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

Nursing 232:

SPECIALIZED NURSING ROLE

Spring 2013

N232: SPECIALIZED NURSING ROLE
Semester 3

Mondays, 0800-1100

WEEK	TOPIC	HOURS	DATE
1	Course Introduction with Syllabus Review Module Discussion Concepts of Psychiatric Nursing	1 2	01/14/13
2	**Holiday**		01/21/13
3	Legal Issues in Mental Health	2	01/28/13
	Prioritizing Care Activities	1	
4	Nursing Role in Ambulatory Care	2	02/04/13
	Nursing Role in a Disaster	1	
5	**EXAM #1**	1	02/11/13
	Nursing Role in End-of-Life Issues	2	
6	**Holiday**		02/18/13
7	Nursing Role in Family Health	3	02/25/13
8	Nursing Role in Legislation/BRN Issues	2	03/04/13
9	**FINAL EXAM** **COURSE EVALUATION**	1	03/11/13

COURSE TITLE:	**N232: SPECIALIZED NURSING ROLE**
PRE-REQUISITES:	Completion of Level I Courses
UNITS:	1 Unit
HOURS:	See course schedule
LENGTH:	9 Weeks
PLACEMENT:	Level II: Semester 3
COURSE DESCRIPTION:	This course examines the role of the nurse as a manager for a group of patients and in the specialized settings of mental health, family health, 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 in specialized settings:

1. Utilizes the steps of the nursing process for managing a group of patients.
2. Applies communication techniques/skills appropriate to the situation.
3. Explores resources that require collaborative planning.
4. Analyzes the influence of regulatory agencies on accountable nursing practices.
5. Examines the decision-making process as it applies to time management with groups of patients with specialized needs.
6. Employs health strategies which address the needs for families and groups (with specialized needs).
7. Assumes the responsibility of identifying sociocultural parameters.

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.
METHOD OF EVALUATION:	Students attain an overall cumulative score of 70% or higher on 2 exams indicating an attainment of student learning outcome. Grade is based from: Two exams consisting of 50 questions worth 50% for a total 100% 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).
TEACHING METHODS:	Lectures, modules, discussions, collaborative-active learning.
REQUIRED READINGS:	Berman, A., Snyder, S. Kozier, B. (2012). *Fundamentals of nursing: Concepts, process and practice* (Kozier, Erb) (9th ed.). Prentice Hall. Townsend, M.C. (2012). *Psychiatric mental health nursing: Concepts of care in evidence-based practice (7th ed.).* Philadelphia: F.A. Davis. Yeater, D. & McKelvey, N. (2007). *Disaster nursing and emergency preparedness*. pp. 71-76 (*article on reserve in Library).* www.lasuperiorcout.org/MentalHealth www.fema.gov/plan www.rn.ca.gov (Disaster) www.rn.ca.gov (Nursing Practice Act) www.emsa.ca.gov (Emergency Medical Services Authority)

All academic policies are strictly enforced

Unit Title: Concepts of Psychiatric Nursing		
Objectives	**Content Outline**	**Student Activities**
A. Describes communication concepts and principles used in psychiatric nursing 1. Gives an overview of the evolution of psychiatric care.	A. Historical Perspective of Psychiatric Care	**<u>Required Reading</u>**: Townsend (7th ed.): Chapter 2
2. Identifies theorists that influenced the practice of psychiatric nursing.	B. Theorists Influencing Practice of Psychiatric Nursing • Freud • Peplau • Erickson • Piaget	Townsend (7th ed.): Chapters 3, 12
3. Differentiates mental health from mental illness. 4. Contrasts the DSM IV Multiaxial Evaluation system from the Global Assessment Functioning (GAF).	C. Multiaxial Evaluation • Axis I • Axis II • Axis III • Axis IV • Axis V (GAF)	
5. Discusses therapeutic milieu: definition, goal and characteristics. 6. Identifies the role of the interdisciplinary team in therapeutic milieu.	D. Therapeutic Milieu/Therapeutic Environment/ Therapeutic Community	

