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

NURSING 122
INTERDISCIPLINARY
NURSING ROLE

Spring 2013

N122: INTERDISCIPLINARY NURSING ROLE

Spring 2013 – Semester 2

CARLSON CLASSROOM

Mondays, 0800 – 1100

WEEK	TOPIC	HOURS	INSTRUCTOR	DATE
10	Collaborative Nursing Diagnosis	1	Najera	03/25/13
	Nurse as Educator	2	Martinez	
11	Collaborative Nursing Communication	2	Mwangi	04/01/13
	Collaborative Nursing Role	1		
12	**EXAM #1**	1		04/08/13
	Ethical Decision Making	2	Trongone	
13	Ethical Decision Making	1	Trongone	04/15/13
	Rights of Children	2	Webster	
14	Abuse Reporting	2	Webster	04/22/13
15	**EXAM #2** Debate practice	1 1	Faculty	04/29/13
16	Debates	2	Faculty	05/06/13

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 courses must be taken concurrently.
COURSE DESCRIPTION:	The content of this course focuses on the role of the nurse as a member of the health 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:

1. Utilizes the steps of the nursing process to discuss collaborative nursing roles.
2. Describes the communication process used to promote effective collaborative interaction.
3. Discusses the use of collaborative planning within a health care team.
4. Discusses accountable behaviors for promoting patient advocacy.
5. Describes principles and techniques used to teach individuals and groups effectively.
6. Discusses social and cultural factors that influence the practice of nursing.

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 settings with emphasis on the rights of women, children, and victims of domestic violence.

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).

TEACHING METHODS:

Lecture and discussion, video and case study/debate.

REQUIRED READINGS:

Alfaro-LeFevre, R. (2010). Applying nursing process: A tool for critical thinking (7th ed.). J.B. Lippincott.

AMA Foundation (March 2003). "Health literacy: Help your patients understand."

Berman, A., Snyder, S., Kozier, B., and Erb, G (2012). *Fundamentals of nursing* (9th ed). Upper Saddle River, New Jersey: Prentice Hall Health.

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

Lewis, S. et. al. (2011) Medical surgical nursing assessment and management of clinical problems (8th ed.) Mosby/Elsevier www/elsevier.com

McKinney, E., James, S.R., Ashwill, J.W., Murray, S. (2013). *Maternal-child nursing* (4th ed). St. Louis: Elsevier.

RECOMMENDED READING:

Carpenito-Moyet, L.J. (2010) *Nursing Diagnosis Application to Clinical Practice.(13 ed).* Lippincott, Williams & Wilkins, *pages 23-50*

INSTRUCTIONAL REFERENCES:

American anti-slavery group: iAbolish (2011). http://www.iabolish.org

American civil liberties union (2003). http://www.aclu.org

Anderson, M.A. (1997). *Nursing leadership and professional practice* F.A. Davis.

Anti-Slavery: Today's fight for tomorrow's freedom (2011). http://www.antislavery.org

California Healthcare Association (2004), http://www.calhealth.org

California Healthcare Association (2004). *Minors and healthcare law.* Sacramento.

California Legal Codes (2011). http://www.leginfo.ca.gov

CBS News: "A dark chapter in medical history". (2005). http://www.cbsnews.com/stories/2005/02/09/60II/main672701.shtml

Children's Defense Fund (2011). http://www.childrensdefense.org

Convention on the rights of the child (2011). http://www.un.org/cyberschoolbus/treaties/child.asp

Cornell Law Library (2011). http://www.law.cornell.edu

Douglas, L.M. (1992). *The effective nurse, leader and manager* (4th ed.). Mosby

Frontline: "The torture question" (2005) http://www.pbs.org/wgbh/pages/frontline/torture/view

Fry, S. & Johnstone, M. (2002). *Ethics in nursing practice: A guide to ethical decision making*, (2nd ed.). Ames, Iowa: Iowa State Press.

