LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH
School of Nursing

NURSING 122
INTERDISCIPLINARY
NURSING ROLE

Spring 2018

N122 – INTERDISCIPLINARY NURSING ROLE
Semester 2
ROOM 105
Thursdays, 0930 – 1230

WEEK	TOPIC	HOURS	Date
8	Collaborative Nursing Communication	2	03-08-18
	Collaborative Nursing Diagnosis	1	
9	Collaborative Nursing Role	1	03-15-18
	Nurse as Educator	2	
	Spring Break Week		03-19-18
10	**EXAM #1**	1	03-29-18
	Abuse Reporting	2	
11	Ethical Decision Making **** Course Drop Date ****	3	04-05-18
12	Rights of Children	2	04-12-18
13	Debates	1	04-19-18
14	**EXAM #2**	3	04-26-18

COURSE TITLE:	**N122 INTERDISCIPLINARY NURSING ROLE**
PRE-REQUISITES:	Completion of Semester I Requirements
UNITS:	1 Unit
HOURS:	3 hours per week
LENGTH:	7 weeks
PLACEMENT:	Semester 2
CONCURRENCY:	All semester theory courses are taken concurrently with the clinical courses.
COURSE DESCRIPTION:	The content of this course focuses on the role of the nurse as a member of the health care team. The nursing process, communication, collaboration, accountability, ethical decision-making, patient education and cultural sensitivity will be discussed in relationship to the role of the nurse as a team member. The rights of women, children, and victims of domestic violence are among the ethical issues discussed.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the student will:

1. Identify collaborative nursing roles and apply the steps of the nursing process in managing safe patient-centered care.

2. Describe and apply the process of therapeutic communication used to promote effective collaborative interaction.

3. Discuss personal strengths, limitations, and values in collaborative planning within an inter-professional healthcare team.

4. Use principles and techniques to discuss ethical and accountable behaviors to continuously improve the quality of care for individuals and families.

5. Discuss and demonstrate ethical principles in nursing that promote advocacy and shared decision making that affect the outcomes of individuals and families.

6. Participate effectively in the role of an educator by integrating current teaching strategies and providing reliable information to ensure optimal outcomes for families and individuals.

7. Grasp the diverse sociocultural and ethnic factors of individuals and family preferences, values and needs in making healthcare decisions.

STUDENT LEARNING OUTCOME:

Students competently identify the application of legal/ethical principles and therapeutic communication, in collaboration with the interdisciplinary team, needed to provide care to clients in a variety of health care settings with emphasis on the rights of women, children, and victims of domestic violence.

TEACHING METHODS:

Lecture and discussion, video and case study/debate.

METHOD OF EVALUATION:

Students attain an overall cumulative score of 70% or higher on exams, written assignment, and ethical case study debate indicating attainment of student learning outcome. Students **MUST** be prepared and actively participate in assigned class activities.

Grade is based on:
2 Exams consisting of 50 questions. Each exam is worth 40% for a total of 80%
Ethical Case Study Debate worth 20%
- Ethical Debate……..15%
- Student Debate Rating Form and Group Member Evaluation Form ……. 5%

GRADING SCALE:

The percentage grading scale is used as the method of scoring and determining final grade in course. (See your student handbook on grading policy).

REQUIRED READINGS:

Berman, A., Snyder, S. and Frandsen, G. (2016). *Fundamentals of nursing* (10th ed.). Upper Saddle River, New Jersey: Pearson Education.

BRN Nurse Practice Act (www.rn.ca.gov)

Lewis, S., Heitkemper, M. (2017). *Medical surgical nursing*. (10th ed.). St. Louis: Mosby Year Books.

McKinney, E. James, S., Murray, S., Nelson, K., Ashwill, J. (2018). *Maternal-child nursing* (5th ed.). St. Louis: Elsevier.

RECOMMENDED READING:

Alfaro-LeFevre, R. (2014). Applying nursing process: A tool for critical thinking (8th ed.). J.B. Lippincott.

Carpenito-Moyet, L.J. (2015) *Nursing Diagnosis Application to Clinical Practice* (15th ed.). Lippincott, Williams & Wilkins.

INSTRUCTIONAL REFERENCES:

Burkhardt, M.A. & Nathaniel, A.K. (2008). *Ethics and issues in contemporary nursing*, (3rd ed.). Clifton Park, NY: Delmar Cengage Learning

Butts, J.B. & Rich, K.L. (2013). Nursing ethics: Across the curriculum and into practice. Burlington, MA: Jones and Bartlett Learning

California Legal Codes (2017). http://www.leginfo.ca.gov

Children's Defense Fund (2017). http://www.childrensdefense.org

Convention on the rights of the child (2017). http://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Lachman, V.D. (2006) Applied ethics in nursing. New York, NY: Springer Publishing Company

Medscape Ethics Center (1994-2017). http://www.medscape.com/resource/ethics

National Association of Counsel for Children (2017). http://www.naccchildlaw.org/

All academic policies are strictly enforced.

Unit Title: **Collaborative Nursing Communication**		
Objectives	**Content Outline**	**Student Activities**
A. Describes the communication process used to promote effective collaborative interaction. 1. Describes the significance of the nature of communication in promoting effective team interaction. 2. Identifies the factors that influence the communication process.	A. Communication techniques that promote team interaction 1. Dynamic, interactive nature of communication • Modes of communication ▪ Verbal ▪ Non-verbal ▪ Paralinguistic ▪ Artistic expression and recreational therapy 2. Factors influencing communication • Culture • Pace and intonation • Simplicity • Clarity and brevity • Development • Gender • Values and perceptions • Personal distance • Territoriality • Roles and relationships • Environment • Congruence • Interpersonal attitudes	**Required Reading** : Berman, A.: Communicating: pp. 411-418, Group communication: pp. 425-427, Communication Among Health Professionals: pp. 431-435

Unit Title: **Collaborative Nursing Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
3. Describes the communication process in groups and settings in health care organizations. • Describes the types of groups and settings commonly found in health care settings • Identifies the goal of communication in each type of group 4. Discusses the significance of group dynamics and communication in relation to effective team performance. 5. Describes the relationship of the five stages of the group process and group dynamics. 6. Identifies common problems of group process and group dynamics that affect communication and team performance.	3. Groups and settings in health care and goals for communication in each type of group. • Formal and informal settings • Task groups • Teaching groups • Self-help groups • Self-awareness/Growth groups • Therapy groups • Work-related social support groups 4. Group dynamics • Definition • Relationship to communication and team performance 5. Forming, Storming, Norming, Performing, and Adjourning stages of the group process • Characteristics of each stage • Group tasks involved in each stage 6. Common group process and group dynamics problems • Role stress • Role conflict • Role overload • Interpersonal conflicts • Interprofessional conflicts • Disregard for time deadlines	

Unit Title: **Collaborative Nursing Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
7. Discusses ways of enhancing group performance and communication by ameliorating problems involving group dynamics and group process. • Discusses how a Group Constitution may enhance group process and communication. • Identifies knowledge and behaviors group members should possess to enhance group process and communication.	• Disregard for resource management • Poorly defined goals • Disregard for goals • Decision making process • Conflict resolution skills • Disorganization • Excessive coercion • Communication skills • Cultural incongruence 7. Ways to enhance group performance • Group Constitution ▪ Definition ▪ How it may enhance group process • Knowledge and behaviors that improve group performance ▪ Knows mission of group ▪ Knows skills and knowledge of other team members ▪ Knows previous group decisions ▪ Has mastered own core competencies ▪ Consistently ethical behavior ▪ Consistently prompt and prepared	

