

Gardner-Webb University

Digital Commons @ Gardner-Webb University

Doctor of Nursing Practice Projects

Hunt School of Nursing

Fall 2020

Work Well: Promoting Health Behaviors and Self-Care Amongst Public School Faculty, Staff, & Administrators

Sherri Smith

Gardner-Webb University, ssmith63@gardner-webb.edu

Follow this and additional works at: <https://digitalcommons.gardner-webb.edu/nursing-dnp>



Part of the [Nursing Commons](#)

Recommended Citation

Smith, Sherri, "Work Well: Promoting Health Behaviors and Self-Care Amongst Public School Faculty, Staff, & Administrators" (2020). *Doctor of Nursing Practice Projects*. 11.

<https://digitalcommons.gardner-webb.edu/nursing-dnp/11>

This Project – Full Written is brought to you for free and open access by the Hunt School of Nursing at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Doctor of Nursing Practice Projects by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

**Work Well: Promoting Health Behaviors and Self-Care Amongst Public School
Faculty, Staff, & Administrators**

Sherri Smith

A project submitted to the faculty of
Gardner-Webb University Hunt School of Nursing
in partial fulfillment of the requirements for the degree of
Doctor of Nursing Practice

2020

Submitted by:

Approved by:

Sherri Smith, MSN, RN, NCSN

Anna S. Hamrick, DNP, FNP-C, ACHPN

12/1/2020

Date

12/2/2020

Date

Acknowledgements

First and foremost, I would like to give thanks to God for giving me the opportunity to pursue this degree. I also give thanks to God for the guidance, strength, and wisdom provided throughout the journey. I am thankful for my daughter, my own personal cheerleader. Thank you for your patience, understanding, and unconditional love. I am also thankful for my mom, dad, sister, cousin, and a host of other family members and friends that supported me along the way.

I am also grateful for the support of my committee member, Annette Richardson and my practice partner, Leondus Farrow, Jr. I am also grateful for the administrative team and colleagues at the project site that showed interest and support of my project. I am thankful for all those who invested time into my project and those that are interested in continuing wellness in the workplace. Finally, I would like to thank my project chair, Dr. Anna Hamrick, for the support and guidance throughout this process. Thank you for always giving me the extra push that I needed to make it to the finish line.

©Sherri Smith 2020

All Rights Reserved

**Work Well: Promoting Health Behaviors and Self-Care Amongst Public School
Faculty, Staff, & Administrators**

Abstract

Workplace wellness is a critical aspect within an organization. Failure to encourage and meet the wellness needs of staff can lead to increased absenteeism, decreased productivity, as well as increased stress levels. Improved workplace wellness in an academic setting has not only potential positive impact on employees but also the students they teach. Evidence shows that implementing wellness initiatives in academic settings has the potential to improve the overall wellbeing of teachers as well as students. Interventions include a Walkabout Challenge, a Caring Peer Group, and education. The interventions are an effort to improve self-care habits amongst faculty and staff to improve wellness in the workplace.

Key Words: workplace wellness, wellness, self-care, school wellness, teacher wellness, occupational stress, teacher burnout

Table of Contents

SECTION I: PROBLEM RECOGNITION.....	10
Problem Background and Significance.....	10
Problem Statement.....	12
SECTION II: LITERATURE REVIEW.....	13
Literature Review.....	13
Literature Summary.....	14
SECTION III: NEEDS ASSESSMENT.....	16
Needs Assessment.....	16
Population.....	17
Sponsor and Stakeholders.....	17
Organizational Assessment Using a SWOT Analysis.....	18
Available Resources.....	20
Desired Outcomes.....	20
Team Selection.....	20
Cost Analysis.....	21
SECTION IV: GOALS, OBJECTIVES, AND MISSION STATEMENT.....	23
Goals.....	23
Objectives.....	23
Mission Statement.....	23
SECTION V: Theoretical Underpinnings.....	24
Theoretical Underpinnings.....	24
SECTION VI: WORK PLANNING.....	27

Project Plan.....	27
SECTION VII: EVALUATION PLANNING.....	30
Evaluation Plan.....	30
Logic Model Development.....	31
SECTION VIII: PROJECT IMPLEMENTATION.....	32
Project Implementation.....	32
Threats and Barriers.....	33
Implementation Summary.....	34
SECTION IX: INTERPRETATION OF DATA.....	35
Results.....	35
Interpretation of Results.....	48
Limitations.....	48
Discussion.....	49
Recommendations.....	53
Sustainability.....	54
SECTION X: UTILIZATION AND REPORTING OF RESULTS.....	55
Implications for Practice.....	55
REFERENCES.....	57
APPENDICES.....	61
A. Project Plan.....	61
B. Project Timeline.....	63
C. Pre-Implementation Survey Questions.....	64
D. Post-Implementation Survey Questions.....	87

E. Pre-Implementation Email Consent with Survey Link.....	110
F. Post-Implementation Email Consent with Survey Link.....	113
G. Logic Model.....	116

LIST OF FIGURES

Figure 1: SWOT Analysis.....	19
------------------------------	----

LIST OF TABLES

Table 1: Cost/Benefit Analysis.....	21
Table 2: Participation.....	36
Table 3: Comparison of Pre and Post Implementation Totals.....	36
Table 4: t-Test: Pre and Post Totals.....	37
Table 5: Physical Self-Care Means.....	37
Table 6: t-Test: Physical Self-Care.....	38
Table 7: Psychological Self-Care Means.....	39
Table 8: t-Test: Psychological Self-Care.....	40
Table 9: Emotional Self-Care Means.....	40
Table 10: t-Test: Emotional Self-Care Means.....	41
Table 11: Spiritual Self-Care Means.....	42
Table 12: t-Test: Spiritual Self-Care.....	43
Table 13: Relationship Self-Care Means.....	44
Table 14: t-Test: Relationship Self-Care.....	45
Table 15: Workplace or Professional Self-Care Means.....	45
Table 16: t-Test: Workplace or Professional Self-Care.....	46
Table 17: Overall Self-Care Means.....	47
Table 18: t-Test: Overall Balance.....	47

SECTION I

Problem Background and Significance

Workplace wellness is a critical aspect within an organization. Wellness is often thought of as absence of illness or disease, however wellness incorporates the wellbeing of individual mentally and physically. The National Wellness Institute (2019, para. 3) defines wellness as “an active process through which people become aware of, and make choices toward, a more successful existence.” Failure to encourage and meet the wellness needs of staff can lead to increased absenteeism, decreased productivity, as well as increased stress levels. Increased absenteeism and decreased productivity are costly to employers. It is estimated that 175 million working days per year are lost due to employee absence, costing employers 14.4 billion dollars (Flint et. al, 2016). Improving and implementing a culture and environment of wellness in the workplace has potential to decrease absenteeism and improve the overall health and wellbeing of employees.

In the United States, “one in five adults have multiple chronic conditions” (Ward, 2015, p. 943). Multiple chronic conditions also have an adverse impact on the workforce, ultimately causing employers to lose money. Ward (2015) concluded multiple chronic conditions was associated with an increase in the number of workdays missed due to illness. With working Americans spending over one-third of their day, five days per week at a workplace, the workplace is an ideal setting to promote disease prevention and health promotion (CDC, 2016).

Academic institutions have the unique opportunity to promote wellness not only to faculty and staff, but students as well. However, academic institutions have not promoted wellness in the workplace as consistently as corporate organizations, despite

the benefits of reducing absenteeism and lowering health insurance premiums (Melnik, Amaya, Szalacha, and Hoying, 2015). There are a variety of levels of academic institutions including public and private elementary and secondary as well as post-secondary schools. During the 2018-2019 academic year, a regional public-school system in the southeastern United States surveyed staff finding that 444 of 485 (91.5%) participants expressed a need for wellness support by their employer. Staff surveyed included administrators, teachers, and support staff. The public-school system provides employees with health insurance as well as access to the Employee Assistance Program (EAP) for counseling, however survey results imply the staff desires more wellness support. As an option, respondents were able to elaborate on the specific areas of need for staff wellness support. Respondents expressed “burnout” leading to “ineffectiveness”. Additionally, they expressed work related “stress and anxiety”, “shortening the years a person can teach”, as well as physical complaints of “increased blood pressure and increased weight gain.” Respondents also reported “relationship problems” due to the “stressors of the job”. Others identified the necessity for “mental support” and the overall “mental wellbeing” of the staff. The findings were concerning to the administration of the school district but unfortunately are noted to be consistent with published research on the topic.

Researchers have found that teachers with increased occupational stress experience physical symptoms, psychological symptoms, decreased work performance, and impacts personal relationships (Shernoff, Mehta, Atkins, Torf, and Spencer, 2011). Decreased work performance not only impacts teachers as individuals but has potential to decrease work performance impacting students and their learning environment. Oberle

and Schonert-Reichi (2016) found that teachers' occupational stress and burnout lead to less positive classroom environments and increase students' stress levels. Students' cortisol levels increased when in classrooms with teachers suffering from occupational stress and burnout, leading to disruptive classroom behaviors (Oberle and Schonert-Reichi, (2016).

Workplace wellness must be taken serious in all areas, especially in academic institutions. Improved workplace wellness in an academic setting has not only potential positive impact on employees but also the students they teach. Many working adults have one or more chronic health conditions which may impact the days they are able to work as well as their work performance, ultimately impacting the cost to employers. Occupational stress and burnout occur frequently in academia potentially leading to job dissatisfaction, frequent turnovers, and many leaving the field. With studies indicating a direct link between teacher burnout and increased cortisol levels in students, implementing workplace wellness interventions has potential to improve the overall wellbeing of teachers as well as students.

SECTION II

Literature Review

A review of the literature was conducted to further explore the implications of workplace wellness in academic settings. Occupational stress and burnout occur frequently in academia. The National Institute for Occupational Safety and Health (2014, para. 9) defines workplace stress as the “harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker which can lead to poor health and injury.” Researchers have found that teachers with increased occupational stress experience physical symptoms, psychological symptoms, strained personal relationships, and decreased work performance (Shernoff, Mehta, Atkins, Torf, and Spencer, 2011). In addition to occupational stress and burnout, “one in five adults in the United States have multiple chronic conditions” (Ward, 2015, p. 943). Multiple chronic conditions have an adverse impact on the workforce, ultimately causing employers to lose money. Ward (2015) concluded multiple chronic conditions was associated with an increase in the number of workdays missed due to illness. It is estimated that 175 million working days per year are lost due to employee absence, costing employers 14.4 billion dollars (Flint et. al, 2016). According to the CDC (2016), the workplace is an ideal setting to promote disease prevention and health promotion.

