

A: Division: **Instruction**

Date: **25 May 1998**

B: Department: **Psychiatric Nursing**

New Course:

Program: **Diploma**

Revision of Course Information form: **02 June 1997**

C: **PNUR 240**

D: **Living with Ongoing Health Challenges**

E: **6.5**

Subject &amp; Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This course examines persons' lived experiences with ongoing health challenges throughout the life cycle and the impact on harmony, healing and health within families, groups and communities. Concepts of crisis, comfort, hope, loss, power, resiliency & integrity will be examined in relation to ongoing health challenges. Professional relationships, ethical and legal issues will be explored. Experiential communication and caring practice labs will be a component of this course.

Summary of Revisions: (Enter date & section) Eg:  
Section C,E,F

Sections F, N, R 05.96      Sections N, O 25.05.98  
Sections F, N, O, R 02.06.97

G: Type of Instruction: Hours per Week / per Semester

Lecture:	6	Hrs.
Laboratory:	1.5	Hrs.
Seminar:	2	Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
<b>Total:</b>	<b>9.5</b>	<b>Hrs.</b>

H: Course Prerequisites:

PNUR 140, 144, BIO 103

I: Course Corequisites:

PNUR 244 BIO 203, ENG 130

J: Course for which this Course is a Prerequisite:

PNUR 340, 341

K: Maximum Class Size:

Lecture 32, Seminar 8, Laboratory 8

L: College Credit Transfer ☐

College Credit Non-Transfer ☒

Non-Credit ☐

M: Transfer Credit:

Requested: ☐

Granted: ☐

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

*Debra Burgess*  
Course Designer(s)

*[Signature]*  
Vice-President, Instruction

*B. Meller*  
Dean/Child, Family & Community  
Studies/Psychiatric Nursing

*P. H. Dwyer*  
Registrar

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**N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**  
**Required:**

**Black, J.M., Mattassarin-Jacobs, E. (1997). Medical surgical nursing: Clinical management for continuity of care (5th ed.). Toronto: W.B. Saunders Co.**

**Mental Health Act. (1997). Victoria: Queens Printer.**

**Mental Health Act Guide. (1997). Victoria: Queens Printer.**

**Ralph, I. (1997). Psychotropic agents: A handbook for mental health workers (10th ed.). New Westminster, B.C.: Bi-publications.**

**Optional:**

**Karch, A. (Ed.). (1998). Lippincott's 1998 nursing drug guide. Toronto: J.B. Lippincott.**

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**Complete Form with Entries Under the Following Headings: O. Concepts;  
P. Course Content; Q. Method of Instruction; R. Course Evaluation**

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**O. Concepts**

1. Professional psychiatric nursing practice views persons in a holistic manner. Perception and meaning of health challenges are individual and unique within the context of families, groups and communities. The person responds holistically to ongoing health challenges. Lifespan changes affect a person's perception and meaning of the lived experience.
2. Self-awareness, an evolving process, fosters consideration and acknowledgement of alternative feelings, values, beliefs, attitudes, and behaviours. This self-awareness in the use of therapeutic communication skills promotes harmony, healing, and health in the person, family, and community.
3. Professional nurse-patient/client relationships involve the therapeutic use of self. A collaborative relationship between the psychiatric nurse, the person's family and groups within the community facilitates health promotion activities and enhances harmony, healing and health.
4. The perception and meaning of the person's lived experience with ongoing health challenges is influenced by the interdependence of persons and their environments. Fostering a therapeutic environment through caring behaviours promotes harmony, healing and health.
5. Psychiatric nursing practices based on knowledge of cultural diversity facilitate the creation of a caring environment to promote health and cultural sensitivity.
6. Interpersonal communication is a process whereby the student builds relationships and collaborates with persons, families and groups living with ongoing health challenges in communities. Therapeutic communication enables effective relationship building with clients and co-workers.
7. Attributes of caring and professional caring behaviours are developed and strengthened through examination of the nursing literature and client situations related to the lived experience of persons with ongoing health challenges.

8. Ongoing health challenges disrupt the family life cycle, roles and tasks. Effective psychiatric nursing interventions consider these disruptions to family life.
9. The concepts of crisis, comfort, hope, loss, power, resilience, and integrity will be explored as they affect individuals of all ages with ongoing health challenges.
10. Therapeutic pharmacological interventions and psychomotor skills, based on knowledge and principles, provide comfort and seek to promote the health of persons experiencing ongoing health challenges and involves the student's ability to problem-solve using known principles of practice and safety. Response to interventions varies according to a person's perception and meaning of the lived experience.
11. Critical thinking processes foster development of clinical judgement in psychiatric nursing practice. Accurate data collection, the clear articulation of ideas, openness to alternate ways of perceiving and experiencing the world and problem-solving contribute to the development of critical thinking skills essential to professional decision-making in psychiatric nursing practice.
12. Professional identity evolves through exploration of the scope of practice and a specialized knowledge base. Competence and commitment to psychiatric nursing is developed through knowledge of standards of practice, critical examination of practice issues and self-reflection. Knowledge of legal and ethical issues related to health care and psychiatric nursing practice provides a basis for upholding public trust.
13. Collaboration with the health care team is enhanced through understanding of group roles and exploration of the interrelationships between team members in providing care.
14. Utilization of relevant resources in the community assists persons within families and groups to promote and achieve maximal health.

#### **R. Evidence of Learning**

Examples of ways for students to demonstrate;

- (a) application of concepts to self
- (b) application of concepts to field of work, and
- (c) application of concepts to others.

Selection of evaluating and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, e.g. a course of three credits or more should have at least five separate evaluations.
2. A combination of evaluation instruments that include opportunities for students (individuals or groups) to demonstrate different ways of knowing: oral, written, return demonstration or video of caring practice skills and/or vignettes of communication skills.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.