



What is Wellness Rx?

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A Prescription for Good Health





What is Wellness Rx?

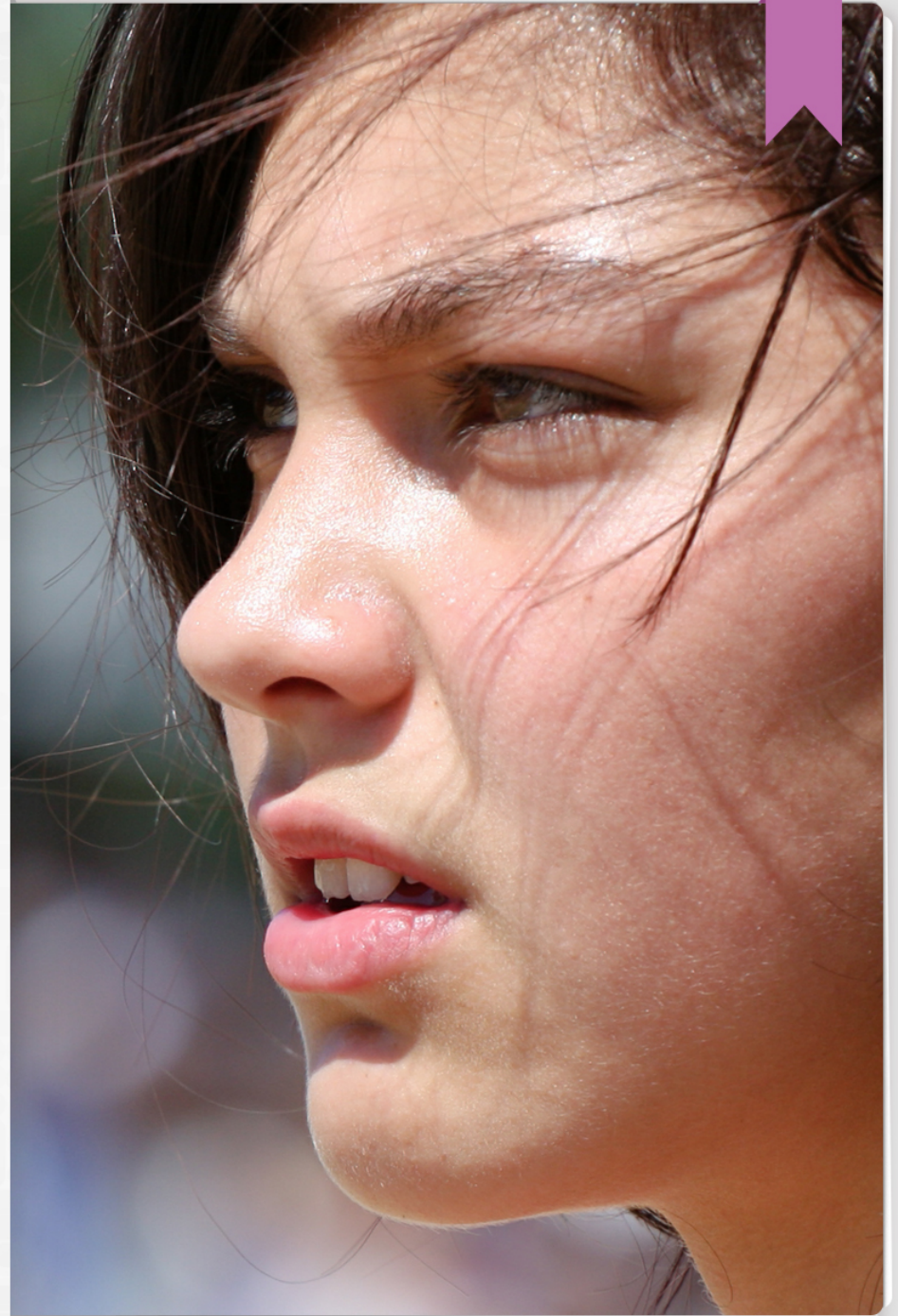
- An interdisciplinary undergraduate health professional education program in nutrition and activity

The Problem...