According to the Affordable Care Act ([ACA], 2010), employers must invest in the health and wellness of their employees. Effective in 2014, the ACA allotted employers additional funds to reward staff for healthy lifestyles, increasing workplace wellness initiatives. Workplace wellness programs seek to improve the overall health and wellness of employees (Osilla et. al, 2012; Melnyk et. al, 2016). Employers recognize

the physical, mental, and social well-being of their employees impacts the company's performance (Timm, Gray, Curtis, & Chung, 2018; Kaiser Permanente, 2020). Wellness programs increase productivity and reduce absenteeism (Osilla et. al, 2012; Melnyk et. al, 2016). Through wellness initiatives, companies seek positive returns on their investments (Osilla et. al, 2012; Melnyk et. al, 2016). Creating a healthier workforce can lower insurance premiums, decrease compensation claims, and lower indirect costs that occur from employees missing work (CDC, 2020).

In addition to financial benefits, school-based wellness programs are beneficial for employees as well as students (ASCD, 2020; Alker, Wang, Pbert, Thorsen, & Lemon, 2015; CDC, 2020). School-based wellness programs can reduce common risk factors linked to decreased productivity among school employees such as obesity, smoking, and depression, improving work productivity (Alker et. al, 2015). Creating a healthy school workplace culture "helps retain teachers and staff, reduces stress, boosts job satisfaction, and supports employees to perform at their best" (Kaiser Permanente, 2020). Healthy staff members are more productive, least likely to be absent, and serve as role models for students (CDC, 2020).

Healthy employees directly impact the health of students through positive role-modeling of healthy behaviors (Kaiser Permanente, 2020). Additionally, students have more consistency due to improved teacher attendance and improved productivity and performance while on the job (Kaiser Permanente, 2020). Supporting the needs of employees that work with students, physically, emotionally, and socially, creates greater productivity in schools (Kaiser Permanente, 2020).

Literature Review Summary

In summary, occupational stress and burnout adversely impacts those in academia causing physical symptoms, psychological symptoms, strained personal relationships, and decreased work performance. Additionally, many Americans suffer from chronic illnesses causing an adverse impact on the workforce, causing employers to lose money. Occupational stress and chronic conditions have also led to increased absenteeism in the workforce.

Workplace wellness programs seek to improve the overall wellness of employees in addition to creating a positive return on their investment. Employers save money on insurance premiums and compensation claims. They also save money due to fewer employees missing work.

Workplace wellness programs have direct impacts on both staff and students. Teachers are more likely keep current positions, are less stressed, and tend to perform at their best due to wellness initiatives. Students have more consistency due to improved teacher attendance and improved performance while on the job. Additionally, students are able to model the healthy behaviors observed from teachers and staff. Meeting the physical, social, and emotional needs of staff also supports the physical, social, and emotional needs of the students.

SECTION III

Needs Assessment

Employers are increasing their focus on the wellness of their employees. In 2017, “approximately half of all United States (U.S.) worksites offered some type of health promotion or wellness program” (CDC, 2019, para 1). Creating a healthier workforce increases productivity and decreases risks of developing chronic disease (Workplace Health Research Network [WHRN], 2016). Additionally, employees who are physically active require less sick leave and are more productive at work (WHRN, 2016). With Americans spending the majority of their day in the workplace, employers have the unique opportunity to create a healthy workforce culture.

School employee well-being is important for both the employee as well as the students. School employee well-being is defined as providing “support for the physical, social, emotional, and professional well-being of all school employees, teachers, administrators, and classified staff” (Kaiser Permanente, 2020, para 1). Creating a healthy school workplace culture “helps retain teachers and staff, reduces stress, boosts job satisfaction, and supports employees to perform at their best” (Kaiser Permanente, 2020, para. 2). Congruent with other workforces, school employees within a wellness culture have fewer absences. School employees are “more likely to stay in their positions longer, creating the continuity and stability that’s essential for the students’ success” (Kaiser Permanente, 2020, para 2). “Supporting school employee wellness is an important way to communicate that each staff member is respected and valued (National Association of Chronic Disease Directors, 2018, p. 8).

In 2016, the WHRN, with support of the CDC, published best practices to implement a wellness initiative within the workplace. The guidance included building a culture of health, strong, visible support from leaders, developing partnerships and social support, using existing resources first, creating a community-wide educational campaign, tailoring programs to employee needs and desires, targeting multiple factors to help maximize success, utilizing technology to boost engagement, and setting realistic goals and monitoring progress. There are several various steps in creating a wellness initiative in a workplace. Implementation of best practices are the first steps towards creating a successful healthy workplace.

PICOT Statement

In a Southeastern United States public school, how will faculty and staff (P) participating in a wellness program that encourages self-care (I) compared to no wellness program (C) affect self-care habits (O) after participation in a four week program (T)?

Sponsors and Stakeholders

Engagement of a variety of stakeholders are necessary for a successful wellness initiative to occur. Identified stakeholders for this workplace wellness program at one public school included school leadership, principal and assistant principal, human resources, superintendents, faculty and staff, as well as parents. The project was initiated by the nurse assigned to the school. The principal and assistant principal were key in approving the program for the school. Additionally, leadership can set the example for the staff, indicating its importance. School principals recognize the importance and are interested in having a healthier staff as it increases continuity of instruction and decreases the need for substitutes. At the district level, the human resources department along with

the superintendent recognized the importance of healthier employees on multiple levels including less off the job time for healthcare provider visits and less medical insurance expenditures for the district. Faculty and staff buy in is important. Faculty and staff can implement team building, encouraging one another to participate in the wellness initiatives. Additionally, staff was included in the planning process to ensure their individual needs are met from the initiative. It is important to consider parents involvement in planning as they often bring the staff unhealthy treats to show their appreciation. Parents should be educated on how employee wellness supports the success of their students. As with any project development, additional stakeholders may be identified as it processes.

Organizational Assessment

As part of planning for the workplace wellness project, an organizational assessment was completed specific to the school. The middle school serves approximately 450 students in grades 6-8. There are approximately 48 faculty and staff members.

Figure 1 displays an analysis of the strengths, weaknesses, opportunities, and threats (SWOT). One of the main weaknesses found at the project site was a lack of wellness initiatives and practices despite the benefits for both staff and students. This information combined with the strengths and opportunities, supported the development of this project.

Figure 1

SWOT Analysis

Internal	Strengths	Weaknesses
	On site flu clinics Health insurance Leadership (Principal approval) Employees are interested in new wellness initiatives Employees expressed interest in exercise and changing eating habits	No consistent wellness practices No current wellness partnerships in the community No extra funds in the school budget
External	Opportunities	Threats
	Community partnerships -YMCA -Key Fitness -Books & Beans -Barley & Burger	Low employee participation Plan implementation timeframe COVID-19 Staff navigating the demands of COVID-19 AND virtual learning

Available Resources

Resource availability was key in successful implementation. Currently, the school has an indoor gym that was available exercise classes or walking groups. Additionally, the hallways and stairs are also available for exercise. The outdoor field was also available to be utilized for physical activity, weather permitting. Onsite incentives such as duty-free lunch and paid workdays are available as incentives for employee participation. As part of planning the program, solicitation of offsite incentives for participation were requested as donations from local businesses within the community.

Desired and Expected Outcomes

The desired outcome of this project was to increase self-care habits amongst faculty and staff. By creating a culture of wellness amongst faculty and staff we will decrease employee absences and decrease stress levels amongst staff members, creating an enhanced learning environment for students, increasing school report card grades. Healthier staff members are more productive.

Team Selection

The project was led by a Doctor of Nursing Program (DNP) student whose primary employment is as a school nurse at the designated implementation site. The additional selected project team members included the DNP project chair, a practice partner, and a committee member. The project chair holds the credentials of DNP-FNP and is an Associate Professor of Nursing and immediate past Chair of Doctoral Nursing Programs. The practice partner holds a master's degree in Education and serves as the Assistant Superintendent of Student Placement and Intervention. The committee member

holds a master's degree in Nursing Leadership and serves as a school nurse state consultant for charter schools.

Table 1

Cost/Benefit Analysis

Costs	Benefits
Healthy snacks and water \$100	Healthier staff
T-shirt screen print \$12.50	Increase team building
Contest entry fee \$10	Decrease stress levels
	Increase morale
	Decrease absences
	Increase school report cards
	Enhance student learning environment
	Community partnerships

The costs to initiate a school-based wellness program are minimal. Initial projections estimated a cost \$112.50 to initiate the program. It will cost approximately \$100 to provide healthy snacks and water to the staff members for the length of the project. Additionally, it will cost \$12.50 for the initial t-shirt screen print. The Participants were asked to submit a \$10 entry fee to join the program. The funds raised by this entry fee were divided out and given to the winners of the contests. The potential yield on minimal investment by the school is high. In return of investing a little over \$100, the school will have healthier employees, which are more productive, creating enhanced learning environments for students. Although the long term outcomes of the project will not be reported immediately, it is anticipated that there will be significant cost savings in decreased faculty and staff absenteeism, and non-financial benefits of increased staff morale, decreased stress levels amongst staff, and over time, an increase in school report cards. Another long-term benefit of the wellness initiative project

implementation, will be establishment of new community partnerships to benefit the school, administration, faculty, staff and students.

Scope of Problem

The project site is a public school located in the Southeastern United States. Similar to many public-school systems, it provides health insurance coverage for faculty and staff as well as access to an Employee Assistance Program (EAP). Unfortunately, there is nothing more than these two options directly focused on workplace wellness. Employees within the district report increases in weight and blood pressure due to stress. Seventeen schools within the district received a poor report card grade (North Carolina School Report Cards, 2019). In 2015, 347 teachers were absent greater than 10 days of the school year (Civil Rights Data Collection, 2015). Additionally, the turnover rate for the district is 20.9% compared to the state's 14.5% (North Carolina school report cards, 2019). The initiation of a wellness program has the potential to decrease weight, stress, and decrease absences, ultimately creating a healthier culture for both students and staff. Therefore, wellness programs are beneficial to both employees and employers.

