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

# Nursing 232:

# SPECIALIZED NURSING ROLE

Spring 2023

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| COURSE TITLE: | **N232: SPECIALIZED NURSING ROLE** |
| PRE-REQUISITES: | Completion of course requirements for Semesters 1 and 2. |
| UNITS: | 1 Unit |
| HOURS: | Approximately 3 hours per week |
| LENGTH: | 8 Week Course |
| PLACEMENT: | Semester 3 |
| CONCURRENCY: | All nursing courses within a semester must be taken concurrently |

COURSE DESCRIPTION:

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.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the student will:

1. Utilize the nursing process to plan safe patient-centered care to specialized groups of clients.
2. Apply appropriate therapeutic communication techniques/skills specific to the healthcare situation.
3. Examine resources that require teamwork and collaborative planning in helping individual, family, and community to achieve health goals.
4. Examine the influence of regulatory agencies on accountable nursing practices to improve quality of care for individuals, family, and community practices.
5. Integrate collaborative interventions in decision-making processes as it applies to time management of groups of patients with specialized needs.
6. Apply evidence-based health strategies with emphasis on families and groups with specialized needs.
7. Integrate the sociocultural variations that would impact patient centered care.

STUDENT LEARNING OUTCOME:

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.

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| TEACHING METHODS: | Lectures, discussions, collaborative-active learning. |
| METHOD OF EVALUATION: | Students attain an overall cumulative score of 70% or higher on the written assignment and exams indicating an attainment of student learning outcome.<br><br>Grade is based from:<br>• Cultural Health Assessment paper worth 8% of the total grade<br>• Three exams each consisting of 50 questions worth 92% of total grade. Exams #1 & #2 are 32% and exam 3 is worth 28% of the grade. |
| 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: | Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Textbook of Medical - Surgical Nursing, (14th ed.) Philadelphia: Wolters Kluwer.<br><br>Frandsen, G. & Pennington, S. (2018). E-book - Abrams' Clinical Drug Therapy: Rationales for Nursing Practice (12th ed.). Philadelphia: Wolters Kluwer.<br><br>Marquis B. & Huston, C. (2017). E-book -Leadership Roles and Management Functions in Nursing (10th ed.). Philadelphia: Wolters Kluwer<br><br>Swearingen, L. Pamela, & Wright, J. (2019). *All-in-One Nursing Planning Resource*. St. Louis: Elsevier<br><br>Taylor, C. & Lynn, P. & Bartlett, J. (2019). E-book -Fundamentals of Nursing: The Art and Science of Person-Centered Care (9th ed.). Philadelphia: Wolters Kluwer<br><br>Townsend, M. & Morgan, K. (2021). Psychiatric mental health nursing: Concepts of care in evidence-based practice (10th ed.). Philadelphia: F.A. Davis Company |
| REQUIRED WEBSITES: | 1. http://www.lacourt.org/division/mentalhealth/mentalhealth.aspx<br>2. www.fema.gov/plan: review Comprehensive Preparedness Guide<br>3. www.rn.ca.gov/intervention/index/shtml: Intervention Program<br>4. www.rn.ca.gov/enforcement/dispaction.shtml: Discipline Terminology |

**All academic policies are strictly enforced:**
For any conflict or issue, student must first meet with their respective instructor to discuss a solution. If issues are not resolved, student must adhere to the appropriate chain of command starting with the semester coordinator; Director, OES; Dean, SON; and lastly the Provost.

