



Key Documents and Some Works authored by Participants

Citation	Key points	
American College of Lifestyle Medicine Course Syllabus (2017).	<p>This document is a very helpful resource in outline form addressing primary components of lifestyle medicine. Topics are presented in weekly format distributed over 14 weeks. Includes goals, objectives, guiding questions for students, required reading references, and additional/optional resources.</p> <p>https://www.lifestylemedicine.org/Lifestyle-Medicine-Course-Syllabus</p>	
The American Association of Colleges of Nurses BSN Essentials	<p>The AACN BSN Essentials has requirements that nurse education includes addressing health promotion and disease prevention, including self-care and culturally and spiritually sensitive and appropriate care.</p> <p>https://www.aacnursing.org/Education-Resources/AACN-Essentials</p>	
The Joint Commission	<p>The Joint Commission has requirements for addressing cultural and spiritual needs.</p> <p>https://www.jointcommission.org/deline_tjc/the_increasing_need_for_cultural_and_religious_sensitivity/ https://bit.ly/2HZKItF : Examples of elements that could be but are not required in a spiritual assessment.</p>	
<p>Terceno-Lopez, C., Ferre-Grau, C., Jurado-Campos, J., & Jimenez-Herrera, M.F. (2017). A systematic review about spirituality in nursing care: Avoiding a specific illness care environment. <i>Journal of Advanced Practices in Nursing</i>, 2(2).</p>	<p>Authors conclude, “spirituality is a difficult term to clarify . . .” Also that it is an “intimate and subjective experience so nurses should approach it from an ethical and humanistic perspective.”</p> <p>Published literature and research on this complex topic continues to be limited.</p>	<p>Additional literature review on the topic.</p>
<p>Tiew L.H. & Creedy D.K. (2010). Integration of spirituality in nursing practice: a literature review. <i>Singapore Nursing Journal</i>, 37(1), 15–22.</p>	<p>Five main recurring themes affected nurses' spiritual care: a lack of a shared understanding of spirituality; lack of emphasis on spirituality in nursing education; attitudes, organizational and cultural factors, and individuality.</p>	
<p>Johnston-Taylor, Elizabeth: Fast Facts About Religion: Implications for Nursing (Springer, in press) Religion: A Clinical Guide for Nurses (Springer, 2012) What Do I Say? How to Talk with Patients About Spirituality (Templeton, 2007)</p>	<p>Dr. Johnston-Taylor has written many books and articles on these topics. See her biography for further details.</p> <p>These books are resources available to contribute to the discussion where appropriate.</p> <p>The What do I Say? . . . resource has excellent examples of conversation helps and case studies to consider when discussion spiritual matters with patients. It is in workbook style and offers</p>	