SECTION IV

Goals, Objectives, and Mission Statement

The purpose of this project was to increase wellness amongst public school faculty and staff through increasing self-care activities.

Objectives

- Employees will report an increase in physical self-care activities after four weeks
- Employees will report an increase in psychological self-care activities after four weeks
- Employees will report an increase in emotional self-care activities after four weeks
- Employees will report an increase in spiritual self-care activities after four weeks
- Employees will report an increase in relationship self-care activities after four weeks
- Employees will report an increase in workplace self-care activities after four weeks
- Within three months, the climate committee will implement an exercise group
- Within six months, the climate committee will create a wellness room for employees to implement self-care activities
- In one year, the school report card will reflect a decrease in employee absences for the 2020-2021 school year

Mission Statement

This project seeks to increase wellness amongst public school employees mentally and physically through the implementation of self-care activities.

SECTION V

Theoretical Underpinnings

The purpose of this project was to determine if participation in self-care activities would increase the overall wellness amongst public school employees. The project was developed and based on two theoretical models, the Whole School, Whole Community, Whole Child Model (WSCC) as well as Nola Pender's Health Promotion Model (HPM). Both theories well aligned to the pursuit of increased wellness amongst public school employees.

Whole School, Whole Community, Whole Child Model

The WSCC model is a student-centered framework developed by the Centers for Disease Control and Prevention (CDC) to address health in schools (CDC, 2020). The WSCC model includes 10 components: physical education and physical activity, nutrition and environment services, health education, social and emotional school climate, physical environment, health services, counseling, psychological and social services, employee wellness, community involvement, and family engagement (CDC, 2020). The WSCC model helps to improve learning and health by focusing on both the physical and the psychosocial needs of the child, including community resources and families throughout the process. The DNP Project focused primarily on the employee wellness component of the model.

Employee wellness is a vital component of the WSCC model. Healthy staff members support the growth of students both physically and academically. According to the CDC (2019), "fostering school employees' physical and mental protects school staff, which helps support students' health and academic success." Staff members are role

models for the students they connect with on a day to day basis and have the ability to model healthy behaviors for students. Additionally, healthy school employees “are more productive and less likely to be absent” (CDC, 2019, para. 1). Teacher absenteeism requires the use of substitute teachers, which is a disruption of normal class activities. It is therefore imperative that employee wellness is a priority within school districts. According to the CDC (2019, para. 1), “employee wellness programs and healthy work environments can improve a district’s bottom line by decreasing employee health insurance premiums, reducing employee turnover, and cutting costs of substitutes.” The CDC (2020) suggests creating an environment that supports healthy eating, an active lifestyle, and stress management.

The employee wellness component of the WSCC model will be incorporated in this project. To ensure employee wellness, the CDC (2020) recommends creating an environment that supports healthy eating, an active lifestyle, and stress management. The project addressed the recommendations by providing weekly emails that includes information on healthy eating, an active lifestyle, and stress management. In addition, a Walkabout Challenge was created to encourage participants to become more active. An incentive was provided for the participant with the most steps at the end of the challenge. Additionally, a Care Peer group was implemented to address stress and other emotional needs of the staff. Throughout the project, staff members were encouraged to improve their self-care needs.

Health Promotion Model

Health promotion is a process of enabling people to have control over their health by improving knowledge and increasing awareness of current behaviors to create

voluntary change. The Health Promotion Model (HPM) created by Nola Pender encourages one to become active in their care by encouraging self-efficacy and increasing knowledge regarding their health. Throughout the project, participants are educated about self-care, physically, mentally, and emotionally, learning self-efficacy. Self-efficacy influences health outcomes by determining the activities in which one participates, and the amount of effort one is willing to expend and sustain to successfully achieve a desired outcome (Bandura, 1977; Bandura, 2004). Those with greater self-efficacy tend to have better outcomes across a variety of health issues (Sampat et al., 2014). Therefore, changing or enhancing one's perception of specific behaviors is key to achieving a better outcome. Staff members will be encouraged to make better health decisions through emails, a walking challenge, and through a peer group, increasing their self-efficacy and encouraging better health and wellness decisions.

Summary

The overall wellness amongst public school employees is important as healthy staff members support the physical and academic growth of students. The WSCC model as well as the HPM were used as frameworks to address current behaviors and promote change through lifestyle interventions. The WSCC model helps to improve learning and growth of students by focusing on both the psychological and physical aspects of the student. Employee wellness has a direct impact on the growth of students as healthy employees are less likely to be absent and are more productive. The HPM encourages one to become active in their care by encouraging self-efficacy and increasing knowledge regarding their health. Both models were utilized in the development of interventions to promote and encourage change.

SECTION VI

Project Plan

This DNP project focused on improving the overall wellness of school employees through implementation wellness activities. Wellness of the school employee includes the physical, social, emotional, and professional well-being. To implement a wellness initiative, best practices include building a culture of health, strong, visible support from leaders, developing partnerships and social support, using existing resources first, creating a community-wide educational campaign, tailoring programs to employee needs and desires, targeting multiple factors to help maximize success, utilizing technology to boost engagement, and setting realistic goals and monitoring progress (WHRN, 2016). This project focused on building a culture of health, using existing resources, having visible support from leaders, and using technology to boost engagement.

The interventions were planned and implemented during the summer and fall of 2020. A project plan (Appendix A) and timeline (Appendix B) were approved by the project chair as well as the principal of the school. Upon approval from the chair and the principal, approval was obtained from the University Institutional Review Board (IRB) and permission was granted from the principal of the school. No more than minimal risk or anticipated harm to the participants was identified, meeting the criteria of exempt status.

It was identified that wellness initiatives beyond health insurance and an EAP program were lacking. Therefore, planning began to determine appropriate interventions. Meetings were held with stakeholders including staff members, the principal, assistant principal, as well as the assistant superintendent. Additionally, meetings were held with

other nurses in the district to determine if wellness initiatives had been implemented within other schools across the county.

After multiple meetings and exploration of best practice from the literature, it was determined that a wellness contest consisting of a walkabout challenge would be initiated for the staff with an entry fee of \$10 for each participant. Proceeds from the entry fee were to be distributed to the winners of the contest. Upon further communication with the project chair, it was determined that more interventions were needed to ensure other aspects of wellness aside from physical was met. It was then determined that weekly emails would be sent to the staff containing information regarding evidence-based self-care tips on nutrition, physical activity, mental and emotional stress management. Additionally, a Caring Peer Group was created to discuss the following self-care topics weekly: physical/nutritional self-care, psychological/emotional self-care, relationship self-care, and workplace/professional self-care. After final approval, a project start date was determined. It is estimated that the entire timeline from initial conversations to project start date was approximately 30 weeks. During the planning phase, meetings occurred between the project leader and the project chair, as well as with leaders of the project site. Meetings occurred face to face, via Zoom, phone, and email. Discussions involved project purpose, timeline, and expectations.

Project planning included collaborating with the school's principals, the staff climate committee, and receiving input from the project chair. Project planning also involved creating educational emails with evidence-based information. This information was emailed to the staff on a weekly basis. An evidence-based peer group was also created. This group met on a weekly basis to discuss self-care topics. Additionally,

project planning included the creation of a Walkabout Challenge for all staff members. Staff members were given the option to track their steps and compete for a prize as an incentive.

SECTION VII

Evaluation Plan

Evaluation is used to assess programs or initiatives to maximize and demonstrate value to the organization (Kirkpatrick, 2016). The DNP project included a quantitative, pre-post implementation survey evaluation design. The DNP project was designed to implement interventions related to physical, emotional, and social well-being. Upon IRB approval, and upon receiving informed consent, participants were asked to complete a pre-implementation self-care assessment via Qualtrics (Appendix C) measuring their self-care practices prior to intervention. After the four-week project implementation, participants were invited to participate in a post-implementation self-care assessment (Appendix D).

All staff members were sent an email link to the pre implementation survey via Qualtrics (Appendix E). Completion of the pre-implementation survey was optional. The survey assessed current self-care practices of staff members utilizing the Self-Care Assessment tool. The Self-Care Assessment tool was originally developed by Saakvitne, Pearlman, & Staff of TSI/CAAP in 1996 and modified for use in Butler & McClain-Meeder's Self-Care Starter Kit (2015). It was utilized with permission to collect data. The measure has not been evaluated for psychometric properties and validity and reliability of the tool cannot be determined, as it is a self-reported assessment. The Self-Care Assessment was used in its original form without modification and was administered using the Qualtrics platform for both pre-intervention and post-intervention data collection. The post-intervention survey had three additional questions asking if they participated in each component of the intervention with simple yes/no responses.

After completion of the DNP project implementation, all staff members were sent an email link to the post implementation survey via Qualtrics (Appendix F). Completion of the pre-implementation survey was optional. The survey assessed current self-care practices of staff members utilizing the Self-Care Assessment tool. The survey results were analyzed with descriptive statistics comparing pre and post implementation means.

Logic Model Development

A logic model was created during the DNP project planning phase (Appendix G). The model provided a visual to show relationships between the different project components. The model also offered an indication of how results would unite to meet project objectives.

SECTION VIII

Project Implementation

Upon IRB approval from the university and permission from the project site's principal, pre-implementation data was collected to establish a baseline. Pre-implementation data was collected with distribution of a survey via Qualtrics (Appendix C), an electronic survey platform, to assess staff members' self-care practices.

Once baseline data was collected, the DNP project began. The project intervention occurred over four weeks in the summer of 2020. Three separate interventions were implemented. Participants had the option to choose to participate in any or all components of the project including the pre-survey, "Walkabout Challenge", "Caring Peer Group", and post-survey. The first intervention included sending weekly self-care tips through email. All school employees received once weekly emails from the Project Leader that included specific evidence-based self-care tips on topics such as nutrition, physical activity, mental and emotional stress management.

