

CREATING QUALITY INTER-PROFESSION WELLNESS PROGRAMS

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The purpose of this study was to create a quality wholistic health self-management program, for nursing and other health profession students, to enhance self-leadership, self-management and Healthy Action Plan Process skills. **Background:** Healthy People 2010 is a national health initiative that challenges leaders in business, education, faith-based organizations, government and health care, and all Americans, to live longer, healthier lives. Nurses are challenged to design interactive programs, in this inter-profession environment, to assist the public in developing lifelong healthy habits. When students enhance self-leadership and management skills, as they relate to healthy lifestyles, there is potential to positively impact self-care practices. This in turn will contribute to their effectiveness as community health leaders.

Methods: This paper will describe five of seven phases for development and implementation of a quality wholistic health self-management program. A review of nursing and related literature was conducted in Phase I for core values, knowledge, skills, roles, and educational best practices. In Phase II a master program plan was prepared using a matrix. A draft of the core program was created in Phase III. Four Peer Reviews were obtained in Phase IV. Reviewers completed five instruments. Instrument 1 documented reviewer time to complete the program; Instrument 2, with 15 items on a 5-Point Likert Scale plus comments, measured the degree the purpose and objectives were met; Instrument 3, an Expert Review on Content and Format, had 23 items on a 5-Point Likert Scale, and two open-ended questions; Instrument 4 was an open-ended survey that obtained data on Potential Audiences and Uses; and Instrument 5 measured Pre/Post knowledge using 20 items on a 5-Point Likert Scale. In Phase V, the core program was edited using formative evaluation data, and self-published. Currently, a partnership is being established and the program will be pilot-tested with nursing and other health profession students in Phase VI. A Facilitator Guide, and Health Guides 3-12, will be created and evaluated in Phase VII.

Results:

Identified self-care values, knowledge, skills, and roles were used to create a core 284 page Wholistic Health Self-Management Program. A conversational style was used within the context of a simulated inter-profession health camp. The nursing process provided the five “power event” action plan framework, with the health literature suggesting twenty “power keys”. Thirty-three interactive check-points, case studies, and pre/post assessments were built in. The mean completion time for nurse reviewers was 6.51 hours, with a wide range of participatory levels. Reviewers strongly agreed that the purpose and objectives were met, provided positive feedback on the camp setting, content, conversational style, humor, case studies, and interactive approach. The mean knowledge gain for reviewers was 26.2%. They recommended use with inter-profession undergraduates and the general public. Format edits were made as suggested.

Summary Recommendations for Education, Practice & Research:

Quality inter-profession wellness programs are critical if we are to have a qualified nursing workforce capable of teaching health promotion. Future research and development will be based upon developing inter-profession partnerships for program implementation, pre and post evaluation with users, and continuing to update and write new works.