

# In pursuit of Lifestyle Nursing

## Overview

Since 2018, we have been in pursuit of more intentionally infusing whole-person wellness concepts into nursing education and practice. There are many authors that encourage and challenge nurses to practice healthy self-care, recognizing the influence this has on patient safety and outcomes. (Caruso et al., 2019; Beaudet, 2020; Nolan, 2020; Pappas & Ruston, 2020). Interestingly, while we were involved in our collaborative work on this initiative, the American Association of Colleges of Nursing (AACN) assigned a taskforce to re-envision the AACN Essentials for nursing education. This became a prime opportunity to formalize our work and submit a Lifestyle Nursing Essentials proposal for review and potential inclusion in the AACN Task Force documents. It also validated the interest we have of influencing nursing education to be more inclusive of lifestyle nursing principles that address whole-person health. This includes offering support for professional development content for nurses already in the workforce. This document provides additional details about progression of this project. It has been rewarding to have others participate with us on this journey.

Many organizations have objectives that focus on clinician well-being and health promotion through emphasis on healthy lifestyle habits. The American Academy of Nursing (AAN) plans to focus on promotion of nurse well-being as a policy priority highlighting the connection between nurse well-being and patient care (n.d.). The National Academy of Science promotes a website dedicated to addressing clinician well-being and recently published a consensus study report (2019). Since 2017, the ANA Enterprise [ANA] has promoted a Healthy Nurse Healthy Nation campaign, providing resources and self-assessment for nurses (2020). Through the ANA site, encouragement is given to nurses to practice optimal self-care, to benefit themselves and the clients for whom they provide care. The American Nurses Holistic Association [AHNA], the American College of Lifestyle Medicine (ACLM), and representatives from other universities and health care organizations and systems have shared their voice and expertise with us. We hope others will engage with us on this initiative.

## Our Objective

We are advancing LN (Lifestyle Nursing) principles and practices in academia and in the workplace through education, research, and active leadership. We are working to raise awareness with all stakeholders; payers, allied health providers, physicians, employers, health plans and health systems, to ensure that the ideals of LN are integrated into the US health care system.

# Our Journey

## **We began our work in the Summer of 2018.**

In the summer of 2018, a group of six nursing educators met to discuss the possibilities of more intentionally infusing whole-person wellness concepts into nursing education curricula. We shared our approaches to teaching health promotion concepts to our students. We identified potential gaps in our current curriculums that were relevant to these topics. This included identifying broad concepts such as Therapeutic communication related to motivational interviewing, valuing the patient story, and meaningful life conversations; Whole-person assessment that included readiness to change, depression screening, spiritual assessment, and awareness of the social determinants of health; Outlook-addressing emotional intelligence, moral distress, and resilience; Lifestyle-coaching, brain health, stress management, and many other topics.

We determined there was potential for more intentional delivery of content that would better support a whole-person approach to optimal living. Published evidence indicates this potential need extended beyond the students we encountered (Johansson et al., 2010; Kemppainen et al., 2012; Ross et al., 2017; Whitehead, 2010). We were energized by the results of our collaboration and sought to develop an initiative to address the identified concerns. This interest resulted in a successful grant acquisition from the Ardmere Institute of Health to support next steps.

See the Resource link for documents from this meeting:

- 2018 WPW Whole-person Concepts Fishbone Diagram
- 2018 WPW Initial 6

## **Botanical Gardens Dialogue, June 2019**

We convened a meeting in Ft Worth in June of 2019. Using the Wye River Group method, we successfully recruited collaborative-minded thought leaders among a cross-section of nursing interest within the United States. We interviewed each person before inviting them to join the discussion. Through a facilitated process, we identified challenges and opportunities to addressing lifestyle management in nursing education. This included strategies to consider and next steps to continue project development. Key outcomes included a realization that we could build on shared principles and solicit greater nurse leadership involvement in shaping a lifestyle nursing framework. The group identified topics that should be given priority attention. The primary topic chosen for initial focus was self-care for nurses. Additionally, emphasis on this topic should take place in the context of role modeling, coaching support, and attention to related lifestyle care concepts. Published evidence supports addressing these key areas (ACLM, 2017; Bryer et al., 2013; Caruso et al., 2019; Wolever, 2016). It was helpful to have the Urban Wild Studio graphic artist present to capture the progressive 2-day discussion in poster format. This method of recording provided an effective distillation of key ideas and conclusions.

See the Resource link for documents from this meeting:

- 2019 WPW Survey Results-Topic interest
- 2019 WPW Graphic Artist renderings PPT

## **Fort Worth Dialogue, December 2019**

As we worked through the process of building a case for this initiative, it became apparent that we must involve other nurse leaders and organizations to contribute their voice and expertise to this work. Through additional research, it was evident that many organizations were interested in wellness concepts and involved in interventions and resource development pertinent to the outcomes we were seeking. Thus, we expanded our potential contact list and once more we were able to bring a group of key individuals together in a facilitated dialogue in Ft. Worth, Texas. This time there was a more diverse group of nurse leaders, including representation from organizations such as the ANA, AHNA, ACLM, Veterans Health Administration, and other health care organizations and systems, including representation from several schools of nursing. Prior to convening, we asked these participants to identify what areas of lifestyle and health promotion were included in the objectives or curriculum of the organization they represented. This information was synthesized and placed in table format to display key topics and areas of commonality.

From this discussion we determined:

- “Lifestyle Nursing” may be the best representation of our main objectives, in contrast to the traditional medical model focused on “lifestyle medicine”.
- Published evidence indicates efforts to more intentionally infuse health promoting principles into nursing education is valid.
- Basic curriculum guidelines need to be developed and collaboration is key to making this a reality.
- Those involved with the project thus far wish to continue to participate in the discussion and involve others who are interested and willing to share their expertise.

