



ENHANCING SELF-CARE BEHAVIORS IN FUTURE NURSES: A FOCUS ON HEALTH PROMOTION

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Abstract

This literature review examines the importance of integrating health promotion interventions within nursing education. The focus is on strategies tailored to nursing students' needs and their effectiveness in promoting public health. Factors influencing health promotion actions are explored, including social determinants like family dynamics, marital status, and social support. The review highlights various pedagogical approaches for effective health promotion in nursing education. These include disseminating patient-centered health education materials, utilizing digital platforms, and encouraging personalized health activities. These strategies prioritize individual perspectives, empower patients, integrate health and social considerations, and involve communities. However, a gap often exists between intended and implemented health promotion practices. Health promotion programs can equip nursing students with crucial skills in health education and promotion. Interactive learning methods can enhance critical thinking, communication, and cultural competency. Students gain the ability to engage with diverse populations, deliver health information effectively, and make informed personal health choices. The integration of technology and innovation is essential for advancing health education, empowering students to adopt healthy behaviors and cater to their individual learning styles. The research underscores the vital role of incorporating health promotion principles into nursing curricula. This empowers future nurses to advocate for their own well-being and become competent public health advocates. In conclusion, the research underscores the importance of integrating health promotion principles into nursing curricula. This empowers future nurses to become effective advocates for both their own well-being and public health.

Keywords: health promotion, nursing students, education, curriculum, technology

1. Introduction

A health-promoting lifestyle refers to the deliberate efforts taken by individuals to avoid chronic diseases and develop behaviors that promote good health. The six components of health that enhance overall well-being are responsibility, physical activity, nutrition, interpersonal connections, spiritual growth, and stress management. The concept of health-promoting activities is crucial in the nursing profession (Polat et al., 2016). Nursing learners have the added responsibility of serving as

role models in guiding consumers on health promotion. They should also understand the significance of their own health-promoting behaviors as role models for public health (Hosseini et al., 2015).

Nursing learners routinely develop proficiency in enhancing well-being within the nursing curriculum. In the field of nursing education, it is expected that nursing students would improve their understanding and proficiency in health promotion as they go through the nursing curriculum. Both nurses and pre-registered nurses display unhealthy behaviors, including poor dietary choices, smoking, alcohol use, and a lack of physical exercise (Hwang and Oh, 2020). Creating and using interventions to foster optimistic attitudes among aspiring nurses may provide a foundation for maintaining health-enhancing behaviors after they join the nursing profession. As aspiring healthcare professionals, nursing trainees have a substantial obligation to advance public health for both themselves and others (Evans et al., 2019).

Nurses possess profound knowledge on the importance of health-promoting activities, and it is thought that nursing students also possess sufficient grasp of the worth of such behaviors. However, the process of implementing knowledge into practice is a difficult undertaking. Therefore, several studies are being conducted to investigate the factors that impact the health promotion activities of nursing students, with the goal of enhancing their efforts in health promotion (Ross et al., 2017). The factors that influence health promotion activities include marital status, perceived disability, reported self-efficacy, social support, professional strain, family activities, and health perspectives. However, no definitive strategies were discovered to effectively augment the health-promoting behaviors of nursing students (Park et al., 2017).

Health perceptions refer to an individual's thorough assessment of their own health condition. The use of self-assessed well-being as an indicator is grounded on the recognition that an individual's subjective perception of their own health might provide valuable information about their actual current health condition (Bae et al., 2010). Multiple studies have shown a link between people's subjective assessment of their present health status and their involvement in activities that promote good health. Individuals with excellent health status were more likely to participate in positive health activities (), but conflicting results showed that others did not (Park and Lee, 2016; Ross et al., 2017; Chow et al., 2018).

Health awareness refers to the level of personal involvement in health-related problems. Studies investigating the relationship between health awareness and health-promoting activities in adults have found that a higher level of health awareness is associated with better understanding of one's own medical condition and a greater involvement in behaviors that promote good health. The importance of health awareness in influencing behaviors that promote health is well recognized (Park and Lee, 2016; Sheeran et al., 2017).

Previous researches suggest a correlation between nursing trainees' health perspectives and their involvement in health-promoting behaviors (Silva et al., 2018; Iriarte-Roteta et al., 2020). Health promotion plays a vital role in the nursing school curriculum, as it provides students with the necessary skills to advocate for health and prevent illnesses in their future professional pursuits (Lopez-Medina et al., 2019). Understanding the effectiveness of health promotion activities among nursing students is crucial to guarantee that future nurses are equipped to fulfill the evolving healthcare needs of different populations. The objective of this review is to comprehensively analyze the existing literature on health promotion interventions that are especially tailored for nursing students. The main focus will be on assessing the methodologies used and the consequent outcomes.

2. Methodology

In order to carry out this review study, a thorough search of papers was conducted on electronic databases such as PubMed, CINAHL, and Scopus. The objective was to identify relevant publications that have been published in peer-reviewed academic journals. The search methodology included pertinent terms such as "health promotion," "nursing students," "health education," "wellness programs," and "disease prevention ". The inclusion criteria included of studies published

in the last ten years, written in English, and focused on health promotion initiatives specifically designed for nursing students.

