programs cultivate inclusion and a sense of belonging.
The mission, vision, values and strategic plan of the organization/system supports a wellness culture
Language related to wellness and well-being is positive, encouraging and inclusive.
A holistic approach to wellness and self-care is valued and celebrated.
Healthy choices are the default choices within the organization/system.
Connection and partnership are prioritized and celebrated
Relationship-building occurs through respect, authenticity and a sense of safety and trust.
Collaboration and team-building are encouraged.
Digital platforms encourage engagement; in-person and online environments maximize interaction.



Encourage Students and Faculty to Self-Assess their Well-Being in all Wellness Dimensions

Dimension	Description
 Career Wellness	Involves engaging in work and/or professional activities that provide satisfaction and enrichment, consistent with one's values and goals. To be well in this dimension is to have found meaning, enjoyment and purpose in one's work.
 Creative Wellness	Allows a person to appreciate and/or participate in a diverse range of arts or cultural experiences and to value and cherish the surrounding world. Freely expressing thoughts and emotions through dance, song, drawing, painting or writing are some of the ways to engage in creative wellness.
 Digital Wellness	Requires the ability to consider the impact of virtual presence and technology use on overall well-being. Wellness in this dimension is supported through safe, respectful online engagement, awareness of one's digital footprint and practicing digital safety.
 Emotional Wellness	Involves recognizing, accepting and expressing feelings. Adequate rest is required for wellness in this dimension. If an individual's mental function is hindered by stress and lack of sleep, they may struggle with accurately assessing a situation, which then triggers negative emotional responses and disrupts emotional wellness.
 Environmental Wellness	Involves the ability to recognize one's responsibility to improve, protect or preserve the quality of life in a community by being respectful of the surroundings. This dimension of wellness encourages individuals to live in harmony with the earth by taking action to protect the environment locally and globally.
 Financial Wellness	Requires awareness of one's financial status and managing money to achieve realistic goals. To be financially well requires effectively managing finances, spending within one's means, being prepared for emergencies and having the tools necessary to make economic decisions.
 Intellectual Wellness	Includes the ability to learn and use knowledge and skills. A person who has intellectual wellness will value lifelong learning, engage in critical thinking, develop moral reasoning, appreciate worldviews and participate in continuing education
 Physical Wellness	Allows a person to engage in activities of daily living without experiencing undue fatigue or exhaustion. The physical dimension of wellness is supported through health behaviors, which include exercise, eating a healthy diet, limiting alcohol intake, not smoking and getting adequate sleep each night.
 Social Wellness	Requires the ability to trust and respect other people and leads to the creation of supportive partnerships and friendships. Being socially well allows one to develop and maintain intimacy and to have empathy and respect for others.
 Spiritual Wellness	Allows an individual to connect to something greater than oneself, which gives life meaning and purpose. Engagement in spiritual wellness may involve practicing meditation, journaling, praying, participating in organized religion, serving one's community and/or spending time in quiet reflection.



Teaching Strategies to Support Student Wellness

OVERVIEW OF TEACHING AND LEARNING STRATEGIES

Student wellness must be emphasized through teaching, learning and curricular strategies. Students must be engaged in the campus or school community to build a sense of belonging. Through teaching and learning strategies, happiness and well-being can be cultivated. High levels of well-being support effective learning, greater productivity, better overall health and personal and professional success. To support holistic student development, strategies must target not only students, faculty, colleges and curricula, but also the larger systems that surround the academic environment. These may include accrediting bodies, professional organizations and the community in which the program is located. Strategies may include:

1. Advocating for a stronger focus on wellness and self-care in all professional curricula
2. Providing the time and resources to support wellness activities
3. Creating conditions that are conducive to wellness including policies and services
4. Developing peer-to-peer support and/or faculty-student mentoring
5. Integrating wellness activities and opportunities in clinical and classes
6. Creating inclusive communities

Curricular and/or Program Strategies

The formation of an interdisciplinary wellness committee or workgroup incorporating representatives from across the university including members of the administration, faculty, staff, students and alumni is essential to establish a university-wide culture of wellness and a mission to guide the integration of wellness initiatives within the community and curriculum (Amaya et al., 2019). One or two faculty with full-time equivalent (FTE) should be formally appointed to lead the effort. The involvement of diverse disciplines provides insight into the different perspectives of student, faculty and staff needs, recognizes the important role each individual plays in improving the university's wellness and creates a sense of community and connectedness where health and well-being can flourish (Robert Wood Johnson Foundation, 2019; Salko, 2022). In addition, there are multiple strategies to consider to help facilitate the integration of wellness into the curriculum (Amaya et al., 2019):

