



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2003**

B. Department / Program Area: **Psychiatric Nursing Diploma** Revision New Course

If Revision, Section(s) Revised: **F, I, M, N, O, P, Q, R**

Date of Previous Revision: **April 17, 2001**

Date of Current Revision: **E: 6.5**

C: **PNUR 140** D: **Health and Professional Practice**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course examines the student's personal meaning of health & relationships with family, groups and community. Health assessment & promotion, phases of the nurse-patient relationship, attributes of caring, a communication model, roles & responsibilities within the profession will be introduced. A conceptual framework for practice will be introduced. Concepts of crisis, comfort, hope, loss, power, resiliency and integrity will be addressed. Experiential communication and caring practice labs will be a component of this course.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: NIL
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Laboratory/Seminar	I: Course Corequisites: PNUR 144
	Number of Contact Hours: (per week / semester for each descriptor)	J: Course for which this Course is a Prerequisite PNUR 240, PNUR 244
	Lecture 6.0 Laboratory 1.5 Seminar 2.0	K: Maximum Class Size: Lecture 32, Seminar 8, Laboratory 8
Number of Weeks per Semester:	15	
L:	PLEASE INDICATE:	
<input type="checkbox"/>	Non-Credit	
<input checked="" type="checkbox"/>	College Credit Non-Transfer	
<input type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

In this course the student will use the Psychiatric Nursing curricular threads (professionalism, health promotion, and caring), concepts (crisis, comfort, hope, loss, power, resiliency, integrity) and variables (psychosocial, physiological, cultural, spiritual, developmental) to integrate knowledge, skills & attitudes related to nursing theory, therapeutic relationships, caring practice and pharmacological interventions when caring for the person experiencing ongoing health challenges.

N: Course Content:

The content of this course will be evidence based. Exemplars may vary.

I. VARIABLES**Physiological Variable****Metabolism**

- Link personal experience with nursing theory and knowledge from Biology
- Canada Food Guide
- Assessment re: metabolic functioning
- Case studies r/t nutrition (poverty, illness influences)

Oxygenation

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: respiratory functioning
- Case studies r/t oxygenation
- Terminology used to assess respiratory functioning

Circulation

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: circulatory functioning
- Terminology used to assess circulatory functioning

Cellular Dynamics

- Link personal experience with nursing theory and knowledge from Biology
- Chain of infection

Elimination

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: urological/bowel functioning
- Terminology r/t urinary functioning

Mobility

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: mobility, ROM, ADL
- Sleep and rest assessment

Reproduction

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: reproductive functioning

Neuro-Sensory

- Link personal experience with nursing theory and knowledge from Biology
- Introduction to alteration in perception & cognition
- Assessment re: neuro-sensory (CNS) functioning

Protection

- Link personal experience with nursing theory and knowledge from Biology
- Assessment re: skin & risk factors for altered skin integrity
- Environmental safety
- Alterations in reality

Exemplars:

Alzheimers, dementia
Psychosis, hallucinations, delusions
Early psychosis intervention

Psychosocial Variable

- Intro to Integration (psychological) & Relatedness (sociological) as organizers for assessment of psychosocial variable
- Problem-solving in psychiatric nursing

Integration

- Integration (psychological) as organizer for the assessment of self-concept (self-esteem,

body-image, identity, self-ideal, sexuality), emotions (affect, mood, patterns), & cognition (thought processes, insight, memory, judgment).

Relatedness

- Discussion of Relatedness (sociological) as organizer for the assessment of communication (verbal, non-verbal), relationships (significant others, dynamics), roles (conflict, overload, expectations), & social history (family, education, work)

Exemplars:

Anxiety
 Withdrawal
 Stigma
 Genogram & ecomap (as tools for assessment)
 Crisis (intro.)
 Mental Status Exam (as tool for assessment)(intro.)

Cultural Variable

- Intro to culture and subcultures (diversity)
- Awareness of diversity issues
- Integration of cultural diversity into concepts

Spiritual Variable

Purpose & meaning

Interconnectedness

Faith

Forgiveness

Religion

Creativity

Transcendence

Developmental Variable

Growth

Lifespan

Transition

II. CURRICULAR THREADS

Health Promotion

- Health promotion
- Holism
- Healthy family
- Genogram
- Family APGAR

Professionalism/Caring

- Douglas College Psychiatric Nursing Department (DCPN) policies and College policies
- Caring attributes (6 'C's)
- Intro to Code of Ethics, Practice Competencies
- Mental Health Act (intro.)
- History of RPN, role of RPN
- DCPN philosophy & conceptual framework
- Professional nurse/client relationship
- Legal implications for psychiatric nursing
- Conflict resolution (introduction)
- CRPNBC professional issues and trends
- APA format

III. RELATED PHARMACOLOGY

- Introduction to pharmacology
- Abbreviations
- Formula for calculating dosages
- Medication administration process
- Vitamins & minerals
- Laxatives & stool softeners
- Antidiarrheals

IV. THERAPEUTIC RELATIONSHIPS

- Links with philosophy/conceptual framework and related concepts
- Overview of Egan Model of communication

- Self-awareness
 - The nurse-client relationship
 - Attending
 - Warmth
 - Respect
 - Genuineness
 - Basic empathy
 - Intro to probing
 - Intro to summarizing
 - Assertiveness
 - Intro to collegiality
- V. CARING PRACTICE**
- Hand washing
 - Use of disposable gloves
 - Standard precautions/chain of infection
 - Moving, lifting and transferring clients
 - Use of mechanical lifts
 - Range of motion exercises
 - Head to toe assessment
 - Vital signs: TPR and BP
 - Height and weight
 - Tub bath, bed bath and shower
 - Oral care
 - Perineal care
 - Dressing an adult
 - Applying adult briefs
 - Back rub
 - Bed making
 - Administration of oral medication (introduction)

O: Methods of Instruction

It is the intent of the faculty to facilitate student learning, foster ways of knowing, and promote critical thought through a variety of teaching/learning methods include: lecture, laboratory, demonstration and return demonstration, group discussion, role-playing, care study analysis, computer assisted learning programs, audio visual aids, and group or individual research and presentation.

P: Textbooks and Materials to be Purchased by Students

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

Q: Means of Assessment

The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Prior Learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.

Course Designer(s)

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Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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