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

Nursing 232:

SPECIALIZED NURSING ROLE

Spring 2022

COURSE TITLE:	**N232: SPECIALIZED NURSING ROLE**
PRE-REQUISITES:	Completion of course requirements for Semesters 1 and 2.
UNITS:	1 Unit
HOURS:	2 hours per week: every Monday 07:00 to 09:00am
LENGTH:	9 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.

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.

Grade is based from:

- Cultural Health Assessment paper worth 8% of the total grade
- Two exams consisting of 50 questions worth 46% for a total of 92%.

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:

E-Book: Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Textbook of Medical - Surgical Nursing, (14th ed.) Philadelphia: Wolters Kluwer.

Frandsen, G. & Pennington, S. (2018). E-book - Abrams' Clinical Drug Therapy: Rationales for Nursing Practice (11th ed.). Philadelphia: Wolters Kluwer.

Marquis B. & Huston, C. (2017). E-book -Leadership Roles and Management Functions in Nursing (9th ed.). Philadelphia: Wolters Kluwer (no need to purchase, pages will be in library)

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

Townsend, M. & Morgan, K. (2021). Psychiatric mental health nursing: Concepts of care in evidence-based practice (10th ed.). Philadelphia: F.A. Davis Company

http://www.lacourt.org/division/mentalhealth/mentalhealth.aspx

www.fema.gov/plan

www.rn.ca.gov (Disaster)

www.rn.ca.gov (Discipline and Diversion Program)

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		
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. 2. Identifies theorists that influenced the practice of psychiatric nursing. 3. Differentiates mental health from mental illness 4. Differentiates adaptive from maladaptive defense mechanisms. 5. Discusses the correlation between affect, behaviors and cognition in mental illness. 6. Discusses the guidelines of therapeutic communication in psychiatric nursing. 7. Discusses the nurse-client relationship. 8. Identifies the role of the interdisciplinary team in therapeutic milieu.	A. Basic concepts in Psychiatric nursing • Stress Adaptation B. Historical and Theoretical Concepts in Psychiatric Nursing • Emergence of psychiatric nursing • Maslow, Jahoda, Robinson C. Mental Health vs Mental Illness • Stress and adaptation • Anxiety and grief • Adaptive and maladaptive defense mechanisms D. Therapeutic Approaches in Psychiatric Nursing Care • Roles of the nurse (Peplau) • Nurse-patient relationship development • Therapeutic use of self E. Therapeutic communication • Holistic-client-centered care F. Nursing Process Psychiatric-Mental Health • Nursing process • Cultural and spiritual aspects • Therapeutic milieu	**Required Reading** Townsend (10th ed): Chap 2: pg. 13 – 16 Chap 6: pg. 106 – 108, 121 – 124 Chap 7: pg. 134 - 146 Chap 8: pg. 150 – 156 Chap 9: pg. 165 – 176 Table 9-2 Chap 12: pg. 224 – 226, 229, Table 12-1 **Please view lecture posted on MS Teams in Week 1 folder and complete assigned reading prior to coming to class. Only by previewing the lecture will the student be able to participate in class activity.**