Unit Title: Concepts of Psychiatric Nursing (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
7. Discusses the guidelines of communication in psychiatric nursing.	E. Review Basic Communication Principles, plus • Concreteness • Self-disclosure • Confidentiality • Consider common speech alterations in mentally ill patients	**Required Reading**: Townsend (7th ed.): Chapters 8, 9
8. Differentiates adaptive from maladaptive defense mechanism.	F. Use of Defense Mechanisms • Primary gain • Secondary gain • Common pathological defense mechanism	
9. Discusses the correlation between affect, behaviors and cognition in mental illness.	G. Use of therapeutic communication techniques	

Unit Title: Legal Issues in Mental Health		
Objectives	**Content Outline**	**Student Activities**
A. Integrates knowledge of legal-ethical situations into accountable practice for psychiatric patients. 1. Differentiates between voluntary and involuntary admission to a psychiatric facility. 2. Identifies the major purpose(s) and nursing roles of the following: a. Community Mental Health Act of 1988 b. Lanterman-Petrie-Short Act of 1988 • 72-hour hold • 14-day hold • 30-day hold • 180-day hold • Probable cause hearing (certification review hearing) • Conservatorship • Writ of Habeas Corpus c. Riese Decision d. Tarasoff Act 3. Discusses the legal rights of patients hospitalized in psychiatric facilities.	A. Role of Nursing in Helping Individuals/ Families Deal with Legal Aspects • Lanterman-Petrie-Short Act of 1968 - 72-hour hold - 14-day hold - 30-day hold - 180-day hold - Probable cause hearing (certification review hearing) - Conservatorship - Writ of Habeas Corpus • Riese Decision • Tarasoff Act B. Restraints/seclusion • Least restrictive measure • Documentation/risk management C. Rights specific to the psychiatric setting • Rights for psychiatric patients	**Required Reading**: Townsend (7th ed.): Chapter 5 www.lasuperiorcourt.org/mentalhealth Townsend (7th ed.): Chapter 5 Chapter 17

Unit Title: Prioritizing Care Activities		
Objectives	**Content Outline**	**Student Activities**
A. Discusses decision-making as it relates to time management. 1. Describes individual styles to increase organizational skills. 2. Identifies methods that will improve personal time management. 3. Identifies ways to organize to make more effective use of available time. 4. Identifies time management strategies for increasing high pay off, high priority activities. 5. Discusses Pareto's 80/20 rule as it relates to time management in a clinical setting. 6. Discusses delegation polices as it relates to time management in a patient care situation. 7. Identifies the negative and positive aspects of procrastination.	Time Management A. Concept of Time • Time styles • Brain dominance • Use of time B. Steps of Time Management • Planning • Prioritizing • Re-prioritize C. Goal Setting D. Organizing Work • List • Schedule • Time lines • ABC system • Pareto's 80/20 rule E. Setting limits F. Delegating G. Increasing Efficiency • Streamlining • Productivity H. Procrastination	**<u>Required Reading</u>**: Decker, S. (from Zerwekh, J & Claborn, J. 4th ed. Sanders). Time Management. *Nursing today, transitions and trends*, pp 183-204. (*article on reserve in Library).* Tappen, R. (2001). Time Management. Nursing leadership and management (4th ed.). F.A. Davis Co. pp. 165-181. (on reserve in Library)

Unit Title: Nursing Role in Ambulatory Care		
Objectives	**Content Outline**	**Student Activities**
A. Differentiates the ambulatory care settings. B. Discusses the role of the nurse in caring for patients in ambulatory care. C. Identifies the advantages and disadvantages of the care in the ambulatory care area. D. Explains how the nursing process would be implemented in the ambulatory care area. E. Discusses the nursing competencies in the ambulatory care setting.	A. Ambulatory Care • Definition B. Types of Facilities/Advantages and Disadvantages 1. Hospital 2. Free-standing clinics 3. Physician's office 4. Public health clinics C. Nursing Roles/Nursing Process 1. Care provider 2. Educator 3. Advocate 4. Case manager 5. Counselor 6. Change agent D. Nursing Competencies • Cultural Sensitivity and Competence E. American Academy of Ambulatory Care Nursing	**Required Reading**: Website: www.healthypeople.gov www.AmericanAcademyof AmbulatoryCareNursing Berman (9th ed.) Chapter 1, pp 20