- Facilitate open forums to discuss faculty and student wellness
- Establish wellness programming expectations with a shared vision and framework
- Onboard new faculty and students to the wellness culture and curricular expectations
- Provide consistent communication about wellness opportunities and resources
- Integrate a variety of wellness practices into the curriculum that are evidence-based
- Identify outcomes and collect outcomes measures surrounding wellness
- Integrate wellness within curricula to meet competency-based criteria
- Consistently seek feedback from the students and faculty on the wellness programs

Tools to Measure Wellness and Well-Being

Assessment of Burnout

The single item to measure burnout scale is a self-reported measure of burnout that consists of a single question: "How often do you feel burned out or stressed from work?" Respondents are asked to rate their level of burnout on a 7-point scale ranging from "never" to "every day." This scale is used as a quick and easy way to assess burnout in individuals and has been found to be a reliable and valid measure of burnout in various populations.

Dolan, E. D., Mohr, D., Lempa, M., Joos, S., Fihn, S. D., Nelson, K. M., & Helfrich, C. D. (2014). Using a single item to measure burnout in primary care staff: A psychometric evaluation. *Journal of General Internal Medicine*, 30(5), 582–587. doi:10.1007/s11606-014-3112-6 www.pubmed.ncbi.nlm.nih.gov/25451989

Perceived Stress Scale

The 10-item Perceived Stress Scale (PSS-10) is a five-point Likert-type scale, with 10 items de-signed to determine the degree of stress associated with specific situations over the previous month. Total scores indicate how unpredictable, uncontrollable, and overloaded respondents perceive their life to be. There is also a four-item questionnaire called the PSS-4. This version has also been shown to have validity and reliability in the detection of stress. Download free at Mind Garden: [www.mindgarden.com/documents/Perceived StressScale.pdf](http://www.mindgarden.com/documents/Perceived%20StressScale.pdf)

7-Item Generalized Anxiety Disorder Scale (GAD-7)

The GAD-7 is a three-point Likert-type self-report questionnaire with seven items. Scores greater than above 8 have diagnostic sensitivity (83%) and specificity (84%) for GAD. Higher scores on the GAD-7 correlate with functional impairment. The GAD-2 is a quick version of the seven-item scale that incorporates the first two questions of the GAD-7; the GAD-2 cutoff score of 3 has a diagnostic sensitivity and specificity of approximately 80%. Download free at www.phqscreeners.com/sites/g/files/g10016261/f/201412/GAD-7_English.pdf



Didactic and/or Clinical Course Strategies

- **CHECK-IN WITH STUDENTS REGARDING WELLNESS ON A REGULAR BASIS**

- o Begin class by having students take a poll to note their overall wellness.

1. Example: How many hours of sleep did you get last night? What is your current stress score from 0 (no stress) to 10 (maximum level of stress)? The instructor can build this in an electronic survey platform program and get immediate results at the beginning of class to tailor content delivery.

2. Example: Of the 10 dimensions of wellness, what dimension are you doing best in today? What dimension are you struggling most with today?

- o Incorporate discussion of student wellness, including the challenge of balancing work-life-family-school expectations.

1. Example: Lunch and Learns for students with alumni to discuss tips/tricks for work-life-family-school expectations.

2. Example: Coordinate among faculty to strategically plan exam and project dates to avoid multiple due dates on the same day (if possible-in programs that a planned study sequence).

3. Example: Set norms for communication expectations outside of work hours.

4. Example: Create a sample study schedule for each class to give a visual depiction of expectations for studying.

- o For online courses that do not meet synchronously, create a weekly wellness announcement

1. Example: Use a variety of graphics, memes, videos and tip/tricks.

2. Example: Build a page/module in your learning management system that lists all of the campus/local/national resources related to each dimension of wellness. Link to the page/module in your announcement to highlight the resource.

- o Offer students an opportunity to self-assess across all dimensions of wellness

1. Example: Offer a free, online self-assessment tool focused on the 10 dimensions of wellness. Consider a participation competition (e.g., the highest percentage of participation among students, faculty or staff wins a prize).