The second intervention included a Walkabout Challenge. During week one of the project, all school employees received instruction, via email, about the importance of active living, walking and counting steps per day. To participate in the Walkabout Challenge, participants had to complete the Pre-Self-Care Assessment survey questions and provide a unique identifier (Appendix C). Once the survey was completed, the participants emailed the project leader the unique identifier that was created. The unique identifier was maintained confidentially to compare which components of the project the individual participated in and compared in data analysis. Participants were asked to self-report their daily steps by emailing the project leader on a daily or weekly basis. The

emails were kept confidentially by the Project leader. The participant with the most steps at the end of the four weeks received a \$20 gift card.

The third component of the intervention was a “Caring Peer Group” discussion utilizing Zoom. The meetings took place every Thursday at 2:15 pm. A private Zoom link with a password was sent each week. The meetings were not recorded. By signing into the Zoom and participating, participants were agreeing to refrain from repeating personal information discussed in the meeting. The Zoom invite link included the statement, “By signing into Zoom and participating, you are agreeing to refrain from repeating personal information discussed in the meeting.” Each week that one participated in the Caring Peer group, their name was entered into a drawing for a \$20 gift card. At the end of the four-week, staff members that participated in the Care Peering group were entered into a drawing for the \$20 gift card.

After the project implementation, a post-implementation survey was sent to all staff members to assess the self-care practices of the staff members (Appendix D). Completion of the pre-implementation and post-implementation survey were optional. The pre and post implementation data were analyzed. Data were exported from Qualtrics to an Excel spreadsheet.

Threats and Barriers

The planning for the project began in the summer of 2019. An unanticipated barrier to the DNP Project implementation was the inability to conduct the interventions in person. The original timeline of the implementation included late spring and early summer 2020. This project was implemented in the midst of COVID-19, a global pandemic that limited social gatherings. Due to social distancing guidelines that

prevented people from being within six feet of one another for more than 15 minutes, interventions were adapted and occurred through an online or virtual format.

Another barrier identified during the DNP Project was the time frame in which the project was implemented. Because of factors outside of the leader's control, the project implementation was delayed and took place while staff members were on summer vacation. During the summer months, staff members are less engaged with email communication.

Implementation Summary

Implementation of the DNP Project occurred with three interventions. The first intervention focused on emailing the staff educational evidence-based information regarding self-care. The second intervention was a Walkabout Challenge. Staff members had the opportunity to record and report their steps to the project leader to become eligible for a \$20 gift card. The third intervention was a Caring Peer Group. The Caring Peer Group gave staff members the opportunity to discuss self-care topics amongst one another in a safe environment.

SECTION IX

Results

Data was collected for the DNP Project at two set time points. A pre and post implementation survey was sent to all staff members employed at the project location to assess self-care practices. The pre-implementation survey provided baseline data while the post-implementation survey results provided comparison data. All staff members were invited to participate in the pre and post surveys regardless if they took part in any of the three interventions.

Pre and post implementation data collection included staff member survey results. Approximately 44 staff members were sent an email link to the pre and the post-implementation survey via Qualtrics. The survey assessed current self-care practices of staff members utilizing the Self-Care Assessment tool developed by Saakvitne, Pearlman, & Staff of TSI/CAAP in 1996 and modified for use in Butler & McClain-Meeder's Self-Care Starter Kit (2015). The measure has not been evaluated for psychometric properties and validity and reliability of the tool cannot be determined, as it is a self-reported assessment.

The survey was comprised of 80 different questions organized in seven sections: physical self-care, psychological self-care, emotional self-care, spiritual self-care, relationship self-care, workplace or professional self-care, and overall balance. Participants were asked to rate each question on a scale of 0-3; lower and higher totals correlated with lower and higher perceptions of self-care. The mean of each individual question and each of the seven sections were comparatively analyzed using descriptive statistics in Microsoft Excel.

Additional data maintained during the projected included participation in each of the three interventions. The weekly email intervention was sent out to all forty-four staff members each week. Table 2 displays the participation in each intervention on a weekly basis as well as the post responses compared to participation in each activity.

Table 2

Participation

	Week 1	Week 2	Week 3	Week 4	Post-Assessment # of Responses	Of those who responded number who participated
Self-Care Tip Emails	44	44	44	44	3	3
Walkabout Challenge	2	1	1	2	3	2
Caring Peer Group	2	3	2	1	3	0

Table 3 compares pre and post-implementation data to include the mean of the total scores.

Table 3

Comparison of Pre and Post-Implementation Totals

		Pre-Survey Mean		Post-Survey Mean
Overall Total		2.19		2.21

Table 4 displays the t-Test of the pre and post-implementation totals.

Table4

t-Test: Pre and Post Totals

t-Test: Paired Two Sample for Means
Totals

	<i>Pre-Survey</i>	<i>Post-Survey</i>
Mean	2.172948718	2.21
Variance	0.269982101	0.299751
Observations	78	78
Pearson Correlation	0.669279529	
Hypothesized Mean Difference	0	
df	77	
	-	
t Stat	0.752809302	
P(T<=t) one-tail	0.226929978	
t Critical one-tail	1.664884537	
P(T<=t) two-tail	0.453859955	
t Critical two-tail	1.991254395	

Table 5 outlines the mean for each physical self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 5

Physical Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
2.1 Eat regularly	6	1.67	3	1.67
2.2 Get regular medical care for prevention	6	1.17	3	1.33
2.3 Get medical care when needed	6	1	3	1
2.4 Take time off when sick	6	2.67	3	2
2.5 Wear clothes I like	6	1.5	3	1.33
2.6 Do some fun physical activity	6	2	3	1.67
2.7 Think positive thoughts about my body	6	2.33	3	1.67

2.8 Exercise	6	2	3	1.67
2.9 Eat Healthy	6	2	3	1.67
2.10 Get massages	6	3.83	3	3.67
2.11 Take vacations	6	2.17	3	3
2.12 Get enough sleep	6	2.33	3	3
2.13 Fun artistic activity	6	2.83	3	2
Overall Physical Self Care		2.12		1.98

Table 6 displays the t-Test results for physical self-care.

Table 6

t-Test: Physical Self-Care

t-Test: Paired Two Sample for Means Physical Self-Care

	<i>Pre- survey Mean</i>	<i>Post- survey Mean</i>
Mean	2.115385	1.975385
Variance	0.550677	0.601944
Observations	13	13
Pearson Correlation	0.793779	
Hypothesized Mean Difference	0	
df	12	
t Stat	1.033391	
P(T<=t) one-tail	0.160899	
t Critical one-tail	1.782288	
P(T<=t) two-tail	0.321799	
t Critical two-tail	2.178813	

Table 7 displays the mean for each psychological self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 7

Psychological Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
3.1 Take day trips or mini vacations	6	2.33	3	3
3.2 Have my own personal psychotherapy	6	3.67	3	3
3.3 Take time away from technology/internet	6	2.17	3	2
3.4 Read something unrelated to work	6	2.17	3	2.67
3.5 Notice my thoughts, beliefs, attitude, values	6	1.5	3	1.67
3.6 Engage my intelligence in a new way or area	6	2.17	3	2.33
3.7 Do something at which I am not an expert	6	2.17	3	2.33
3.8 Make time for self-reflection	6	1.83	3	2
3.9 Write in journal	6	3.5	3	3.33
3.10 Attend to minimizing life stress	6	2.5	3	3
3.11 Be curious	6	1.5	3	1.67
3.12 Say no to extra responsibilities	6	2.67	3	3
3.13 Be okay leaving work at work	6	2.5	3	2.67
Overall Psychological Self-Care		2.36		2.51

Table 8 displays the t-Test results for psychological self-care.

Table 8

t-Test: Psychological Self-Care

t-Test: Paired Two Sample for Means Psychological Self-Care

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	2.36	2.513077
Variance	0.421367	0.306673
Observations	13	13
Pearson Correlation	0.847279	
Hypothesized Mean Difference	0	
df	12	
t Stat	-1.6007	
P(T<=t) one-tail	0.067713	
t Critical one-tail	1.782288	
P(T<=t) two-tail	0.135426	
t Critical two-tail	2.178813	

Table 9 displays the mean for each emotional self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 9

Emotional Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
4.1 Spend time with people whose company I enjoy	6	1.83	3	1.67

4.2 Stay in contact with important people in my life	6	1.5	3	1.67
4.3 Re-read favorite books, re-view favorite movies	6	2.67	3	2.33
4.4 Identify and seek out comforting activities/places	6	2.33	3	2.33
4.5 Express my outrage in a social action or discussion	6	2.83	3	2.67
4.6 Love myself	6	1.67	3	1.67
4.7 Allow myself to cry	6	2.17	3	1.67
4.8 Give myself affirmation/praise	6	2.5	3	2.67
4.9 Find things that make me laugh	6	1.83	3	2
Overall Emotional Self-Care		2.15		2.08

Table 10 displays the t-Test results for emotional self-care.

Table 10

t-Test: Emotional Self-Care

t-Test: Paired Two Sample for Means Emotional Self-Care

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	2.147778	2.075556
Variance	0.218219	0.187478
Observations	9	9
Pearson Correlation	0.861808	
Hypothesized Mean Difference	0	
df	8	

t Stat	0.906964
P(T<=t) one-tail	0.195463
t Critical one-tail	1.859548

P(T<=t) two-tail	0.390926
t Critical two-tail	2.306004

Table 11 displays the mean for each spiritual self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 11

Spiritual Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
5.1 Make time for reflection	6	1.83	3	2
5.2 Find a spiritual connection or community	6	1.5	3	1.67
5.3 Be aware of non-material aspects of life	6	1.83	3	2.67
5.4 Try at times not to be in charge or the expert	6	1.83	3	2.67
5.5 Identify what is meaningful to me	6	1.5	3	2.67
5.6 Seek out re-energizing or nourishing experiences	6	2.17	3	2.67
5.7 Contribute to causes in which I believe	6	2.17	3	2.67
5.8 Read or listen to something inspirational	6	1.83	3	2
5.9 Spend time in nature	6	2.17	3	1.67
5.10 Be open to inspiration	6	1.83	3	1.33
5.11 Cherish optimism and hope	6	1.5	3	1.33
5.12 Be open to knowing	6	1.83	3	1.67

5.13 Meditate	6	2.5	3	2.33
5.14 Find time for prayer or praise	6	1.67	3	1.67
5.15 Have experiences of awe	6	2.17	3	2.33
Overall Spiritual Self-Care		1.89		2.09

Table 12 displays the t-Test results for spiritual self-care.