Grant, A. (1994). *The professional nurse*. PA: Springhouse.

Guido, G. (2001). *Legal and ethical issues in nursing*, (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Hanford, J. (2002). *Bioethics from a faith perspective: Ethics in health care for the twenty-first century*. Binghampton, NY: Haworth Press.

Harris, C. (1991). "Ethical Issues" in Bobak, Irene M. Jensen, Margaret Duncan *Essential of maternity nursing*, 3rd Ed. Mosby Yearbook.

Human rights watch (2011). http://www..hrw.org

Husted, G. & Husted, J. (2001). *Ethical decision making in nursing and healthcare: The symphonological approach*, (3rd ed.). New York: Springer.

Kowalski, K. (1995). Team Building in Wise, Yoder *Leading and management of nursing*. Mosby.

Moynihan, Barbara A. (2006) The Cost of Human trafficking http:// www.medscape.com/viewarticle/541968

National Association of Counsel for Children (2011). http://www.naccchildlaw.org/

Purtillo, R. (1999) Ethical *Dimensions in the health professions*. Philadelphia: Saunders.

Reed, S.J., Martin, L.L. Koniak-Griffin, D. (1997*). Maternity Nursing: family, newborn, and women's health care*. New York: Lippincott.

Remembering Tuskegee . www.npr.org/programs/morning/features/2002/Jul/Tuskegee

United States department of state (2011). http://www.state.gov/g/tip/

United.States. Department of Education Office of Safe and Drug-Free Schools (2007) Human Trafficking of Children in the United States-A Fact Sheet for Schools http://www2ed.gov/print/about/offices.list/office/osdfs/print/factsheet.html

Wendt, D., Vale, D. (1995). Chapter 10 "Managing Quality and Risk" in Wise, Yoder *Leading and managing nursing*. Mosby.

All academic policies are strictly enforced.

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>**: Alfaro, R.: pp. 108, 109, 140-144 **<u>Recommended Readings:</u>** Carpenito-Moyet:L.J. (2010) *Nursing Diagnosis Application to Clinical Practice.(13 ed.*). pages 23-50**.**
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: **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 ▪ Representative teaching topics to promote wellness and prevent illness related to patient needs • Identifying learning needs, styles, and barriers ▪ Learning domains ▪ Memory and learning ▪ Locus of control ▪ Motivation ▪ Cultural values and beliefs regarding health ▪ Education, literacy, and language levels ▪ Learning modalities ▪ Sensory, cognitive, and physical capabilities and learning ▪ Intergenerational characteristics	**Required Reading**: Berman, A.: pp. 492-515 Lewis, et. al.: pp. 49-61 Lewis, et. al: Table: 2-2 pg. 24 2-3 pg. 24 pp. 25-34 McKinney, E.: pp. 27-28 **Assignment:** View the video and be prepared to discuss. Health literacy: Help your patients understand. (***On Reserve in the Library)*** **Assignment:** Review Lifespan Psychology notes to complete Developmental /Education group project.

Unit Title: **Nurse as Educator (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
• Describes how the nurse plans teaching strategies for individual and group learners	• Planning teaching strategies for group and individual learners ▪ Formulating educational nursing diagnoses and goals ▪ Resources important in planning teaching strategies « Time « Physical setting and equipment « Teaching materials « Personnel availability ▪ Advantages and disadvantages of individual vs. group and formal vs. informal teaching ▪ Selecting optimal types of instructional materials to meet nursing educational goals ▪ Selecting optimal types of teaching strategies to meet nursing educational goals « Teaching methods « Sequencing and organizing teaching ▪ Collaborating with other health care providers to meet nursing educational goals	

Unit Title: **Nurse as Educator (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
	• Evaluating the achievement of nursing educational goals	
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. Social and cultural factors 1. Influences on assessment, planning, implementation, and evaluation of education 2. Collaboration and education	

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.: pp. 463-471, 478, 479, 484-487

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 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 124-125. **Class Discussion Topics**: 1. Types and characteristics of teams. 2. Identifying problems in team dynamics. 3. Determining when to collaborate with others. 4. Individual characteristics needed to collaborate with others.

