EMOTIONAL WELLNESS
The emotionally well person can identify, express and manage the entire range of feelings and would consider seeking assistance to address areas of concern.

• Promote the strategy of setting a positive intension at the start of each clinical day and encounter.
• Encourage students to hit “pause” and take 5 deep abdominal breaths (using the 4-7-8 method) prior to stressful encounters, and whenever necessary to and process handle emotions and improve clarity of thought.
• Encourage students to reflect on thoughts and emotions during and after clinical encounters using cognitive-behavioral skills and recognizing negative thought patterns and/or emotions.
• Discuss the importance of giving oneself permission to feel emotions, and to take breaks from stressful situations.
• Highlight, enhance, and/or offer opportunities for students to have discussions with patients about emotional wellness as a component of their clinical practice.
• Share free self-care resources
  • Meditation: CALM, Headspace, online videos
  • Counseling Resources: Shelby Woith, the CON’s mental health counselor and CCS.osu.edu
  • Ohio State Wellness App

CAREER WELLNESS
The professionally well person engages in work (including student-clinical practice) to gain personal satisfaction and enrichment, consistent with values, goals and lifestyle.

• Require students to complete self-evaluation in an ongoing way to identify gaps and successes in their clinical learning.
• Document positive feedback from patients, preceptors, and staff, and share the feedback with the student and others as appropriated.
• Encourage students to develop perspective about the importance of being a learner, and having areas where professional growth is needed.
• After clinical practice experiences, encourage students to ask themselves: What did you do well today?” “Who did you help today and how?” “How did you collaborate within interprofessional teams?”
• Share perspective with clinical cohorts regarding the challenges and expectations of the student role.
SOCIAL WELLNESS

The socially well person has a network of support based on interdependence, mutual trust, and respect, and has developed a sensitivity and awareness towards the feelings of others, which includes an awareness of their own implicit biases.

• Celebrate empathy
• Encourage students to collaborate while in the clinical practice setting.
• Offer opportunities for students to share as a group about their clinical experiences.
• Highlight, enhance, and/or offer opportunities for students to have individualized discussions with patients about social wellness and determinants of health.

SPIRITUAL WELLNESS

The spiritually well person seeks harmony and balance by openly exploring the depth of human purpose, meaning and connection through dialogue and self-reflection.

• In orientation, ask each student why they chose nursing? Ask them to consider their purpose and goals.
• Encourage students to reflect on individual purpose/meaning of clinical work in an ongoing manner throughout their experiences.
• Process the challenges of clinical practice, and ask students to share their coping strategies and inspirational lessons learned.

PHYSICAL WELLNESS

The physically well person gets an adequate amount of sleep (7-9 hours/night), eats a balanced and nutritious diet (with five fruits/vegetables daily), engages in exercise (150 minutes per week), avoids nicotine/smoking, consumes alcohol in moderation (if at all) and engages in positive coping mechanisms to manage stress.

• Promote micro-recovery breaks; for example, stretching and deep breathing for a few minutes every hour.
• Encourage the student to have healthy snacks and water available to them in the clinical setting.
• Highlight, enhance and/or offer opportunities for students to have individualized discussions with patients about physical wellness as a component of the patients’ overall well-being.
• Ask students to reflect on their own well-being and self-care practices as linked to their patients’ wellness and clinical outcomes.
• Monitor clinical compliance with vaccinations and required screenings.
FINANCIAL WELLNESS
The financially well person is fully aware of their financial status/budgets and saves and manages finances in order to achieve realistic goals.

- Consider expense of any required clinical supplies.
- Share free online clinical resources via the Health Science Library:
  - UpToDate, Davis Drug Guide, Bates Clinical Videos
- Share free self-care resources (listed previously under Emotional Wellness, and pertinent to all dimensions of wellness).

INTELLECTUAL WELLNESS
The intellectually well person values lifelong learning and seeks to foster critical thinking, develop moral reasoning, expand worldviews and engage in education for the pursuit of knowledge.

- Encourage students to think about issues at a deeper level ... ask “what if” questions.
- Require students to develop the knowledge of best practice and to identify opportunities to implement evidence-based practice.
- Highlight, enhance and/or offer opportunities for students to implement quality improvement in clinical practice.
- Encourage students to work through the problem solving process when challenged:
  - What is the problem?
  - What is the cause of the problem?
  - What are the consequences of the problem, whether solved or unsolved?
  - Is this my problem to solve? (Or what part of this is mine to solve?)
  - What are the possible solutions and is there a best solution?
  - Where can the solution be found?
  - How can the solution be implemented?

CREATIVE WELLNESS
The creatively well person values and actively participates in a diverse range of arts and cultural experiences as a means to understand and appreciate the surrounding world.

- Challenge students to be creative in clinical practice.
- Encourage faculty and students to write creative wellness prescriptions (i.e. Listen to a new music genre, choose an inspirational quote or write in a journal).
- Ask students to use creativity (thinking outside the box) in individualizing their management of care.
- Identify opportunities for innovation in practice.
ENVIRONMENTAL WELLNESS

The environmentally well person recognizes the responsibility to preserve, protect and improve the environment and appreciates the interconnectedness of nature and the individual.

• Ask students to notice something beautiful inside and outside of their clinical setting (i.e. artwork, quiet spaces, the sky, a tree...)

• Ask students to step outside and breathe in fresh air for a few minutes during the day.

• Require students to respect the importance of their role in preventing the transmission of illness.

• Ask students to identify their role in managing resources and supplies.

• Encourage students to have individualized discussions with patients about the environments in which they live, work, play and worship, and to appreciate these as determinants of health.

Author credit: Alice Teall, DNP, RN, APRN-CNP and Katey Conrad, MS, RN