Unit Title: **Collaborative Nursing Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
• Describes the effect common types of decision making have on group performance and communication • Discusses the way in which communication styles influence group performance • Identifies techniques that promote group communication. .	• Characteristics and effect of types of decision making ▪ Default ▪ Authority ▪ Minority ▪ Majority vote ▪ Unanimous consent ▪ Consensus • Aggressive, assertive, and passive communication styles ▪ Characteristics ▪ Effect on group performance • Techniques promoting group communication and their characteristics ▪ Conveying acceptance ▪ Listening attentively ▪ Providing focus ▪ Sharing observations ▪ Encouraging comparisons ▪ Seeking consensus ▪ Summarizing ▪ Promoting collegiality	

Unit Title: **Collaborative Nursing Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
8. Discusses ways to evaluate communication related to effective team interaction	8. Ways to evaluate team communication effectiveness • Consistency of messages between the patient and health care team • Patient understanding of how the team delivers care • Team communication expedites achievement of team goals	

Unit Title: **Collaborative Nursing Diagnoses**		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the steps of the nursing process to discuss collaborative nursing roles. 1. Identifies the distinguishing characteristics and differences in format for each of the six standard types of nursing diagnoses.	A. Format and distinguishing characteristics of collaborative nursing problems vs. five other standard types of nursing diagnoses. 1. Format and distinguishing characteristics of: • Actual nursing diagnoses • Risk nursing diagnoses • Syndrome diagnoses • Possible nursing diagnoses • Wellness diagnoses • Collaborative diagnoses	**<u>Required Reading</u>**: Berman (2016): pp. 177-178, 182-184, 194, 201 Carpenito-Moyet, L. J. (2017) *Nursing Diagnosis Application to Clinical Practice (*15th ed.). pages 21-46, 939-1075. **<u>Recommended Readings:</u>** Alfaro, R.: pp. 119-120, 121
2. Describes the nursing responsibilities for a patient with a potential complication (collaborative nursing problem).	2. Responsibilities of the nurse when caring for a patient with a potential complication • Knowledge base sufficient for safe patient care ▪ Collaborative nursing problems likely to occur with the patient's medical problem ▪ Interventions to reduce the risk of the potential complication actually occurring ▪ Defining characteristics indicative of the emergence of the potential complication ▪ Hospital procedures related to reporting complications	***On Reserve in the nursing library*:** Collaborative Nursing Diagnosis: Examples associated with common Medical-Surgical, GYN, Pediatric problems and Diagnostic Tests (9th ed of Nursing Diagnosis Application to Clinical Practice)

Unit Title: **Collaborative Nursing Diagnoses (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	• Nursing responsibility to plan to monitor for emerging defining characteristics of the collaborative nursing problem • Nursing responsibility to report emergence of the collaborative problem at the earliest possible time	
3. Clusters data for collaborative nursing diagnoses.	3. Data that might be appropriately clustered for collaborative nursing diagnoses during the assessment step of the nursing process	
4. Identifies appropriate nursing goals for the patient with a collaborative nursing problem.	4. Appropriate collaborative nursing problem goals	
5. Describes appropriate nursing interventions for patients with collaborative nursing problems.	5. Appropriate collaborative nursing problem	
6. Discusses how to evaluate and modify (if appropriate) nursing care plans with collaborative diagnoses.	6. Examples of evaluating and modifying collaborative nursing diagnoses	

Unit Title: **Collaborative Nursing Roles**

Objectives	Content Outline	Student Activities
A. Discusses the use of collaborative planning within a health care team. 1. Describes the types of collaborative teams commonly found among health care providers. 2. Differentiates between the characteristics of an effectively collaborating team and a group of people working in an uncoordinated manner.	A. Collaborative planning within a health care team 1. Types of teams • Intradisciplinary • Interdisciplinary • Multidisciplinary 2. Characteristics of the effectively collaborating team • Tailored membership ▪ Complementary (not redundant) skills and knowledge ▪ Size of team determined by task to be accomplished « Complexity of problem « Skills needed to solve the problem « Technology needed to solve the problem • Common working approach • Positive relationships among team members • Common patient goals • Team and organizational philosophy are congruent ▪ Mission statement ▪ Vision statement	**Required Reading** Berman, A. pp. 111-113.

