

Wellness and substance use disorder –Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. Substance use disorder (SUD), ~~also previously~~ known as chemical dependency and ~~often referred to as~~ addiction, is a chronic and progressive disease which threatens physical and mental ~~well-being~~health and is individually characterized by a multiplicity of behaviors from misuse through dependency/addiction to alcohol and/or drugs (legal and illegal). The wellness/SUD curriculum must be an evidence-based program of study that ~~could may~~ include but is not limited to the following five key conceptual components and learning objectives:

1. Importance of wellness to healthcare professionals: Describe the integration of healthy lifestyles, adaptive coping ~~mechanisms~~behaviors and tools to prioritize self-care and lessenfor career stressors,~~an~~. Build an awareness of risk factors for substance use and mental health disorder and suicidal ideation. For workplace wellness, introduce conversational strategies for effective communications and the role CRNAs can take in promoting a healthy work environment. ~~chemical dependency risk factors and pathophysiology.~~
2. Healthy lifestyles: Describe attitudes, behaviors, and strategies (i.e., healthy nutrition and hydration, exercise, sleep patterns, risk reduction) to support personal and professional well-being, encourage and critical incident stress management) that create a positive work-/life balance, and mitigate physical or mental illness. Describe the effect of self-care as it relates to optimized patient safety. ~~for personal wellness.~~
3. ~~Coping mechanisms~~Mental well-being: Describe adaptive ~~or maladaptive~~ behaviors to lessen the employed by individuals to reduce the intensity of experienced stress and traumas to reduce the potential of unresolved feelings adversely affecting mental health. Discuss positive ~~stress reduction~~ techniques, such as meditation, deep breathing, and ~~exercise~~counseling. Describe behaviors, feelings, and symptoms (observed or felt), indicating decline in ability to function to be able to recognize when professional mental health help is needed. Apply understanding to reduce stigma surrounding mental health challenges and treatment and know it is okay to ask for help when needed.
4. ~~Identification and intervention of~~ying and addressing SUD: Describe basic pathophysiology and the disease model of addiction. Identify associated symptoms for early recognition. Describe the need and process for reporting a colleague to management to safely address. Identify and describe how to use safe appropriate strategies for successful intervention, evaluation for treatment, optimal treatment following recommendations specific to anesthesia professionals, aftercare, and monitoring for sustained recovery. ~~needed awareness of the symptoms of SUD, appropriate strategies for successful intervention, treatment, evaluation, treatment, and aftercare.~~
5. Reentry into the workplace after treatment for SUD: Broadly describes components of successfully returning to nurse anesthesia practice. These components include the frameworks for returning to administrative, academic and/or clinical anesthesia practice; strategies to increase the likelihood of sustained recovery upon re-entering~~reduce the likelihood of relapse~~; and elements of lifestyle adaptation that lead to a healthy work/life balance ~~of for professional work and~~ physical, emotional, and spiritual health.