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 clients 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 • Differences between Ambulatory Care & Acute Care • National Patient Safety Goals • Levels of Prevention • Healthy People 2030 • Leading Health Indicators (LHI) - Framework - Vision - Mission - Overarching Goals B. Types of Facilities in Ambulatory Care C. Ambulatory care setting: advantages and disadvantages D. Nursing Process / Nursing Roles E. Nursing competencies	**Required reading** Taylor: (9th Edition) Chap. 1 pgs. 11-12: Promoting Health Chap. 3 pg. 53: Disparities in Health Care Chap. 11 pg. 252: Inpatient & outpatient Services Chap. 11 Pg. 253: Ambulatory Care Centers & Clinics Chap. 12: pg.277: Admission to Ambulatory Care Facility Chap. 12: Pg. 280: Guidelines for Discharge Planning Chap. 30: pg. 942: Outpatient Same-Day Surgery 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		
Objectives	**Content Outline**	**Student Activities**
A. Integrates knowledge of legal-ethical situations into accountable practice for psychiatric clients. 1. Differentiates between voluntary & involuntary admission to a psychiatric facility. B. Integrates knowledge of legal aspects relevant to the psychiatric-mental health setting in patient care 1. Identifies the major purpose(s) and nursing roles of the following: a. Community Mental Health Act of 1963 b. Lanterman-Petris-Short Act of 1988 • 72-hour hold • 14-day hold • 30-day hold • Probable cause hearing (Certification review hearing) • Conservatorship• • Writ of Habeas Corpus c. Riese Decision d. Tarasoff Act 2. Discusses the legal rights of clients hospitalized in psychiatric facilities.	A. Code of Ethics for Nurses • American Nurses Association B. Ethical and Legal Issues in Psychiatric Nursing • Right to treatment • Right to refuse treatment (including meds) • Right to least restrictive treatment alternative • Confidentiality & Right to Privacy - HIPPA - Exception: A duty to warn (protection of a third party) - Tarasoff Act of 1976 & Suspect Child or elder abuse. C. Informed Consent D. Restraints and Seclusion • Patient Self Determination Act of 1991 • Joint Commission E. Hospitalization • Voluntary admission • Involuntary commitment (hospitalization) • Emergency commitment • Mentally ill person in need of treatment • Involuntary outpatient commitment (IOC) F. The gravely disabled client	**Required Reading** Townsend (10th ed) Chap 5: pg. 87 – 92, 94 – 101 Mental Health Division Website will be reviewed in class and when the student is in the psychiatric rotation Legal Aspects section of lecture is not in reading as is specific to each state. We will review each in class. **This content will be in the exam. The student will experience these holds in the psychiatric setting**.

Unit Title: Legal Issues in Mental Health (cont.)		
Objectives	**Content Outline**	**Student Activities**
	G. Legal Aspects • Community Mental Health Act of 1963 • Lanterman-Petrie-Short Act of 1967 1. 72-hour hold 2. 14-day hold 3. 30-day hold 4. Probable cause hearing (certification review hearing) 5. Conservatorship 6. Writ of Habeas Corpus • Riese Decision H. Nursing Liability • Malpractice and Negligence • Types of Lawsuits in Psychiatry • Avoid Liability	**Required Reading** See prior page

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 grief reactions. 5. Plans nursing interventions for stages of grief. 6. Lists the needs of dying persons and their significant others. 7. Describes the nursing responsibilities in relation to the "Dying Persons' Bill of Rights". 8. Explains services offered under Hospice Care and Palliative Care. B. Discusses the role of the nurse in resource collaboration in organ transplantation. 1. Identifies legal/ethical issues affecting organ 2. Recognizes the role of the nurse in caring for the transplant client. 3. Identifies possible nurses' reaction to issues related to transplant client. 4. Discusses the advocacy role of the nurse in organ procurement.	A. Meeting the Needs of Grieving Family and Dying Client • Definitions - Loss - Bereavement - Grief - Mourning • Grief reactions • Factors that affect grief and dying • Goals for end-of-life care • Dying person's needs - Psychological - Spiritual • Survivor's needs • Physical manifestations at end of life • Signs of approaching death • Nursing diagnosis • Dying Person's Bill of Rights • Dying with dignity • Hospice care/Palliative care - Interdisciplinary care	**Required Reading** Taylor (9th ed.): Chap 43: pg. 1684 - 1715 Townsend (10th ed.): Chap 36: pg. 819 -836 Hinkle / Cheever (14th ed.): Chap 16: pg. 387 – 415 Hinkle/Cheever ➢ Watch & learn videos: • Unit 3 – Chap 16: the 5 stages of Grief ➢ Journal Articles • Chap 16: End -of-Life