3. Health Promotion in Nursing Education

Studies suggest that nursing education may significantly impact the health promotion practices of nursing students. Therefore, it is crucial to include health promotion into the nursing education curriculum and provide nursing students with the necessary knowledge and skills to promote health and prevent illnesses (Kemppainen et al., 2013; Phillips, 2019). The main factor influencing the approach to health promotion was the individual's perspective, as shown by research done by Samarasinghe et al. (2010) and Povlsen and Borup (2011). Nurses who used an individualized strategy in directing their health promotion initiatives exhibited a complete methodology in their practice. Their main goal was to aid individuals or families in making choices relating to health and to support people in their involvement in health promotion activities. Nurses used health promotion strategies, such as imparting information to patients and providing medical education. However, patient participation primarily emphasizes certain aspects of healthcare, such as giving patients the freedom to pick their meals, determine their own schedule for getting out of bed, and selecting their preferred clothing (Halse et al., 2014; Hilding et al., 2015).

Empowerment, an often mentioned concept in health promotion, is working together with people, organizations, and communities. The studies recognized the method as centered on nurse-patient contact and the engagement of patients, groups, and communities. Although nurses acknowledge the importance of empowerment as a fundamental theoretical foundation for their health promotion efforts, they have not successfully incorporated it into their practical practices of health promotion (McCormack and McCance, 2016; Baum and Fisher, 2014).

Research on the influence of health promotion programs on nursing students is crucial since it directly affects their future role as healthcare professionals. Health promotion interventions seek to provide nursing students with the necessary knowledge, abilities, and attitudes to encourage well-being, prevent diseases, and address the diverse health requirements of individuals, families, and communities. Understanding the impact of these efforts on nursing students is essential for assessing their effectiveness in preparing the next generation of nurses to serve as effective health advocates and educators (Sharpless et al., 2015; Bang et al., 2018).

The acquisition of information by nursing students in several domains related to public health, disease prevention, health behavior theories, and evidence-based health promotion strategies is significantly affected by health promotion programs (Van Horn et al., 2019). Students get a comprehensive understanding of the determinants of health, the impact of lifestyle choices on well-being, and the principles of health promotion throughout the lifespan via instructional lectures, interactive workshops, and practical learning activities. This knowledge equips nursing students with the essential understanding necessary to fulfill the healthcare needs of diverse populations and provide patient-centered care that prioritizes prevention and health promotion. (Arnold, 2019).

Nursing students' attitudes and concepts about health promotion and disease prevention are significantly shaped by interventions associated with health promotion. By engaging in community outreach programs, service-learning projects, and clinical practicum experiences, students develop a robust understanding of social responsibility, cultural competence, and empathy towards individuals and communities facing health disparities (Mahmoud et al., 2018). These interactions foster a positive attitude towards promoting health, instilling in students a strong commitment to advocating for the well-being of their future patients and promoting equity in the field of healthcare (Hubner, 2021).

Health promotion programs provide nursing students the chance to enhance their communication skills, critical thinking capabilities, and cultural proficiency within the context of health education and promotion. Through the utilization of interactive pedagogical methods such as role-playing, case studies, and simulations, students develop proficient skills in effectively engaging with diverse populations, conveying health education information, and empowering individuals to make informed decisions regarding their well-being (Liu et al., 2018; Netto and Silva, 2018). Mastery of

these skills is essential for nursing students to effectively communicate health information, assess health-related behaviors, and implement tailored health promotion interventions in clinical settings (Zanchetta et al., 2013).

Health promotion initiatives have an impact on the training of nursing students for their future professional practice. By integrating health promotion concepts into the nursing curriculum and offering hands-on learning experiences, these initiatives equip students with the essential abilities to effectively address the health promotion needs of their future patients and communities. According to Zanchetta et al. (2013), students have the ability to identify risk factors, promote healthy behaviors, and collaborate with multidisciplinary teams to develop comprehensive health promotion initiatives. As a result, after graduating, nursing students have the necessary skills and knowledge to incorporate health promotion into their professional practice, which improves patient outcomes and benefits the overall well-being of the community (Chamberlain et al., 2016).

Health promotion programs have a substantial impact on the personal growth of nursing students, fostering a sense of empowerment, self-efficacy, and confidence in their ability to promote health and prevent diseases. By engaging in health promotion activities, students get a deeper understanding of the socioeconomic factors that affect health, the impact of lifestyle choices on well-being, and the role of the nursing profession in advocating for equitable access to health services (Clark and Kenaley, 2011; Wiggins, 2012). An individual's personal development contributes to the establishment of a professional identity centered on promoting overall well-being and preventing illness, which becomes a crucial element of their nursing career (Furunes et al., 2018).