| **Unit Title: Concepts in Psychiatric Nursing** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| | A. Communication concepts and principles used in psychiatric nursing<br>1. Historical and Theoretical Concepts in Psychiatric Nursing<br>2. Emergence of psychiatric nursing<br>• Maslow, Jahoda, Robinson<br>3. Mental Health vs Mental Illness<br>• Stress & adaptation, anxiety & grief<br>4. Adaptive and maladaptive defense mechanisms<br>5. Correlation between affect, behavior, and cognition<br><br>6. Therapeutic communication-holistic client centered care<br>7. Therapeutic Approaches in Psychiatric Nursing Care<br>• Roles of the nurse (Peplau)<br>• Nurse-client relationship development<br>• Therapeutic use of self<br>8. Nursing Process Psych-Mental Health<br>• Nursing process and the interdisciplinary team collaboration<br>• DEI: Cultural and spiritual aspects<br>• Therapeutic milieu | **Required Reading**<br>Townsend (10th ed)<br>Ch. 1<br>Ch 2: pp. 13 – 16<br>Ch 6<br>Ch 7<br>Ch 8<br>Ch 11: pp. 199 – 203<br>Table 11-1 (For In-Class Review)<br>eBook bonus Chap. 39 |

| **Unit Title: Nursing Role in Ambulatory Care** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses and differentiates the role of the nurse in caring for clients in ambulatory care.<br><br>B. Recognizes the advantages and disadvantages of care in the ambulatory care setting.<br>C. Applies and implements multidisciplinary collaboration with the nursing process while incorporating inclusivity and equality in the ambulatory care setting.<br><br>D. Applies the nursing competencies in the ambulatory care setting. | A. Discuss and differentiate Ambulatory Care<br>• Definition<br>• Differences between Ambulatory Care & Acute Care<br>• National Patient Safety Goals<br>• Levels of Prevention<br>• Healthy People 2030<br>• Leading Health Indicators (LHI)<br>- Framework<br>- Vision<br>- Mission<br>- Overarching Goals<br>- DEI: In Ambulatory care<br><br>B. Ambulatory care setting: advantages and disadvantages<br><br>C. Nursing Process / Nursing Roles<br><br>D. Nursing competencies | **Required reading**<br><br>Taylor: (9th Edition)<br>Chap. 1: pp. 11 - 12<br>Chap. 3: p. 53<br>Chap. 11 pp.252 - 253<br>Chap. 12: p. 277<br>Chap. 12: p. 280<br>Chap. 30: pp.942<br><br>*Information on Healthy People 2030 and on the American Academy of Ambulatory Care Nursing will be included in lecture. |

| **Unit Title: Legal Issues in Mental Health** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Integrates knowledge of legal-ethical situations into accountable practice for psychiatric clients.<br>1. Differentiates between voluntary & involuntary admission to a psychiatric facility.<br>2. Identifies ethical and legal issues of psychiatric nursing<br>3. Differentiates restraints and seclusion<br>4. Describes the various types of hospitalizations in the psychiatric setting<br>5. Identifies the gravely disabled client in the psychiatric setting | A. Integration of legal-ethical situations into the psychiatric setting<br>• Code of Ethics for Nurses<br>- American Nurses Association<br>• Ethical and Legal Issues in Psychiatric Nursing<br>- Right to treatment<br>- Right to refuse treatment (including meds)<br>- Right to least restrictive treatment alternative<br>- Confidentiality & Right to Privacy<br>▪ HIPPA<br>▪ Exception: A duty to warn (protection of a third party)<br>▪ Tarasoff Act of 1976 & Suspect Child or elder abuse.<br>• Informed Consent<br>• Restraints and Seclusion<br>• Patient Self Determination Act of 1991<br>• Joint Commission<br>• Hospitalization<br>- Voluntary admission<br>- Involuntary commitment (hospitalization)<br>- Emergency commitment<br>- Mentally ill person in need of treatment<br>- Involuntary outpatient commitment (IOC)<br>- DEI: Psychiatric admitted patient<br>• The gravely disabled client | **Required Reading**<br><br>Townsend (10th ed)<br>Ch 5: pp. 87 – 93, 94 – 100<br><br>**<u>Recommended Activity:</u>**<br><br>Los Angeles Mental Health Division Website will be reviewed in class and when the student is in the psychiatric rotation |