Unit Title: **Collaborative Nursing Roles (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
3. Compares the advantages and disadvantages of working collaboratively.	▪ Core Values ▪ Nursing Services Philosophy ▪ Nursing service strategic focus 3. Advantages and disadvantages of collaboration • Advantages ▪ Reduction of risk potential ▪ Early detection of disease ▪ More comprehensive care ▪ Increased continuity of care and decreased duplication of work ▪ Increased synergy and mutual emotional support ▪ Greater flexibility and creativity in analyzing and solving problems ▪ Team members have opportunity to develop critical decision making, assertive interpersonal communication, and leadership skills • Disadvantages ▪ Requires high conflict resolution, interpersonal communication, and leadership skills	

Unit Title: **Collaborative Nursing Roles (Cont'd)**

Objectives	Content Outline	Student Activities
	▪ Less individual autonomy ▪ Decision making takes longer ▪ Requires greater flexibility and tolerance of unpredictability ▪ If group is too cohesive and authoritarian, creativity may be blocked and errors made ▪ Individual inadequacies may be hidden in group	
4. Discusses factors important in deciding to seek consultation.	4. Nurse possesses the appropriate knowledge base related to: • The patient's possible complications and their presenting characteristics • One's own capabilities, professional responsibilities, and scope of practice • The scope of practice and expertise of the other members of the health care team • Procedures related to consultation in the health care organization	
5. Identifies core competencies for nurses that are necessary to collaborate effectively with other health care providers.	5. Nursing core competencies for collaboration when functioning as: • Provider of care • Manager of care • Member of a profession	

Unit Title: **Nurse as Educator**		
Objectives	**Content Outline**	**Student Activities**
A. Describes principles and techniques used to teach individuals and groups effectively. 1. Describes the functions and responsibilities of the nurse performing the role of an educator. • Identifies legal and ethical responsibilities of the nurse acting in the role of an educator for promoting wellness and preventing illness • Discusses how the nurse assesses the learning needs for individual and group learners	A. Teaching principles and techniques 1. Nursing functions and responsibilities in the role of educator • Responsibilities of the nurse educator ▪ Legal and ethical responsibilities of the nurse to promote wellness and prevent illness ▪ Teaching goals to optimize health • Identifying learning needs, styles and barriers ▪ Learning domains ▪ Factors affecting learning ▪ Education, health literacy and language levels ▪ Cultural values and beliefs regarding health ▪ Learning styles ▪ Sensory, cognitive and physical capabilities and learning ▪ Intergenerational characteristics	**Required Reading**: Berman, A.: pp. 438-461 McKinney, E.: pp. 24-25 **Assignment:** Please view the Health literacy and patient safety: Help patients understand video prior to class. It is available on reserve in the library and may be available on YouTube. Be prepared to discuss concepts and patient case studies for an in class group project.

• Describes how the nurse plans teaching strategies for individual and group learners	• Planning teaching strategies for group and individual learners • Nursing Process ▪ Formulating educational nursing diagnoses and goals ▪ Resources important in planning teaching strategies « Time « Physical setting and equipment « Teaching materials « Personnel availability ▪ Individual vs. group teaching ▪ Selecting optimal instructional materials to meet nursing educational goals ▪ Selecting optimal teaching strategies to meet nursing educational goals « Teaching methods « Sequencing and organizing teaching ▪ Evaluating learning • Discuss caregiver role, stressors and support ▪ Collaborating with other health care providers to meet nursing educational goals	

Unit Title: **Nurse as Educator (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
B. Discusses social and cultural factors that influence the practice of nursing. 1. Describes how social and cultural factors may influence the assessment, planning, implementation and evaluation of education. 2. Describes the role of collaboration in providing multi-cultural education.	B. Transcultural teaching 1. Influences on assessment, planning, implementation and evaluation of education 2. Collaboration and education	