Unit Title: Nursing Role in Disaster		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the steps of the nursing process to identify nursing responsibilities in disaster management.	A. Disaster Management • Overview of disaster management	**<u>Required Reading</u>**: Hassmiller (from Stanhope and Lancaster (2004). Disaster Management. Community Public Health Nursing (6th ed.), pp 470-489. (article on reserve in Library). Yeater, D. & McKelvey, N. (2007). Red Cross disaster nursing and role of the American Red Cross nurse during a disaster. *Disaster nursing and emergency preparedness*. pp. 71-76 (*article on reserve in Library).* Qureshi, K. & Goodwin, T. (2003). *Disaster triage.* pp. 161-176 (*article on reserve in Library)* Pigott D. & Kazzi Z. (2003). Biological agents of concern. *Disaster triage.* pp. 403-418. (*article on reserve in Library)*
B. Discusses types of disasters.	B. Types of Disasters	
C. Discusses the management of disasters.	C. Eight phases of Disaster Involvement 1. Agencies involvement in disaster preparedness 2. Levels of disaster 3. Federal response plan	
D. Identifies how nurses prepare for, respond to, and recover from disaster.	D. Disaster Response and Recovery • Triage in a disaster	

Unit Title: Nursing Role and End of Life Issues		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the role of the nurse in grief and loss situations. 1. Discusses the concept of loss. 2. Describes stages of grief and death reactions. 3. Lists factors that affect grief and loss. 4. Differentiates between normal and pathologic/dysfunctional grief. 5. Compares the perceptions of death during various growth stages. 6. Plans nursing interventions for emotional, physiological and spiritual needs of a terminally ill patient. 7. Lists the needs of dying persons and their significant others. 8. Describes the nursing responsibilities in relation to the "Dying Persons' Bill of Rights". 9. Defines Hospice Care. 10. Explains services offered under Hospice Care.	A. Meeting the Needs of Grieving Family and Dying Client • Definitions - Loss - Grief - Mourning • Stages - reaction • Factors that affect grief and death - Age (various age groups) – infancy to elderly - Perception - Religious/cultural influences - Support • Nursing interventions - Dying Person Bill of Rights - Dying person « Physical « Emotional - Survivor's needs - Nursing diagnosis • Clinical manifestations B. Hospice Care/Palliative Care • Criteria • Services • Interdisciplinary care	**<u>Required Reading</u>**: Berman (9th ed.): Chapter 43, pp. 1081-1101. Townsend (7th ed.): Chapter 39

Unit Title: Nursing Role and End of Life Issues (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Discusses legal/ethical issues related to the dying client. 1. Describes the clinical signs of death. 2. Discusses voluntary euthanasia. 3. Identifies the correlation between Advance Directive and Patient Self-Determination Act (PSDA) 4. Describes roles a nurse may assume in supporting a patient's advance directives. 5. Discusses implications of DNR. 6. Discusses the nurses' role in a DNR.	C. Legal/Ethical Professional Responsibilities • Legal - Definition - Patient Self-Determination Act (PSDA) - Advance Directives « Living Will « Health Care Proxy or Surrogate/ Durable Power of Attorney for Health Care « Nurse's role • Ethical - Euthanasia - Definition - Legal perspective - Right to « Live « Die - Voluntary euthanasia - Nurse's role • Standards of care for DNR - Community - Nurse's role	**<u>Required Reading</u>**: Berman (9th ed.) Chapter 41, pp. 1059-1076 Chapter 4, pp. 64-65 Chapter 4, pp. 65-67 Chapter 5, pp. 91-96