- Dramatic increase in chronic disease
- Impacts mortality, morbidity, quality of life, healthcare costs
- Health professionals focus on management of acute and chronic disease
- Diet and activity are modifiable risk factors for disease
- Knowledge and skills of health professionals regarding diet and activity are inconsistent or lacking

The Need

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The Need...

- Needs and gaps assessment at University of Alberta students and faculty, across Health Sciences Programs, identified a need for more knowledge and skills including counseling and behavior and lifestyle modification regarding nutrition and physical activity
- Canadian medical students identify similar concerns APNM 2010



The Response

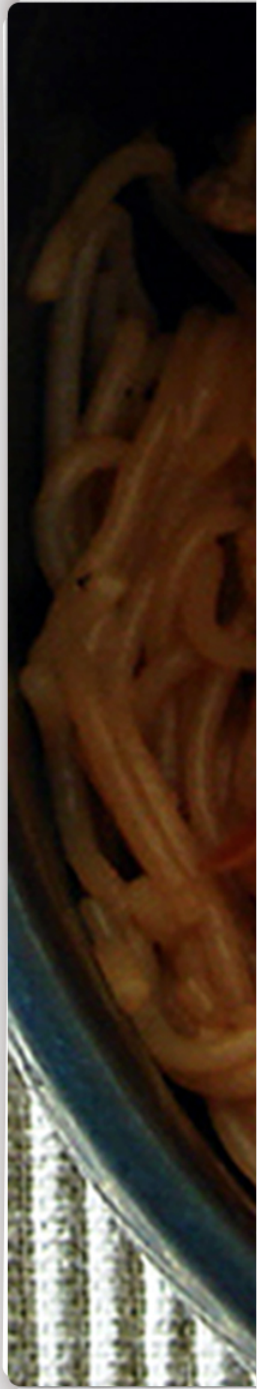
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The Response...

- Cross faculty representation – Medicine, Nursing, Pharmacy, Physical Education and Recreation, Agriculture Life and Environmental Sciences and Alberta Health Services partner to develop Wellness Rx for undergraduate health professional students

The Goal

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The Goal...

- Create a program of studies to be integrated throughout undergraduate health sciences curricula
- Provide learners with KSA for nutrition and activity
- Actively engage learners with real world issues
- Provide practical tools and skills
- Support interprofessional function
- Guide learners on a path to improving their own health and that of their future clients (transformative)