Unit Title: **Abuse Reporting**

Objectives	Content Outline	Student Activities
A. Discusses accountable behaviors for promoting patient advocacy. 1. Discusses ethical and legal responsibilities of the nurse related to reporting domestic violence, sexual abuse, and neglect. 2. Identifies legal categories of domestic violence, sexual abuse and neglect. 3. Identifies behavioral and physical indicators associated with suspected or alleged abuse. 4. Discusses the "cycle of violence" in relation to abusive behavior. 5. Discusses "generational abuse" in relation to abusive behavior.	A. Patient advocacy related to domestic violence, sexual abuse, and neglect. 1. Legal and ethical responsibility for reporting • Legal penalties and immunities related to mandatory reporting 2. Definition of adult sexual assault, child abuse, spousal/partner abuse, and elder/dependent adult abuse • Definition of persons and activities in each category • Definition of legal term: "reasonably suspect: 3. Indicators of suspected abuse/neglect in children, adults & the elderly • Using "RADAR" to assess patients • Interview questions to use when assessing for indications of abuse • "Shaken Baby Syndrome"/Abusive Head Trauma (AHT) 4. The "cycle of violence" 5. "Generational abuse"	**Required Reading**: Berman, A. pp. 334, 355-356, 380-381, 645-649 (Safety Problems across the Lifespan) McKinney, E., pp. 119-122, 516-520, 720 (Box 33-2), 1327-1333.

Unit Title: **Abuse Reporting (Cont'd)**

Objectives	Content Outline	Student Activities
6. Discusses reasons that abuse victims remain with their abuser	6. Psychological, cultural, social, and financial reasons that cause abuse victims to remain in dangerous situations • Children, adults, the elderly	
7. Discusses the legal requirements for documentation in cases of suspected or alleged abuse.	7. Legal documentation in cases of suspected or alleged abuse.	
8. Discusses the legal requirements for confidentiality in cases of suspected or alleged abuse.	8. Legal requirements for confidentiality in cases of suspected or alleged abuse.	
9. Discusses counseling interventions for young and elderly adults experiencing abuse.	9. Counseling young and elderly adults regarding abuse • Education regarding expected or typical behaviors of abusers • Education regarding alternative actions and resources in cases of abuse • Assisting in developing an emergency safety plan	
10. Discusses coping methods for student nurses and professional nurses when dealing with cases of abuse.	10. Coping with cases of abuse • Los Angeles County. SCAN team • Peer institutional support	
B. Discusses social and cultural factors that influence the practice of nursing. 1. Identifies common cultural practices that may complicate the identification of abuse.	B. Common cultural practices that may complicate the identification of abuse. 1. Cupping and moxibustion 2. Cultural practices and sexuality	

Unit Title: **Ethical Decision-Making in Nursing**		
Objectives	**Content Outline**	**Student Activities**
A The student will discuss ways in which to promote patient advocacy. 1. Defines ethical terminology 2. Discusses comparisons between the ethical terms 3. Understands and discusses ethical dilemmas 4. Discusses, compares and gives examples of major ethical theories and how they are applied to nursing and patient rights/care	A. The role of ethical decision making in nursing that promotes patient advocacy. 1. Define ethical terms: • Ethics • Ethical principles • Morality • Laws • Values • Ethical dilemma 2. Provide examples of ethical terms. 3. Discuss various life and clinical ethical dilemmas. 4. Major ethical theories: • Meta ethics • Descriptive ethics • Applied ethics • Normative ethics ▪ Virtue ethics ▪ Consequentialism (teleological theories) « Utilitarianism ▪ Deontological theories	**<u>Class Requirements:</u>** 1. This is an interactive class and students are required to participate in class discussions. 2. Students are encouraged to share their own experiences and beliefs regarding ethical experiences and examples provided in lecture. 3. Be prepared to discuss current issues and their implications in nursing practice. 4. Bring assigned debate scenarios and be prepared to discuss the ethical reasoning process related to the debate assignment.