Unit Title: Nursing Role and End of Life Issues (cont.)		
Objectives	**Content Outline**	**Student Activities**
	B. Ethical and Legal dimensions • Legal - Advance Directives - POLST - AND/DNR • Ethical – Euthanasia - Definition - Nurse's Role - ANA Statement • Organ donation • Uniform Anatomical Gift Act (UAGA) • Organ and tissue donation network • Nursing Role • Collaborative Management • Multidisciplinary team communication	**Required Reading** Covered in previous chapters and will be discussed in class LAC/USC Medical Center information on One Legacy will be reviewed in class

Unit Title: Prioritizing Care – Time Management		
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. Identifies the negative and positive aspects of procrastination.	Time Management A. Concept of Time B. Steps of Time Management • Planning • Prioritizing • Re-prioritize C. Goal Setting D. Organizing Work • List • Schedule • Time lines • ABC system E. Setting limits F. Increasing Efficiency • Streamlining • Productivity	**Required Reading** Marquis (9th ed.). Chapter 9: pg. 207 – 230 (on reserve in Library) **Please view lecture posted on MS Teams in folder week 10 and complete assigned reading prior to coming to class. Only by previewing the lecture will you be able to participate in class activity.**

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. Describes the California BRNs disciplinary functions and the Intervention Program. 3. Describe the role of BRN in re-instating a RN license	A. Rules Regulating Nursing Practice • Nurse Practice Act • BRN • Intervention Program • Disciplinary action • Discipline terminology - Gross negligence - Incompetence - Probation - Revocation stayed - Revoked/surrendered license - Suspension • Discussion of case #575084 and case #721967 (not on exam)	**Required Reading:** BRN Websites: http://www.rn.ca.gov/intervention/index.shtml Intervention program www.rn.ca.gov/enforcement/dispaction.shtml Discipline Terminology Information of both these websites will be reviewed in class. No textbook reading required for this lecture. Information from handout will be on exam

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. B. Discusses types of disasters. C. Discusses the management of disasters. D. Identifies how nurses prepare for, respond to, and recover from disaster.	A. Disaster Management • Overview of disaster management B. Types of Disasters C. Phases of Disaster Involvement • Triage in Disasters • Disease Types D. Agencies involved E. Levels of disaster F. Expected federal response.	**Required Reading** Hinkle / Cheever (14th ed.) Medical-Surgical Nursing Chap. 71 pg. 2151 Ebola Virus and Table 71 - 6 Chap. 72 pgs. 2156-2162 pg. 2168 Multiple Trauma

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. Nursing role in caring for families as a client 2. Need for collaboration in caring for families B. Discusses components of family assessment C. Describes health promotion strategies for families 1. Formulates nursing diagnosis and nursing strategies for optimal wellness for families 12/17/21 J. Felix	A. Family • Definition • Stages of family development • Major variation • Family functioning-Economap • Family Structure – Genogram • Family interaction pattern B. Nursing Assessment of Family • Developmental assessment • Structural and functional • Family communication pattern • Family coping mechanisms C. Family violence D. Health Promotion Strategies • Identify risk for health problems • Nursing diagnosis	**Required Reading**: Townsend (10th ed.): Chapter 10: pg. 173 - 194

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 and maximum of 6 pages.

1. Introduction: a) Sufficient information is provided on cultural health research (culture other than yours) (1.5pts). b) Include statement of client consent for interview (1.5pts). c) Thesis statement (2 pts).	**5**	
1. The central idea/thesis statement is clearly written (10 pts) 2. Include in discussion: • 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). • Compare and contrast your research findings from the client's interview encounter regarding cultural beliefs (10 pts). • Identify 1 priority nursing diagnosis, 3 priority teaching needs, corresponding interventions, and rationales based on evidence-based practice (15 pts). • Identify possible barriers to compliance with care (10 pts). • Compare and contrast the client's cultural differences between current and past parental generation (10 pts). 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 (5 pts) 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). 3. Up to 3 quotes: no more than 40 words each (1 pt). 4. Plagiarism will result in an unsatisfactory grade. 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**	

NOTE: The research paper is to be based on the client's cultural interview assessment. This assignment must be completed and submitted by the date established 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 is **8 % of the grade** for N232.

Instructor:_____Date: _____