

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: Student Commitment to Personal Health & Well-being with a Wellness Pledge

Domain & Competency Information

<u>Domain</u>	<u>Competency</u>	<u>Sub-competencies</u>
Domain 10: Personal, Professional, and Leadership Development	10.1 Demonstrate a commitment to personal health and well-being.	<p>10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.</p> <p>10.1b Manage conflict between personal and professional responsibilities</p> <p>10.1c Contribute to an environment that promotes self-care, personal health, and well-being.</p>

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

In this activity, each student is offered a wellness pledge to commit to improving the health and wellbeing of themselves, their community, and patients (*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.

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

Materials:

- Wellness Pledge Document (see attached example)
- Learning Management System (LMS)

Instructions:

- The Course Coordinator will:
 - brief students on the purpose and reasons for the discussion on wellness and well-being. Explicitly discuss the required achievement *Sub-competencies 10.1a, 10.1b, & 10.1c*.
 - explain to students that taking the wellness pledge, signing the form, and submitting the signed pledge is entirely optional.
 - create a “completion assignment” (no stakes) with the LMS and attach the Wellness Pledge Document. The assignment will not be calculated as part of the final course grade.
- The Clinical Faculty will:
 - reinforce the Course Coordinator's brief and encourage their students to participate.

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

Learning Objectives:

- Participate in wellness activities provided in the course and clinical setting.
- Participate in one de-stressing activity at the end of the clinical day.

In this activity, each student is offered a wellness pledge to commit to improving the health and wellbeing of themselves, their community, and patients (*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.

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

This activity will be a “completion/in-completion,” “no-stakes,” assignment and will not be calculated into the student’s final course grade. When the student submits the signed Wellness Pledge, “Completion” will be marked in the grade book. If the student chooses not to take the Wellness Pledge, the assignment will be marked as “Incomplete” (no penalty to the student). Thi

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](#).)*

Wellness Matters Student Group. Long School of Medicine Wellness Pledge. 2019.
https://uthscsa.edu/medicine/sites/medicine/files/2022-07/wellness_pledge.png.

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.
 - 10.1b Manage conflict between personal and professional responsibilities.
 - 10.1c Contribute to an environment that promotes self-care, personal health, and well-being.
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Submitted by

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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.