Unit Title: **Ethical Decision-Making in Nursing (Cont'd)**

Objectives	Content Outline	Student Activities
5. Discusses ethical principles in nursing and their application in the clinical setting.	5. Define ethical principles in nursing: • Autonomy • Nonmaleficence • Beneficence • Justice • Fidelity • Veracity • Confidentiality	**<u>Required Reading:</u>** Berman, A., Snyder, S., Kozier, B. (2016). *Fundamentals of nursing: Concepts, process and practice*. Chapter 5, pg. 73-86.
6. Lists the types of ethical norms, categorizes sources of ethical norms, and understands their role in patient advocacy.	6. Identify sources of ethical norms in nursing and healthcare: • Official vs. unofficial • International, national and state • Role in patient advocacy	
7. Gives examples of legal and ethical standards and their application in nursing and patient advocacy. Discusses the relationships among ethical nursing, legal and personal moral behaviors.	7. Application of the law in the nursing profession and clinical practice. • Define and provide examples of types of justice: ▪ Distributive justice ▪ Compensatory justice ▪ Procedural justice • Identify sources of law/legal standards	

Unit Title: **Ethical Decision-Making in Nursing (Cont'd)**

Objectives	Content Outline	Student Activities
8. Defines bioethics and provides examples in healthcare.	8. Define bioethics and discuss current issues in healthcare.	American Nurses Association's *Code of Ethics for Nurses with Interpretive Statements*. View online at http://www.rn.org/courses/coursematerial-177.pdf
9. Distinguishes nursing ethics, issues of principle and nursing responsibilities.	9. Identify and discuss nursing responsibilities regarding ethical issues and principles.	
10. Discuss concepts of applied nursing ethics in and out of the clinical setting	10. Summarize and discuss American Nursing Association's Code of Ethics. • Discuss nursing responsibility in regards to ethical principles in the clinical setting	
11. Discusses the ethical reasoning process and its application to clinical nursing care and other specialty areas.	11. Describe ethical reasoning process and compare stages to the nursing process.	
12. Reviews and discusses the ethical concepts and their application to the assigned debate topic.	12. Describe ethical terminology, concepts, laws, bioethics, and sources of norms in relation to the assigned debate topic.	

Unit Title: **Rights of Children**		
Objectives	**Content Outline**	**Student Activities**
A. Discusses accountable behaviors for promoting patient advocacy. 1. Identifies children's rights that are important for patient advocacy. 2. Discusses the significance of children's rights related to direct and indirect patient care. 3. Identifies the sources of children's rights in state and national law that impact the practice of nursing. 4. Discusses exceptions and special cases regarding children's rights, which affect the practice of nursing.	A. Behaviors promoting patient advocacy. 1. Right of child for parents to act as sole agent to direct their upbringing care that they receive, and control of the child's behavior. 2. Right to consent to medical and dental procedures 3. Sources of children's rights • US Title 42 ▪ US Constitution, Amendment XIV, Section I 4. Exceptions and special cases • Emancipated minors • Declaration that child is free from the custody and control of a parent • Child has right to support for health care, maintenance, and education • Adoption and visitation rights • Rights of children with special needs	**<u>Class Discussion Topics:</u>**: 1. Legal rights possessed by children. 2. Implications of children's rights for the practice of nursing. 3. Current trends in children's rights that may impact future nursing practice.

Unit Title: **Rights of Children (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
5. Discusses current trends and issues in children's rights that have the potential to impact nursing in the future.	5. Current trends and issues • National voluntary organizations ▪ Children's Defense Fund ▪ National Association of Counsel for Children • International law and treaties ▪ Convention on the Rights of the Child 1989 « Optional Protocol on the involvement of children in armed conflict « Optional Protocol on the sale of children, child prostitution and child pornography	

11/2017