<p>Spiritual Care: Nursing Theory, Research, & Practice (Prentice Hall, 2002)</p>	<p>the reader a chance to reflect on one’s own status, past responses and consideration of potential future therapeutic conversation.</p>	
<p>Taylor, E. (2011). Spiritual care: Evangelism at the bedside? <i>Journal of Christian Nursing</i> 28(4), 194-202.</p>	<p>Author makes a case for being culturally appropriate and ethically sound in addressing spiritual matters with patients. Case story attests to the positive influence connecting with a patient can have on recovery processes. https://www.ncbi.nlm.nih.gov/pubmed/21999082</p>	
<p>Sitzman, K. and Watson, J. (2018). Caring, Science, Mindful Practice: Implementing Watson’s Human Caring Theory 2nd Ed. Springer Publishing.</p>	<p>Authors review Watson’s Human Caring Theory and provide insights for practical application of concepts, noting projects taking place with practice settings where nurses are utilizing concepts for theory integration.</p>	<p>See Dr. Watson’s biography.</p>
<p>Coaching and other Wellness Resources:</p>		
<p>Trandel, Darlene 2018, Springer Publishing Co</p>	<p>Chapter: Advancing the Practice of Professional Health and Wellness Coaching Book: Professional Coaching: Principles and Practice</p>	
<p>Sforzo, G.A., Kaye MP, Torodova, I, et al. Compendium of health and wellness coaching. <i>Am J Lifestyle Med.</i> Published On-line First. doi: 10.1177/1559827617708562.</p>	<p>“The resulting HWC compendium organizes and describes the quantity and quality of available literature for the use and benefit of HWC practitioners and researchers.” https://journals.sagepub.com/doi/full/10.1177/1559827617708562</p>	
<p>Wellcoaches</p>	<p>https://wellcoacheschool.com/ “Since 2002, Wellcoaches has delivered a gold standard of coach training, education, certification, and support, in partnership with the American College of Sports Medicine and the American College of Lifestyle Medicine. Wellcoaches is also an approved provider of coach training for the International Consortium for Health and Wellness Coaching (ICHWC). Our Core Coach Training, Professional Coach Training, and Lifestyle Medicine for Coaches programs are also approved Continuing Education Programs for ICHWC.”</p>	
<p>Wisdom of the Whole</p>	<p>https://www.wisdomofthewhole.com/ Keys to Holistic Coaching</p>	<p>See websites for review of content.</p>
<p>The American Holistic Nurses Credentialing Corporation</p>	<p>http://www.ahncc.org/certification/</p>	
<p>National Wellness Institute</p>	<p>https://www.nationalwellness.org/</p>	
<p>NAM-Clinician Wellbeing (National Academy of Medicine)</p>	<p>https://nam.edu/event/taking-action-against-clinician-burnout-a-systems-approach-to-professional-well-being-report-release-event/ https://www.nap.edu/login.php?record_id=25521&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F25521</p>	



Additional Resources for Whole Person Wellness Concepts			
Citation	Topic	Reference links and more	
Brass, E. (2016) How mindfulness can benefit nursing practice. <i>Nursing Times</i> ; 112: 18, 21-23.	Mindfulness and Nursing	https://www.nursingtimes.net/roles/mental-health-nurses/how-mindfulness-can-benefit-nursing-practice/7004433.article	Key thoughts shared in Terms & Concepts Doc.
Durant, A.F., McDermott, S., Kinney, G., Triner, T. (2015). Caring science: Transforming the ethic of caring-healing practice, environment, and culture within an integrated care delivery system. <i>The Permanente Journal</i> 19(4), e136-142.		Explores the work of Dr. Watson and theory application to practice within a healthcare system. https://www.ncbi.nlm.nih.gov/pubmed/26828076	
Gelinas, L. (2019). Promoting clinician well-being. <i>American Nurse Today</i> 14(4).	Clinician Well-being	Clinician well-being applies to nurses in healthcare practice. https://www.americannursetoday.com/promoting-clinician-well-being/	Coincides with National Academy of Medicine content in T&C doc.
Haddad, L.M., & Geiger, R.A. (2019). Nursing ethical considerations.	Ethics in Nursing	Review of Code of Ethics, Provisions, and practice relevancy. https://www.ncbi.nlm.nih.gov/books/NBK526054/	Content quoted in the Terms and Concepts doc.
Halm, M. (2017). The role of mindfulness in enhancing self-care for nurses. <i>American Journal of Critical Care</i> , 26(4), 344-348	Mindfulness, Self-care for nurses.	“The evidence suggests that patients reap the benefits of nurses self-care as well.” http://aicc.aacnjournals.org/content/26/4/344.full	
Johnson and Johnson (2018). Transforming care for patients as consumers.	Patient experience is a huge driver of outcomes.	“Patients are increasingly behaving like consumers in a healthcare setting. As a result, consumers expect enhanced services and experiences when engaging with providers and health systems. How can health systems engage patients in an integrated effort that aligns with strategic goals to improve patient outcomes, improve efficiencies, reduce costs and enhance patient satisfaction?” https://cdn2.hubspot.net/hubfs/498900/JnJ_WP_Dec2018.pdf	Nurses have a significant role in helping patients have a satisfactory and satisfying experience in health care, which directly effects the bottom line in financing and economics.
Kalb, K.A., & O’Conner-Von, S. (2019). Holistic nursing education: Teaching in a holistic way. <i>Nursing Education Perspectives</i> 40(3), 162-163.	Faculty perspectives on Holistic Nursing	Single institution study indicates “Respondents were nearly unanimous in describing the importance of educating students to see persons holistically, engage in reflection and self-care, and be knowledgeable about holistic nursing and complementary health approaches.	See table in article, indicating categories, themes and respondent definitions.



Kaiser Family Foundation (2018). Beyond health care: The role of social determinants in promoting health and health equity.	SDOH	https://www.kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/	Content helpful in establishing need for addressing these issues.
Murray, T.A. (2018). Overview and summary: Addressing social determinants of health: Progress and opportunities. <i>The Online Journal of Issues in Nursing</i> 23(3).	SDOH and nursing	Located on ANA's OJIN website. Includes links to many other articles on this topic. The topic of SDOH and nursing practice has been the subject of significant press in recent years.	
National Academy of Sciences on SDOH	SDOH	https://nam.edu/social-determinants-of-health-101-for-health-care-five-plus-five/	
Storfjell, J.L., Winslow, B.W., & Saunders, J.S. (n.d.). Catalysts for Change: Harnessing the Power of nurses to Build Population Health in the 21st Century , PP. 1-47	Population Health definitions and strategies	Produced with support from the Robert Wood Johnson Foundation. https://campaignforaction.org/resource/catalysts-change-harnessing-power-nurses-build-population-health-21st-century/	Excerpts quoted in the Terms and Concepts Doc.
Centers for Disease Control and Prevention on SDOH	SDOH	https://www.cdc.gov/nchs/data/hpdata2020/HP2020MCR-C39-SDOH.pdf	
Ulrich, B., Barden, C., Cassidy, L., Varn-Davis, N. (2019). Critical care nurse work environments 2018: Findings and implications. <i>CriticalCareNurse</i> online.	Healthy work environments, patient outcomes	"Evidence of the relationship between healthy work environments and patient and nurse outcomes continues to increase. The results of this study provide evidence of the positive relationship between implementation of the AACN Healthy Work Environment standards and the health of critical care nurse work environments . . .". These results likely have implication and application to general nurse practice. https://www.ncbi.nlm.nih.gov/pubmed/30728131	See list of healthy work environment principles in Terms & Concepts document.

Literature Review Articles and Highlights

Citation	Search words	Key points	Notes
Aksoy, M., & Coban, G. I. (2017). Nursing Students' Perceptions of Spirituality and Spiritual Care. <i>International Journal of Caring Sciences</i> , 10(3), 1136–1147.	Nursing students, spirituality	Integration of spirituality and spiritual subject to the nursing lessons of students could be advised in order to increase their awareness for spirituality and spiritual caring.	Turkish nursing students