Didactic and/or Clinical Course Strategies (*continued*)

• FOSTER CONNECTIONS AND PARTNERSHIPS

o Celebrate student milestones

1. Example: Have a regular electronic newsletter that goes to all faculty, staff and students to highlight. Ensure it does not go to “spam” mail.
2. Have an electronic form that anyone (peers, clinical sites, etc.) can submit a positive student comment. Recognize the student and give a small token of gratitude for their commitment to upholding professional values of the profession.

o Offer opportunities for discussion in small groups (break out rooms in online courses)

1. Example: In small group discussions, start with an icebreaker question to get to know those in the group. What is your favorite food? What do you enjoy most in your free time? What tips do you have for incorporating exercise into your daily routine?

o Provide students with wellness resources, in syllabus and/or in online course materials

1. Example: Build a page/module in your learning management system that lists all of the campus/ local/national resources related to each dimension of wellness. Encourage the student to look at this site for their own wellness in addition to using it as a resource to educate patients about local, community resources.

o Incorporate friendly wellness competitions

1. Examples: Step challenges, healthy food potluck cook-off, hours of sleep, water consumption, participation in existing campus wellness programs.

o Create connections and a sense of belonging

1. Example: Create paper nameplates for the student to write their name on so faculty can learn their faces and names. Have students write three things they can give to others and three things they need from others. Refer back to group work.

• INTEGRATE PHYSICAL ACTIVITY INTO COURSES

o Invite students to stand during class, whether online or in-person and include breaks for students to move and/or stretch

1. Example: Moving Mondays. Ask a student to lead the class in a stretching activity for the first three minutes of class.

o Encourage movement during recorded lectures.

1. Example: Take breaks during recorded lectures to allow time for bio breaks and movement. In the recorded lecture, add a slide with some chair exercises to encourage the listener to participate.

Didactic and/or Clinical Course Strategies (continued)

• INTEGRATE ACTIVITIES TO SUPPORT MENTAL WELL-BEING INTO COURSES

o Verbalize positive motivational messaging as a component of teaching. Encourage awareness of unproductive thought patterns. Reframe challenges and difficult assignments as opportunities for learning. Support collaborative problem-based learning to challenge beliefs and expand perspectives.

1. Example: Give regular feedback. Consider using an easy system for the student to understand where they are with progress. For example, “**Green**” means meeting all expectations. “**Yellow**” means there are things to work on and plans can be made to address those issues. “**Red**” means not meeting expectations. The issue is serious and needs immediate action.

o Use guided imagery, progressive relaxation, deep breathing, cognitive-behavioral skills building and/or mindfulness prior to exam reviews, as test-taking strategy and/or to prepare for (or end) the clinical day

1. Example: Establish routine for an exam mantra. I have studied. [Students repeat.] I know this material. [Students repeat.] I am going to try my best and do a good job. [Students repeat.]

2. Example: Incorporate a deep breathing 1-minute exercise at the top of every hour.

o Incorporate active learning strategies (role-play; think-pair-share) to identify mental health challenges and gain confidence in effective problem solving strategies.

• SUPPORT INTEGRATION OF WELLNESS IN CLINICAL PRACTICE

o Include wellness assessments as a component of simulation

1. Example: Incorporate a typical clinical case into a simulation that requires an understanding of the dimensions of wellness, e.g., a primary care visit for anxiety.

o Offer the opportunity for students to develop peer partnerships

1. Example: Create and foster a buddy system for new students. Be sure peer partners are aware of campus resources and common stressors for new students. Designate a faculty/staff to oversee the program and serve as a resource for the “buddy” pairs.

2. Example: Have a “get to know you” meal or snack once a month at a time when students, faculty and staff are available.

o Collaborate with clinical mentors who support students’ self-care and wellness needs

1. Example: Create a tip sheet for clinical mentors of what to look for when students are struggling and how to best support them.

o Incorporate opportunities for students to coach wellness as a component of clinical practice

1. Example: Explore opportunities in which students can become wellness coaches for others, such as high school students who are considering a career as a health professional or for practicing clinicians or alumni.

o Offer regular debriefing sessions and any time an adverse event occurs to allow students to process their emotions

1. Example: Designate specific roles and responsibilities for evaluation and debrief of adverse events that may occur in a clinical setting and challenging events that may occur in academic or personal life, such as failure of a course, death of a loved one or bullying by a peer.