Table 12

t-Test: Spiritual Self-Care

t-Test: Paired Two Sample for Means Spiritual Self-Care

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	1.888667	2.09
Variance	0.08657	0.262443
Observations	15	15
Pearson Correlation	0.359773	
Hypothesized Mean Difference	0	
df	14	
t Stat	-1.58984	
P(T<=t) one-tail	0.067096	
t Critical one-tail	1.76131	
P(T<=t) two-tail	0.134192	
t Critical two-tail	2.144787	

Table 13 displays the mean for each relationship self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 13

Relationship Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
6.1 Schedule regular dates with my partner	6	2.83	2	2.5
6.2 Call, check on, or see my relatives	6	1.67	3	1.33
6.3 Share a fear, hope, or secret with someone I trust	6	1.83	3	2
6.4 Stay in contact with faraway friends	6	2.17	3	2
6.5 Make time for personal correspondence	6	2.33	3	2.33
6.6 Allow others to do things for me	6	2.67	3	3
6.7 Make time to be with friends	6	2.17	3	2
6.8 Ask for help when I need it	6	2	3	2.67
6.9 Communicate with my family	6	1.33	3	1.67
6.10 Enlarge my social circle	6	2.33	3	3
6.11 Spend time with animals	6	3	3	1.67
6.12 Schedule regular dates with my partner	6	2.83	2	2.5
Overall Relationship Self-Care		2.26		2.22

Table 14 displays the t-Test results for relationship self-care.

Table 14

t-Test: Relationship Self-Care

t-Test: Paired Two Sample for Means Relationship Self-Care

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	2.263333	2.2225
Variance	0.259715	0.284584
Observations	12	12
Pearson Correlation	0.450758	
Hypothesized Mean Difference	0	
df	11	
t Stat	0.258594	
P(T<=t) one-tail	0.400362	
t Critical one-tail	1.795885	
P(T<=t) two-tail	0.800723	
t Critical two-tail	2.200985	

Table 15 displays the mean for each workplace or professional self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 15

Workplace or Professional Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
7.1 Take time to chat with coworkers	6	1.67	3	2.33
7.2 Identify projects/tasks that are exciting	6	2.17	3	2.33
7.3 Balance my load so that nothing is "way too much"	6	2.5	3	2.67
7.4 Arrange workspace to be comfortable	6	2.33	3	2
7.5 Get regular supervision or consultation	6	2.33	3	2.67

7.6 Negotiate/advocate for my needs	6	2	3	2.67
7.7 Make quiet time to work	6	2	3	2.33
7.8 Take a break during the day	6	2.5	3	2.33
7.9 Set limits with my boss/peers	6	2.5	3	2.33
7.10 Have a peer support group	6	3	3	2.67
7.11 Identify rewarding tasks	6	2.33	3	2
Overall Workplace or Professional Self-Care		2.30		2.39

Table 16 displays the t-Test results for workplace or professional self-care.

Table 16

t-Test: Workplace or Professional Self-Care

t-Test: Paired Two Sample for Means Workplace or Professional Self-Care

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	2.302727	2.393636
Variance	0.120642	0.063565
Observations	11	11
Pearson Correlation	0.219812	
Hypothesized Mean Difference	0	
df	10	
t Stat	-0.78988	
P(T<=t) one-tail	0.223962	
t Critical one-tail	1.812461	
P(T<=t) two-tail	0.447924	
t Critical two-tail	2.228139	

Table 17 displays the mean for each overall balance self-care question pre and post project implementation as well as the overall mean for the set of questions.

Table 17

Overall Self-Care Means

	Pre-Survey Number	Pre-Survey Mean	Post-Survey Number	Post-Survey Mean
8.1 Strive for balance within my work-life and workday	6	2.33	3	2
8.2 Strive for balance among my family, friends, and relationships	6	2	3	1.67
8.3 Strive for balance between play and rest	6	2.33	3	2.33
8.4 Strive for balance between work/service and personal time	6	2.33	3	2.33
8.5 Strive for balance in looking forward and acknowledging the moment	6	2.17	3	2.67
Overall Balance		2.23		2.2

Table 18 displays the t-Test results for overall balance.

Table 18

t-Test: Overall Balance

t-Test: Paired Two Sample for Means Overall
Balance

	<i>Pre-Survey Mean</i>	<i>Post-Survey Mean</i>
Mean	2.232	2.2

Variance	0.02162	0.1439
Observations	5	5
Pearson Correlation	0.446866	
Hypothesized Mean Difference	0	
df	4	
t Stat	0.21039	
P(T<=t) one-tail	0.421823	
t Critical one-tail	2.131847	
P(T<=t) two-tail	0.843646	
t Critical two-tail	2.776445	

Interpretation of Results

As a result of this project, staff members of a public school have an awareness of their self-care practices as well as interventions to improve self-care practices. The project implemented evidence-based self-care practices. The project laid a foundation for future work and administrators understand the significance of self-care practices as a result.

The statistical results of this project do not indicate an impact on self-care habits. Although the pre and post-implementation total score revealed an increase in the mean post-implementation compared to pre-implementation, statistically, the results are not significant. Comparing the t Stat result, -0.75, to the t Critical one-tail of 1.66, the results are insignificant as the t Stat value would need to be greater than the t Critical one tail. Additionally, $p = 0.22$, which is greater than 0.05, indicating the results are not statistically significant.

Limitations

Limitations of the DNP Project were identified. One limitation identified included the ability to conduct the project in person. Due to COVID-19, the interventions were implemented in a virtual format. Another barrier identified during the DNP Project was the time frame in which the project was implemented. The project was implemented while staff members were on summer vacation. During the summer months, staff members are less engaged with email communication. Additionally, the pre and post implementation surveys were not paired so that a comparison could be analyzed between the pre and post surveys. There was no way to determine if the same participants participated in the pre and post-survey as it was optional to include a unique identifier. The small sample size that responded to the surveys may not be indicative of the responses for the entire staff.

Discussion

The objective of the DNP Project was to improve self-care habits amongst staff members at a public school through the implementation of evidence-based interventions. Creating a healthy school workplace culture “helps retain teachers and staff, reduces stress, boosts job satisfaction, and supports employees to perform at their best” (Kaiser Permanente, 2020, para. 1). Healthy staff members are more productive, least likely to be absent, and serve as role models for students (CDC, 2020). The DNP Project implemented a Walkabout Challenge, a Caring Peer Group, and sent educational emails to improve self-care habits of staff members. Statistical data indicates the interventions made an overall positive impact on self-care habits amongst public school staff members.

The pre and post implementation surveys assessed self-care habits of staff members in several categories including physical self-care, psychological self-care,

emotional self-care, spiritual self-care, relationship self-care, workplace or professional self-care, and overall balance. Overall, statistical results revealed an improvement in self-care habits post project implementation. However, not all categories demonstrated statistically significant improvements. The physical self-care category decreased post-implementation. The objective was for employees to report an increase in physical self-care activities after four weeks. Despite the implementation of a Walkabout Challenge and educational emails regarding physical activity and nutrition, questions regarding exercising, eating healthy, and participating in fun activities had a decrease post-implementation. This may be due to low project participation. The emails were sent to approximately 44 staff members, however; only three staff members reported that they read the emails. Two staff members reported that they participated in the Walkabout Challenge.

There was also a decrease in the questions related to emotional self-care. The objective was for employees to report an increase in emotional self-care activities after four weeks. Responses with decreases included spending time with people whose company I enjoy, re-read favorite books or movies, express outrage in a social action or discussion, and allowing myself to cry. In addition to low project participation, responses regarding spending time with others and social situations may have decreased due to the global pandemic, COVID-19. Questions related to relationship self-care had a minimal statistical decrease post-implementation. Responses with decreases included schedule regular dates with my partner, call, check on, or see my relatives, stay in contact with faraway friends, make time to be with friends, and spend time with animals. The questions that involved spending time with others decreased. COVID-19 guidelines

suggest that people minimize or avoid social gatherings and practice social distancing, remaining at least six feet apart from one another and limiting contact to less than 15 minutes.

The last set of questions receiving a minimal statistical decrease was overall balance. The objective was for employees to report an increase in overall balance after four weeks. Responses with decreases included strive for balance within my work-life and workday and strive for balance among my family, friends, and relationships. Strive for balance among my family, friends, and relationships had the greatest decrease. It is believed that this is also related to COVID-19.

The psychological self-care objective was for employees to report an increase in psychological self-care activities after four weeks. Psychological self-care means increased post-implementation. Questions with improved responses included take day trips or mini vacations, read something unrelated to work, notice my thoughts, beliefs, attitudes, values, engage my intelligence in a new way or area, do something at which I am not an expert, make time for self-reflection, attend to minimizing life stress, be curious, say no to extra responsibilities, and be okay leaving work at work. The weekly emails as well as the Caring Peer Group addressed many of the areas of improvement. It is likely that staff members received the information from the emails versus the group as the post-implementation survey respondents reported that they did not participate in the Caring Peer Group.

The spiritual self-care objective was for employees to report an increase in spiritual self-care activities after four weeks. Spiritual self-care means increased post-implementation. All questions received improvements post-implementation except be

open to inspiration, cherish optimism and hope, be open to knowing, and spend time in nature. Spiritual self-care was addressed in emails as well as the Caring Peer Group.

The final set of responses increasing in mean post implementation were workplace or professional self-care. The objective for workplace or professional self-care was for employees to report an increase in workplace or professional self-care after four weeks.

Responses that did not improve include arrange workspace to be comfortable, take a break during the day, set limits with my boss/peers, have a peer support group, and identify rewarding tasks. Workplace or professional self-care was addressed via email but discussed in depth in the Caring Peer Group. Participants responding to the post-implementation survey did not participate in the Caring Peer Group.

Additional objectives include the climate committee implementing an exercise group within three months, the climate committee creating a wellness room for employees to implement self-care activities, and the school report card reflecting a decrease in employee absences for the 2020-2021 school year. Since implementation of the project, the climate committee has implemented two exercise groups; one group is a walking group and the other is an aerobic exercise group. The climate committee has not created the wellness room yet, however, planning has begun for this objective. The 2020-2021 school report card has not been released yet, therefore it is unknown at this time if project implementation impacted employee absences for the school year.

