

Our pre-licensure program currently has four semesters, and Leadership & Management (L&M) occurs in the last (8th) semester. L&M is taught to senior-level students using two courses: (1) didactic and (2) clinical application. Below are the course descriptions and course outcomes. Our School of Nursing is actively involved in the process of curriculum revision. The selected wellness & wellbeing strategies were implemented and incorporated into the current curriculum and objectives, which are not yet aligned with the 2021 New Essentials. New program outcomes and course objectives aligned with the 2021 New Essentials will be developed to align with the activities conducted during the project. Due to the success of these activities, objectives will be carefully designed to incorporate these activities for sustainment.

Below are the course descriptions and outcomes for NURS 4319 Leadership & Management: Theoretical Foundations and NURS 4320 Leadership & Management: Clinical Application. In addition, the proposed program outcomes for Domain 9 and 10 (2021 New Essentials) are listed.

Course Name & Number	Course Description	Course Outcomes
NURS 4319 Leadership & Management: Theoretical Foundations	This course presents theoretical principles of nursing leadership and management in diverse settings to promote quality patient outcomes.	<ol style="list-style-type: none"> 1. Analyze leadership and management theories to achieve high quality nursing care and effective healthcare team coordination in a variety of settings. (Essential II) 2. Apply concepts of quality improvement and safety to identify clinical questions, implement safety initiatives, and monitor patient outcomes. (Essential II) 3. Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient-centered care. (Essential VI) 4. Participate in evidence retrieval, appraisal, synthesis, and dissemination with interprofessional and intraprofessional healthcare team to improve patient outcomes. (Essential III, V) 5. Evaluate the use of information technology to improve patient care outcomes and create a safe care environment. (Essentials IV) 6. Apply legal, ethical, and political principles to the nursing role of leadership and management. (Essential V) 7. Apply knowledge of healthcare policy, finance, and regulatory environments to the nursing role of leadership and management. (Essential V) 8. Demonstrate active nursing leadership and management roles in advocating for social justice related to healthcare access, equity, and affordability. (Essential V) 9. Demonstrate professional behaviors and compassionate, patient-centered, evidence-based care.

		(Essential VIII, IX)
NURS 4320 Leadership & Management: Clinical Application	This course provides opportunity for clinical application of nursing leadership and management in diverse settings to promote quality patient outcomes.	<ol style="list-style-type: none"> 1. Apply leadership and management theories and processes to achieve high quality nursing care and effective healthcare team coordination in a variety of setting. (Essential II) 2. Apply concepts of quality improvement and safety to identify clinical questions, implement safety initiatives, and monitor patient outcomes. (Essential II) 3. Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient-centered care. (Essential VI) 4. Participate in evidence retrieval, appraisal, synthesis, and dissemination with interprofessional and intraprofessional healthcare team to improve patient outcomes. (Essential III, V) 5. Evaluate the use of information technology to improve patient care outcomes and create a safe care environment. (Essentials IV) 6. Apply legal, ethical, and political principles to the nursing role of leadership and management. (Essential V) 7. Apply knowledge of healthcare policy, finance, and regulatory environments to the nursing role of leadership and management. (Essential V) 8. Demonstrate active nursing leadership and management roles in advocating for social justice related to healthcare access, equity, and affordability. (Essential V) 9. Demonstrate professional behaviors and compassionate, patient-centered, evidence-based care. (Essential VIII, IX)

UT Health San Antonio School of Nursing Proposed Program Outcomes for the AACN 2021 New Essentials, Domain 9 and 10. Our wellness and wellbeing initiatives implemented for the AACN project will facilitate students achieving the new UT Health Proposed Program Outcomes #9 and #10

	UT Health Current Program Outcome (aligned w/2008 Essentials)	UT Health Proposed Program Outcome (aligned w/AACN New Essentials)
<p>Domain 9 Professionalism Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.</p>	<p>Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical and legal conduct.</p>	<p>#9 Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical and legal conduct.</p>
<p>Domain 10 Personal, Professional, and Leadership Development Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.</p>	<p>Integrate current Integrate the knowledge, skills, and attitudes expected of Baccalaureate prepared nurses by providing professional nursing care to diverse patients and populations across the lifespan, healthcare settings, and healthcare environments.</p>	<p>#10 Actively fosters health, resilience, and well-being for self and others through leadership and growth activities.</p>

During orientation to the NURS 4320 Leadership & Management: Clinical Applications course, students were informed about the project, asked to complete the AACN Wellness, and informed about the strategies being implemented. When the cohort progressed to the Immersion Clinical course, a wellness and wellbeing brief was provided again encouraging them to continue their efforts.

WELLNESS PLEDGE

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective <i>(the highlighted indicator aligned with the activity)</i>	Outcome/Impact		
					Students	Faculty	Practice Partners
Note:	<u>Discuss the briefing with students</u>						
Wellness Pledge	<p><u>Teaching Strategy:</u> Clinical Learning, Experiential Learning, & Reflective Writing</p> <p><u>Learning Outcome(s):</u></p> <ol style="list-style-type: none"> Participate in wellness activities provided in the course and clinical setting. Participate in one de-stressing activity at the end of the clinical day. <p><u>Implementation:</u> Each student is offered a wellness pledge to commit to improving the health and wellbeing of themselves, their community, and patients (2021 Essentials, Sub-competencies 10.1a, 10.1b, & 10.1c). The wellness pledge is presented to students via non-graded “complete” or “incomplete” assignment, facilitating faculty tracking.</p>	NURS 4320 Leadership & Management: Clinical Applications	<p>Course Objective 3: <i>Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.</i></p> <p>Course Objective 6: <i>Apply legal, ethical, and political principles to the nursing role of leadership and management.</i></p> <p>Course Objective 9: <i>Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.</i></p>	<p>Key Indicators:</p> <ol style="list-style-type: none"> Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care. Demonstrate appropriate conflict management techniques. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others. <p>Key Indicators:</p> <ol style="list-style-type: none"> Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies. Explore political principles. Demonstrate accountability and responsibility for own behavior. Demonstrate responsibility for the acquisition and application of new knowledge to practice. <p>Key Indicators:</p> <ol style="list-style-type: none"> Organize, direct, and evaluate activities for care delivery to a group of patients. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence. <p>Establish professional care partnerships with patients and families.</p>	Of 116 students, 106 (91%) completed and submitted the Wellness Pledge.	Anecdotally faculty were in full support of initiation during course orientation meeting.	No data was collected from practice partners.

WELLNESS BADGE BUDDY

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective <i>(the highlighted indicator aligned with the activity)</i>	Outcome/Impact		
					Students	Faculty	Practice Partners
Wellbeing Badge Buddy	<p>A 2-sided badge buddy was created; one side with the 8 dimensions of wellness and the other side with the I'M SAFE mnemonic from TeamSTEPPS.</p> <p>The 8 dimensions of wellness was explained in short briefing session and students were encouraged to perform an ongoing self-assessment for dimension and consider strategies to achieve a level of wellness for themselves.</p> <p>Additionally, the TeamSTEPPS I'M SAFE mnemonic was explained, and students were encouraged again, to perform a self-assessment before & throughout every clinical shift.</p> <p>All students (n=116) and clinical faculty (n=9) were given a badge buddy.</p> <p>Note: Badge buddies were distributed to the Sum 2023 Accelerated BSN cohort (~91 students). Badge buddies are currently being distributed to all undergraduate students (~600) enrolled and all faculty (~75 undergraduate & graduate) at the School of Nursing in Fall 2023.</p>	NURS 4320 Leadership & Management: Clinical Applications	<p>Course Objective 1: <i>Apply Leadership and management theories and processes to achieve high quality nursing care and effective healthcare team coordination in a variety of settings.</i></p> <p>Course Objective 2: <i>Apply concepts of quality improvement and safety to identify clinical questions, implement safety initiatives, and monitor patient outcomes.</i></p> <p>Course Objective 3: <i>Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.</i></p> <p>Course Objective 6: <i>Apply legal, ethical, and political principles to the nursing role of leadership and management.</i></p>	<p>Key Indicators:</p> <p>A. Identify the leadership theory that reflects your style of leadership.</p> <p>B. Demonstrate clinical reasoning in problem solving.</p> <p>C. Assess and evaluate the mission, vision, and organizational structure and culture of the care delivery setting.</p> <p>D. Identify and evaluate the nursing care delivery systems utilized in the health care setting</p> <p>E. Delegate care based on Texas Nurse Practice Act and general management principles</p> <p>A. Recognize safety risks & quality concerns.</p> <p>B. Participate in maintaining established organized quality and patient safety initiatives</p> <p>C. Implement safety practices to create a safe environment promoting positive patient outcomes.</p> <p>D. Discuss unit or organizational specific patient safety or nurse-sensitive indicators.</p> <p>Key Indicators:</p> <p>A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care.</p> <p>B. Demonstrate appropriate conflict management techniques.</p> <p>C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings.</p> <p>D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.</p> <p>Key Indicators:</p> <p>A. Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies.</p> <p>B. Explore political principles.</p> <p>C. Demonstrate accountability and responsibility for own behavior.</p>	<p>Anecdotally, student appreciated the badge buddies to remind them about wellness & wellbeing. For instance, during the student debrief for their Immersion course (the final program course), a student displayed the badge buddy while sharing he learned how to take care of himself better when practicing.</p> <p>Students are required to complete two clinical reflections which contains questions regarding their wellness activities. Students used the list of wellness dimensions to respond to the questions.</p>	<p>Anecdotally, the badge buddies reminded faculty to engage students about their self-care (e.g., breaks, hydration) during the clinical day.</p>	

				D. Demonstrate responsibility for the acquisition and application of new knowledge to practice.			
			<p>Course Objective 9: <i>Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.</i></p>	<p>Key Indicators:</p> <p>A. Organize, direct, and evaluate activities for care delivery to a group of patients.</p> <p>B. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients.</p> <p>C. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence.</p> <p>D. Establish professional care partnerships with patients and families.</p>			

HYDRATION HUDDLES

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective (the highlighted indicator aligned with the activity)	Outcome/Impact		
					Students	Faculty	Practice Partners
Hydration Huddles	In this activity, students were given tumblers or could use their own water bottles to encourage them to hydrate during their clinical rotations. Students met either in-person, virtually via text, or discussed how these breaks and hydration were obtained through the shift. This activity allowed students to promote personal health and well-being while on their units. This activity assisted students to evaluate a healthy work environment and promote self-wellness by hydrating.	NURS 4320 Leadership & Management: Clinical Applications	Course Objective 3: Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.	Key Indicators: A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care. B. Demonstrate appropriate conflict management techniques. C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings. D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.	No formal data collected. Anecdotally, faculty observed some students utilizing the tumbler for hydration.	Anecdotally, one faculty member allowed students to take charge of initiating hydration huddles. Using a group text, one student reminded students to hydrate at 1030 am every clinical day.	Practice Partners and preceptors were supportive of students leaving the bedside to take breaks to hydrate and have nourishment.
			Course Objective 6: Apply legal, ethical, and political principles to the nursing role of leadership and management.	Key Indicators: A. Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies. B. Explore political principles. C. Demonstrate accountability and responsibility for own behavior. D. Demonstrate responsibility for the acquisition and application of new knowledge to practice.			
			Course Objective 9: Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.	Key Indicators: A. Organize, direct, and evaluate activities for care delivery to a group of patients. B. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients. C. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence. D. Establish professional care partnerships with patients and families.			

COLORING THERAPY

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective (the highlighted indicator aligned with the activity)	Outcome/Impact	
					Students	Faculty
Coloring Therapy	<p>Coloring therapy was implemented in collaboration with an academic partner, South Texas Veterans Healthcare System. The Whole Health Department and the Wellness Nurse provide large coloring sheets to the nursing units and departments for staff to color at their leisure or when they feel it's needed for their mental health and wellness. They created a competition for best looking color sheet.</p> <p>In this activity, students are given clinical time to individually reflect on the day, de-stress, and find a sense of calm at the end of the clinical day. This activity provides an exemplar recreation that supports the student's goal to demonstrate a healthy self-care behavior that promotes psychological well-being and resiliency from the stress of the clinical day (10.1a). This activity allows students to work together in their clinical group on a non-patient, not graded clinical activity to promote teamwork. This activity also allows the student to cultivate an environment that promotes self-care, personal health, and well-being by participating in the group coloring therapy session (10.1c).</p> <p>The completed color sheets were displayed at the Spring 2023 Leadership &</p>	NURS 4320 Leadership & Management: Clinical Applications	<p>Course Objective 3: Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.</p>	<p>Key Indicators:</p> <p>A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care.</p> <p>B. Demonstrate appropriate conflict management techniques.</p> <p>C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings.</p> <p>D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.</p>	<p>No Data Collected</p> <p>116 students in the course.</p>	<p>Using a survey, the 7 clinical faculty were asked to indicate their level of agreement.</p> <ol style="list-style-type: none"> 1. <i>Implementing the coloring therapy activity with my clinical group was easy.</i> (3 agree; 4 strongly agree) 2. <i>I believe 15-20 minutes at the end of the conference was sufficient time for the coloring sessions.</i> (1 disagree; 3 neutral, 1 agree; 2 strongly agree) 3. <i>The coloring therapy activity facilitated collaboration and bonding with the students in my clinical group.</i> (1 neutral, 2 agree; 4 strongly agree) 4. <i>The coloring therapy activity decreased student stress from the clinical day.</i> (1 neutral, 4 agree; 2 strongly agree) 5. <i>There were smiles and laughter during the coloring therapy activity.</i> 3 agree; 4 strongly agree) 6. <i>The coloring therapy activity allowed students to reflect and share information about the clinical day with their peers.</i> (2 disagree; 2 neutral; 3 strongly agree) 7. <i>The coloring therapy activity was beneficial to students overall.</i> (1 neutral, 3 agree; 3 strongly agree)

	<p>Management Colloquium, and students and faculty voted for the best-looking sheets. Gift certificate prizes were awarded to the clinical groups selected as the top three winners (ie, Top Golf, Chicken N Pickle, and Bowl & Barrel). The completed coloring sheets are displayed decorating the main hallway to the school's Center for Simulation Innovation (CSI) which is a location that all students graduate and undergraduate pass by to enter the CSI.</p>				<p>8. <i>I recommend continuing the coloring therapy activity in the course.</i> (1 neutral, 2 agree; 3 strongly agree) (7th response missing)</p> <p>Conclusion: Overall, clinical faculty supported coloring therapy as a beneficial strategy for students to de-stress, collaborate, and bond at the end of a clinical day. There was concern about the amount of time allocated for coloring. However, they recommended we continue implementing the coloring therapy initiative.</p>
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MUSIC THERAPY

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective <i>(the highlighted indicator aligned with the activity)</i>	Outcome/Impact		
					Students	Faculty	Practice Partners
Music Therapy	In this activity, music therapy was utilized prior to course exams. Different types of music, based on student preferences were played for 10 minutes prior to the exam. Once all students were seated, all students were asked to quietly listen to music for one minute. Then the music was discontinued to begin the exams.	NURS 4319 Leadership & Management: Theoretical Foundations	Course Objective 3: Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.	Key Indicators: A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care. B. Demonstrate appropriate conflict management techniques. C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings. D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.	Did you find the music played before the exam helpful? Answer, % No, 19.23% Yes, 80.77% Did you notice a change in your concentration due to the music? Answer, % No, 47.44% Yes, 52.56%		
			Course Objective 6: Apply legal, ethical, and political principles to the nursing role of leadership and management.	Key Indicators: A. Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies. B. Explore political principles. C. Demonstrate accountability and responsibility for own behavior. D. Demonstrate responsibility for the acquisition and application of new knowledge to practice.			
			Course Objective 9: Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.	Key Indicators: A. Organize, direct, and evaluate activities for care delivery to a group of patients. B. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients. C. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence. D. Establish professional care partnerships with patients and families.			

The Spring 2023 Leadership & Management Colloquium

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective (the highlighted indicator aligned with the activity)	Outcome/Impact		
					Students	Faculty	Practice Partners
Student Lead Presentations	<p>The L&M Colloquium is a one-day conference led by senior-level students. The theme for Spring 2023 Leadership & Management Colloquium, focused on practice stressors, coping strategies, resilience, and maintaining wellness. Three leaders from the class are elected by their peers to lead, organize, and operationalize the Colloquium.</p> <p>A guest speaker (Dr. Lori Lioce, Dr. Lioce currently serves as the Editor for the Healthcare Simulation Dictionary for the Society for Simulation in Healthcare, is a retired faculty member, and has been a Health and Life Coach for the past 3 year) provided a presentation on the 8-Dimensions of Wellness and was paid \$500 from the grant funds.</p> <p>Topics were selected and assigned by the clinical faculty to the clinical groups. Topics included:</p> <ul style="list-style-type: none"> • Missed Care • Second Victim • Compassion Fatigue • Social Media & Professional Nursing • Texas BoN Meeting Visit • Compassion Fatigue • Nursing as a Reflective Practice • Resiliency & Wellness • Pet Therapy 	NURS 4320 Leadership & Management: Clinical Applications	<p>Course Objective 3: Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.</p> <p>Course Objective 6: Apply legal, ethical, and political principles to the nursing role of leadership and management.</p> <p>Course Objective 9: Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.</p>	<p>Key Indicators:</p> <p>A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care.</p> <p>B. Demonstrate appropriate conflict management techniques.</p> <p>C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings.</p> <p>D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.</p> <p>Key Indicators:</p> <p>E. Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies.</p> <p>F. Explore political principles.</p> <p>G. Demonstrate accountability and responsibility for own behavior.</p> <p>E. Demonstrate responsibility for the acquisition and application of new knowledge to practice.</p> <p>Key Indicators:</p> <p>E. Organize, direct, and evaluate activities for care delivery to a group of patients.</p> <p>F. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients.</p> <p>G. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence.</p> <p>E. Establish professional care partnerships with patients and families.</p>	116 students broken into 10 groups. Each group presented one of the assigned topics.	10 course faculty participated	Practice partners from Methodist Health Care & University Hospital attended.