Asadzandi, M. (2018). Spiritual Health Consulting Model for Health Promotion in Clients. <i>Health, Spirituality & Medical Ethics Journal</i> , 5(2), 9–15.	Health promotion, spirituality	Failure to pay attention to the lack of spirituality may threaten psycho-socio-spiritual health of clients and cause social crises.	Iran
Boland CS. (1998). Parish nursing: addressing the significance of social support and spirituality for sustained health-promoting behaviors in the elderly. <i>Journal of Holistic Nursing</i> , 16(3), 355–368.	Faith, nursing, spirituality	Importance of the roles of social support and spirituality for the empowerment of older adults to practice health-promoting activities	Literature review
Boswell, C., Cannon, S. B., & Miller, J. (2013). Students' Perceptions of Holistic Nursing Care. <i>Nursing Education Perspectives (National League for Nursing)</i> , 34(5), 329–333.	Nursing students, spirituality	Additional education is needed for professional nurses concerning spirituality and the provision of spiritual care in a holistic manner. As students developed as registered nurses, their manner of including spirituality mirrored Benner's model.	Review of journal literature.
Brown, T. (2018) Nurse Burnout: An Occupational Hazard	Nursing, spiritual	https://www.medscape.com/viewarticle/905321	
Bryer, J., Cherkis, F., & Raman, J. (2013). Health-Promotion Behaviors of Undergraduate Nursing Students: A Survey Analysis. <i>Nursing Education Perspectives (National League for Nursing)</i> , 34(6), 410–415.	Nursing students, health promotion	Implementation of health promotion programs targeting nontraditional students may lead to improved health among these individuals, which may result in increased success in nursing programs.	Teaching nurses to take care of themselves, not teaching them to take care of others.
Bulduk, S., Usta, E., & Dinçer, Y. (2017). The Influence of Skill Development Training Program for Spiritual Care of Elderly Individual on Elderly Care Technician Students' Perception of Spiritual Support. <i>Journal of Religion & Health</i> , 56(3), 852–860.	Nursing, spiritual care	Need of training programs for healthcare professionals to make a distinction between their professional duties and their own personalities in order to offer spiritual care to the elderly individual.	Turkish students. Quantitative study.
Connors, J., Good, P., & Gollery, T. (2017). Using Innovative Teaching Strategies to Improve Nursing Student	Nursing students, spiritual	Innovative teaching strategies including simulation, reflective journaling, and lecture for improving nursing	



<p>Competence and Confidence in Providing Spiritual Care. <i>Nurse Educator</i>, 42(2), 62–64.</p>	<p>care, teaching methods</p>	<p>students competence and confidence in providing spiritual care of others.</p>	
<p>Ferrell, B. R. (2018). Spirituality in serious illness. <i>Medscape</i>, July 17.</p>		<p>Author makes the case that there “is growing recognition that all clinicians require training to be prepared to assess and respond to spiritual needs . . . Provision of spiritual support is vital as patients face treatment decisions . . .” This includes connecting with patients and attentively listening. https://www.medscape.com/viewarticle/899241</p>	<p>Talking about addressing patient needs and be able to practically apply best practices to do so requires more attention to this topic.</p>
<p>Gartshore, E., Briggs, L., & Blake, H. (2017). Development and evaluation of an educational training package to promote health and wellbeing. <i>British Journal of Nursing</i>, 26(21), 1182–1186.</p>	<p>Health education, nurses</p>	<p>Employers should take steps to promote staff wellbeing and address barriers to accessing workplace health training or supportive services.</p>	<p>Workshop on teaching employees to care for their own health, comparing face-to-face and online training</p>
<p>Higgs, C., Skinner, M., & Hale, L. (2016). Outcomes of a community-based lifestyle programme for adults with diabetes or pre-diabetes. <i>Journal of Primary Health Care</i>, 8(2), 130–139.</p>	<p>Health promotion, health education</p>	<p>Community-based lifestyle program has the potential to be reproduced in other regions and in adults with similar long-term conditions.</p>	<p>Addresses health education for long-term conditions, but does not go into spirituality</p>
<p>Lawson, K. (2014). Qualitative and Quantitative Evaluation of the Impact of Peer Wellbeing Group Coaching for Undergraduate Students. <i>Journal of Alternative & Complementary Medicine</i>, 20(5), A116-7.</p>	<p>Nursing students, health education</p>	<p>Students who participated in the program reported numerous benefits via focus groups, such as increased self-reflection and a greater sense of social support. Quantitative analysis revealed increases in numerous dimensions of Ryff’s (1998) Scales of Psychological Well-being</p>	<p>Peer group coaching of students improves their psychological well-being. Religion is absent from discussion.</p>
<p>Pattillo MM, Chesley D, Castles P, & Sutter R. (2002). Faith community nursing: parish nursing/health ministry collaboration model in central Texas. <i>Family & Community Health</i>, 25(3), 41–51.</p>	<p>Faith, religion, nursing</p>	<p>Educated nurses acting as health educators, planners, and counselors can aid in meeting the health needs and in promoting the well-being of their faith communities.</p>	<p>The organizational side of effective public health promotion, including spirituality</p>