Campus Administration Strategies for Wellness

- **ADMISSIONS**

- o Include a question about the importance of wellness as a future health sciences student.

- **ALUMNI**

- o Leverage the power of the alumni to assist in building a culture of wellness. They can contribute time, talent and treasure.

- **CENTRAL POINT PERSON**

- o Ensure all faculty, staff and students are aware of who are the central point person(s) for questions and resources.

- **CLINICAL PARTNERS**

- o Consult with your main clinical partners regularly to understand challenges and needs related to the current health professionals in the field along with new alumni. Consider adopting similar policies and procedures related to professionalism to encourage an easier transition from school to practice.

- **COMMUNICATION**

- o Clear, concise communication is key! Ensure the communication channels are regularly evaluated to understand where faculty, staff and students are receiving information. Target those information sources to ensure wellness messaging is consistent and followed through with action.

- **DISCIPLINE**

- o Set clear expectations. Offer faculty a go to person to discuss student professionalism issues. Establish norms and clear consequences that are fair and in accordance with previous cases for disciplinary action related to unprofessionalism.



Campus Administration Strategies for Wellness (*continued*)

- **EARLY ALERT SYSTEM**

- o Establish a system in which students who are struggling are quickly identified and able to work with someone to overcome challenges.

- **EXIT SURVEYS**

- o Prior to graduation, ask students about their wellness successes and challenges while in the program.

- **EXPECTATIONS**

- o Clear expectations at the beginning help to deliver better end products. What does your institution expect for wellness?

- **ENVIRONMENT**

- o Is the environment conducive to learning? Is the space clean and bright? Is there ample space for everyone? Are faculty offices easily accessible?

- o Consider building a wellness hub for students to decompress.

- **NORMS & PREPAREDNESS**

- o Establishment of basic norms and preparedness plans for certain situations can help to minimize questioning of tasks and roles. This opens more time for fostering collaboration and creativity related to role and responsibility.

- **OPPORTUNITIES**

- o Establish norms on where new opportunities will be announced or posted. These opportunities may help the campus community enhance their 10 dimensions of wellness.

- **PROACTIVE RESOURCE AWARENESS**

- o Consider having each new student meet with the counseling office or academic coach for a 10 to 15 minute meet and greet to raise awareness and reduce stigma of using the resource at a later time.

- **RECORD KEEPING SYSTEMS**

- o Ensure student records (i.e., emergency contact information, vaccination status, academic records, disciplinary records, etc.) are easily accessible to those who need access. A central point person(s) are identified and can properly manage record requests.

- **REFLECTION**

- o Encourage faculty, staff and students to reflect everyday. You can use WIN (Semin, 2022): (**W**hat went Well? **I**mprovements needed? **N**ew knowledge gained?)

- o Have an avenue for faculty, staff and students to give ideas and feedback regarding their reflections. Ensure submissions are addressed, such as in a weekly newsletter.

- **SCHEDULES**

- o Work to ensure that schedules for all encourage wellness and opportunities to collaborate. Ensure students have an adequate break between classes, including at least a 30-minute lunch.

- **STANDARDIZATION OF COMMON TASKS**

- o Work to optimize time spent doing administrative tasks and locating resources. Consider standardizing the learning management system templates, syllabus templates, etc. to leave more time for learning.

Projects and Programs to Enhance Resources in All Wellness Dimensions for Students

Dimension	Ideas for Campus Implementation
Career Wellness	• Establish a career resource person for each health profession program who students can go to for advice. • Offer resume and cover letter training sessions and/or integrate into the curriculum. • Offer students opportunities to reflect on their interests within the profession. • Encourage students to participate in extracurricular clubs and organizations to gain additional insight into career specializations. • Engage with the alumni office to host student-alumni events, including mock interviews, meet and greets, mentoring, etc. • Educate students on the importance of professional organizations within the career.
Creative Wellness	• Collaborate with local art opportunities (theaters, museums, artists, etc.) to increase awareness. • Offer opportunities for students to highlight their talents in the arts (i.e., interprofessional choir/orchestra, art exhibit, poetry slam, creative writing book, etc.). • Build a Wellness Hub that has a variety of activities (i.e., positive affirmation coloring pages, paint, clay, etc.).
Digital Wellness	• Have all new students complete an asynchronous module on how to use common platforms (email, learning management system, testing site, campus website, etc.). • Send out regular tips/tricks related to social media postings (i.e., HIPAA, representing the profession, etc.). • Regularly communicate technology related tips/tricks that can improve efficiency.
Emotional Wellness	• Create a code word, such as "OUCH," that can be said when someone feels disrespected. This signals everyone to stop and reevaluate the situation. • Encourage all to acknowledge people who they walk past in the hall. A simple hello shows that one is important. • Give regular positive and constructive feedback. Ensure students have the opportunity to practice giving constructive feedback and the rationale of why it is important. Encourage students to look for solutions with problems identified. • Offer a grief support program to acknowledge and assist students who may be grieving the death of an important person in their life. • Offer evidence-based cognitive and mindfulness programs and build them into curricula • Encourage everyone to give and take a dose of Vitamin G (gratitude) for wellness every day.



