



**EFFECTIVE: JANUARY 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **Instruction** Date: **August 27, 2001**  
**B:** Department/ **Psychiatric Nursing** New Course  Revision   
 Program Area: **Advanced Diploma Program**  
 If Revision, Section(s) Revised: **D, H, I, J and P**  
 Date Last Revised:

**C: PNUR 705 D: Health Assessment For Psychiatric Nursing Practice The E: 3**  
**Physiological Variable**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F: Calendar Description:</b>  This distance learning course explores physiological health assessment within the context of psychiatric nursing practice. Key concepts associated with the Neuman Systems Model are discussed. Emphasis is placed on applying the Neuman Systems Model to collect and analyze assessment data, and to formulate a nursing diagnosis. Use of facilitative communication skills, interviewing techniques, and assessment procedures are addressed.		
<b>G: Allocation of Contact Hours to Types of Instruction/Learning Settings:</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Student Directed Learning</b>  Number of Contact Hours: (per week / semester for each descriptor):  <b>10 hours</b>  Number of Weeks per Semester:  <b>14 weeks</b>	<b>H: Course Prerequisites:</b>  <b>PNUR 700</b>	
	<b>I: Course Corequisites:</b>  <b>or PNUR 700 concurrently</b>	
	<b>J: Course for which this Course is a Prerequisite:</b>  <b>PNUR 720 and PNUR 730</b>	
	<b>K: Maximum Class Size:</b>  <b>25</b>	
<b>L: PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes:

1.0 SYSTEMS THEORY AS IT APPLIES TO INDIVIDUAL HEALTH ASSESSMENT

The student will

- 1.1 analyze key concepts of Neuman's Model in relation to individual health assessment
- 1.2 analyze the physiological variable through a comprehensive review of the body systems

2.0 SYSTEMATIC ASSESSMENT AND ANALYSIS OF AN INDIVIDUAL'S HEALTH STATUS

- 2.1 utilize diagnostic reasoning in the analysis of an individual's health status using Neuman's Systems Model
- 2.2 utilize selected data collection methods, techniques, tools and communication skill to conduct an individual health assessment
- 2.3 formulate nursing diagnosis based on health assessment data

**N:** Course Content:

SYSTEMS THEORY AS IT APPLIES TO INDIVIDUAL HEALTH ASSESSMENT

- 1.0 Neuman's Systems Model applied to the individual
- 2.0 Health Assessment: Diagnostic Reasoning
- 3.0 Health Assessment: Strategies and Techniques
- 4.0 Comprehensive examination of physiological systems
  - 4.1 Neurological System
  - 4.2 Cardiovascular System
  - 4.3 Gastrointestinal System
  - 4.4 Urinary System
  - 4.5 Reproductive System
  - 4.6 Sleep and Rest Pattern
  - 4.7 Activity and Exercise Pattern
  - 4.8 Immune System and Blood
  - 4.9 Endocrine System

**O:** Methods of Instruction:

1. Independent study materials
2. Tutoring

**P:** Textbooks and Materials to be Purchased by Students

Gunderson, J. (2000). PNUR 705: Health assessment for psychiatric nursing practice, the physiological variable (4<sup>th</sup> ed.). New Westminster, Canada: Douglas College.

Neuman, B., & Fawcett, J. (2002). The neuman systems model (4<sup>th</sup> ed.). New Jersey: Prentice-Hall.

Other texts include:

Jarvis, C. (2000). Physical examination and health assessment (3<sup>rd</sup> ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2000). Pocket companion for physical examination and health assessment (3<sup>rd</sup> ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2000). Student laboratory manual for physical examination and health assessment (3<sup>rd</sup> ed.). Philadelphia: W.B. Saunders.

**Q:** Means of Assessment:

Evidence of learning is demonstrated through:

- (a) application of concepts to self;
- (b) application of concepts to clinical practice or field work; and
- (c) application of concepts to others.

The selection of evaluation tools for this course is based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluation, for example a course of three credits or more should have at least five separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.

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

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar