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

NURSING 122
INTERDISCIPLINARY
NURSING ROLE

Spring 2023

COURSE TITLE:	**N122 INTERDISCIPLINARY NURSING ROLE**
PRE-REQUISITES:	Completion of Semester I Requirements
UNITS:	1 Unit
HOURS:	Approximately 3 hours per week
LENGTH:	8 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. Discuss collaborative nursing roles using the nursing process in managing safe patient-centered care.
2. Explain the process of collaborative communication used to promote effective interaction with patients and families.
3. Discuss personal strengths, limitations, and values in collaborative planning within an inter-professional health care team.
4. Use principles and techniques to discuss ethical and accountable behaviors to improve the quality of care for individuals and families.
5. Discuss ethical principles in nursing that promote advocacy and shared decision-making affecting outcomes of individuals and families.
6. Explain the role of an educator by integrating current teaching strategies and providing reliable information to ensure optimal outcomes for families and individuals.

7. Describe 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, PowerPoint with audio, handouts 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%
- Group Member Evaluation Form and APA References: 5%

GRADING SCALE:

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

REQUIRED READINGS:

Hinkle, J., Cheever, K., & Overbaugh, K. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

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

Marquis, B., & Huston, C. (2021). *Leadership roles and Management functions in nursing theory and application.* (10th ed.) Philadelphia, PA: Lippincott Wolters Kluwer, Williams & Wilkins.

McKinney, E., Murray, S., Mau, K., James, S., Nelson, K., Ashwill, J., & Carroll, J. (2022). *Maternal-child nursing* (6th ed.). St. Louis: Elsevier.

Taylor, C., Lillis, C., & Lynn, P. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

RECOMMENDED READING:

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

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

INSTRUCTIONAL REFERENCES:

Burkhardt, M. & Nathaniel, A. (2013). *Ethics and issues in contemporary nursing*, (4th ed.). Clifton Park, NY: Delmar Cengage Learning

Butts, J. & Rich, K. (2019). Nursing ethics: Across the curriculum and into practice (5th ed.). Burlington, MA: Jones and Bartlett Learning

California Legal Codes (n.d.). https://www.legalinfo.legislative.ca.gov

Children's Defense Fund (2022). http://www.childrensdefense.org

Convention on the rights of the child (1989). http://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Lachman, V. (2005) Applied ethics in nursing. New York, NY: Springer Publishing Company

Medscape Ethics Center (1994-2022). https://www.medscape.com/index/list_7491_0

National Association of Counsel for Children (2007-2021)). http://www.naccchildlaw.org/

All academic policies, including attendance policy, will be strictly enforced.

For any conflict or issue, students must first meet with their respective instructor to discuss a solution. If issue is not resolved, students must adhere to the appropriate chain of command starting with the Semester Coordinator, SON Dean, and Provost

Unit Title: **Collaborative Nursing Problems**		
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 problems.	A. Format and distinguishing characteristics of collaborative nursing problems vs. five other standard types of nursing problems. 1. Format and distinguishing characteristics of: • Actual nursing problems • Risk nursing problems • Syndrome problems • Possible nursing problems • Wellness problems • Collaborative problems	**<u>Required Reading</u>**: Taylor et al. (2019): pp. 364-365, 367, 373-379, 394-399, 424-431 **<u>Recommended Readings:</u>** Carpenito-Moyet, L. J. (2017): pp. 21-46, 939-1075. Alfaro, R. (2014): 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 Problems (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 problems.	3. Data that might be appropriately clustered for collaborative nursing problems 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 problems.	6. Examples of evaluating and modifying collaborative nursing problems	

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. Describe the relationship and developmental stages of the group dynamics. 3. Identifies the organizational roles to ensure group goals are accomplished and successful.	A. Collaborative planning within a health care team 1. Types of teams • Intradisciplinary • Interdisciplinary • Multidisciplinary 2. Stages of the group dynamics • Forming, storming, norming Performing, and adjourning: Characteristics of each stage • Group Task Roles • Group building and maintenance roles • Individual roles of group members 3. Organizational philosophies are congruent • Core Values • Nursing Services Philosophy • Nursing service strategic focus • Mission statement • Vision statement	**<u>Required Reading</u>** Taylor et al. (2019): Chapter 11, pp. 257-258 [Box 11-2] Chapter 12, pp. 270-274 Marquis, B. & Houston, C. (2021): Chapter 19, group communication, pp. 515-519 **Review** Organizational philosophies for LAC+USC Medical Center & LACCONAH Taylor et al. (2019): Chapter 12, pp. 270-272

Unit Title: **Collaborative Nursing Roles (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
4. Discusses factors important in deciding to seek consultation. 5. Identifies the components of an effective team and the core competencies for interprofessional collaborative practices.	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. Nursing core competencies for interprofessional collaboration practices are: • Mutual respect • One's own knowledge • Communication • Relationships: values & principles • Strengths • Team problems • Self-knowledge & self-development: goals • Equity, diversity, and inclusion	

Unit Title: **Ethical Decision Making**		
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.

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

Objectives	Content Outline	Student Activities

5. Discusses ethical principles in nursing and their application in the clinical setting.
 	
6. Lists the types of ethical norms, categorizes sources of ethical norms, and understands their 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.
	5. Define ethical principles in nursing:
	• Autonomy
	• Nonmaleficence
	• Beneficence
	• Justice
	  • Equitable access to healthcare
	• Fidelity
	• Veracity
	• Confidentiality
	
	6. Identify sources of ethical norms in nursing and healthcare:
	• Official vs. unofficial
	• International, national and state
	• Role in patient advocacy
	
	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
		<u>Required Reading:</u>
		
		Taylor et al. (2019): Chapter 6, pp. 97-117.

Unit Title: **Ethical Decision Making (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. • Equity, diversity, inclusion, and antiracism	
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 and 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: **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 • Describes how the nurse plans teaching strategies 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 characteristic • Planning teaching strategies for group and individual learners • Nursing Process ▪ Formulating educational nursing diagnoses and goals ▪ Resources important in planning teaching strategies	**<u>Required Reading</u>**: Taylor et al. (2019): pp. 182-211 McKinney et al. (2022): pp. 23-24 **<u>Assignment:</u>** 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.

	« 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. Discusses collaboration and inclusivity in educational teaching. 3. Equitable access to collaborative healthcare, with inclusion and diversity of various patient populations.	

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 and care they receive, and control of the child's behavior. 2. Right to consent to medical and dental procedures • Equity and inclusion 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. Refer to posted supplementary handouts. 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	

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"	**<u>Required Reading</u>**: Taylor et al. (2019): pp. 535, 544 (22-2 safety) McKinney et al. (2022): pp. 124-125, 523-527, 723 (Box 33-2), 1338-1342

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 • Equity, diversion and inclusion • 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: **Collaborative Nursing Communication**		
Objectives	**Content Outline**	**Student Activities**
A. Describes communication methods used among health care professionals. 1. Describes the nursing role in communicating with other health care professionals. 2. Describes the characteristics of effectiveness and ineffectiveness of a group.	A. Compares and contrast different methods of communication. 1. Differentiate methods of communication • Advantages vs. Disadvantages ▪ Face to face ▪ Telephone ▪ Written message ▪ Audiotaped message ▪ Computer message ▪ Consultations and referrals 2. Variables used to determine characteristics of effectiveness and ineffectiveness among the group. Consider diversity, equity and inclusion in approach to collaborative communication. • Group identity • Cohesiveness • Patterns of interaction • Decision making • Responsibility • Leadership • Power	**<u>Required Reading:</u>** Taylor et al. (2019): Chapter 19, communication among health professionals, pp. 474-478 [Table 19-4] Chapter 8, group communication & group dynamics, pp. 155 [Table 8-1] **Review** Taylor et al. (2019), pp. 147-177 communication

Unit Title: **Collaborative Nursing Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
3. Describes the elements that influence group proceedings in health care organizations.	3. Elements of an organization that influence group proceedings • Interprofessional Communication • Participation • Decision Making • Organizational Roles	

Criteria	Ratings
Always - 100%	10/10
Usually - 66% to 99%	8/10
Sometimes - 34% to 65%	6/10
Seldom - 1% to 33%	2/10
Never - 0%	0/10

Date: _____
Group #: _____
Student Name: _____

N122 ETHICAL CASE STUDY DEBATE ACTIVITY

STUDENT DEBATE GRADING RUBRIC

The purpose of this form is to guide your group performance and to demonstrate professionalism by providing a peer evaluation of your fellow students

RATING CRITERIA – PRO	RATING	RATING CRITERIA – CON	RATING
PRESENTATION OF POSITION – 5 MINUTES		**PRESENTATION OF POSITION – 5 MINUTES**	
1. Outlines their position with rationale supported by ethical theory, clearly and logically stated.	**____/10**	1. Outlines their position with rationale supported by ethical theory, clearly and logically stated.	**____/10**
2. Utilizes multiple ethical principles effectively to convince the audience that their position is valid.	**____/10**	2. Utilizes multiple ethical principles effectively to convince the audience that their position is valid.	**____/10**
3. Uses at least one example of a similar situation or case that lends support to their position.	**____/10**	3. Uses at least one example of a similar situation or case that lends support to their position.	**____/10**
4. Position is focused on nursing ethical issues, not medical. Debaters demonstrate respect for others.	**____/10**	4. Position is focused on nursing ethical issues, not medical. Debaters demonstrate respect for others.	**____/10**
REBUTTAL – 4 MINUTES		**REBUTTAL – 4 MINUTES**	
5. Addresses at least one point presented by the opponent's side.	**____/10**	5. Addresses at least one point presented by the opponent's side.	**____/10**
6. Uses ethical and legal principles to support their rebuttal.	**____/10**	6. Uses ethical and legal principles to support their rebuttal.	**____/10**
7. Ends with statement on why their position is better.	**____/10**	7. Ends with statement on why their position is better.	**____/10**
CLOSING STATEMENT – 1 MINUTE		**CLOSING STATEMENT – 1 MINUTE**	
8. Closing statement is clear, precisely addresses their position, and summarizes why their position is better overall.	**____/10**	8. Closing statement is clear, precisely addresses their position, and summarizes why their position is better overall.	**____/10**
9. All statements supported the group's position without redundancy.	**____/10**	9. All statements supported the group's position without redundancy.	**____/10**
10. All members must speak in the debate and demonstrate professional dress and demeanor.	**____/10**	10. All members must speak in the debate and demonstrate professional dress and demeanor.	**____/10**

PRO Position _____ /100 Total **CON Position _____ /100 Total**