Nurse’s Touch™
Wellness and Self-Care
Nurse’s Touch™
Educator Implementation Guide
Wellness and Self-Care
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Description

Nurse’s Touch™ is a suite of tutorials and interactive simulation products that will enhance student’s 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 embedded 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 Wellness and Self-Care tutorial product.

Features

- 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

- 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 video case studies: Those presented in tutorial and new set for classroom use
  - Set of embedded videos used in each tutorial

**Benefits**

- Promotes student success in nursing education.
  - Improves students’ physical and emotional health.
  - Facilitates adoption of a healthy lifestyle while maintaining a physically and emotionally demanding nursing program and career.
  - Supports student understanding of wellness practices and how to make healthy behavior changes.
  - Promotes student self-learning of wellness concepts that can be applied to clients.
  - Provides practice with examples and real-life scenarios.
○ All students learn to:

- Apply principles of wellness, health promotion, and disease prevention.
- Use motivational theory to facilitate behavior change.
- Implement nursing interventions for each of the three levels of prevention.
- Appreciate the importance of regular physical examinations and immunizations.
- Integrate body mechanics into their practice to prevent personal injury.
- Recognize the causes of stress and its effects on the body.
- Minimize workplace stressors that contribute to compassion fatigue and burnout.
- Use a variety of stress management techniques to minimize work-related stress.
- Recognize the factors that influence food choices.
- Apply knowledge related to calculating daily caloric needs; assess for health risks related to weight and diet.
- Recommend appropriate weight-loss strategies, and discourage diets and supplements.
- Appreciate the factors that influence activity level.
- Integrate various focused exercises into personal workouts (cardiorespiratory activities, strength, endurance, flexibility).
- Assess an individual’s body composition by using various anthropometric measurements.
- Review activity guidelines, including target heart rate, SMART goals, and METS, with clients.
- Integrate appropriate adaptations to an exercise plan developed for an older adult.
- Appreciate the physiology of sleep, along with interfering factors and sleep rhythms.

- Assess sleep requirements appropriately for various developmental stages.

- Integrate measures to promote sleep for clients in the hospital or experiencing a parasomnia.

- Provide client education in relation to sleep hygiene.

- Promotes success in the clinical setting.
  - Tutorial may be viewed repeatedly during the curriculum.
  - Multiple opportunities are provided for students to apply concepts to their own lifestyles.
  - Case studies and content-related items provide opportunities for application of knowledge.
  - Adoption of healthy lifestyle behaviors will promote health and enhance educational experience during program.

- Promotes success in nursing practice.
  - Provides student with the skills and knowledge to adopt and maintain healthy lifestyles during their careers.
  - Stress-management techniques can decrease the risk for compassion fatigue and burnout.
  - Knowledge related to health promotion can be applied to clients experiencing lifestyle-related illnesses.
  - Knowledge related to promoting behavior change can facilitate client success in making needed lifestyle changes.

- Supports faculty teaching practices.
  - Interactive tool that can be used to integrate wellness and health promotion into the curriculum.
  - Provides initial learning, in-time learning, and content review and practice.
Assign selected modules as an adjunct to lecture in any course.

**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**

- Facilitate a class discussion comparing and contrasting the five levels of Maslow’s Hierarchy of Needs in relation to providing client care requiring specific examples from recent clinical experiences.
- In small groups, ask students to provide and distinguish between individual, group, and community examples of health promotion.
- Create a poster presentation in small groups on implementing a disease-prevention program in the local community.
- Describe the three levels of prevention, then divide students into pairs or small groups to create an example. Allow them to use Internet as available.
- Encourage students to locate state boards of nursing and national nursing organizations to determine the incidence, regulations, and intervention recommendations for nurses with substance abuse and addictive behaviors.
- In pairs or small groups, create a table that outlines recommended screenings and immunizations for clients across the lifespan based on the most recent CDC data.
• Review occupational safety measures such as body mechanics, needle-stick precautions, and infection control in several local facilities.

• Host a wellness assessment day that allows students to: practice taking anthropometric measurements; provide nutritional assessments and teaching; and demonstrate stress-reduction activities such as yoga, meditation, tai chi, and exercises that can be done in the classroom, over lunch, and after class.

• Host a wellness-related booth in the lobby of a health care institution that provides information on healthy eating, stress reduction, exercise, and sleep hygiene.

• Sponsor a health screening event at a local mall or gathering place, perform blood pressure and blood glucose screening, and provide education on healthy lifestyle practices.

Examples of Student Learning Activities

• Create a wellness plan for yourself early in the semester that addresses nutrition, sleep, stress, and class and clinical requirements. Create an alternative plan for days or weeks that seem particularly stressful, such as weeks with exams.

• Have students evaluate their level of motivation using the transtheoretical model of change, and base their wellness plan on the stage in which they are currently.

