Nurse’s Touch™
Becoming a Professional Nurse
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Description

Nurse’s Touch™ is a suite of tutorials and interactive simulation products that will enhance students’ knowledge, skills, and attitudes in regard to the professional skills of communication, leadership, professionalism, informatics/technology, and wellness/self-care. The suite consists of four tutorials and two interactive simulation products. The four tutorials offer media-rich content that includes videos and video case studies. Access to a practice assessment and a standardized proctored assessment is provided with each tutorial. The two interactive simulation products deliver engaging client-related videos, examples of communication techniques, and charge nurse-related scenarios that demonstrate application of leadership concepts and decision-making. An educator package that includes an Educator Implementation Guide and a set of tutorial-related case studies and videos will also accompany each tutorial.

This Educator Implementation Guide will address the **Becoming a Professional Nurse** Tutorial product.

Features

- **Becoming a Professional Nurse** (outline provided at end of document)
- Instructional content is presented for each topic in an interactive, media-rich manner.
- Videos that illustrate the content being presented are integrated throughout each module.
- Case studies at the end of each module apply the content to a client situation.
  - Five to 10 test items follow each case study to test application-level knowledge.
- Ten-item tests with rationales accompany each module – score report available.
- One 50-item practice and one 60-item standardized proctored assessment provide summative evaluation of content.
  - Practice and proctored assessments follow NCLEX format with alternate items.
Outcomes will be provided for:

- QSEN competencies
- Priority setting
- Thinking skills
- NCLEX client need categories
- Nursing process
- Body function (when appropriate)

- User-friendly navigation.

- Audio narration guides students through each module. Closed caption option available with a click of the mouse.

- Educator package:
  - Educator Implementation Guide
  - Two sets of case studies: Those presented in tutorial and a new set for classroom use
  - Set of videos used in each tutorial

Benefits

- Promotes student success in nursing education.

- Helps students understand how important professional behaviors are when providing client care and interacting with other members of the health care team.

- Provides practice with examples and real-life scenarios.

- All students learn to:
  - Recognize characteristics of a profession and professional behaviors.
  - Use the ANA Code of Ethics, Social Policy Statement, and Scope and Standards of Practice upon which to base their practice.
  - Implement the various roles of a professional across various settings.
Appreciate the importance of professional organizations in advancing and protecting the profession of nursing.

Integrate professional values into their professional practice and identity.

Recognize the role nurse practice acts play in establishing scope of practice at the state level.

Maximize involvement in health policy and profession-related politics.

Recognize and internalize the behaviors that support ethical comportment.

Practice according to legal principles while protecting the client’s rights.

Differentiate between the various levels of nurses and their commensurate educational preparation.

Integrate desirable professional behaviors into personal and professional identity.

Avoid establishment of undesirable behaviors, even in the face of peer pressure.

Prepare for transition into practice and the phases that transition may pass through.

Hone the skills needed to be an integral and valuable member of the interprofessional team.

Appreciate the role of preceptor and mentors in the establishment of professional identity and safe practice.

Promotes success in the clinical setting.

Tutorial may be viewed repeatedly during the curriculum.

Provides opportunities for students to apply concepts to their own practice.

Case studies and content-related items provide opportunities for application of knowledge.
Students can apply professional concepts and behaviors to their own practice.

Rationales explain to students why behavior is viewed as professional or unprofessional.

Adoption of professional behaviors will promote a positive self-identity and enhance positive perception by others.

- Promotes success in nursing practice.
  - Provides graduate with the skills and knowledge needed to adopt and maintain professional behaviors.
  - Promotes values needed to become a lifelong learner and safe practitioner.
  - Acquaints students with the various professional roles nurses can fulfill.
  - Addresses how knowledge related to promoting a professional environment can facilitate positive client outcomes.

- Supports faculty teaching practices.
  - Interactive tool can be used to enhance students’ appreciation of professional behaviors.
  - Use for initial learning, in-time learning, and content review and practice.
  - Assign selected modules as an adjunct to lecture in any course.
  - Remediation tool for students who have difficulty perceiving their own lack of professionalism and professional behaviors.

**Recommended Use**

- Lecture aid
- Classroom discussion
- Independent study
- Preparation for standardized exams
• Preparation for clinical
• Clinical post-conference
• Remediation activity
• Preparation for NCLEX
• Preparation for initial position post-graduation

Implementation Strategies

• Have students develop a grid that compares the elements of the ANA Code of Ethics, Social Policy Statement, and Scope and Standards of Practice.

• Hold a discussion regarding the role of state boards of nursing and that state’s scope of practice for nurses.

• Have the class develop a job description for a nurse by having each student write a description of that role. Collate the various role descriptions into one job description.

• Compare and contrast the roles of a PN, RN, and advance practice nurse (APN) in various settings (long-term care, acute care, provider’s offices, etc.).

• Place students in small groups or pairs and have them review an organizational policy. Have them track the origin of the policy in relation to standards of practice, scope of practice, and legal guidelines.

• Have students debate the role of ethical comportment in nursing in relation to a current health care issue or patient experience.

• Role play various examples of desirable and undesirable professional behaviors, and critique how the undesirable could be changed to a desirable behavior.

