



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: **H, I, J and P**
 Date Last Revised: **April 23, 1998**

C: PNUR 710 D: Adjunctive Therapies - Issues And Interventions In E: 3
Psychiatric Nursing Practice

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|---|------------------|
| <p>F: Calendar Description:</p> <p>This distance learning course increases the students ability to determine the most relevant therapeutic approach for clients through examination and analysis of selected current therapeutic approaches. Issues related to psychiatric nursing practice, self growth oriented techniques, therapeutic environments, crisis intervention and advanced pharmacology related to different age groups are addressed. Issues related to health beliefs and health care system complexity, legal and ethical considerations and strategies which influence the decision-making process are discussed. There will be opportunity to apply the concepts to psychiatric nursing practice.</p> | | |
| <p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Student Directed Learning</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>10 hours</p> <p>Number of Weeks per Semester:</p> <p>14 weeks</p> | <p>H: Course Prerequisites:</p> <p>PNUR 700</p> <hr/> <p>I: Course Corequisites:</p> <p>or PNUR 700 concurrently</p> <hr/> <p>J: Course for which this Course is a Prerequisite:</p> <p>PNUR 720 and PNUR 730</p> <hr/> <p>K: Maximum Class Size:</p> <p>25</p> | |
| <p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input checked="" type="checkbox"/> College Credit Non-Transfer</p> <p><input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p> | | |

M: Course Objectives/Learning Outcomes:

The student will

1. discriminate among selected therapeutic approaches
 - 1.1 identify therapeutic approaches most suited to client populations
 - 1.2 identify the level of intervention required
 - 1.3 identify the degree of complexity required in the therapeutic situation
2. describe selected self-growth techniques which are used to effect changes in individuals or groups
 - 2.1 relaxation techniques
 - 2.2 exercise regimes
 - 2.3 biofeedback
 - 2.4 imaging
3. analyze the use of traditional therapeutic approaches to effect change in individuals or groups
 - 3.1 psychotropic agents
 - 3.2 electroconvulsive therapy
 - 3.3 milieu therapy
 - 3.4 crisis intervention
4. identify components of a health care system which affect health care delivery
5. review psychotropic agents - indications for use, actions, dosages, side effects and contraindications
6. relate the general principles and underlying mechanisms of action of psychotropic agents
7. describe mechanisms that give rise to drug interactions
8. analyze effects of psychotropic agents on client populations across the lifespan
9. analyze the concept of therapeutic environment and its use in all client settings
10. describe ways to assist the client to establish networks within the community and health care system
11. describe roles of the psychiatric nurse and team members in establishing a therapeutic environment
12. identify formal and informal communication patterns between and among clients, nurses, team members and families
13. analyze the essential internal and external environmental factors which contribute to a therapeutic environment in all settings
14. identify decision-makers in the health care system
15. analyze the bases for treatment decisions in the health care system
16. describe selected health care models and their effects on decision-making
17. apply principles of effective decision-making in independent and interdependent situations
18. describe the impact of decision-making strategies in selected client and staff situations
19. analyze uses and abuses of physical restraint, seclusion and use of medications
20. analyze patients rights regarding treatment, informed consent
21. analyze the role of patient advocate

N: Course Content:

1. common therapeutic approaches
 - 1.1 most suited client populations
 - 1.2 most suitable level (c) or intervention
 - 1.3 selecting degree of complexity
2. self-growth techniques and target groups
3. indicators used to analyze traditional therapeutic approaches
4. client populations, their characteristics and needs
5. components of a health care system
6. psychotropic agents - review
7. general principles and mechanisms of psychotropic drug action
8. drug interaction effects
9. psychotropic agents and the life span variances
10. therapeutic environment review
11. networking
12. team roles in a therapeutic environment
13. systems use of communication patterns
14. essential elements of a therapeutic environment in all settings
15. health care system decision-makers
16. decision-making in treatment situations
17. health care models
18. principles of effective decision-making

O: Methods of Instruction:

1. Self-study Print Materials
2. Reading Assignments
3. Tutor Assistance
4. Teleconference

P: Textbooks and Materials to be Purchased by Students:

Selected Reading Materials

Advanced Diploma Working Group (2001). Adjunctive therapies: Issues and interventions in psychiatric nursing practice (7th ed.). New Westminster, Canada: Douglas College

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

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar