American Association *of* Colleges *of* Nursing

The Voice of Academic Nursing

Template for an *Essentials*
Teaching Resource

NOTE: *The teaching resource can be open source and/or self-created. If you are using an open source, please accurately cite your source(s) under the "Additional resources/Publication" section.*

Resource Title: Closing Out the Clinical Day with Color Therapy

Domain & Competency Information

Domain	**Competency**	**Sub-competencies**
Domain 10: Personal, Professional, and Leadership Development	10.1 Demonstrate a commitment to personal health and well-being.	10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.
		10.1c Contribute to an environment that promotes self-care, personal health, and well-being.
		~~10.1d Evaluate the workplace environment to determine level of health and well-being.~~

Entry or Advanced Level: Entry

Teaching Strategy: *(==Highlight== all teaching strategies used in this resource.)*

- Assessment Strategy
- Case Study
- ==Clinical Learning==
- Concept Mapping
- Curriculum Mapping
- Developmental Learning
- Didactic Learning
- Flipped Classroom
- ==Integrative/Experiential Learning==

- Learning Modules
- Reflective Writing
- Role-Playing
- Rubric
- Simulations
- Virtual Learning
- Webinar
- Other: ==Color Therapy==

Overview: *(Provide a brief overview of what the resource is. Maximum 2-3 sentences.)*
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).

How to Use: *(Provide steps on how to use this resource.)*

Materials:
- One 2ft x 3ft coloring page/sheet, one for each clinical group
- One set of multi-color markers for each clinical group
- Lo-Fi Study Music (Exemplar: [lofi hip hop radio – beats to relax/study to](#))
  - Students may choose any music
- Faculty Guidance/Instructions Document

Instructions:

- The Course Coordinator will:
  - use the Faculty Guidance/Instructions Document to brief the clinical faculty on how to conduct the activity.
  - obtain and give each clinical faculty one coloring page and one set of multi-color markers for their clinical group.

- The Clinical Faculty will:
  - use the Faculty Guidance/Instructions Document to brief the students/clinical group on the activity.
  - allot 15-20 minutes for the students within the clinical group to assemble around the coloring page to begin filling it in.
  - select or allow students to select relaxing music to be played during the coloring session.
  - turn off the music at the end of the coloring session indicating the end of the coloring session.
  - collect & maintain the coloring sheet and markers for use and closing out each clinical day.
  - bring the coloring therapy materials to each clinical conference to close out the clinical day.
  - observe each student during the coloring session to evaluate engagement, participation, and each student's contribution to the milieu.

Integrative Learning Strategies: *(Provide strategies on how the student should receive this teaching.)*

Learning Objectives:

- Participate in one de-stressing activity at the end of the clinical day.
- Complete the 15-20 coloring session at the end of each clinical day.
- Demonstrate behaviors that cultivate an environment to enhance wellness during each 15-20 min coloring session.

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 safe-care behavior that promotes psychological wellbeing and resiliency from the stress of the clinical day (10.1a). This activity also provides opportunity for the student to participate in cultivating an environment that promotes self-care, personal health, and well-being by participating in the simultaneous group members coloring therapy session (10.1c).

Assessment Strategies: *(Provide tools or instructions on how to assess the student's learning outcomes.)*

<mark>Faculty Observation – Write the observation criteria.</mark>

- Observe students are participating and notice peer interaction as students and peers color pages.
- Observes for signs of healthy behaviors and peer to peer engagement.
- Observe for group dynamics and synergy of the clinical group.

Optional: This activity was part of the coloring Olympics. Students, faculty and community members voted on which poster they liked the most. The votes were tallied, and prizes were awarded for "Gold, Silver, & Bronze" medals.

Exemplars: *(If applicable, share an exemplar or examples of what the outcomes should look like.)*

Not Applicable

Possible Courses: *(List courses in bullet form).*

- All clinical courses in an undergraduate program

<mark>**Additional Resources/Publications:**</mark> *(Properly cite and link all resources using Chicago Author-Date style.)*

List all sub-competencies met with this teaching resources below. *(To view a list of all domain sub-competencies, visit: https://www.aacnnursing.org/Essentials/Domains.)*

Sub-competencies for <u>entry-level</u> professional nursing education (if applicable):
(Example: 6.1b Use various communication tools and techniques effectively.)

- 10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.

- 10.1c Contribute to an environment that promotes self-care, personal health, and well-being.

Submitted by

Name:

Wesley Richardson PhD, RN
Title: Assistant Professor

Isabell Stoltz, DNP, RN
Title: Assistant Professor

Cynthnia O'Neal, PhD, RN
Title: Associate Dean for Undergraduate Studies

Organization: UT Health School of Nursing
Date: 4/11/2023

Submission Process:

Save this file and upload it to the online submission form.

Your submission will be peer reviewed. If approved, AACN will publish this resource within the Essentials Teaching Resource Database.

If you have any questions, contact essentials@aacnnursing.org.