

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

**Nursing 232:**

**SPECIALIZED NURSING  
ROLE**

Spring 2018

**N232: SPECIALIZED NURSING ROLE**  
 Semester 3

**Mondays, 0700-0900**

<b>WEEK</b>	<b>TOPIC</b>	<b>HOURS</b>	<b>DATE</b>
1	<b>Holiday</b>		01/15/18
2	Course Introduction Concepts of Psychiatric Nursing	2	01/22/18
3	Legal Issues in Mental Health	2	01/29/18
4	Nursing Role in Ambulatory Care	2	02/05/18
5	Nursing Role in End-of-Life Issues	2	02/12/18
6	<b>Holiday</b>		02/19/18
7	<b>EXAM #1</b>	1	02/26/18
	Prioritizing Care – Time Management	1	
8	Nursing Role in Legislation/BRN Issues	2	03/05/18
9	Nursing Role in Disasters	2	03/12/18
	<b>Spring Break</b>		03/19/18
10	<b>Holiday</b>		03/26/18
11	Nursing Role in Family Health	2	04/02/18
12	<b>EXAM #2</b> <b>COURSE EVALUATION</b>	2	04/09/18

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<b>COURSE TITLE:</b>	<b>N232: SPECIALIZED NURSING ROLE</b>
<b>PRE-REQUISITES:</b>	Completion of course requirements for Semesters 1 and 2.
<b>UNITS:</b>	1 Unit
<b>HOURS:</b>	2 hours per week
<b>LENGTH:</b>	9 Weeks
<b>PLACEMENT:</b>	Level II: Semester 3
<b>CONCURRENCY:</b>	All nursing courses within a semester must be taken concurrently.
<b>COURSE DESCRIPTION:</b>	This course examines the role of the nurse as a manager for a group of clients and in the specialized settings of mental health, family health, lesbian, gay, bisexual and transgender (LGBT) community, disaster, and ambulatory care. The impact of legal/ethical issues, regulatory agencies and end of life issues on nursing practice is explored. The concepts of decision making, education and sociocultural awareness in specialized settings are reviewed.
<b>COURSE OBJECTIVES:</b>	Upon satisfactory completion of the course, the student will: <ol style="list-style-type: none"><li>1. Provide safe patient centered-care using the steps of the nursing process to manage specialized groups of clients.</li><li>2. Apply appropriate therapeutic communication techniques/skills specific to the healthcare situation.</li><li>3. Explore resources that require teamwork and collaborative planning in helping individual, family, and community to achieve health goals.</li><li>4. Analyze the influence of regulatory agencies on accountable nursing practices to improve quality of care for individuals, family, and community practices.</li><li>5. Integrate collaborative interventions in decision-making processes as it applies to time management of groups of patients with specialized needs.</li><li>6. Apply evidence-based health strategies with emphasis on families and groups with specialized needs.</li><li>7. Analyze the sociocultural variations that would impact patient centered care.</li></ol>
<b>STUDENT LEARNING OUTCOME:</b>	Students competently identify the application, implementation, and analysis of the principles of goal-oriented communication needed to establish professional and therapeutic relationships and advocate for culturally diverse individuals, families and groups in specialized settings.
<b>TEACHING</b>	

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METHODS:	Lectures, discussions, collaborative-active learning.
METHOD OF EVALUATION:	<p>Students attain an overall cumulative score of 70% or higher on the written assignment and exams indicating an attainment of student learning outcome.</p> <p><u>Grade is based from:</u></p> <ul style="list-style-type: none"><li>• Cultural Health Assessment paper worth 8% of the total grade</li><li>• Two exams consisting of 50 questions worth 46% for a total of 92%.</li></ul>
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:	<p>Berman, A., Snyder, S. Kozier, B. (2016). <i>Fundamentals of nursing: Concepts, process and practice</i> (Kozier, Erb) (10<sup>th</sup> ed.). Prentice Hall.</p> <p>Lewis, S.L., et.al. (2014). <i>Medical surgical nursing - Assessment and management of clinical problems</i> (9<sup>th</sup> ed.) St. Louis: Mosby.</p> <p>Townsend, M.C. (2015). <i>Psychiatric mental health nursing: Concepts of care in evidence-based practice</i> (8<sup>th</sup> ed.). Philadelphia: F.A. Davis.</p> <p>Veenema, T.G. (2013). <i>Disaster nursing and emergency preparedness for chemical, biological, and radiological terrorism, and other hazards</i> (3<sup>rd</sup> ed.). New York: Springer Publishing Co.</p> <p><a href="http://www.lasuperiorcout.org/MentalHealth">www.lasuperiorcout.org/MentalHealth</a></p> <p><a href="http://www.fema.gov/plan">www.fema.gov/plan</a></p> <p><a href="http://www.rm.ca.gov">www.rm.ca.gov</a> (Disaster)</p> <p><a href="http://www.rm.ca.gov">www.rm.ca.gov</a> (Discipline and Diversion Program)</p>