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

Objectives	Content Outline	Student Activities
	▪ Core Values ▪ Nursing Services Philosophy ▪ Nursing service strategic focus	
3. Compares the advantages and disadvantages of working collaboratively.	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: **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. Definitions of ethical terms: ethics, ethical principles, morality, laws, values, ethical dilemma 2. Examples and questions provided. 3. Various life and clinical ethical dilemmas presented and discussed. 4. Major ethical theories presented a. Meta, descriptive, applied and normative ethics b. Applied and normative ethics in the healthcare setting and their relation to nursing practice and patient care. c. Example situations provided to distinguish between applied and normative ethics in nursing d. Normative ethics: Virtue, deontological and consequential (teleological) compared, examples given and discussion.	**<u>Class Requirements:</u>** 1. This is an interactive class and students are required to participate in class discussions. 2. Students are required to read all assignments prior to class lecture. 3. Discussion of current issues and their implications in nursing practice. 4. Students are encouraged to share their own experiences and beliefs regarding ethical experiences and examples provided in lecture. 5. 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. Similar to personal values, the main ethical principles of nursing defined with discussion: autonomy, veracity, fidelity, beneficence, nonmaleficence, justice and confidentiality	**<u>Required Reading:</u>** Berman, A., Snyder, S. Kozier, B. (2012). *Fundamentals of nursing: Concepts, process and practice*. Chapter 5, pg. 80-96.
6. Lists the types of ethical norms, categorizes sources of ethical norms, and understands their role in patient advocacy.	6. Official and unofficial norms defined in regard to their role in healthcare and nursing a. International, national and state b. Nursing organizations, Joint Commission, specialty groups and research	Lewis, S., Heitkemper, M. (2011). *Medical surgical nursing*. Pgs. 21b, 72, 96, 149, 159-160, 162b, 247b, 296b, 344 & 344b, 556b, 610b, 631b, 705b, 815b, 857b, 976b, 1084b, 1189b, 1190b, 1194b, 1273b, 1342b, 1349b, 1443b, 1450b, 1546b, 1605b, 1682b. The "b" component refers to boxes titled *Ethical Dilemmas*. Think on the questions. No written response required.
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 with focus on the clinical setting. a. Types of justice: Distributive, compensatory and procedural; defined and examples presented and discussed. b. Legal constraints and rights via legislation, court rulings, election and public/private laws.	

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

Objectives	Content Outline	Student Activities
8. Defines bioethics and provides examples in healthcare	8. Bioethics defined and current issues presented with discussion.	American Nurses Association's *Code of Ethics for Nurses with Interpretive Statements*. View online at http://www.nursingworld.org/codeofethics (View-Only PDF can only be viewed with the Adobe Reader, version 7.0 or above)
9. Distinguishes nursing ethics, issues of principle and nursing responsibilities.	9. Issue of principles in nursing defined and nursing responsibilities listed and discussed.	
10. Discuss concepts of applied nursing ethics in and out of the clinical setting	10. American Nursing Association's Code of Ethics discussed. a. Ethical principles in nursing definitions reviewed.	**Recommended Reading:** *Applied Ethics in Nursing* by Vicki Lachman See instructor
11. Discusses the ethical reasoning process and its application to clinical nursing care and other specialty areas.	11. Ethical reasoning process defined and its stages compared to the nursing process. Examples provided and discussed.	
12. Reviews and discusses the ethical concepts and their application to the assigned debate topic.	12. Ethical terminology and concepts, laws, bioethics, sources of norms are discussed 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	

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-378, 402, 727 (Safety Problems across the Lifespan) McKinney, E., pp 135, 568-573, 807 (Box 33-2), 860, 1468-1473

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	