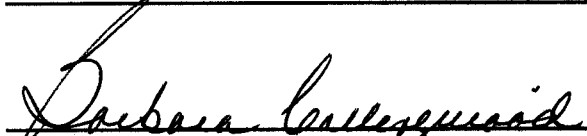
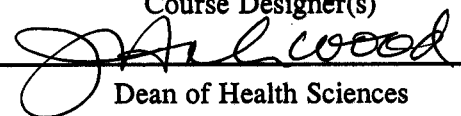
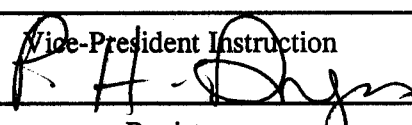


A: Division:	Instruction	Date:	27 May 1999
B: Department:	Psychiatric Nursing	New Course:	No
Program:	Diploma	Revision of Course Information form:	25 May 1998
C:	PNUR 140	D: Health and Professional Practice	E: 6.5

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: The major emphasis of this course will be on the student's personal meaning of health & relationships with family, groups & community. Health assessment & promotion, phases of the nurse-patient relationship, attributes of caring, a communication model, roles & responsibilities within the profession will be introduced. Concepts of crisis, comfort, hope loss, power, resiliency & integrity will be addressed. A conceptual framework for practice will be introduced. Experiential communication & caring practices will be a component of this course.	Summary of Revisions: (Enter date & section) Eg: Section C, E, F Section N 05.99																																		
G: Type of Instruction: Hours per Week <table border="0" style="width: 100%;"> <tr><td>Lecture:</td><td>6</td><td>Hrs.</td></tr> <tr><td>Laboratory:</td><td>1.5</td><td>Hrs.</td></tr> <tr><td>Seminar:</td><td>2</td><td>Hrs.</td></tr> <tr><td>Clinical Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum:</td><td></td><td>Hrs.</td></tr> <tr><td>Shop:</td><td></td><td>Hrs.</td></tr> <tr><td>Studio:</td><td></td><td>Hrs.</td></tr> <tr><td>Student Directed Learning:</td><td></td><td>Hrs.</td></tr> <tr><td>Other:</td><td></td><td>Hrs.</td></tr> <tr><td>Total:</td><td>9.5</td><td>Hrs.</td></tr> </table>	Lecture:	6	Hrs.	Laboratory:	1.5	Hrs.	Seminar:	2	Hrs.	Clinical Experience:		Hrs.	Field Experience:		Hrs.	Practicum:		Hrs.	Shop:		Hrs.	Studio:		Hrs.	Student Directed Learning:		Hrs.	Other:		Hrs.	Total:	9.5	Hrs.	H: Course Prerequisites: NIL I: Course Corequisites: PNUR 144, BIO 103 J: Course for which this Course is a Prerequisite: PNUR 240, 244 K: Maximum Class Size: Lecture 32, Seminar 8, Laboratory 8	
Lecture:	6	Hrs.																																	
Laboratory:	1.5	Hrs.																																	
Seminar:	2	Hrs.																																	
Clinical Experience:		Hrs.																																	
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Student Directed Learning:		Hrs.																																	
Other:		Hrs.																																	
Total:	9.5	Hrs.																																	
L: College Credit Transfer <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> Non-Credit <input type="checkbox"/>	M: Transfer Credit: Requested: <input type="checkbox"/> Granted: <input type="checkbox"/> Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U. Vic. Other:																																		


 Course Designer(s)

 Dean of Health Sciences

Vice-President Instruction

 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Required:

Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1998). Mosby's medical nursing and allied health dictionary (5th ed.). Toronto: Mosby-Year Book.

Du Gas, B.W., & Knor, E.R. (1999). Nursing foundations: A Canadian perspective. (2nd Ed.). Scarborough: Appleton & Lange.

Egan, G. (1998). The skilled helper: A problem-management approach to helping (6th ed.). California: Brooks/Cole Publishing.

Henke, G. (1998). Med-math: Dosage calculation: Preparation and administration (3rd ed.). Philadelphia: J.B. Lippincott.

Johnson, G.E., Osis, M. & Hanna, K. (1998). Pharmacology in nursing practice (4th ed.). Toronto: W.B. Saunders.

Rawlins, R.P., Williams, S.R., & Beck, G.K. (1993). Mental Health - psychiatric nursing: A holistic life-cycle approach (3rd ed.). Toronto: Mosby-Year Book.

Registered Nurses' Association of B.C. (1994). Nurse-client relationships. Vancouver: Author.

Registered Psychiatric Nurses' Association of B.C. (1995). Competencies expected of the beginning practitioner. Vancouver: Author.

Complete Form with Entries Under the Following Headings: O. Concepts; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. Concepts

1. Psychiatric nursing practice evolves from a philosophy that views persons in a holistic manner. Knowledge of conceptual frameworks with a blending of humanistic, scientific, and nursing theories provide a foundation for psychiatric nursing practice.
2. Psychiatric nursing as an art and science, evolves through the study of nursing situations found in one's own practice and the nursing literature.
3. Goals of professional caring are to promote the process of being and becoming. It is developed and strengthened through exploration of concepts and patterns of lived experience to assist persons within families, groups, and communities to attain their maximal potential for health.
4. Therapeutic use of self in nurse-patient/client relationships develops through self-awareness and exploration of attitudes, values, beliefs, and behaviors. Self-awareness, an essential component of psychiatric nursing, enhances sensitivity to others' lived experience.

5. Perception and meaning arises from experiences throughout the life cycle. Personal and shared awareness of living within one's own family, groups and community facilitates the understanding of commonalities and diversity within families, groups and communities and fosters cultural sensitivity.
6. Caring relationships and interrelationships are fostered through the development of an environment which promotes harmony, healing and health.
7. Interpersonal communication is a process enhanced by self-awareness in psychiatric nursing practice and forms the basis of the nurse-patient/client relationship. A framework for interpersonal communication fosters professional judgement. The practice of therapeutic communication strategies facilitates collaboration with clients, peers, and co-workers.
8. Exploration of concepts of crisis, comfort, hope, loss, power, resiliency and integrity contribute to psychiatric nursing knowledge and skills. Growth and development affects a person's perception and meaning of the lived experience.
9. Therapeutic pharmacological interventions and caring practice skills are based on knowledge and principles. Practice of skills develops confidence and competence.
10. Ways of knowing are utilized to understand the interrelationships and interdependence of the person and the environment in nursing situations. The critical thinking process is used as a framework to guide clinical decisions in psychiatric nursing practice.
11. Appreciation of the evolution of psychiatric nursing and nursing as a profession, and of the student and graduate role within the professional association fosters professional identity. A commitment to lifelong learning contributes to personal and professional growth.
12. "Professional Standards of Practice" and the "Code of Ethics" guide psychiatric nursing practice within society and become the basis for professional accountability and responsibility.
13. Ethical psychiatric nursing practice is developed through an examination of personal values, beliefs and attitudes in relation to professional practice.
14. Identification of roles of the health care team provides a basis for collaboration with other health care givers. Knowledge of group roles and tasks facilitates collaboration skills with peers and co-workers.
15. Awareness of community resources is essential for maximizing the health of persons, families and groups.

R. Evidence of Learning

Examples of ways for students to demonstrate;

- (a) application of concepts to self
- (b) application of concepts to field of work, and
- (c) application of concepts to others.

Selection of evaluating and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, e.g. a course of three credits or more should have at least five separate evaluations.
2. A combination of evaluation instruments that include opportunities for students (individuals or groups) to demonstrate different ways of knowing: oral, written, return demonstration or video of caring practice skills and/or vignettes of communication skills.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.