**All academic policies are strictly enforced**

<b>Unit Title: Concepts of Psychiatric Nursing</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Describes communication concepts and principles used in psychiatric nursing</p> <ol style="list-style-type: none"> <li>1. Gives an overview of the evolution of psychiatric care.</li> <li>2. Identifies theorists that influenced the practice of psychiatric nursing.</li> <li>3. Differentiates mental health from mental illness.</li> <li>4. Contrasts the DSM V Multiaxial Evaluation system from the Global Assessment Functioning (GAF).</li> <li>5. Discusses the nurse-client relationship.</li> <li>6. Identifies the role of the interdisciplinary team in therapeutic milieu.</li> <li>7. Discusses the guidelines of communication in psychiatric nursing</li> </ol>	<p>A. Historical Overview of Psychiatric</p> <ul style="list-style-type: none"> <li>• Cultural attitude/aspects</li> <li>• Emergence of psychiatric nursing</li> </ul> <p>B. Mental Health vs Mental Illness</p> <ul style="list-style-type: none"> <li>• Maslow</li> <li>• Jahoda</li> <li>• Robinson</li> <li>• Stress and adaptation</li> <li>• American Psychiatric Association               <ul style="list-style-type: none"> <li>- Diagnostic Statistical Manual (DSM)</li> </ul> </li> <li>• Cultural and spiritual relevance</li> </ul> <p>C. Therapeutic Relationship</p> <ul style="list-style-type: none"> <li>• Roles of the nurse (Peplau)</li> <li>• Therapeutic use of self (Travelbee)               <ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Self-understanding</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Townsend (8th ed.):            Chapters 2, 3, 6, 12</p>

<b>Unit Title: Concepts of Psychiatric Nursing (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
8. Differentiates adaptive from maladaptive defense mechanism.  9. Discusses the correlation between affect, behaviors and cognition in mental illness.	D. Approaches in Psychiatric Nursing <ul style="list-style-type: none"> <li>• Relationship development</li> <li>• Therapeutic communication               <ul style="list-style-type: none"> <li>- Non-verbal communication</li> <li>- Techniques</li> <li>- Self-reflection/analysis</li> </ul> </li> <li>• Nursing process in psychiatric nursing               <ul style="list-style-type: none"> <li>- Core concepts</li> <li>- Individual</li> <li>- Environment</li> <li>- Stressors</li> <li>- Response to care/treatment</li> </ul> </li> <li>• Milieu therapy               <ul style="list-style-type: none"> <li>- Basic assumptions</li> <li>- Democratic form of self-governance</li> <li>- Nursing role in Milieu Therapy</li> </ul> </li> </ul> E. Use of therapeutic communication techniques <ul style="list-style-type: none"> <li>• Holistic patient-centered care</li> <li>• Interdisciplinary approach</li> <li>• Nursing concerns               <ul style="list-style-type: none"> <li>- Setting priorities</li> <li>- Outcome goals</li> <li>- Evaluation</li> <li>- Collaboration</li> </ul> </li> </ul>	<b><u>Required Reading:</u></b>  Townsend (8th ed.): Chapters 7, 8, 9, 12



<b>Unit Title: Nursing Role in Ambulatory Care</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Differentiates the ambulatory care settings.</p> <p>B. Discusses the role of the nurse in caring for clients in ambulatory care.</p> <p>C. Identifies the advantages and disadvantages of the care in the ambulatory care area.</p> <p>D. Explains how the nursing process would be implemented in the ambulatory care area.</p> <p>E. Discusses the nursing competencies in the ambulatory care setting.</p>	<p>A. Ambulatory Care</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Healthy People 2020               <ul style="list-style-type: none"> <li>- Leading Health Indicators (LHI)</li> </ul> </li> </ul> <p>B. QSEN in Ambulatory Care</p> <p>C. Types of Facilities in Ambulatory Care</p> <p>D. Ambulatory Care Setting Advantages/ Disadvantages</p> <p>E. Nursing Roles/Nursing Process</p> <p>F. Nursing Competencies</p> <p>G. American Academy of Ambulatory Care Nursing</p>	<p><b><u>Required Reading:</u></b></p> <p>Website: <a href="http://www.healthypeople.gov">www.healthypeople.gov</a></p> <p>www.AmericanAcademyof AmbulatoryCareNursing</p> <p>Berman (10th ed.):            Chapter 7, pp 105-107            Chapter 16, pp 248</p>