• Divide students randomly into small groups so they can talk with students they may not otherwise interact with. Encourage dialogue regarding what their perceived stressors are, and more effective ways they might deal with stress.

• Using a recent client experience, describe the body’s three-stage reaction to stress as it relates to general adaptation syndrome described by Hans Selye. (May be accomplished via self-journaling or discussion).

• Analyze workplace stressors in a current clinical setting, along with potential interventions, and prepare to discuss these during post-conference and/or staff meeting.

• Have students keep a food log for 24 hours of their own intake, then calculate a daily caloric needs based on nutrient requirements, metabolic
demand, and physical activity, to establish a baseline of nutritional requirements.

- Develop a client teaching plan for a client with altered sleep patterns. Identify contributing factors and physical requirements based on age, and include strategies to promote healthier sleep habits.

- Have students analyze the food in the nurse’s lounge of the unit they are practicing and make recommendations for healthier snacks.

**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>Wellness, Health Promotion, and Disease Prevention</td>
<td>1.5 hr</td>
<td>10 min total</td>
<td>10 min</td>
</tr>
<tr>
<td>Stress: Causes, Effects, and Management</td>
<td>2.5 hr</td>
<td>10 min total</td>
<td>10 min</td>
</tr>
<tr>
<td>Self-Care: Eating Healthy and Maintaining a Healthy Weight</td>
<td>2 hr</td>
<td>10 min total'</td>
<td>10 min</td>
</tr>
<tr>
<td>Self-Care: Physical Activity</td>
<td>1.5 hr</td>
<td>10 min total</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 Wellness and Self-Care

## Module 1: Wellness, Health Promotion, and Disease Prevention

- Introduction
- Concept of health: Six dimensions  
  - Emotional  
  - Intellectual  
  - Spiritual  
  - Occupational  
  - Social  
  - Physical  
- Maslow's Hierarchy to client care  
- Health promotion  
- Disease prevention  
- Levels of prevention  
- Barriers to health promotion  
- Substance abuse and addiction  
- Types/management of dependence  
- Physical examination and health screenings/immunizations  
- Body mechanics  
- Environment risks for nurses  
  - Precautions  
- Hindrances to optimal health and wellness  
- Adherence to self-care  
- Commitment to change  
  - Health Belief Model  
  - Transtheoretical Change Model  
- Summary

## Module 2: Stress: Causes, Effects, and Management

- Introduction  
- Concept of stress  
- Causes of stress  
  - Environmental  
  - Mental  
  - Emotional  
- Mind-body connection/therapeutic modalities  
- General adaptation syndrome  
  - Physiological response to stress  
  - Related disorders  
- Manifestations of stress  
- Workplace stressors/management of stressors  
- Empowerment  
- Conflict resolution  
- Compassion fatigue  
- Career burnout  
- Assertiveness  
- Mentor  
- Time management
• Humor
• Relaxation techniques
• Summary

Module 3: Self-Care: Eating Healthy and Maintaining a Healthy Weight

• Introduction
• Developmental influences on food choices
• Other influences on food choices
• General health
• Daily caloric needs
• Recommended daily allowances
• Ideal weight
  ○ Body fat
  ○ BMI
  ○ Hip-to-waist measurement
  ○ Skinfold
  ○ Mid-arm circumference
• Overweight/obesity
  ○ Incidence
  ○ Precipitating factors
  ○ Stress and weight gain
• Health risks secondary to weight
• Promoting healthy eating
• MyPlate
• Dietary supplements
• Weight-loss diets
• Ineffective weight-loss approaches
• Weight-loss tips
• Lifestyle behaviors for healthy living
• Summary

Module 4: Self-Care: Physical Activity

• Introduction
• Concept of physiological activity
• Physical activity requirements
• Developmental influences on activity level
• Other influences on activity level
• Motivation
• Cardiorespiratory fitness
• Body strength
• Endurance
• Flexibility
• Body composition
• Barriers to ideal activity levels
• Effects of aging on musculoskeletal system
• Benefits of exercise
• Performance-enhancing substances
• Physical activity at home
- Physical activity guidelines
  - METS
  - Activity level
  - FITTE
- Target heart rate
- Intensity assessments
- SMART goals
- Physical activity for older adults
- Promoting activities
- Summary

### Module 5: Self-Care: Rest and Sleep

- Introduction
- Concept of sleep
- Physiology of sleep
- Interfering factors
- Circadian rhythms
- Rhythm-altering factors
- Sleep requirements
- Sleep deprivation
- Sleep disorders/parasomnias
- Sleep apnea
- Narcolepsy
- Hypersomnia
- Treatment of sleep disorders
- Sleep hygiene
- Help hospitalized clients sleep
- Summary
References