| **Unit Title: Legal Issues in Mental Health (cont.)** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| B. Integrates knowledge of legal aspects relevant to the psychiatric-mental health setting in patient care<br>1. Identifies the major purpose(s) and nursing roles of the following:<br>a. Community Mental Health Act of 1963<br>b. Lanterman-Petris-Short Act of 1988<br>• 72-hour hold<br>• 14-day hold<br>• 30-day hold<br>• Probable cause hearing (Certification review hearing)<br>• Conservatorship•<br>• Writ of Habeas Corpus<br>c. Riese Decision<br>d. Tarasoff Act<br>C. Discusses the legal rights of clients hospitalized in psychiatric facilities. | B. Integrates legal aspects relevant to the psychiatric setting.<br>• Legal Aspects and Holds<br>- Community Mental Health Act of 1963<br>- Lanterman-Petrie-Short Act of 1967<br>1. 72-hour hold<br>2. 14-day hold<br>3. 30-day hold<br>4. Probable cause hearing (certification review hearing)<br>5. Conservatorship<br>6. Writ of Habeas Corpus<br>- Riese Decision<br>- DEI: legal holds<br><br>C. Nursing Liability<br>- Malpractice and Negligence<br>- Types of Lawsuits in Psychiatry<br>- Liability | **Required Reading**<br><br>The student will experience these holds in the psychiatric setting. Legal Aspects section of lecture is not in reading as is specific to each state. We will review each in class.<br><br>Townsend (10th ed)<br>Ch 5: p. 101 |

| **Unit Title: Nursing Role and End of Life Issues** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses the role of the nurse in grief and loss situations.<br>1. Discusses the concept of loss.<br>2. Describes stages of grief and death reactions.<br>3. Lists factors that affect grief and loss.<br>4. Differentiates grief reactions.<br>5. Plans nursing interventions for stages of grief.<br>6. Lists the needs of dying persons and their significant others.<br>7. Describes the nursing responsibilities in relation to the "Dying Persons' Bill of Rights".<br>8. Explains services offered under Hospice Care and Palliative Care. | A. Nursing role in grief and loss situations<br>1. Loss<br>2. Stages of grief and death reactions<br>3. Factors affecting grief and loss<br>4. Grief reactions<br>5. Nursing interventions for stages of grief<br>6. Dying person and survivor needs<br>- Physiological<br>- Psychological<br>- Spiritual<br>7. Dying Person's Bill of Rights<br>8. Hospice care/Palliative care<br>- DEI | **Required Reading**<br><br>Taylor (9th ed.):<br>Chap 43: pg. 1684 - 1715<br><br>Townsend (10th ed.):<br>Chap 36: pg. 819 -836<br><br>Hinkle / Cheever (14th ed.):<br>Chap 16: pg. 387 – 415<br><br>Hinkle/Cheever e-resources<br>• Watch & learn videos:<br>o Unit 3 – Chap 16: The 5 Stages of Grief<br><br>**Recommended Reading**<br><br>• Journal Articles<br>· Chap 16: End -of-Life |

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| B. Discusses the role of the nurse in resource<br>collaboration in organ transplantation.<br>1. Identifies legal/ethical issues affecting organ<br>2. Recognizes the role of the nurse in caring for the transplant client.<br>3. Identifies possible nurses' reaction to issues related to transplant client.<br>4. Discusses the advocacy role of the nurse in organ procurement. | B. Nursing role in organ transplantation<br>1. Ethical and Legal issues<br>- Ethical-Euthanasia<br>o Definition<br>o Nurse's role<br>o ANA statement<br>- Legal<br>o Advance Directives<br>o POLST<br>o AND/DNR<br>2. Nursing role in care provision<br>3. Nurse's possible reactions<br>4. Nurse advocacy in organ procurement<br>- Organ donation<br>- Uniform Anatomical Gift Act (UAGA)<br>- Organ and tissue donation network | **Required and Recommended Reading**<br><br>Covered in previous chapters and will be discussed in class<br><br>LAC/USC Medical Center information on One Legacy will be reviewed in class |

| **Unit Title: Nursing Role and End of Life Issues** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| B. Discusses the role of the nurse in resource collaboration in organ transplantation.<br>1. Identifies legal/ethical issues affecting organ<br>2. Recognizes the role of the nurse in caring for the transplant client.<br>3. Identifies possible nurses' reaction to issues related to transplant client.<br>4. Discusses the advocacy role of the nurse in organ procurement. | B. Ethical and Legal dimensions<br>• Legal<br>- Advance Directives<br>- POLST<br>- AND/DNR<br>• Ethical – Euthanasia<br>- Definition<br>- Nurse's Role<br>- ANA Statement<br>• Organ donation<br>• Uniform Anatomical Gift Act (UAGA)<br>• Organ and tissue donation network<br>• Nursing Role<br>• Collaborative Management<br>• Multidisciplinary team communication | **Required Reading**<br>Covered in previous chapters and will be discussed in class<br><br>LAC/USC Medical center information on One Legacy will be reviewed in class |

| **Title: Prioritizing Care – Time Management** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses decision-making as it relates to time management.<br>1. Describes individual styles to increase organizational skills- DEI (diversity, equity, and inclusion).<br>2. Identifies methods that will improve personal time management.<br>3. Identifies ways to organize to make more effective use of available time.<br>4. Identifies time management strategies for increasing high pay off, high priority activities.<br>5. Identifies the negative and positive aspects of procrastination.<br>6. Increase effectiveness of work | A. Time Management- decision making<br>1. Individual style-concept of time-DEI<br>2. Methods of Time Management<br>• Planning<br>• Prioritizing<br>• Re-prioritize<br>• Goal Setting<br>4. Organizing Work<br>• Task list<br>• Schedule activities<br>• Time lines<br>• ABC system- prioritize<br>5. Procrastination- setting limits<br>6. Increasing Efficiency<br>• Streamlining<br>• Productivity | **Required Reading**<br>Marquis (10th ed.).<br>Chap 9 Time management |

| **Unit Title: Nursing Role in Legislation/BRN Issues** | | |
|---|---|---|
| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses regulatory agencies impact on nursing practice.<br>1. Identifies the purpose, roles, and functions of the California Board of Registered Nursing (BRN).<br>2. Describes the California BRNs disciplinary functions, actions, terminology and the Intervention Program.<br>3. Describe the role of BRN in re-instating a RN license | A. Rules Regulating Nursing Practice<br>• Nurse Practice Act<br>• BRN<br>• Intervention Program<br>• Disciplinary action<br>• Discipline terminology<br>- Gross negligence<br>- Incompetence<br>- Probation<br>- Revocation stayed<br>- Revoked/surrendered license<br>- Suspension<br>• Discussion of case #575084 and case #721967 (not on exam) | **Required Reading**:<br><br>BRN Websites:<br><br>http://www.rn.ca.gov/intervention/ index.shtml<br>Intervention program<br><br>www.rn.ca.gov/enforcement/ dispaction.shtml<br>Discipline Terminology<br><br>Information of both these websites will be reviewed in class.<br><br>No textbook reading required for this lecture. Information from handout/lecture will be on exam |

| **Unit Title: Nursing Role in Disaster** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Discusses disaster management; types and phases of disasters. | A. Disaster Management<br>• Types of disaster<br>• Levels/Phases of disasters<br>• Agencies involved<br>• Expected federal and local response<br>• Pandemic Disease Disaster | **Required Reading**<br>Hinkle / Cheever (14th ed.)<br>Chap. 72: p. 2161<br>p. 2165<br>pp.2168 - 2171<br>p. 2179 |
| B. Use the steps of the nursing process to identify nursing responsibilities in disaster management.<br>• Preparation, response, and recovery | B. Implementation of the nursing process in disasters<br>• Various roles of nursing<br>• Triage | Chap. 73: pp. 2193 - 2208 |
| C. Integrate collaboration with the nursing process while incorporating inclusive, equal and culturally sensitive interventions. | C. Nursing interventions/client teaching | |