<b>Unit Title: Nursing Role and End of Life Issues</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the role of the nurse in grief and loss situations.</p> <ol style="list-style-type: none"> <li>1. Discusses the concept of loss.</li> <li>2. Describes stages of grief and death reactions.</li> <li>3. Lists factors that affect grief and loss.</li> <li>4. Differentiates between normal and pathologic/dysfunctional grief.</li> <li>5. Compares the perceptions of death during various growth stages.</li> <li>6. Plans nursing interventions for emotional, physiological and spiritual needs of a terminally ill client.</li> <li>7. Lists the needs of dying persons and their significant others.</li> <li>8. Describes the nursing responsibilities in relation to the "Dying Persons' Bill of Rights".</li> </ol> <p>9. Defines Hospice Care.            10. Explains services offered under Hospice Care.</p>	<p>A. Meeting the Needs of Grieving Family and Dying Client</p> <ul style="list-style-type: none"> <li>• Definitions               <ul style="list-style-type: none"> <li>- Loss</li> <li>- Bereavement</li> <li>- Grief</li> <li>- Mourning</li> </ul> </li> <li>• Stages - grief</li> <li>• Factors influencing loss and grief responses</li> <li>• Careplan for grieving person</li> <li>• Goals for end-of-life care</li> <li>• Nursing interventions               <ul style="list-style-type: none"> <li>- Dying Person's Bill of Rights</li> <li>- Dying person's needs                   <ul style="list-style-type: none"> <li>« Psychological</li> <li>« Spiritual</li> </ul> </li> <li>- Survivor's needs</li> </ul> </li> <li>• Physical manifestations at end of life               <ul style="list-style-type: none"> <li>- Signs of approaching death</li> </ul> </li> <li>• Nursing diagnosis</li> </ul> <p>B. Dying with dignity</p> <ul style="list-style-type: none"> <li>- Hospice care/Palliative care               <ul style="list-style-type: none"> <li>« Interdisciplinary care</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman (10th ed.):            Chapter 43, pp. 989-998.</p> <p>Townsend (8th ed.):            Chapter 37, pp. 830-849</p> <p>Lewis            Chapter 10, pp. 140-147</p>

<b>Unit Title: Nursing Role and End of Life Issues (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>B. Discusses legal/ethical issues related to the dying client.</p> <ol style="list-style-type: none"> <li>1. Describes the clinical signs of death.</li> <li>2. Discusses voluntary euthanasia.</li> <li>3. Identifies the correlation between Advance Directive and Patient Self-Determination Act (PSDA)</li> <li>4. Describes roles a nurse may assume in supporting a client's advance directives.</li> <li>5. Discusses implications of DNR.</li> <li>6. Discusses the nurses' role in a DNR.</li> </ol>	<p>C. Legal issues affecting end-of-life care</p> <ul style="list-style-type: none"> <li>• Legal             <ul style="list-style-type: none"> <li>- Patient Self-Determination Act (PSDA)</li> <li>- Advance Directives                 <ul style="list-style-type: none"> <li>« Living Will</li> <li>« Health Care Proxy or Surrogate/ Durable Power of Attorney for Health Care</li> </ul> </li> </ul> </li> <li>• Ethical - Euthanasia             <ul style="list-style-type: none"> <li>- Definition</li> <li>- Nurse's role                 <ul style="list-style-type: none"> <li>« ANA statement</li> </ul> </li> </ul> </li> <li>• Standards of care for DNR             <ul style="list-style-type: none"> <li>- POLST</li> </ul> </li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Berman (10<sup>th</sup> ed.)            Chapter 41, pp. 954-965            Chapter 4, pp. 59-61            Chapter 5, pp. 80-85</p>

<b>Unit Title: Nursing Role and End of Life Issues (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>C. Discusses the role of the nurse in resource collaboration in organ transplantation.</p> <ol style="list-style-type: none"> <li>1. Identifies legal/ethical issues affecting organ procurement.</li> <li>2. Recognizes the role of the nurse in caring for the transplant client.</li> <li>3. Identifies nursing interventions for clients before, during and after transplant.</li> <li>4. Identifies possible nurses reaction to issues related to the transplant client.</li> <li>5. Discusses the advocacy role of the nurse in organ procurement.</li> <li>6. Identifies cultural/spiritual beliefs that affects organ donation.</li> </ol>	<p>D. Organ donation</p> <ul style="list-style-type: none"> <li>• Uniform Anatomical Gift Act (UAGA)</li> <li>• Organ and tissue donation network</li> <li>• Nursing role</li> </ul> <p>E. Collaborative Management</p> <ul style="list-style-type: none"> <li>• Multidisciplinary team communication</li> <li>• Cultural/spiritual awareness in organ procurement</li> </ul>	

<b>Unit Title: Prioritizing Care Activities – Time Management</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses decision-making as it relates to time management.</p> <ol style="list-style-type: none"> <li>1. Describes individual styles to increase organizational skills.</li> <li>2. Identifies methods that will improve personal time management.</li> <li>3. Identifies ways to organize to make more effective use of available time.</li> <li>4. Identifies time management strategies for increasing high pay off, high priority activities.</li> <li>5. Discusses Pareto's 80/20 rule as it relates to time management in a clinical setting.</li> <li>6. Identifies the negative and positive aspects of procrastination.</li> </ol>	<p>Time Management</p> <ol style="list-style-type: none"> <li>A. Concept of Time</li> <li>B. Steps of Time Management             <ul style="list-style-type: none"> <li>• Planning</li> <li>• Prioritizing</li> <li>• Re-prioritize</li> </ul> </li> <li>C. Goal Setting</li> <li>D. Organizing Work             <ul style="list-style-type: none"> <li>• List</li> <li>• Schedule</li> <li>• Time lines</li> <li>• ABC system</li> <li>• Spaghetti diagram</li> </ul> </li> <li>E. Setting limits</li> <li>F. Increasing Efficiency             <ul style="list-style-type: none"> <li>• Streamlining</li> <li>• Productivity</li> </ul> </li> <li>G. Procrastination</li> </ol>	<p><b><u>Recommended Reading</u></b></p> <p>Marquis (8th ed.): Chapter 9, pp. 181-203 (on reserve in Library)</p>

<b>Unit Title: Nursing Role in Legislation/BRN Issues</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses regulatory agencies impact on nursing practice.</p> <ol style="list-style-type: none"> <li>1. Identifies the purpose, roles, and functions of the California Board of Registered Nursing (BRN).</li> <li>2. Describes the California BRNs disciplinary functions and the Intervention Program.</li> <li>3. Describe the role of BRN in re-instating a RN license</li> </ol>	<p>A. Rules Regulating Nursing Practice</p> <ul style="list-style-type: none"> <li>• Nurse Practice Act</li> <li>• BRN</li> <li>• Intervention Program</li> <li>• Disciplinary action</li> <li>• Discipline terminology             <ul style="list-style-type: none"> <li>- Gross negligence</li> <li>- Incompetence</li> <li>- Probation</li> <li>- Revocation stayed</li> <li>- Revoked/surrendered license</li> <li>- Suspension</li> </ul> </li> <li>• Discussion of case #575084 and case #721967</li> <li>• Discussion of the BRN Discipline Board Meeting (if attended this semester)</li> </ul>	<p><b>Required Reading:</b></p> <p>BRN Website:  <a href="http://www.rn.ca.gov/intervention/index.shtml">http://www.rn.ca.gov/intervention/index.shtml</a> Intervention program</p> <p><a href="http://www.rn.ca.gov/enforcement/dispatchion.shtml">www.rn.ca.gov/enforcement/dispatchion.shtml</a> Discipline terminology</p>

<b>Unit Title: Nursing Role in Disaster</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Utilizes the steps of the nursing process to identify nursing responsibilities in disaster management.</p> <p>B. Discusses types of disasters.</p> <p>C. Discusses the management of disasters.</p> <p>D. Identifies how nurses prepare for, respond to, and recover from disaster.</p>	<p>A. Disaster Management</p> <ul style="list-style-type: none"> <li>• Overview of disaster management</li> </ul> <p>B. Types of Disasters</p> <p>C. Phases of Disaster Involvement</p> <ol style="list-style-type: none"> <li>1. Agencies involvement in disaster preparedness</li> <li>2. Levels of disaster</li> <li>3. Federal response plan</li> </ol> <p>D. Disaster Response and Recovery</p> <ul style="list-style-type: none"> <li>• Triage in a disaster</li> </ul>	<p><b><u>Required Reading:</u></b></p> <p>Veenema, T.G. (2013). <i>Disaster nursing and emergency preparedness for chemical, biological, and radiological terrorism, and other hazards (3<sup>rd</sup> ed.)</i>.  <i>(selected chapter reading on reserve in Library)</i></p>