A primary outcome, in some respects surprising to the group, was the ability to agree on a set of Lifestyle Nursing Essentials. These principles for nursing practice were formalized in a document that was sent to the American Association of Colleges of Nursing (AACN) Taskforce in late December 2019. At the time, this task force group was accepting comments on their proposed re-envisioning of the Baccalaureate Essentials for Professional Nursing Practice. Acknowledgement of receipt of the submitted lifestyle essentials was given, with affirmation that they would be considered as the AACN Task Force continued their work. While we wait for the results from the AACN Task Force and the approved edition of the Baccalaureate Education Essentials, we will continue our work of exploring how to move forward with the challenging work of facilitating how to help nurses improve their health promotion practice. The intent is to accomplish this through curriculum development for use in nursing education and professional development. This includes identifying helpful tools and resources for implementation of lifestyle nursing practice. In the meantime, we can individually model optimal living and experience well-being.

Please explore available content by navigating the tabs on this website. We will continue to update this information and publish our findings.

**Thank you,** Terri Gibson and Jon Comola

See the Resource link for documents from the December 2019 meeting:

- 2020 LN Exhibit B-Lifestyle Nursing Essentials-revised version
- 2020 LN Collation of Lifestyle Essentials documents and communication
- 2019 LN Survey results for organizational content
- 2020 LN Comprehensive Invitee list

Additional work with the intention of integrating Lifestyle Medicine into mainstream health care practice and reimbursement has been accomplished and these documents are included as well.

- 2020 LM APM Competencies
- 2020 LM APM Models and literature review.

#### Reference list from Overview Document

- American Academy of Nursing (n.d). Policy Priorities. Accessed at [https://higherlogicdownload.s3.amazonaws.com/AANNET/c8a8da9e-918c-4dae-b0c6-6d630c46007f/UploadedImages/Academy\\_Federal\\_Policy\\_Priorities\\_Approved\\_10\\_30\\_19.pdf](https://higherlogicdownload.s3.amazonaws.com/AANNET/c8a8da9e-918c-4dae-b0c6-6d630c46007f/UploadedImages/Academy_Federal_Policy_Priorities_Approved_10_30_19.pdf)
- American Association of Colleges of Nursing. (2020). The Essentials of Baccalaureate Education for Professional Nursing Practice. Accessed at <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- American College of Lifestyle Medicine (2017). Lifestyle Medicine Course Syllabus. Available at <https://www.lifestylemedicine.org/Lifestyle-Medicine-Course-Syllabus>
- ANA Enterprise (2020). Healthy nurse healthy nation grand challenge. Available at <https://www.healthynursehealthynation.org/>
- Beaudet, O. (2020). Year of the nurse 2020. *American Nurse Journal*, 15(3), 26.
- Bryer, J., Cherkis, F., and Raman, J. (2013). Health-promotion behaviors of undergraduate nursing students: A survey analysis. *Nursing Education Perspectives*, 34(6), 410-415.
- Caruso C., Baldwin, C.M., Berger, A., Chasens, E.R., Edmonson, J.C., Gobel, B.H., Landis, C.A., Patrician, P.A., Redeker, N.S., Scott, L.D., Toder, C., Trinkoff, A., Tucker, S. (2019). Policy Brief: Nurse fatigue, sleep, and health, and ensuring patient and public safety. *American Academy of Nursing on Policy*, 67, 615-619. Accessed at [https://www.nursingoutlook.org/article/S0029-6554\(19\)30500-7/pdf](https://www.nursingoutlook.org/article/S0029-6554(19)30500-7/pdf)
- Johansson, H., Stenlund, H., Lundstrom, L., & Weinehall, L. (2010). Reorientation to more health promotion in health services—a study of barriers and possibilities from a perspective of health professionals. *Journal of Multidisciplinary Healthcare*, 3, 213-224.
- Kemppainen, V., Tossavainen, K. Turunen, H. (2013). Nurses' roles in health promotion practice: an integrative review. *Health Promotion International*, 28(4), 490-501.
- National Academy of Sciences, Engineering, and Medicine (2019). Taking action against Clinician burnout: A systems approach to professional well-being. *The National Academic Press*. <https://doi.org/10.172265521> <https://www.nap.edu/catalog/25521/taking-action-against-clinician-burnout-a-systems-approach-to-professional>  
<https://nam.edu/initiatives/clinician-resilience-and-well-being/clinician-well-being-resources-during-covid-19/>
- Nolan, S., Carpenter, H., Cole, L., & Fitzpatrick, J. (2020). The HealthyNurse® Leader: How do the health behaviors of nurse leaders measure up? *American Nurse Journal* 15(1), 30-31.
- Pappas, S. & Rushton, C. (2020). Leading the way to professional wellbeing. *American Nurse Journal*, 15(2). 28-31.

- Ross, A., Bevans, M., Brooks, A.T., Gibbons, S., & Wallen, G.R. (2017). Nurses and health-promoting behaviors: Knowledge may not translate into self-care. *AORN Journal* 105(3), 267-275. Accessed from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5536335/pdf/nihms848120.pdf>
- Whitehead, D. (2010). Health promotion in nursing: A Derridean discourse analysis. *Health Promotion International*, 26(1), 117-127.
- Wolever, R.Q, Jordan, M., Lawson, K., and Moore, M. (2016). Advancing a new evidence-based professional in health care: Job task analysis for health and wellness coaches. *BMC Health Services Research*, 16(206). <https://bmchealthservres.biomedcentral.com/track/pdf/10.1186/s12913-016-1465-8>