

EFFECTIVE: SEPTEMBER 2008 CURRICULUM GUIDELINES

A.	Division: Education	Effective Date:	September 2008
B.	Department/ Health Sciences Program Area: Psychiatric Nursing	Revision X	New Course
	Diploma/Degree	If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision:	N May 2008 March 2008
C:		Iursing Concepts III: Living with lth Challenges I	E: 4.5
	*	Descriptive Title	Semester Credits
F:	Calendar Description:	1	
	This course examines a person's experience with episodic variances in wellness throughout the life cycle and their impact on client system stability and harmony. Health care trends related to primary prevention are built upon from semester II. The Douglas College Department of Psychiatric Nursing conceptual framework is expanded upon and applied to the health assessment of the individual client. Human pathophysiology and pharmacological management related to selected exemplars will be integrated within this course. The course will provide opportunities for the ongoing development of professional relationships and for the understanding of legal and ethical issues of psychiatric nursing practice.		
G:	Allocation of Contact Hours to Type of Instruction	H: Course Prerequisites:	
	/ Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings:	PNUR 1201 and PNUR 12 PNUR 1250 and PNUR 12 (BIOL 1103, BIOL 1203 *	261and
	Lecture	I: Course Corequisites:	
	Number of Contact Hours: (per week / semester for each descriptor)	PNUR 2321 and PNUR 23 PNUR 2361	330 and PNUR 2351 and
	6.0	J: Course for which this Cou	rse is a Prerequisite:
	Number of Weeks per Semester:	PNUR 2401, PNUR 2421, PNUR 2461	PNUR 2430,
	15	K: Maximum Class Size:	
		40	
		40	
L:	PLEASE INDICATE:		
	Non-Credit		
	X College Credit Non-Transfer		
	College Credit Transfer:		
		ETAILS (www.bctransferguide.ca)
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes: Students will continue to develop their understanding and application of the Douglas College Department of Psychiatric Nursing conceptual framework and the Psychiatric Nursing curricular threads (wellness-illness continuum, professional values, professional caring & health care delivery system), and within the context of the environmental, health and psychiatric nursing domains, to integrate the care of the person domain (client system, psychological, physiological, sociocultural, spiritual & developmental variables) for clients experiencing acute variances in wellness. Students will acquire and begin to apply knowledge pertaining to pathophysiology and pharmacology concepts related to selected illness exemplars. N: Course Content: In this course, within the context of the Douglas College Department of Psychiatric Nursing's philosophy and conceptual framework, students will focus on developing the psychiatric nursing role and promoting health in clients through an understanding, acquisition and utilization of psychiatric nursing theory. Specific concepts that will be addressed are: I. VARIABLES Physiological Variable Metabolism *alterations in endocrine function Oxygenation *alterations in respiratory function Exemplar: pre/post atelectasis Circulation *alterations in circulatory functioning Exemplar: DVT *alterations in fluid/electrolytes, acid /base balances Cellular Dynamics *alterations in responses *wound healing *immune response *cellular proliferations *Exemplar: bowel cancer* Elimination *Variances in urological/bowel functioning Exemplars: paralytic ileus, urinary output (post-op) *Variances in mobility Mobility *Variances in responses Exemplars: fractures, osteoarthritis/osteoporosis, spinal cord injury Reproduction *Variances in reproductive functioning Neuro-sensory *Variances in neuro-sensory functioning: CNS and peripheral Exemplar: acute pain *Variances in Protection: bone and tissue repair Protection Exemplars: healing of fractures and wounds

Psychological Variable

- Integration: as an organizer for the assessment of self-concept, emotions & cognition
- Problem-solving in psychiatric nursing
- Patterns of communication
- Crisis theory and intervention DSM-IVR (as a tool for assessment) Exemplars: Variances in responses: anxiety, bipolar disorders, Variances in self integration: self-destructive behaviours

Sociocultural Variable

- Relationships; significant others
- Continued awareness of diversity issues Exemplars: Variances in response to others: cultural sensitivity, culture of profession, community liaison links, community supports & discharge planning with culturally competent teaching/learning

Spiritual Variable

- Purpose & meaning ٠ Interconnectedness
- •
- Faith •
- Forgiveness
- Religion •
- Creativity ٠
- Transcendence

Developmental Variable

- Growth
- Lifespan
- Transition

II. CURRICULAR THREADS

Wellness-Illness Continuum

- Holism
- **Primary Prevention** •
- Variance from Wellness
- Prevention as Intervention:
 - Health Promotion:

Preventative health practices to various episodic health challenges Promoting health practices to enable the person to increase control over and improve their own health Health promotion to allow the person to make informed choices Exemplar: immunization

Universal experiences: Crisis, Hope, Comfort, Loss, Power, Integrity, Resiliency, revisited Professional Values & Professional Caring

- DCPN & College policies •
- Professional attributes: Compassion, Comportment, Commitment, Conscience, Competence, • Confidence, Collegiality
- Legal & Ethical issues, Client rights & guidelines •
- Change theory •
- Professional Role, professional nurse-client relationships •
- Cultural Competence ٠
- Advocacy

Health Care Delivery System

III. RELATED PHARMACOLOGY

Application of pharmacological principles to exemplars

IV. NEUMAN SYSTEMS MODEL

Application of the Neuman Systems Model to episodic health challenges to Variables Client system Basic structure, process, function Environment Lines of Defence & Lines of Resistance Health, Wellness-Illness continuum Prevention as Intervention Stressors, stability Reconstitution

Methods of Instruction: **O**:

> It is the intent of faculty to facilitate student learning, foster ways of knowing and promote critical thinking through a variety of teaching/learning methods including lecture, audio-visual aids, group discussion, case study analysis, computer assisted learning programs and group and/or individual research and presentations.

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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:	leans 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)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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