<b>Unit Title: Nursing Role in Family Health</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Analyzes the concept of accountability by the application of the nursing process in caring for families.</p> <ol style="list-style-type: none"> <li>1. Identifies types of families.</li> <li>2. Describes characteristics of families.</li> <li>3. States the function of the family.</li> <li>4. Discusses importance of family developmental stages.</li> </ol>	<p>A. Family</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Types of families</li> <li>3. Stages of family developmental</li> <li>4. Major family variations             <ul style="list-style-type: none"> <li>• Divorce</li> <li>• Remarriage</li> <li>• Cultural</li> </ul> </li> </ol>	<p><b><u>Required Reading:</u></b></p> <p>Berman (10<sup>th</sup> ed.).            Chapter 24</p> <p>Townsend (8th ed.):            Chapter 11</p>

<b>Unit Title: Nursing Role in Family Health (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
B. Discusses components of assessment for a family. <ol style="list-style-type: none"> <li>1. Identifies components for a physiologic assessment for family.</li> <li>2. Discusses the impact of the physiologic assessment on the family.</li>   <li>3. Identifies components of psychological assessment for a family.</li> <li>4. Identifies family communication patterns.</li> <li>5. Describes adaptive family coping pattern.</li>   <li>6. Discusses the importance of the physical layout for families.</li>   <li>7. States the components for the social assessment for families.</li> <li>8. Discusses the influence of social/culture/religion on the family.</li> </ol>	B. Family assessment <ol style="list-style-type: none"> <li>1. Physiological               <ul style="list-style-type: none"> <li>• Genetic predisposition                   <ul style="list-style-type: none"> <li>- Genogram</li> </ul> </li> <li>• Health beliefs</li> </ul> </li> <li>2. Physical layout               <ul style="list-style-type: none"> <li>• Ecomap</li> </ul> </li> <li>3. Psychological               <ul style="list-style-type: none"> <li>• Communication pattern</li> <li>• Family coping mechanisms</li> <li>• Family violence</li> </ul> </li> <li>4. Social               <ul style="list-style-type: none"> <li>• Family interactional patterns</li> </ul> </li> </ol>	<b><u>Required Reading:</u></b> Berman (10 <sup>th</sup> ed.). Chapter 18, p. 283

<b>Unit Title: Nursing Role in Family Health (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>C. Describes health promotion strategies for families</p> <p>1. Discusses plans which allow families to make decision to achieve optimal wellness.</p> <p>2. Formulates nursing diagnosis and nursing strategies for optimal wellness for families</p>	<p>C. Health Promotion Strategies</p> <p>1. Identify risk for health problems</p> <ul style="list-style-type: none"> <li>• Maturity factors</li> <li>• Heredity factors</li> <li>• Sex or Ethnicity</li> <li>• Sociologic factors</li> </ul> <p>1. Nursing Diagnosis</p>	

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Student name: \_\_\_\_\_ Date: \_\_\_\_\_

This paper is to be developed using the following criteria and must be in APA format, narrative form, and using headings. Please follow the grading rubric guideline below for this assignment. The title page and reference list are not included in the total number of pages. The body of the paper shall be a minimum of **4 pages and maximum of 6 pages**.

1. Introduction a) Sufficient information is provided on cultural health assessment/interview b) Include statement of client’s consent to interview (Include synopsis of client’s reasons for hospital/clinic visit) Purpose statement is clearly written	<b>10</b>		
1. The central idea is clearly written 2. Include in discussion <ul style="list-style-type: none"> <li>• Cultural values, beliefs and customs for your client. (Include health maintenance, religion, diet/nutrition pattern/preferences, family, roles/behaviors/structure, and view of authority figures, communication preferences and others that may be pertinent).</li> <li>• Compare and contrast your research findings to the data gained from the client’s interview encounter regarding his/ her cultural beliefs.</li> <li>• Identify 3 priority teaching needs, corresponding interventions, and rationales for your client based on client’s cultural assessment and health literacy</li> <li>• Priority teaching needs are relevant to client assessment findings</li> <li>• Identify possible barriers to compliance with care</li> </ul> 3. Conclusion: Provide summary of your findings. Include interesting fact(s) learned from the culture.	<b>80</b>		
4. References 5. Format APA 6 <sup>th</sup> ed. format for this assignment, 4 - 6 pages in length, pages (excludes title page and references), Times New Roman 12 font, double spaced, correct grammar and spelling, logical flow/readability	<b>10</b>		
<b>Total points</b>	<b>100</b>		

**NOTE:** The research paper is to be based on the client’s cultural interview assessment. This assignment must be completed and submitted by the date established by the instructor. Incomplete assignments will not be graded and result in an unsatisfactory grade. Assignments submitted after the due date will not be accepted and result in an unsatisfactory grade. This assignment is **8 % of the grade** for N232.

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_