Projects & Programs to Enhance Resources in All Wellness Dimensions for Students (*continued*)

Dimension	Ideas for Campus Implementation
Environmental Wellness	• Evaluate recycling efforts and how they are being utilized. • Consider installing a water bottle filling station. • Explore opportunities for a community garden. • Organize a campus cleanup day inside and outside.
Financial Wellness	• Explore open source learning materials. • Ensure financial aid counseling is available to all students. • Offer affordable, nutritious and convenient food options for busy students. • Partner with local organizations to host workshops on budgeting, banking, etc. • Host a coupon exchange on campus. • Explore options for starting a student food pantry or partnering with a local pantry.
Intellectual Wellness	• Ensure students are invited and available to attend campus speaking engagements. • Offer extra programs that students can be involved in to further explore passion areas (i.e., research, community service, etc.). • Highlight academic resources available to students to increase efficiency (i.e., clinical references, citation managers, online portfolio programs, PowerPoint design features, etc.). • Create a small lending library.
Physical Wellness	• Create a walking group at a time when a mix of faculty, staff and students can join. • Evaluate access to fitness equipment. • Consider healthier alternatives for student meetings, etc. • Offer standing desks. • Create friendly physical activity competitions.
Social Wellness	• Establish a bridge program to connect interested students to new students to existing students to alumni. • Regular meet and greets with faculty, staff and students. • Scavenger hunt to get to know each other.
Spiritual Wellness	• Consider having a meditation room with calm music and space to think deeply. • Work with local religious organizations (i.e., churches, temples, mosques, etc.) to create a flier to raise awareness of what religious organizations are in the local community.



Resource List

Clark, C. (2017). *Creating & Sustaining Civility in Nursing Education (Second edition)*. Sigma Theta Tau.

Clinician Well-Being Knowledge Hub: www.nam.edu/clinicianwellbeing

Mental Health First Aid Training www.mentalhealthfirstaid.org

The Ohio State University: 9 Dimensions of Wellness. Evidence-Based Tactics for Optimizing Your Health and Well-Being.

www.wellness.osu.edu/sites/default/files/documents/2021/05/9%20Dimensions%20of%20Wellness%20Digital.pdf

The Ohio State University: Faculty Wellness Toolkit. www.u.osu.edu/facultywellnesstoolkit

The Ohio State University: RUOK? Suicide Prevention Program. www.suicideprevention.osu.edu/ruok-buckeyes

The Ohio State University: Wellness Strategic Plan.

www.wellness.osu.edu/chief-wellness-officer/wellness-strategic-plan

QPR Institute www.qprinstitute.com

Resilience Collaborative www.chwi.jnj.com/resilience

San Francisco State University: Wellness in the Virtual Classroom Toolkit.

www.wellness.sfsu.edu/sites/default/files/documents/HPW%20Faculty%20Toolkit1.pdf

University of Minnesota: Taking Charge of Your Health & Wellbeing. www.takingcharge.csh.umn.edu

University of Montana Faculty Toolkit: Supporting Student Learning & Success through Improved Well-Being:

www.umn.edu/curry-health-center/wellness/student-wellness-advocate/faculty-toolkit-book-final-oct-2018-v2-linked-small-updated-updated.pdf

University of Nebraska-Lincoln 10 Dimensions of Wellness Assessment:

www.resilience.unl.edu/10-dimensions-well-being

University of Oregon. Student Wellbeing Toolkit: www.teaching.uoregon.edu/resources/student-wellbeing-toolkit

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