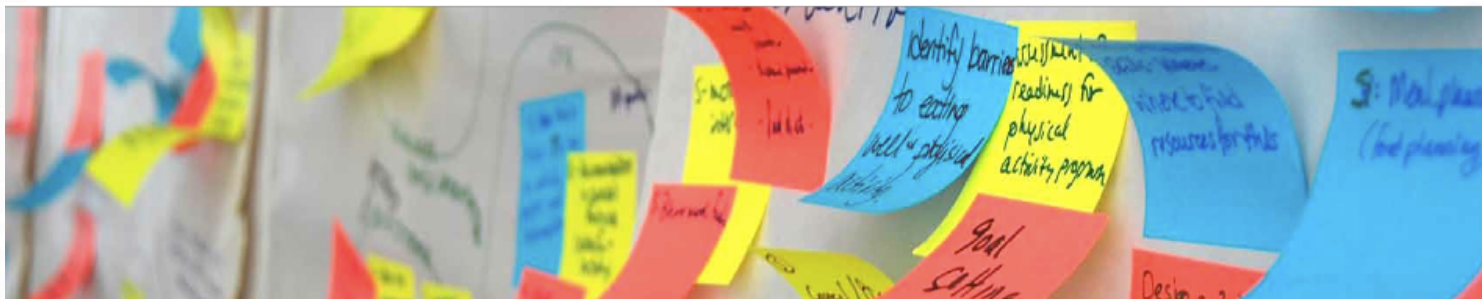
The Challenge

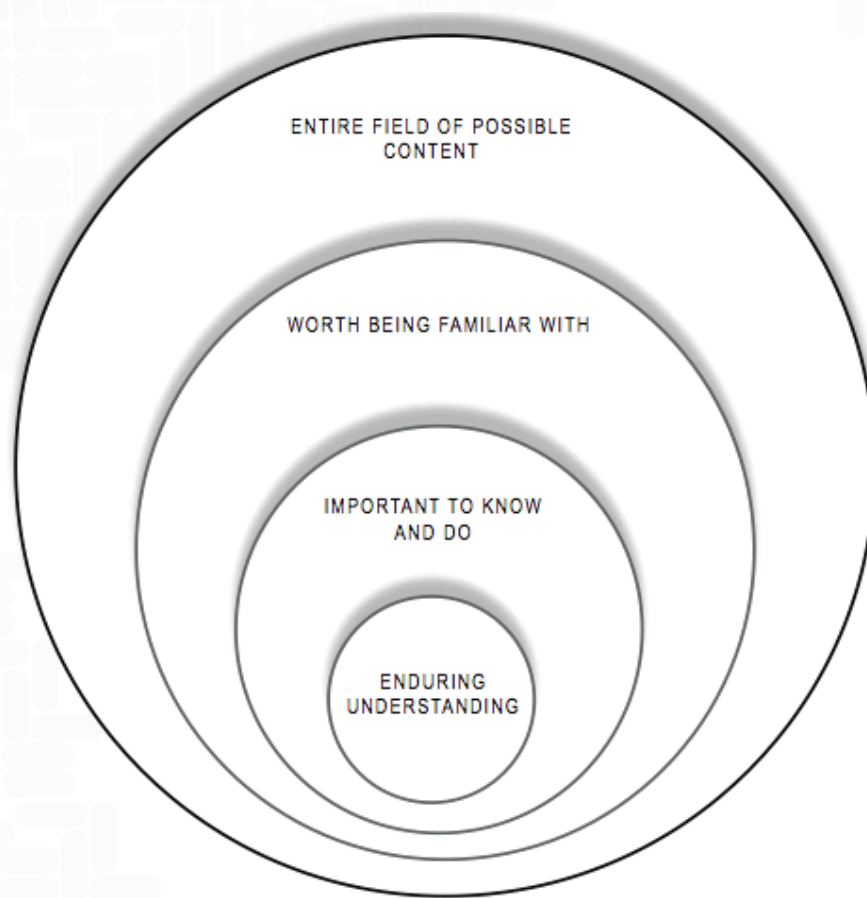
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The Challenge...

- How do you bring 8 faculty members from 4 distinct faculties to to build ONE program of studies?
- Guided by an expert in instructional design, a collaborative curriculum development process





WORTH BEING FAMILIAR WITH

Things we want student to "hear, read, view, encounter, research or otherwise encounter" (p. 9).

"Broad- brush knowledge" (p. 9).

IMPORTANT TO KNOW AND DO

"important knowledge (facts, concepts and principles) and skills (processes, strategies and methods)" (p.9).

"student learning is incomplete if the unit or course completed without the mastery of these essentials" (p.9)

ENDURING UNDERSTANDINGS

"understandings that will anchor the unit or course" (p.10).

"refers to big ideas , the important understandings, that we want students to 'get inside of' and retain after they've forgotten many of the details" (p. 10).

Guiding Principles

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Guiding Principles...

- Transformative
- Practical
- Relevant, real-world, problem based
- Active and authentic learning
- Accessible and flexible



*Deciding on an Approach to Educational Design:
Transformative Learning to Support Lifestyle Change*

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**What is your
story?**

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What is your story?