| **Unit Title: Nursing Role in Family Health** | | |
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| **Objectives** | **Content Outline** | **Student Activities** |
| A. Analyzes the concept of accountability by the application of the nursing process in caring for families:<br>1. Family definition, stages of development, family variations, functioning, structure, and interaction pattern<br>2. Nursing role in caring for families as a client- DEI (diversity, equity, and inclusion)<br>3. Family violence<br>4. Health Promotion Strategies | A. The concept of accountability by the application of the nursing process in caring for families<br>1. Family<br>• Definition<br>• Stages of family development<br>• Major family variations<br>• Family functioning-eco-map<br>• Family structure – genogram<br>• Family interaction pattern<br>2. Nursing Assessment of Family<br>• Developmental assessment<br>• Structural and functional<br>• Family communication pattern<br>• Family coping mechanisms<br>3. Family violence<br>4. Health Promotion Strategies<br>• Identify risk for health problems<br>• Nursing problems | **Required Reading**:<br><br>Townsend (10th ed.):<br>Chap 10 |

LAC School of Nursing
N232: Specialized Nursing Role - Spring 2023

**Cultural Health/Research: Rubric**

Student Name:_____ Date:_____

This paper is to be developed using the following criteria: APA format, narrative form (story with a start, a middle and an ending) using APA headings: minimum 2 level of 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 & max 6 pages.

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| 1. Introduction:<br>a) Sufficient information is provided on cultural health research (culture other than yours) (1.5pts).<br>b) Include statement of client consent for interview (1.5pts).<br>c) Thesis statement (2 pts). | **5** | |
| 1. The central idea/thesis statement is clearly written (10 pts)<br>2. Include in discussion:<br>• Cultural values, beliefs and customs (include health maintenance, religion, diet/nutrition pattern/preferences, family, roles/behaviors/structure, and view of authority figures, communication preferences & others that may be pertinent) (10 pts).<br>• Compare and contrast your research findings from the client's interview encounter regarding cultural beliefs (10 pts).<br>• Identify 1 priority nursing diagnosis, 3 priority teaching needs, corresponding interventions, and rationales based on evidence-based practice (15 pts).<br>• Identify possible barriers to compliance with care (10 pts).<br>• Compare and contrast the client's cultural differences between current and past parental generation (10 pts).<br>3. Conclusion: Provide summary of your findings. Include interesting fact(s) learned from the culture (5 pts). | **70** | |
| 1. References: Must be within 5 years, minimum three (evidence based, reputable, peer reviewed, interdisciplinary) nursing/non nursing journals or websites ([i]5 pts)<br>2. APA Format (7th Edition.): must have a cover page (2 pts), correct grammar & spelling (3 pts), in-text citations (4 pts), 4 - 6 pages in length (1 pts), Times New Roman 12 Font and double space (1 pt), logical flow and readability (6 pts), correct headings (2 pts).<br>3. Up to 3 quotes: no more than 40 words each (1 pt).<br>4. Plagiarism will result in an unsatisfactory grade.<br>5. Failure to follow APA format, no reference page or quotes with >40 words will result in **zero** points for this assignment. | **25** | |
| Total Points | **100** | |

**Purpose of the research:** to understand deeply rooted norms and values, drivers of behavior, and existing characteristics for better medical treatment outcomes. Focus on objectives #2, #6 & #7 which involve applying appropriate therapeutic communications, applying evidence-based strategies and integrating sociocultural variations that impacts patient care. The research paper is based on the actual client's cultural interview assessment you did. This assignment must be completed and submitted by the date established on the Semester Schedule or changed by instructor as needed. 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. You may not submit early for revision. This assignment accounts for 8% of your grade for N232.

Instructor:_____Date:_____