4. Technology Impact in Health Promotion Education

Digital technologies are significantly influencing nursing education, with tele-health programs and mobile devices enabling nurses to provide remote guidance on pain management to patients with multiple chronic illnesses (Groom et al., 2021; Booth et al., 2021). These advancements have reduced emergency department admissions and improved patient outcomes. Nursing education should also incorporate initiatives that cater to students' unique needs, considering factors like gender, health views, and health-related issues. A study in Spain found that a learning approach centered on experiential learning and the nursing process improved lifestyle outcomes for students with risk factors for chronic ailments, such as tobacco use, obesity, or hypertension. Therefore, it is crucial for nurses to stay updated with these advancements and their impact on society (Pérez-Rivas et al., 2023).

5. Discussion

The assessment of research results on health promotion among nursing students provides valuable insights into the current state of health promotion education and its impact on students. This study emphasizes the need of incorporating health promotion tactics into the curriculum and training of nurses. It also highlights the potential of technology to enhance health education. According to the review study, nursing students have a significant responsibility to promote public health, and their personal activities that promote health may serve as examples for others. However, the implementation of learned information in real-life situations is a challenging barrier, and nursing students must make efforts to improve the effectiveness of health promotion interventions. The findings of this research are consistent with the claims provided by Phillips (2019), indicating that health promotion programs enhance students' cultural sensitivity, social responsibility, and empathy, so better preparing them for health teaching and contact with patients. Moreover, these activities bolster students' ability to think critically, effectively communicate, and develop cultural proficiency.

Moreover, Booth et al. (2021) emphasize the importance of technology in enabling the dissemination of health-related information and promoting the progress of health education. A suggestion was made to integrate technology improvements into nursing education to improve student engagement and enable personalized learning experiences .

The characteristics that have been shown to influence health promotion actions among nursing students include self-efficacy, social support, health attitudes, perceived impairment, and professional distress. Nevertheless, there is a scarcity of specific ways to enhance health-promoting habits among this particular group. Therefore, more investigation and interventions are necessary to address these variables and improve the engagement of nursing students in health promotion activities. Moreover, the review study highlights the significance of being health-conscious in influencing behaviors that support good health. The statement emphasizes the importance of nursing education in equipping students with the necessary skills needed to promote health and prevent diseases in their future careers .

The findings suggest that including health promotion into nursing courses and providing students with the requisite skills and information to enhance their personal well-being may lead to notable transformations in their attitudes and behaviors. Several studies have highlighted the benefits of incorporating health promotion into nursing education, such as decreased health inequities, increased professional proficiency, and greater health results (Kemppainen et al., 2013; Phillips, 2019). These findings align with the existing knowledge in the subject.

These results have significant implications for nursing education and practice. This highlights the need of comprehensive health promotion programs that engage students in practical activities while teaching them academic information. Moreover, the study highlights the importance of technology in spreading health education and in promoting innovative teaching methods.

However, there are several constraints to the research review. The analysis was limited to certain electronic databases, and only scientific publications published in English over the last ten years were included. This might have possibly resulted in the exclusion of relevant research and data. Moreover, the main goal of the review was to evaluate the effectiveness of health promotion intervention techniques in changing the knowledge, attitudes, and behaviors of students. Further inquiry is necessary to assess the overall effectiveness of health promotion education in nursing and the enduring impact of these interventions on patient outcomes.

Further research should also explore strategies to overcome the challenges and intricacies that occur when nursing students try to use their understanding of health promotion in real-life situations. Establishing evidence-based treatments is essential for effectively improving people's adherence to health-promoting habits. Moreover, further investigation might be carried out to examine the possible influence of technology and innovative approaches on the delivery of health education and training for nursing students.

To summarize, the data derived from this extensive investigation provide a significant addition to the existing information on health promotion for nursing students. It is important to emphasize the importance of incorporating health promotion concepts into nursing curriculum, focusing on factors that influence health-promoting behavior, and using technology innovations to enhance training. The above-mentioned results emphasize the need of continuous improvements in health promotion education to provide nursing students with the skills necessary to advocate for health and well-being in their future professional roles.

6. Conclusion

This study explores the importance of health promotion in nursing education, focusing on theoretical frameworks, practical applications, and the effects of health promotion activities on nursing students. The research demonstrates the efficacy of various health promotion initiatives aimed at nursing students, demonstrating their capacity to impact knowledge, attitudes, and behavioral changes in future nurses. The study also highlights the changing significance of technology and innovation in influencing health promotion education, providing novel opportunities for improved learning and training techniques.

Health promotion education is crucial in training future nurses to handle the complex health requirements of diverse populations, providing them with the necessary information and skills to promote wellness and avoid illness. It not only improves students' skills but also supports public health and well-being. The research emphasizes the wider significance of health promotion

education, encouraging a proactive stance towards healthcare, nurturing a culture of well-being, and ultimately enhancing health outcomes in communities.

The study calls for continuous efforts to prioritize and promote health initiatives within nursing education, recognizing the profound influence of health promotion on nursing students and its effects on patient care and community health. It advocates for the allocation of resources and encouragement from educational institutions, legislators, and healthcare stakeholders to sustain health promotion activities, enabling the next generation of nurses to actively promote and prioritize health and well-being in their professional endeavors.

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