The data is limited due to low responses on the post implementation survey but in general, the results of the DNP Project suggest an overall improvement in the self-care habits of the school staff. Although not captured in statistical data, it is noted that school

administrators are more aware of the importance of ensuring staff members practice self-care habits. Administrators are also aware of interventions to implement to engage employees in self-care practices. While no formal survey was given in regard to employee satisfaction, the school administrator has reported that there has been less absences and employee morale has improved despite a global pandemic. Staff members have created walking groups and exercise groups amongst one another. After conclusion of the project intervention, the school counselor has begun to send weekly emails addressing social and emotional self-care. Additionally, the school climate committee has begun to serve healthy snack to the staff bi-weekly and are currently in the process of creating self-care wellness stations for staff members. Administrators and staff are utilizing information received to create more wellness and self-care opportunities within the school, which are likely positive indirect outcomes of the project intervention

Recommendations

Recommendations include continuation of the interventions implemented in the project and continue to encourage employee participation. It is also recommended that interventions are implemented throughout the school year when employees are more engaged. Additionally, it is recommended to send educational information regarding wellness and self-care via email. The respondents of this project received the majority of their information via weekly emails versus the Caring Peer Group. However, the Caring Peer Group had value and should still be utilized as respondents reported in the post implementation survey that they did not have a peer support group. Perhaps holding the meeting on a monthly basis instead of a weekly basis would encourage more participation. Additionally, Caring Peer Group conversations could be incorporated into

meetings already scheduled, allowing staff members time to engage with one another prior to beginning a regular standing meeting.

Sustainability

The self-care practices introduced during this project serves as a baseline for the project site to continue and build upon. Administrators have gained more awareness of the positive results that can be achieved when employees engage in self-care practices. Interventions utilized will continue to be implemented beyond the completion of the DNP Project, therefore, they are sustainable self-care practice interventions. Administrators and staff members are currently implementing versions of the interventions presented and implemented during the project. As a result of the DNP Project needs assessment and implementation, the project leader has been invited to join the climate committee to assist in creating self-care stations for the staff. The project leader has also been asked to create an exercise group available to staff members to participate after work hours. It has been recognized that supporting the needs of employees that work with students, physically, emotionally, and socially, creates greater productivity in schools (Kaiser Permanente, 2020). The DNP Project interventions laid a strong foundation for future self-care practices to be implemented not only by the DNP candidate but the project site and across the public school system.

SECTION X

Implications for Practice

Workplace wellness is a critical aspect within an organization and academic institutions have the unique opportunity to promote wellness to faculty and staff. The DNP Project implemented evidence-based interventions to improve self-care practices amongst the staff of a public school. The project results indicated small improvements in employee self-care practices, but were not statistically significant. Additionally, the project implementation created a baseline of site-specific interventions that can be continued in the future.

This DNP Project provided an opportunity to apply evidence-based interventions to an identified problem within a public-school system. During the experience, the DNP leader identified gaps in wellness programs, which was the foundation of the DNP Project. The identified gaps served as the project's focus. Implementation of the project has increased self-care practices amongst staff members, improving employee wellness, closing identified gaps in employee wellness at the public school. This experience allowed the DNP leader to collaborate with administrators and professionals from other disciplines. Moving forward, the DNP leader will continue collaborating with administrators and stakeholders to guide recommendations.

While implementation of this DNP Project improved self-care practices amongst public school employees, additional work lies ahead to increase participation in self-care practices at the project site as well as throughout the school system. Increasing self-care practices and wellness in the workplace continues to present opportunities to educate administrators on the importance of implementing wellness initiatives. As part of the

increased attention to the topic of self-care and wellness in the workplace initiated by the DNP Project, administrators have been made aware of the gaps, and increased attention has been given to wellness and self-care practices in the workplace. The changes that have been made increase confidence that the work initiated by the DNP Project will continue to lead towards positive change in the initiation of self-care practices and wellness initiatives in the workplace.

References

- Affordable Care Act (2010). *About the Affordable Care Act*. Retrieved from <https://www.hhs.gov/healthcare/about-the-aca/index.html>
- Alker, H. J., Wang, M. L., Pbert, L., Thorsen, N., & Lemon, S. C. (2015). Impact of school staff health on work productivity in secondary schools in Massachusetts. *Journal of School Health, 85*(6), 398-404. doi:10.1111/josh.12266.
- ASCD (2020). *Whole school, whole community, whole child*. Retrieved from <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>.
- Bandura, A. (1977). Self-efficacy. Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215.
- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior, 31*(2), 143-164
- Butler, L. D., & McClain-Meeder, K. (2015). *Self-Care Starter Kit*. <http://www.socialwork.buffalo.edu/students/self-care/index.as>
- Centers for Disease Control and Prevention (2016). *Workplace health promotion*. Retrieved from <https://www.cdc.gov/workplacehealthpromotion/model/index.html>
- Centers for Disease Control and Prevention (2019). *CDC: Half of workplaces offer health/wellness programs*. Retrieved from <https://www.cdc.gov/media/releases/2019/p0422-workplaces-offer-wellness.html>
- Centers for Disease Control and Prevention (2019). *Components of the Whole School, Whole Community, Whole Child (WSCC)*. Retrieved from <https://www.cdc.gov/healthyschools/wsc/components.htm>

- Centers for Disease Control and Prevention (2020). *How CDC supports a healthy, competitive workforce*. Retrieved from <https://www.cdc.gov/chronicdisease/resources/publications/factsheets/workplace-health.htm>
- Civil Rights Data Collection (2015). *LEA summary of selected facts*. Retrieved from <https://ocrdata.ed.gov/profile/9/district/29144/summary>
- Flint, S. W., Scaife, R., Kesterton, S., Humphreys, L., Copeland, R., Crank, H., . . . Carter, A. (2016). Sheffield Hallam staff wellness service: Four-year follow-up of the impact on health indicators. *Perspectives in Public Health*, 136(5), 295-301. doi:<http://dx.doi.org.ezproxy.gardner-webb.edu/10.1177/1757913916630>
- Kaiser Permanente (2020). *Thriving Schools*. Retrieved from <https://thrivingschools.kaiserpermanente.org/school-employees/>
- Kirkpatrick, J. & Kirkpatrick, W. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.
- Melnyk, B. M., Amaya, M., Szalacha, L. A., & Hoying, J. (2016). Relationships among perceived wellness culture, healthy lifestyle beliefs, and healthy behaviors in university faculty and staff: Implications for practice and future research. *Western Journal of Nursing Research*, 38(3), 308–324. <https://doi.org/10.1177/0193945915615238>
- National Association of Chronic Disease Directors (2018). *Healthy school, staff, & students: A guide to improving school employee wellness*. Retrieved from <https://chronicdisease.org/healthy-school-staff-students-a-guide-to-improving-school-employee-wellness/>

National Institute for Occupational Safety and Health (2014). *Stress...At work*. Retrieved from <https://www.cdc.gov/niosh/docs/99-101/default.html>

National Wellness Institute (2019). *The six dimensions of wellness*. Retrieved from <https://nationalwellness.org/resources/six-dimensions-of-wellness/>

North Carolina School Report Cards (2019). *North Carolina school report cards*. Retrieved from <https://ncreportcards.ondemand.sas.com/src/?county=Nash>

Oberle, E. & Schonert-Reichi (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine*, 159, 30-37. <https://doi-org.ezproxy.gardner-webb.edu/10.1016/j.socscimed.2016.04.031>

Osilla, K., Busum, K., Schnyer, C., Larkin, J., Eibner, C. & Mattke, S. (2012). Systemic review of the impact of worksite wellness programs. *The American Journal of Managed Care*, 18(92), 68-81.

Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). *Transforming the pain: A workbook on vicarious traumatization*. New York, NY: W.W. Norton

Sampat, S., Kirschenbaum, D. S., Gierut, K. J., Germann, J. N., & Krawczyk, R. (2014). Ya gotta have friends: Social support and self-efficacy predict success following immersion treatment. *Obesity*, 22(12), 2579-2585. doi:<http://dx.doi.org/10.1002/oby.20863>

Shernoff, E. S., Mehta, T. G., Atkins, M. S., Torf, R., & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 3(2), 59–69. <https://doi.org/10.1007/s12310-011-9051-z>

- Timm, S. Gray, W. Curtis, T., & Chung, S. (2018). Designing for health: How the physical environment plays a role in workplace wellness. *American Journal of Health Promotion*, 32(6), 1468-1473.
- Ward, B. (2015). Multiple chronic conditions and labor force outcomes: A population study of U.S. adults. *American Journal of Industrial medicine*, 58(9), 943-954.
<https://doi-org.ezproxy.gardner-webb.edu/10.1002/ajim.22439>
- Workplace Health Research Network (2016). *Physical activity in the workplace: A guide for employers*. Retrieved from https://www.workhealthresearchnetwork.org/wp-content/uploads/2016/05/CDC-WHRN-Physical-Activity_Employer-Guide-FINAL.pdf