Unit Title: Nursing Role and End of Life Issues (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Discusses the role of the nurse in resource collaboration in organ transplantation. 1. Identifies legal/ethical issues affecting organ procurement. 2. Recognizes the role of the nurse in caring for the transplant client. 3. Identifies nursing interventions for clients before, during and after transplant. 4. Identifies possible nurses reaction to issues related to the transplant client. 5. Discusses the advocacy role of the nurse in organ procurement. 6. Discusses utilization of Advance Directives for organ donations. 7. Identifies cultural/spiritual beliefs that affects organ donation.	D. Epidemiology of Organ Transplantation E. Organ Procurement • Presumed consent • Type of organ donors - Living - Cadaveric F. Collaborative Management • Multidisciplinary team communication • Nursing Management • Cultural/spiritual awareness in organ procurement	**<u>Required Reading</u>**: Berman (9th ed.) Chapter 4, pp. 67 Townsend (7th ed.) Chapter 38

Unit Title: Nursing Role in Family Health		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes the concept of accountability by the application of the nursing process in caring for families. 1. Identifies four types of families. 2. Describes characteristics of families. 3. Discusses family structures. 4. States the function of the family. 5. Discusses importance of family developmental stages.	A. Family 1. Definition 2. Characteristics 3. Structure 4. Function 5. Family developmental stages	**Required Reading**: Berman (9th ed.). Chapter 24 Townsend (7th ed.): Chapter 11

Unit Title: Nursing Role in Family Health (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Discusses components of assessment for a family. 1. Identifies components for a physiologic assessment for family. 2. Discusses the impact of the physiologic assessment on the family. 3. Identifies components of psychological assessment for a family. 4. Identifies family communication patterns. 5. Describes adaptive family coping pattern.	B. Assessment 1. Physiological • Age • Genetic predisposition - Genogram • Family health problems 2. Psychological • Communication pattern • Family dynamics • Emotional strengths • Coping ability • Child rearing	
6. Discusses the importance of the physical layout for families.	3. Physical layout • Home • Neighborhood data	
7. States the components for the social assessment for families. 8. Differentiates the roles/function in families 9. Discusses the influence of social/culture/ religion on the family.	4. Social • Family structure • Roles • Culture/social class • Economic status • Religion 5. Ecomap	

Unit Title: Nursing Role in Family Health (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Describes health promotion strategies for families 1. Formulates nursing diagnosis and nursing strategies for optimal wellness for families	C. Health Promotion Strategies 1. • Identify family strengths and weakness • Identify family resources • Interdisciplinary referral in caring for families • Family wellness	
2. Discusses plans which allow families to make decision to achieve optimal wellness.	2. Intervention, implementation and evaluation • Family-centered care • Support positive family dynamics • Promote healthy lifestyles • Empower family/members • Cultural considerations in health promotion strategies	

Unit Title: Nursing Role in Legislation/BRN Issues		
Objectives	**Content Outline**	**Student Activities**
A. Discusses regulatory agencies impact on nursing practice. 1. Identifies the purpose, roles, and functions of the California Board of Registered Nursing (BRN). 2. Identifies the requirements for California BRN membership 3. Enumerates the California BRN regulations for Interim Permittee's and student nurses. 4. Determines the requirements for renewal of licensure for both active and inactive status. 5. Identifies the role of the State Boards of Nursing Examination in the development and administration of NCLEX-RN examination. 6. Describes the California BRNs disciplinary functions and the Diversion Program for Alcohol, Chemical Dependency and Mental Illness	A. Rules Regulating Nursing Practice • Role of the BRN in the regulation of nursing practice - Functions of BRN - BRN Membership - Title 16 « Registration/examination « Citation/fines « Discipline, disciplinary proceedings/rehabilitation « Diversion program « Continuing education « Standardized procedure	**<u>Required Reading</u>**: BRN Website: *www.rn.ca.gov* Nursing Practice Act. Rules and Regulations.

12/2012