



**EFFECTIVE: SEPTEMBER 2003**

## CURRICULUM GUIDELINES

<b>A.</b>	Division:	<b>Instruction</b>	Effective Date:	<b>September 2003</b>
<b>B.</b>	Department / Program Area:	<b>Psychiatric Nursing Diploma</b>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
			If Revision, Section(s) Revised:	<b>H, I, M, N, O, P, Q, R</b>
			Date of Previous Revision:	
			Date of Current Revision:	<b>May 25, 1998</b>
<b>C:</b>	<b>PNUR 240</b>	<b>D: Living With Ongoing Health Challenges</b>	<b>E:</b>	<b>6.5</b>

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: This course examines a person’s lived experience 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 and integrity will be examined, building on previous concepts and patterns. Professional relationships, ethical and legal issues will be explored. Experiential communication and caring practice labs will be a component of this course.	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites:  <b>PNUR 140, PNUR 144</b>
	Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Laboratory/Seminar</b>	<b>I:</b> Course Corequisites:  <b>PNUR 244</b>
	Number of Contact Hours: (per week / semester for each descriptor)	<b>J:</b> Course for which this Course is a Prerequisite  <b>PNUR 340, PNUR 344</b>
	<b>Lecture</b> 6.0 <b>Laboratory</b> 1.5 <b>Seminar</b> 2.0	<b>K:</b> Maximum Class Size:  <b>Lecture 32, Seminar 8, Laboratory 8</b>
	Number of Weeks per Semester: 15	
<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 (www.bccat.bc.ca)		

**M:** Course Objectives / Learning Outcomes

In this course the student will use the Psychiatric Nursing curricular threads (professionalism, health promotion, and caring), concepts (crisis, comfort, hope, loss, power, resiliency, integrity) and variables (psychosocial, physiological, cultural, spiritual, developmental) to integrate knowledge, skills and attitudes related to nursing theory, therapeutic relationships, caring practice and pharmacological interventions when caring for the person experiencing ongoing health challenges.

**N:** Course Content:

Content of this course will be evidenced based. Exemplars may vary.

**I. VARIABLES****Physiological Variable****Metabolism**

- alteration in metabolism (introduction)

**Exemplar:**

diabetes mellitus

**Oxygenation**

- alteration in respiratory functioning (introduction)

**Exemplars:**

COPD (emphysema, chronic bronchitis, asthma)

Pneumonia

**Circulation**

- alteration in circulatory functioning (introduction)

**Exemplars:**

angina

coronary artery disease

MI

CHF

**Cellular Dynamics**

- fluid and electrolytes, acid/base balance

**Exemplar:**

self induced water intoxication

**Elimination**

- alteration in urological/bowel functioning (introduction)

**Exemplars:**

glomerulonephritis

pyelonephritis

UTI

**Mobility**

- alteration in mobility (introduction)

**Exemplar:**

rheumatoid arthritis

**Reproduction****Neuro-sensory**

- alteration in neuro-sensory functioning (introduction)

**Exemplars:**

intro to dementia, delirium, cognitive impairment

CVA (focus on motor & sensory alterations)

chronic pain

**Protection**

- measures to prevent an alteration in skin integrity

**Psychosocial Variable****Integration**

- Assessment of self-concept (self-esteem, self-ideal, body-image, identity, sexuality), emotions (affect, mood, patterns), & cognition (thought processes, insight, memory, judgment).

**Relatedness**

- Roles (conflict, overload, expectations)

- Further discussion of problem-solving in psychiatric nursing

**Exemplars:**

withdrawal (schizophrenia)  
 hopelessness (depression)  
 grief  
 death & dying  
 powerlessness  
 special communication approaches for people with CVA, aphasia  
 MSE (as tool for assessment)  
 anxiety, stress  
 stigma

#### **Cultural Variable**

- Integration of culture of diversity into concept exemplar
- Continued awareness and development of cultural sensitivity

#### **Spiritual Variable**

**Purpose - meaning**

**Interconnectedness**

**Faith**

**Forgiveness**

**Religion**

**Creativity**

**Transcendence**

#### **Developmental Variable**

**Growth**

**Lifespan**

**Transitions**

### **II. CURRICULAR THREADS**

#### **Health Promotion**

- preventive health practices related to various ongoing health challenges
- promoting health practices to enable the person to increase control over and enhance one's own health

Exemplar:

early psychosis intervention

#### **Professionalism/Caring**

- DCPN and College policies
- discussion in seminar: ethical issues, Mental Health Act, client's rights
- role of RPN
- documentation
- Standards of Practice
- caring attributes (6 "C"s)
- problem solving/rationale for decision-making
- legal aspects of psychiatric nursing practice

### **III. RELATED PHARMACOLOGY**

- antidepressants }
- antipsychotics } Overview
- antiparkinsonians }
- antilipids
- bronchodilators
- diuretics
- cardiotonics
- insulins
- oral hypoglycemics
- anti-inflammatories (NSAID)
- anticoagulant
- antibiotics } Overview

### **IV. THERAPEUTIC RELATIONSHIPS**

- links with philosophy/conceptual framework and related concepts
- documentation
- intro to interviewing
- review the nurse-client relationship
- Egan Model of communication
- links between the nurse-client relationship and the Egan Model
- probing and summarizing

	<ul style="list-style-type: none"> <li>· reluctant and resistant clients</li> <li>· review assertiveness as necessary</li> <li>· conflict resolution (review)</li> <li>· theory/practice re: reporting off</li> <li>· roleplaying and videotaping with/without actors using, as scenarios, a variety of lived experiences discussed in Concepts as well as lived experiences from clinical</li> </ul> <p><b>V. CARING PRACTICE</b></p> <ul style="list-style-type: none"> <li>· positioning</li> <li>· chest auscultation</li> <li>· use of TED stockings/application of tensors</li> <li>· measuring intake and output</li> <li>· care of the indwelling urinary catheter</li> <li>· application of condom drainage</li> <li>· discontinuing a urinary catheter</li> <li>· oxygen therapy (low-flow system: nasal -cannula, simple face mask, high-flow systems)</li> <li>· administration of oral, topical, inhalant and nebulizing medications</li> <li>· administration of enemas and rectal suppositories</li> <li>· preparation and administration of subcutaneous injections, intradermal injections</li> <li>· care of the body after death</li> <li>· isolation techniques</li> <li>· collecting specimens (sputum, stool, urine)</li> <li>· glucometers</li> <li>· pulse oximetry</li> <li>· intradermal injections</li> </ul>
<b>O:</b>	<p>Methods of Instruction</p> <p>It is the intent of the faculty to facilitate student learning, foster ways of knowing, and promote critical thought through a variety of teaching/learning methods including: lecture, laboratory, demonstration and return demonstration, group discussion, role-playing, case study analysis, computer assisted learning programs, audio visual aids, and group or individual research and presentation.</p>
<b>P:</b>	<p>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>
<b>Q:</b>	<p>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>
<b>R:</b>	<p>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>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar