

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: Hydration Huddles

Domain & Competency Information

Domain

Domain 10: Personal, Professional, and Leadership Development

Competency

10.1 Demonstrate a commitment to personal health and well-being.

Sub-competencies

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.*)

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| <ul style="list-style-type: none"> • Assessment Strategy • Case Study • Clinical Learning • Concept Mapping • Curriculum Mapping • Developmental Learning • Didactic Learning • Flipped Classroom • Integrative/Experiential Learning | <ul style="list-style-type: none"> • Learning Modules • Reflective Writing • Role-Playing • Rubric • Simulations • Virtual Learning • Webinar • Other: Hydration |
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Overview: (*Provide a brief overview of what the resource is. Maximum 2-3 sentences.*)

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 health work environment and promote self-wellness by hydrating.

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

Materials:

- Tumbler or student water bottle.

Instructions:

- The Course Coordinator will:
 - Brief the clinical faculty on how to conduct the activity.
 - obtain and give each student a tumbler or encourage the use of their personal water bottle.
- The Clinical Faculty will:
 - use the Faculty Guidance/Instructions Document to brief the students/clinical group on the activity.
 - allot 3-5 minutes for the students within the clinical group to “huddle” either in person or virtually to take their hydration break.
 - Discuss how breaks and hydration huddles were obtained throughout the clinical day.

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

Learning Objectives:

- Participate in one hydration huddle during the clinical day.
- Discuss how self-care is related to a healthy work environment.
- Demonstrate behaviors that cultivate an environment to enhance wellness.

In this activity, students are given clinical time to promote self care and wellness. They are demonstrating self care activities by hydrating (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 hydration huddle (10.1c).

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

Faculty Observation – Write the observation criteria.

- Observe students are participating in hydration and collaboration with peers.
- Observes for signs of healthy behaviors and peer to peer engagement.
- Observe for group dynamics and synergy of the clinical group.

Optional: Tumblers were provided by monies obtained from a grant. Students may also use their own water bottles.

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

Additional Resources/Publications: *(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 entry-level 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

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