• Use debriefing techniques to discuss lateral violence observed in a clinical setting.

• Discuss the nurse’s role when confronted with a member of the health care team who is chemically impaired.
Examples of Student Learning Activities

- Have students follow a theoretical or actual client throughout their hospitalization and document the various points at which an action was taken that ensured HIPAA guidelines were being followed.

- Require students to maintain a self-reflection journal in which they record examples of desirable and undesirable professional behaviors they exhibited during a clinical day. Have them indicate how they could have changed an undesirable behavior to a desirable behavior.

- Have each student discuss one example of a legal or ethical issue they witnessed on the clinical unit, and use debriefing techniques to evaluate the situation.

- Interview a nurse about an ethical or legal issue they have had during practice and the personal and institutional resources used to resolve the issue.

- Have students shadow an AP, PN, RN, and APN in a clinical setting and develop a grid that indicates their scope of practice.

Recommended Time Spent

<table>
<thead>
<tr>
<th>Module</th>
<th>Time spent in module</th>
<th>Time spent in case studies</th>
<th>Time spent in test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profession and Professional Identity</td>
<td>1 hr</td>
<td>10 min</td>
<td>10 min</td>
</tr>
<tr>
<td>Professional Nursing Practice</td>
<td>1.5 hr</td>
<td>10 min</td>
<td>10 min</td>
</tr>
<tr>
<td>Professional Behaviors in Nursing</td>
<td>2 hr</td>
<td>10 min</td>
<td>10 min</td>
</tr>
<tr>
<td>Socialization into Professional Nursing</td>
<td>1 hr</td>
<td>10 min</td>
<td>10 min</td>
</tr>
</tbody>
</table>
Product Support

- At ATI, we pride ourselves on timely and effective support to meet your needs.

- Please contact us at 800-667-7531 if you need assistance with this product.

Technical Requirements

- For optimal testing experience, we recommended a wired network connection.

- Direct links to downloads for starred (*) programs are provided in the bottom right-hand corner of the ATI Student/Faculty Home Page under “Technical Requirements.”

- Silverlight 4 or higher*

- Adobe Acrobat Reader X or higher*

- Acobe Flash Player 11 or higher*

- Windows XP, Vista, or 7
  - Internet Explorer 7 or higher*
  - Mozilla Firefox 9 or higher*

- Mac OS X 10.5 (Leopard) or higher
  - Mozilla Firefox 9 or higher*
  - Safari 5 or higher*

- Session time-out counter
  - Your browser must allow status bar updates via script for a session time-out counter to be visible.
### Details of Becoming a Professional Nurse

#### Module 1: Profession and Professional Identity

- Introduction
- Systematic body of knowledge
- ANA Code of Ethics for Nurses
- Boards of nursing
- Autonomy, responsibility, and accountability
- ANA Social Policy Statement
- Professional identity
- ANA Scope and Standards of Practice
- NAPNES Standards of Practice and Educational Competencies
- Summary

#### Module 2: Professional Nursing Practice

- Introduction
- Roles of professional nurses
  - Care provider
  - Educator
  - Client advocate
  - Change agent
  - Manager
  - Researcher
  - Collaborator
- Professional associations
  - NLN
  - AACN
  - ANA
  - NAPNES
  - Others
- Professional values
  - Altruism
  - Respect for autonomy
  - Human dignity
  - Integrity
  - Social justice
- Health policy and political involvement
- Nurse Practice Acts
- Ethical comportment
  - Respect for human dignity
  - Primary commitment to client
  - Protection of health, safety, and rights
  - Accountability
  - Self-respect
  - Healthy environments
  - Advance the profession
  - Involvement in broad health issues
- **Legal principles**
  - Statutory, regulatory, common law
  - Standards of care
  - Licensure
  - Consent/informed
  - Delegation
  - HIPAA
  - Americans with Disabilities Act
  - Patient Self-Determination Act
  - Advance directives
  - Negligence: unintentional torts
  - Malpractice: unintentional torts
  - Assault and battery: intentional torts
  - False imprisonment
- **Legal responsibilities of nursing students**
- **Nurse Practice Acts**
  - Licensed practical nurse (LPN) or licensed vocational nurse (LVN)
  - Registered nurse (RN)
  - Advanced practice nurse (APN)
- **Summary**

**Module 3: Professional Behaviors in Nursing**

- **Introduction**
- **Desirable behaviors**
  - Autonomy
  - Accountability and responsibility
  - Excellence
  - Caring
  - Integrity
  - Standards
  - Morals
  - Respect
  - Peer relationships
  - Lifelong learning
  - Boundaries
  - Confidence
  - Assertiveness
  - Team player
  - Self-reflection
- **Undesirable behaviors**
  - Lateral violence
  - Dishonesty
  - Plagiarism
  - Chemical impairment and dependency
- **Summary**
Module 4: Socialization Into Professional Nursing

- Introduction
- Transition
- Phases of transition
  - Honeymoon
  - Shock
  - Recovery
  - Resolution
- Novice to expert
- Biculturalism
- Residency programs
- Coping with stress
- Interprofessional Team/Collaboration
  - Communication
  - Collaboration
  - Coordination
  - Team member
- Preceptors and mentors
- Summary
References


