



EFFECTIVE: SEPTEMBER 2006

CURRICULUM GUIDELINES

A.	Division: Education	Effective Date:	September 1, 2006
B.	Department / Program Area: Psychiatric Nursing Diploma/Degree	Revision	<input type="checkbox"/> New Course <input checked="" type="checkbox"/>
		If Revision, Section(s) Revised:	
		Date of Previous Revision:	
		Date of Current Revision:	

C: PNUR 1201 **D:** Psychiatric Nursing Concepts II **E:** 3.0

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course examines a person's experience with ongoing 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 I. 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 discussed. Ongoing exploration of legal and ethical issues of psychiatric nursing practice will occur.		
G: 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 4.0 Number of Weeks per Semester: 15	H: Course Prerequisites: PNUR 1101, PNUR 1141, PNUR 1121, PNUR 1130	
	I: Course Corequisites: PNUR 1221, PNUR 1230, PNUR 1250, PNUR 1261, *PNUR 3272 Degree	
	J: Course for which this Course is a Prerequisite PNUR 2301, PNUR 2330, PNUR 3341, PNUR 2351, PNUR 2361, PNUR 2321	
	K: Maximum Class Size: 40	
L: 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 (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes

Students will continue to develop their understanding 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, will integrate the care of the person domain (client system, psychological, physiological, sociocultural, spiritual & developmental variables) for clients experiencing chronic 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 experiencing chronic variances of wellness through an understanding, acquisition and application of psychiatric nursing theory. Specific concepts that will be addressed are:

I. VARIABLES

Physiological Variable

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

Exemplars: Variances in Circulation: CHF

Variations in Mobility: CVA

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)
- Use of Mental Status Exam as an assessment tool

Exemplars: Variances in responses: anxiety, withdrawal, stigma, crisis

Variances in Mood: depression

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, Hope, Comfort, 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

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

O: Methods of Instruction

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: 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: Means 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