Roll, S., Stark, M. A., Hoekstra, T., Hazel, D. L., & Barton, B. (2012). Caring for self and others: Increasing health care students' healthy behaviors. <i>Work, 42</i> (3), 393–401.	Health promotion, stress management	Infusing content on healthy behaviors in undergraduate curricula may better prepare professionals for living a healthy lifestyle.	More teaching students how to care for themselves.
Rushton, L. (2014). What are the barriers to spiritual care in a hospital setting? <i>British Journal of Nursing 23</i> (7), 370-374.	Spirituality, Nursing education, Wellbeing	Author concludes that that health care professionals have “a duty of care to meet patients’ spiritual needs while in the hospital” (p. 373). Role confusion, term definitions, lack of time, and lack of education are acknowledge as contributing to adequately addressing this topic.	Further research is needed.
Schroepfer, E. (2016). Professional Issues. A Renewed Look at Faith Community Nursing. <i>MEDSURG Nursing, 25</i> (1), 62–66.	Religion, nursing	Definition and history of FCN. Holistic health. Certification standards for FCN through the ANCC. Discusses care of patients transitioning from hospital to home, reduced hospitalization costs and patient's access to health care services.	Basic description of faith community nursing; focuses on medical benefits
Stern J, & James S. (2006). Every person matters: enabling spirituality education for nurses. <i>Journal of Clinical Nursing, 15</i> (7), 897–904.	Spirituality, nursing	Critical review of current and in-coming statutory requirements related to spirituality, nursing and nurse education, and a synthetic review of definitions of and approaches to meeting spiritual needs.	English statutory requirements
Taylor, E. J., Testerman, N., & Hart, D. (2014). Teaching Spiritual Care to Nursing Students: AN INTEGRATED MODEL. <i>Journal of Christian Nursing, 31</i> (2), 94–99.	Nursing students, health education	Typically spiritual content is only sporadically included; the authors recommend integrating spiritual care throughout the nursing curriculum.	Description of Loma Linda’s program for integrating spirituality into their nursing curriculum
Tiew LH, & Creedy DK. (2010). Integration of spirituality in nursing practice: a literature review. <i>Singapore Nursing Journal, 37</i> (1), 15–22.	Spirituality, nursing	Five main recurring themes affected nurses' spiritual care: a lack of a shared understanding of spirituality; lack of emphasis on spirituality in nursing education; attitudes, organizational and cultural factors, and individuality.	Literature review 1997-2009
Vlasblom, J. P., van der Steen, J. T., Knol, D. L., & Jochemsen, H. (2011). Effects of a spiritual care training for nurses. <i>Nurse Education Today, 31</i> (8), 790–796.	Spiritual care, nurses	Training in spiritual care for nurses may have positive effects on health care that patients can experience	Dutch hospital



Whisenant, D., Cortes, C., & Hill, J. (2014). Is Faith-Based Health Promotion EFFECTIVE? Results From Two Programs. <i>Journal of Christian Nursing, 31</i> (3), 188–193	Health promotion, spirituality	Church can be an effective way to promote health in America.	Evaluated two biblically-based health programs offered at rural and metropolitan churches
Wolever, R. Q., Jordan, M., Lawson, K., & Moore, M. (2016). Advancing a new evidence-based professional in health care: job task analysis for health and wellness coaches. <i>BMC Health Services Research, 16</i> , 1–11.	Wellness coaching	Job task analysis for wellness coaching	