- Using Narrative Inquiry to support Wellness learning
- Learning from the experience of others
- Narrative database
- Food for thought-guiding questions
- Being relevant to the student

The Program Plan

WELLNESS Rx - a taste of wellness - program plan

	PART 1 INTRODUCTION	PART 2 SELF-HEALTH Nutrition & Physical Activity and Your Health			PART 3 HEALTH AND DISEASE PREVENTION Physical Activity & Nutrition across the Life Cycle				PART 4 DIET & ACTIVITY IN DISEASE Physical Activity & Nutrition & Chronic Illness					Part 5 Conclusion
Orientation	Unit 1 - An Introduction to the course	Unit 2a History & Self-assessment	Unit 2b Interventions	Unit 2c Planning for Success	Unit 3a Pre & Post Natal Mothers & Infants	Unit 3b Child -Teenager	Unit 3c Adult	Unit 3d Seniors	Unit 4a Diabetes	Unit 4b Cardiovascular Disease	Unit 4c Cancer	Unit 4d Musculoskeletal Conditions	Unit 4e Obesity	Unit 5 Looking towards the future
Orientation to the course	THE GLOBAL NARRATIVE:- Narratives that paint a picture of the current state of affairs	PERSONAL NARRATIVES (LEARNING ACTIVITY)- Student will be required to develop their own personal and professional narratives throughout the duration of the course guided by a similar set of questions that are sent out to the public. Students will be provided with and required to reflect upon the narratives from other health science student			PATIENT/CLIENT NARRATIVES - Themes: (1) Day-to-day realities of NPWW (what does this look like in people's lives), (2) Relationship to food & exercise (2) Role of environment/culture, (3) Measures they take to improve NPWW (4) Challenges they face, (5) Experience with health professional dealing with issues pertaining to nutrition and physical activity, etc.				REWRITING THE GLOBAL NARRATIVE:- Rethinking how health care professionals can work together towards preventative health					
PURPOSE OF MODULE This module will:	<ul style="list-style-type: none"> Present a case for preventative health care (present current state of affairs) Get student buy-in on importance of nutrition and physical activity for (1) themselves (2) their patients 	<p>LEARNING ACTIVITIES Self-awareness</p> <p>Learners will:</p> <ol style="list-style-type: none"> Take their nutrition & physical activity history; conduct a physical assessment, and describe the impact that nutrition and physical activity has on their day-to-day life Identify the evidence based standards/recommendations for physical activity and nutrition and measure their eating & physical activity against these standards. Critically assess the factors (environment, community habits, lifestyle & time allocation) that shape their current choices related to physical activity and nutrition. Identify benefits of physical activity and eating well and their motivations for change within the context of the change process. Identify areas where change is necessary to improve their nutrition and physical activity and identify potential barriers to improving own health 	<p>LEARNING ACTIVITIES Taking Action</p> <p>Learners will:</p> <ol style="list-style-type: none"> Set clear goals to improve their nutrition and physical activity and identify rewards Identify and implement appropriate intervention strategies to improve their nutrition and physical activity Identify factors that will increase the likely of success in implementing these intervention strategies Identify challenges impacting their ability to meet nutrition and physical activity goals <p>CHOOSING THEIR OWN LEARNING PATH: Students will be given a "menu" of intervention strategies from which they will be required to select based on Specific Criteria (e.g.) Student are required to select 2 intervention strategies related to nutrition and 2 related to physical activity that assist them in meeting their goals. Strategies need to be clear & explicit, based on evidence</p>	<p>LEARNING ACTIVITIES Maintaining Momentum</p> <p>Learners will:</p> <ol style="list-style-type: none"> Identify and implement strategies (positive planning, avoiding pitfalls, diffusing stress, replacing negative messaging, seeking support) to address challenges impacting their ability to meet nutrition and physical activity goals Reassess their original goals and identify new opportunities to eat well and be active Take steps to make lasting changes (identifying strategies that are most effective, celebrating accomplishments, and making a commitment to the future) Identify credible sources of information related to nutrition and physical activity 	<p>LEARNING ACTIVITIES Patient Care Focus</p> <ol style="list-style-type: none"> Identify the nutritional and physical activity requirements for a patient/client at this particular stage in the life cycle Take a diet and physical activity history and physical exam Assess where improvements can be made to the clients/ patients' nutrition and physical activity and identify the implications for not making these changes Identify the major challenges facing patient/client in meeting nutrition and physical activity requirements and the implications for health professional in providing effective care