



**EFFECTIVE: SEPTEMBER 2006**  
**CURRICULUM GUIDELINES**

**A.** Division: Instruction Effective Date: September 1, 2006  
**B.** Department: Psychiatric Nursing Revision:  New Course   
 Program Area: Diploma/Degree  
 If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

**C:** PNUR 1101      **D:** Psychiatric Nursing Concepts I      **E:** 4.5

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course examines the student’s personal meaning of health and relationships in relation to the individual, family and groups. Health assessment & promotion, roles & responsibilities within the profession of psychiatric nursing will be introduced. Health care trends related to primary health care, determinants of health and wellness are examined. The Neuman Systems Model of nursing will be introduced. A review of human physiology and an introduction to the concepts of pathophysiology will be presented. Basic principles of pharmacology will also be integrated within this course. Concepts of crisis, comfort, hope, loss, power, resiliency and integrity will be introduced.		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  Lecture  Number of Contact Hours: (per week / semester for each descriptor)  Lecture                      6.0  Number of Weeks per Semester:      15	<b>H:</b> Course Prerequisites:  Nil  <b>I:</b> Course Corequisites:  PNUR 1141, PNUR 1121, PNUR 1130, PNUR 1170, PNUR 3171 *Degree stream  <b>J:</b> Course for which this Course is a Prerequisite  PNUR 1201, PNUR 1221, PNUR 1230, PNUR 1250, PNUR 1261  <b>K:</b> Maximum Class Size:  40	
<b>L:</b> 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 ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives / Learning Outcomes

In this course students will use the Psychiatric Nursing Curricular Threads (wellness-illness continuum, professional values, professional caring & health care delivery system), and in the context of the environmental, health and psychiatric nursing domains, will integrate the care of the person domain (client system, psychological, physiological, sociocultural, spiritual & developmental variables).

**N:** Course Content:

In this course, within the context of the Douglas College Psychiatric Nursing Department's philosophy and conceptual framework, students will first focus on developing the psychiatric nursing role and promoting health in clients through an understanding, acquisition and utilization of psychiatric nursing theory. Students will next begin exploring variances of wellness and learn to develop the Psychiatric Nursing role in promoting health in clients experiencing chronic conditions.

Specific concepts that will be addressed are:

## I. VARIABLES

Physiological Variable

- Metabolism
- Oxygenation
- Circulation
- Cellular Dynamics
- Elimination
- Mobility
- Reproduction
- Neuro-sensory
- Protection

Exemplars: Alzheimers, dementia

Psychosis, hallucinations, delusions

Early psychosis intervention

Psychological Variable

- Self-concept (self-esteem, body image, identity, self-ideal, roles, sexuality)
- Emotion (affect, mood)
- Communication (verbal/non-verbal, speech patterns, use of gestures, language proficiency, accent)
- Cognition (thinking processes, insight, judgment, intelligence, abstraction, orientation, memory)
- Perception (perceptual abilities/deficits, meaning-making, alterations: hallucinations, delusions, illusions)
- Exemplars: intro to anxiety, withdrawal, stigma, crisis and Mental Status Exam (as tool for assessment).

Sociocultural Variable

- Relationships; significant others
- Social history: family, education, work
- Awareness of diversity issues, into to culture, sub-culture
- Genogram, ecomap, lifeline (as tools for assessment)

Spiritual Variable

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

Developmental Variable

- Growth
- Lifespan
- Transition

## II. CURRICULAR THREADS

Wellness-Illness Continuum

- Holism
- Determinants of Health
- Variance from Wellness
- Prevention as Intervention--Primary, Secondary, Tertiary
- Universal experiences: Crisis, Comfort, Hope, Loss, Power, Integrity, Resiliency

Professional Values

- Professional attributes: Compassion, Comportment, Commitment, Conscience, Competence, Confidence, Collegiality
- Legal & Ethical issues & guidelines
- Standards of Practice
- Professional Role
- Cultural Competence
- Advocacy

Professional Caring

- Nursing Process
- Therapeutic Use of Self
- Clinical Skills
- Teaching & Learning
- Group Process

Health Care Delivery System

- Primary Health Care
- Psychosocial Rehabilitation
- Case Management
- Multidisciplinary Collaboration
- Leadership
- Information Technology (Infomatics)
- Program Management

## III. RELATED PHARMACOLOGY

Cursory application of pharmacological principles to exemplars

## IV. NEUMAN SYSTEMS MODEL

Introduction to the Neuman Systems Model

Variables

Client system

Basic structure, process, function

Environment

Lines of Defense & Lines of Resistance

Health, Wellness-Illness continuum

Prevention as Intervention

Stressors, stability

Reconstitution

<p><b>O:</b> Methods of Instruction</p> <p>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.</p>	
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>A list of required and optional textbooks and materials is provided for students at the beginning of each semester.</p>	
<p><b>Q:</b> Means of Assessment</p> <p>The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course.</p>	
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Prior Learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.</p>	
<p>_____ Course Designer(s)</p>	<p>_____ Education Council / Curriculum Committee Representative</p>
<p>_____ Dean / Director</p>	<p>_____ Registrar</p>