Appendix A

Project Plan

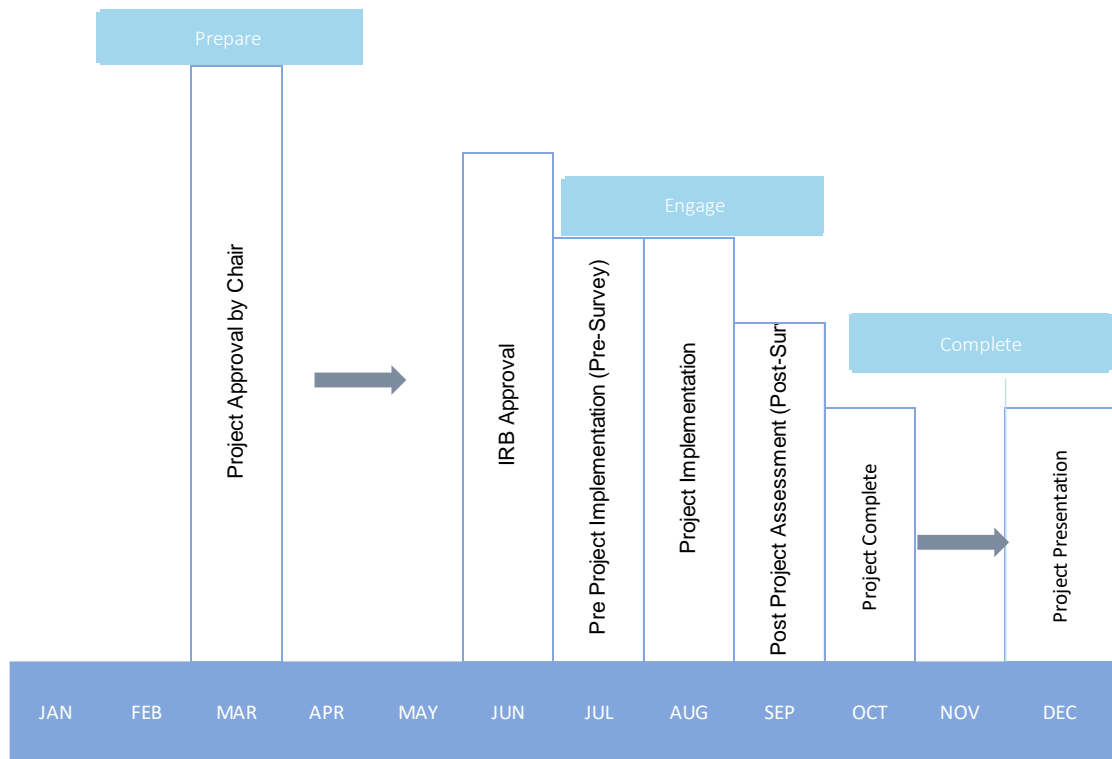
Question	Will the implementation of evidence-based interventions improve the self-care habits of public-school employees?
Population	Administration, faculty, and staff of a public school. Public school team members include principals, teachers, teacher assistants, counselors, social workers, receptionists, and custodial staff.
Design	Evidence-based practice project
Sample	The goal is to implement interventions to improve self-care practices.
Project Design	The DNP Project design focused on interventions that included a Walkabout Challenge, a Caring Peer Group, and educational information. The first intervention required making improvements to the organization's policies and procedures that focus on workplace violence and a safety and security alert. Another intervention involved updates to the "safety and security alert" order within the EMR. Education accompanied each policy and procedure change and was also considered an intervention. Pre and post data will be gathered to assess team member perception of safety as well as compliance in using the Safety and Security Alert order.
Time Line	
November 2019	Began literature review
December 2019	Continued literature review and began identifying stakeholders
January 2020	Continued literature review and identifying stakeholders
February 2020	Completed needs assessment
February 2020	Meetings with stakeholders
March 2020	Identified pre and post-survey
March 2020	Created educational emails
March 2020	Created Walkabout Challenge
March 2020	Created Caring Peer Group

April 2020	Continued working on interventions
May 2020	Institutional Review Board application submitted
June 2020	Institutional Review Board approval
July 2020	Pre-implementation data collection
August 2020	Project implementation
September 2020	Post-implementation data collection
October 2020	Post-implementation data collection
November 2020	Data review
December 2020	Completion of DNP Project
Data Collection	Tools used will include pre and post surveys. Analysis of data will be done using Microsoft Excel.
Evaluation Plan	The DNP Project will include a quantitative, pre-post implementation survey evaluation design. Pre and post implementation data will be compared to determine if self-care habits improve after project implementation.
Ethical and Protective Consideration	Institutional Review Board approval will be applied for at the University. Permission will be obtained from the project site administrator. The project researcher will keep the information confidential and no identifying data or information will be revealed in the results. The DNP Project Student Leader will maintain data on a password-protected computer until completion of the project.

Appendix B


Project Timeline

WORKPLACE WELLNESS TIMELINE



Appendix C

Pre-Implementation Survey Questions

 GARDNER-WEBB
UNIVERSITY

Pre Self-Care Assessment

Create your own unique identifier for the Walkabout Challenge.

For the following statements you will be asked to rate how well you think you are doing in each of the areas.

3= I do this well (e.g., frequently)
2= I do this OK (e.g., occasionally)
1= I barely or rarely do this
0= I never do this
?= This never occurred to me

Please click "Yes" if you understand the directions.

☐ Yes
☐ No

Physical Self-Care

Eat regularly (breakfast, lunch, and dinner)

☐ 3= I do this well (e.g., frequently)
☐ 2= I do this OK (e.g., occasionally)

- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get regular medical care for prevention

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get medical care when needed

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take time off when sick

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Wear clothes I like

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do some fun physical activity

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Think positive thoughts about my body

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Exercise

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Eat healthy

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get massages

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take vacations

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get enough sleep

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do some fun artistic activity

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Psychological Self-Care

Take day trips or mini-vacations

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have my own personal psychotherapy

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time away from technology/internet

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Read something unrelated to work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Notice my thoughts, beliefs, attitudes, feelings

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Engage my intelligence in a new way or area

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do something at which I am not expert

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time for self-reflection

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Write in a journal

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Attend to minimizing life stress

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
 - ☐ ?= This never occurred to me
-

Be curious

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Say no to extra responsibilities

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be okay leaving work at work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Emotional Self-Care**Spend time with people whose company I enjoy**

- ☐ 3= I do this well (e.g., frequently)

- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Stay in contact with important people in my life

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Re-read favorite books, re-view favorite movies

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify and seek out comforting activities/places

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Express my outrage in a social action or discussion

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Love myself

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Allow myself to cry

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Give myself affirmation/praise

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
 - ☐ ?= This never occurred to me
-

Find things that make me laugh

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spiritual Self-Care

Make time for reflection

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Find a spiritual connection or community

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be aware of non-material aspects of life

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Try at times not to be in charge or the expert

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify what is meaningful to me

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Seek out re-energizing or nourishing experiences

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Contribute to causes in which I believe

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Read or listen to something inspirational

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spend time in nature

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be open to inspiration

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
 - ☐ ?= This never occurred to me
-

Cherish optimism and hope

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be open to knowing

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Meditate

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Find time for prayer or praise

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have experiences of awe

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Relationship Self-Care

Schedule regular dates with my partner

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Call, check on, or see my relatives

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Share a fear, hope, or secret with someone I trust

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Stay in contact with faraway friends

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time for personal correspondence

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Allow others to do things for me

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time to be with friends

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Ask for help when I need it

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Communicate with my family

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Enlarge my social circle

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
-

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spend time with animals

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Schedule regular dates with my partner

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Workplace or Professional Self-Care

Take time to chat with coworkers

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify projects/tasks that are exciting

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Balance my load so that nothing is "way too much"

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Arrange work space to be comfortable

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get regular supervision or consultation

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Negotiate/advocate for my needs

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make quiet time to work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take a break during the day

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Set limits with my boss/peers

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have a peer support group

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify rewarding tasks

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Overall Balance

Strive for balance within my work-life and work day

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance among my family, friends, and relationships

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance between play and rest

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance between work/service and personal time

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance in looking forward and acknowledging the moment

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
-

☐ ?= This never occurred to me

Powered by Qualtrics

Appendix D

Post Implementation Survey Questions

GARDNER-WEBB
UNIVERSITY**Post Self-Care Assessment**

Please enter your unique identifier. This should be the same identifier you created for the Pre assessment.

Did you participate in the Walkabout Challenge?

- ☐ Yes
☐ No

Did you attend one or more Care Group meetings?

- ☐ Yes
☐ No

Did you read the weekly self-care emails?

- ☐ Yes
☐ No

For the following statements you will be asked to rate how well you think you are doing in each of the areas.

- 3= I do this well (e.g., frequently)
- 2= I do this OK (e.g., occasionally)
- 1= I barely or rarely do this
- 0= I never do this
- ?= This never occurred to me

Please click "Yes" if you understand the directions.

- ☐ Yes
- ☐ No

Physical Self-Care

Eat regularly (breakfast, lunch, and dinner)

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get regular medical care for prevention

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get medical care when needed

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take time off when sick

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Wear clothes I like

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do some fun physical activity

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this

☐ ?= This never occurred to me

Think positive thoughts about my body

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Exercise

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Eat healthy

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get massages

- ☐ 3= I do this well (e.g., frequently)

- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take vacations

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get enough sleep

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do some fun artistic activity

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Psychological Self-Care

Take day trips or mini-vacations

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have my own personal psychotherapy

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time away from technology/internet

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Read something unrelated to work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Notice my thoughts, beliefs, attitudes, feelings

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Engage my intelligence in a new way or area

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Do something at which I am not expert

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time for self-reflection

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Write in a journal

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Attend to minimizing life stress

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be curious

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Say no to extra responsibilities

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be okay leaving work at work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Emotional Self-Care**Spend time with people whose company I enjoy**

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Stay in contact with important people in my life

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
-

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Re-read favorite books, re-view favorite movies

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify and seek out comforting activities/places

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Express my outrage in a social action or discussion

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Love myself

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Allow myself to cry

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Give myself affirmation/praise

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Find things that make me laugh

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spiritual Self-Care

Make time for reflection

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Find a spiritual connection or community

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be aware of non-material aspects of life

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Try at times not to be in charge or the expert

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this

- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify what is meaningful to me

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Seek out re-energizing or nourishing experiences

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Contribute to causes in which I believe

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Read or listen to something inspirational

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spend time in nature

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Be open to inspiration

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Cherish optimism and hope

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
 - ☐ ?= This never occurred to me
-

Be open to knowing

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Meditate

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Find time for prayer or praise

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have experiences of awe

- ☐ 3= I do this well (e.g., frequently)
 - ☐ 2= I do this OK (e.g., occasionally)
 - ☐ 1= I barely or rarely do this
 - ☐ 0= I never do this
 - ☐ ?= This never occurred to me
-

Relationship Self-Care

Schedule regular dates with my partner

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Call, check on, or see my relatives

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Share a fear, hope, or secret with someone I trust

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Stay in contact with faraway friends

- ☐ 3= I do this well (e.g., frequently)

- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time for personal correspondence

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Allow others to do things for me

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make time to be with friends

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Ask for help when I need it

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Communicate with my family

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Enlarge my social circle

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Spend time with animals

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Schedule regular dates with my partner

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Workplace or Professional Self-Care

Take time to chat with coworkers

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify projects/tasks that are exciting

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Balance my load so that nothing is "way too much"

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Arrange work space to be comfortable

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Get regular supervision or consultation

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Negotiate/advocate for my needs

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Make quiet time to work

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Take a break during the day

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Set limits with my boss/peers

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Have a peer support group

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Identify rewarding tasks

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Overall Balance

Strive for balance within my work-life and work day

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance among my family, friends, and relationships

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance between play and rest

- ☐ 3= I do this well (e.g., frequently)

- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance between work/service and personal time

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Strive for balance in looking forward and acknowledging the moment

- ☐ 3= I do this well (e.g., frequently)
- ☐ 2= I do this OK (e.g., occasionally)
- ☐ 1= I barely or rarely do this
- ☐ 0= I never do this
- ☐ ?= This never occurred to me

Powered by Qualtrics

Appendix E

Pre-implementation Email with Survey Link

Good Afternoon,

As you may know in addition to serving your school nurse, I am also enrolled in the Graduate Nursing Programs at Gardner-Webb University, Boiling Springs, NC pursuing my Doctor of Nursing Practice Degree.

I am completing my DNP Project focused on healthy behaviors and self-care for public school faculty, staff and administrators.

I am emailing today to ask you to consider participation in my project.

Project Title:

Work Well: Promoting health behaviors and self-care amongst public school faculty, staff, and administrators

Purpose: The purpose of this project is to promote health behaviors and self-care amongst public school faculty, staff, and administrators to create a culture of wellness in the workplace.

Procedure:

The project will take place over four weeks.

If you agree to participate in my project, you have the option to complete the Pre-Implementation Self Care Assessment via Qualtrics (link below). Once you have completed the survey, please email me (slsmith@nrms.k12.nc.us) the unique identifier that you created. This information will be kept confidential. This unique identifier will allow the DNP Project Leader to match your pre-implementation results to your post-implementation results for data analysis but will not be used to identify you in any results.

Regardless if you complete the pre-implementation self care assessment or not, you will receive “Weekly Self Care Tip Emails”. If you would like to be removed from the email list, please contact the DNP Project Student by email and asked to be removed.

You will be sent an invitation to participate in a “Walkabout Challenge” and an invitation to participate in “Caring Peer Support Group”

- The “Walkabout Challenge” is an opportunity to keep up with your steps daily utilizing a pedometer or mobile device. Participants will email your steps count to the DNP Project Leader daily or weekly (by Sunday each week) for your information to be recorded. The unique identifier and emailed information and identification will be maintained confidentially by the DNP Project Leader on a

password protected computer.

- The “Caring Peer Support Group” will be an opportunity to connect with coworkers weekly discussing self-care topics. Each week, a different topic will be discussed. Topics include physical/nutritional self-care, psychological/emotional self-care, relationship self-care, and workplace/professional self-care.

At the end of the project, you will also be asked to complete the optional “Post-Implementation Self Care Assessment via Qualtrics”.

Time Required: The Pre-Implementation and Post-Implementation Self Care Assessments via Qualtrics will take approximately 10-15 minutes each. Review of the weekly emails will take approximately a total of 20 minutes, 5 minutes each week. The Walkabout Challenge will vary for each individual. The Caring Peer Support Group will take approximately 1 hour each week, for a total of 4 hours.

Voluntary Participation: Participation in this study is voluntary. There are no consequences if you choose not to participate.

Confidentiality: All information obtained will be kept confidential on a passcode protected computer. By signing into the Zoom and participating, participants are agreeing to refrain from repeating personal information discussed in the meeting

Risks: This study poses minimal risks. Please consult with your physician before participating in rigorous exercise.

Benefits: The benefits of this study include learning about self-care physically, psychologically, relationally, and professionally.

Rewards/Payments:

At the end of the four weeks, the participant who has submitted their “Walkabout Challenge” documentation and has the highest number of steps at the end of the challenge will receive a \$20 gift card.

Each week that you participate in the Caring Peer Group, your name will be entered into a drawing for a \$20 gift card (e.g., if you attend 4 meetings, your name will be entered into the drawing 4 time).

Right to Withdraw from the Study:

You have the right to withdraw from the study at any time without penalty prior to submitting the survey.

How to Withdraw from the Study?

If you want to withdraw from the project, you have the option to stop the pre-implementation assessment at any time prior to submission by exiting out of the Qualtrics

and closing the web browser. If you wish to stop receiving the weekly wellness emails, you may email the DNP Project Leader and ask to be removed from the email list. There is no penalty for withdrawing.

If you have questions about the study, contact the following individuals:

DNP Project Leader:

Sherri Smith, MSN, RN

Hunt School of Nursing

Gardner-Webb University

Boiling Springs, NC 28017

(252) 937-9025

Ssmith63@gardner-webb.edu

DNP Project Chair:

Dr. Anna S. Hamrick, DNP, FNP-C, ACHPN

Hunt School of Nursing

Gardner-Webb University

Boiling Springs, NC 28017

(704)406-2460

AShamrick@gardner-webb.edu

If the research design of the study necessitates that its full scope is not explained prior to participation, it will be explained to you after completion of the study. If you have concerns about your rights or how you are being treated, or if you have questions, want more information, or have suggestions, please contact the IRB Institutional Administrator listed below.

Dr. Sydney K. Brown

IRB Institutional Administrator

Gardner-Webb University

Boiling Springs, NC 28017

Telephone: 704-406-3019

Email: skbrown@gardner-webb.edu

Voluntary Consent by Participant

I have read the information in this consent form and fully understand the contents of this document. I have had a chance to ask any questions concerning this study and they have been answered for me.

By clicking on the survey link and completing the survey, I am providing consent.

Survey Link: https://gardnerwebb.az1.qualtrics.com/jfe/form/SV_37Pi2mw9hie1zJr

Once you have completed the survey, please email me (slsmith@nrms.k12.nc.us) the unique identifier that you created.

Appendix F

Post-implementation Email with Survey Link

Good Afternoon,

As you may know in addition to serving your school nurse, I am also enrolled in the Graduate Nursing Programs at Gardner-Webb University, Boiling Springs, NC pursuing my Doctor of Nursing Practice Degree.

I am completing my DNP Project focused on healthy behaviors and self-care for public school faculty, staff and administrators. Four weeks ago I sent an email inviting you to participate in the pre-project assessment.

I am emailing today to ask you to consider participation in the post-project assessment portion for my project.

Project Title:

Work Well: Promoting health behaviors and self-care amongst public school faculty, staff, and administrators

Purpose: The purpose of this project is to promote health behaviors and self-care amongst public school faculty, staff, and administrators to create a culture of wellness in the workplace.

Procedure:

This assessment is the last portion of the project.

If you agree to participate in my project, you have the option to complete the Post-Implementation Self Care Assessment via Qualtrics (link below). This information will be kept confidential.

Completion of the “Post-Implementation Self Care Assessment” via Qualtrics is optional.

Time Required: The Post-Implementation Self Care Assessments via Qualtrics will take approximately 10-15 minutes each.

Voluntary Participation: Participation in this study is voluntary. There are no consequences if you choose not to participate.

Confidentiality: All information obtained will be kept confidential on a passcode protected computer. The unique identifier and emailed information and identification will be maintained confidentially by the DNP Project Leader on a password protected computer.

Risks: This study poses minimal risks.

Benefits: The benefits of this study include learning about self-care physically, psychologically, relationally, and professionally.

Rewards/Payments:

There are no rewards or payments for completing the Post-Implementation Assessment.

Right to Withdraw from the Study:

You have the right to withdraw from the study at any time without penalty prior to submitting the survey.

How to Withdraw from the Study?

If you want to withdraw from the project, you have the option to stop the post-implementation assessment at any time prior to submission by exiting out of the Qualtrics and closing the web browser. There is no penalty for withdrawing.

If you have questions about the study, contact the following individuals:

DNP Project Leader:

Sherri Smith, MSN, RN
Hunt School of Nursing
Gardner-Webb University
Boiling Springs, NC 28017
(252) 937-9025
Ssmith63@gardner-webb.edu

DNP Project Chair:

Dr. Anna S. Hamrick, DNP, FNP-C, ACHPN
Hunt School of Nursing
Gardner-Webb University
Boiling Springs, NC 28017
(704)406-2460
ASHamrick@gardner-webb.edu

If the research design of the study necessitates that its full scope is not explained prior to participation, it will be explained to you after completion of the study. If you have concerns about your rights or how you are being treated, or if you have questions, want more information, or have suggestions, please contact the IRB Institutional Administrator listed below.

Dr. Sydney K. Brown
IRB Institutional Administrator
Gardner-Webb University
Boiling Springs, NC 28017
Telephone: 704-406-3019
Email: skbrown@gardner-webb.edu

Voluntary Consent by Participant

I have read the information in this consent form and fully understand the contents of this document. I have had a chance to ask any questions concerning this study and they have been answered for me. By clicking on the survey link and completing the survey, I am providing consent.

Survey Link: https://gardnerwebb.az1.qualtrics.com/jfe/form/SV_2lXiMfX5AJbFZnn

Appendix G

Logic Model

Work Well Logic Model**Situation: No wellness initiatives offered for public school employees beyond health insurance and**

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Faculty and staff Faculty and staff time Computer access	Walkabout Challenge Caring Peer Group Educational Emails	Participants will complete the Walkabout Challenge recording and reporting steps daily or weekly Participants will attend the Caring Peer Group weekly Participants will read weekly emails	Employees will report an increase in physical self-care activities Employees will report an increase in psychological self-care activities Employees will report an increase in emotional self-care activities Employees will report an increase in spiritual self-care activities Employees will report an increase in relationship self-care activities Employees will report an increase in workplace self-care activities	The climate committee will implement an exercise group The climate committee will create a wellness room for employees to implement self-care activities	School report card will reflect a decrease in employee absences for the 2020-2021 school year
Assumptions Faculty and staff are interested in wellness initiatives The initiatives will be developed and implemented effectively Staff will participate fully in each intervention Increased knowledge will lead to a change in behavior			External Factors COVID-19		