Recommend three "things" that clients can work on to improve their nutrition and physical activity and identify strategies to integrate these into their day-to-day lives Identify when patient/ client needs to be referred 	<p>LEARNING ACTIVITIES Patient Care Focus</p> <ol style="list-style-type: none"> Take a diet and physical activity history and physical exam Identify key challenges that face adults living with the disease (related to nutrition and physical activity) and the implications for health professional in providing effective care Evaluate how the disease impacts diet and activity Evaluate how diet and activity influence the disease and recognize that diet and activity play a key role in modifying disease progression Identify to whom the patient/ client needs to be referred 	<p>PURPOSE OF MODULE</p> <ul style="list-style-type: none"> Highlight the complexities, and realities of working interprofessionally to promote NPWW Require that students reflect on their own role as health care professionals in re-shaping the current global narrative <p>LEARNING ACTIVITIES</p> <p>Learners will:</p> <ol style="list-style-type: none"> Identify the complex realities & challenges of working interprofessionally to promote nutrition and physical activity Identify key actions that you can take as a health professional in promoting nutrition and physical activity 							
This module provides a compelling case for students to carry on in the course...	PROFESSIONAL NARRATIVES - Narratives from experienced health care professional stressing the importance of caring for your self as a health care professionals and the challenges faced	PROFESSIONAL NARRATIVES - Narratives from health care professionals talking about their experiences working with clients/patient across the life cycle--challenges and opportunities.			PROFESSIONAL NARRATIVES - Narratives from health care professionals talking about their experiences working with clients/patients living with chronic disease--challenges and opportunities.									
Learning Resources	<ul style="list-style-type: none"> -On-line orientation -Course manual -On-line resources 	<ul style="list-style-type: none"> -Variety of narratives -List of Questions to guide narrative Development -History/physical taking checklist -Self Assessment Tool -CFG/PA Guide -Guide to setting goals 	<ul style="list-style-type: none"> -Effective Interventions- what works (article) -Nutrition -CFG & Food Journal -Map of Grocery store -Guide to reading labels -Guide to Meal Planning -Guide to Food Prep -Physical Activity Guidelines 	<ul style="list-style-type: none"> -Success stories -Top 10 barriers to eating well an exercising -List of Effective Coping Strategies -List of questions to assess credibility of websites -3-5 Credible Websites 	<ul style="list-style-type: none"> -Variety of Narratives -Life cycle & nutrients (physical activity requirements) -History taking checklist -Assessment tool -Information on effective counselling -Criteria for referral list -CHOOSING THEIR OWN LEARNING PATH: When used as a full course, students will be given a "menu" of clients to select from (healthy to chronically ill) based upon what they will be required to meet the spaced learning objectives 	<ul style="list-style-type: none"> -Variety of Narratives -Chronic conditions impacted by diet and exercise -3-5 credible websites -Referral criteria and professional list 								
Duration and Weighting of Assignments	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	Duration: TBD	



Poland:

The Sobczynscy family
of Konstancin-Jeziorna
Food expenditure for one
week: 582.48 Zlotys or
\$151.27



United States:

The Revis family of North Carolina (Sure hope most American families eat more fresh fruits and vegetables and less junk food than this family.) Food expenditure for one week \$341.98

Key Ingredients of Wellness Rx

- **A program:** A targeted, interdisciplinary “education to practice” program. The program will be validated through ongoing and hard-wired evaluation strategies across faculties and research will be undertaken relative to the educational intervention
- **A center for knowledge transfer:** support and develop a health focused and wellness filled community linking education (University of Alberta) and practice (Alberta Health Services). This virtual center will be the “go-to place” for relevant, timely, and credible nutrition information. It will be used by students, healthcare professionals and Albertans at large, supporting knowledge exchange and the knowledge user
- **A community movement:** Capacity generation and expertise amongst health professionals, with a center for knowledge transfer will provide the requisite focus to stimulate a community movement and effect a paradigm shift from illness to wellness



Next Steps

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Next Steps

- Pilot in Medicine, Nursing, Dentistry and Pharmacy fall 2012
- Evaluation of the learning/teaching tool
- Educational research platform
- Build Center for Knowledge Transfer
- Community engagement

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