SCHOOL OF NUSING WELLNESS WEBPAGE

Activity	Description of Activity	Course Name & Number	Course Objective & Indicators	Key Indicators for the Course Objective <i>(the highlighted indicator aligned with the activity)</i>	Outcome/Impact		
					Students	Faculty	Practice Partners
Wellness Webpage	<p>A webpage with wellness and wellbeing information was developed. The site was published at the closing of the AACN project, and no data was collected. The webpage is an ongoing project.</p> <p>Link: https://uthscsa.edu/nursing/ut-health-school-nursing-wellness</p>	Placed within the School of Nursing Student Success Center for all students (undergraduate & graduate) to access and use the resources.	<p>Course Objective 3: Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient centered care.</p>	<p>Key Indicators:</p> <p>A. Demonstrate effective inter and intraprofessional professional communication skills to deliver evidence-based, patient centered care.</p> <p>B. Demonstrate appropriate conflict management techniques.</p> <p>C. Participate in patient status reports, handoffs, care management meetings, outcome management meetings, and/or interprofessional meetings.</p> <p>D. Seek appropriate assistance and utilize guidance to facilitate professional growth of self and others.</p>	No data collected	No data collected	Some information for the website was originally created through UT Health School of Medicine site.
			<p>Course Objective 6: Apply legal, ethical, and political principles to the nursing role of leadership and management.</p>	<p>Key Indicators:</p> <p>A. Practices within the ethical and legal standards of the Nurse Practice Act, HSC nursing student policies, and clinical agency policies.</p> <p>B. Explore political principles.</p> <p>C. Demonstrate accountability and responsibility for own behavior.</p> <p>D. Demonstrate responsibility for the acquisition and application of new knowledge to practice.</p>			
			<p>Course Objective 9: Demonstrate professional behaviors and compassionate, patient centered, evidence-based care.</p>	<p>Key Indicators:</p> <p>A. Organize, direct, and evaluate activities for care delivery to a group of patients.</p> <p>B. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments for groups of patients.</p> <p>C. Provide quality, safe, compassionate, culturally appropriate patient centered care based on current evidence.</p> <p>D. Establish professional care partnerships with patients and families.</p>			

Additional Activities:

1. **Guided Meditation in NURS 4327 Population Health: Theoretical Foundations:** Partnered with the Wellness Nurse at South Texas VA to provide guided meditation to this same cohort right before taking their exam in the NURS 4327 Population Health: Theoretical Foundations course. **Implementation:** An MS Teams meeting was established for the Wellness Nurse to join the class. Students were briefed as they were being seated. The Wellness Nurse 5 minutes of guided meditation. **Outcome:** Anecdotally, student comments were positive. The Course Coordinator contacted us to share that the exam results were the best achieved on this particular exam. She expressed that the meditation session may have positively impacted how students approached and performed.
2. **Purchased Textbooks as Resource for Faculty:** A copy of the textbook, workbook, and instructor guide was ordered for faculty per semester to use as a resource to promote and enhance self-care and wellness with students. Below are textbook resources (6 copies).
 - a. Fontaine, D. K., Cunningham, T., & May, N. (2021). Self-care for new and student nurses. Sigma Theta Tau International.
 - b. Fontaine, D. K., Cunningham, T., & May, N. (2021). Student workbook: Self-care for new and student nurses. Sigma Theta Tau International
 - c. Fontaine, D. K., Cunningham, T., & May, N. (2021). Instructor's guide: Self-care for new and student nurses. Sigma Theta Tau International