

A: Division: **Instruction** Date: **25 May 1998**  
 B: Department: **Psychiatric Nursing** New Course:  
 Program: **Diploma** Revision of Course **02 June 1997**  
 Information form:

C: **PNUR 340** D: **Living with Episodic Health Challenges I** E: **8**

Subject & Course No.	Descriptive Title	Semester Credit
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F: **Calendar Description:** This course examines persons' lived experience with episodic health challenges throughout the life cycle within families, groups & communities. Concepts of crisis, comfort, hope, loss, power, resiliency & integrity will be examined in relation to episodic health challenges. Professional relationships, ethical & legal issues & health care trends will be explored. Experiential communication & caring practice labs will be a component of this course.

**Summary of Revisions:** (Enter date & section) Eg: Section C,E,F  
 Sections F, Q 05.96 Section N,R 06.96  
 Sections F, N, O, R 02.06.97 Section N, O 25.05.98

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

Lecture:	8	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>11.5</b>	<b>Hrs.</b>

H: **Course Prerequisites:**  
PNUR 240, 244, BIO 203, ENG 130

I: **Course Corequisites:**  
PNUR 344, PSYCH 130

J: **Course for which this Course is a Prerequisite:**  
PNUR 440, 444

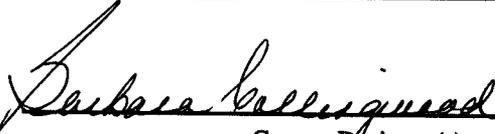
K: **Maximum Class Size:**  
Lecture 32, Seminar 8, Laboratory 8

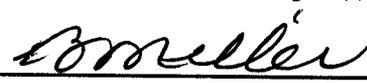
L: College Credit Transfer   
 College Credit Non-Transfer

Non-Credit

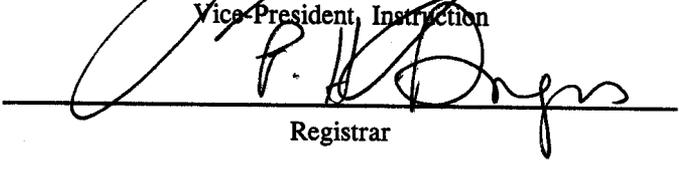
M: **Transfer Credit:** Requested:   
 Granted:

**Specify Course Equivalents or Unassigned Credit as appropriate:**  
 U.B.C.  
 S.F.U.  
 U. Vic.  
 Other:

  
 Course Designer(s)

  
 Dean/Child, Family & Community Studies/Psychiatric Nursing

  
 Vice-President, Instruction

  
 Registrar

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

**Optional:**

**Rawlins, R.P. & Heacock, P.E. (1993). Clinical manual of psychiatric nursing (2nd ed.). Toronto: Mosby-Year Book.**

**Smith-Temple, J. & Johnson, J.W. (1998). Nurse's guide to clinical procedures (3rd ed.). Toronto: J.B. Lippincott.**

**Townsend, M.C. (1997). Nursing diagnoses in psychiatric nursing (4th ed.). Philadelphia: F.A. Davis.**

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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 episodic health challenges. Lifespan changes affect a person's perception and meaning of the lived experience.
2. Communication strategies within a therapeutic nurse-patient relationship are facilitated by reflection and self-awareness and strengthened through the use of therapeutic communication skills. Effective communication respects cultural diversity to assist persons to express the meaning of the lived experience. Mutually empowering relationships with clients, peers and co-workers facilitate harmony, healing and health.
3. Attributes of caring and professional caring behaviours are developed and strengthened through the examination of client situations and nursing literature related to a person's lived experience of episodic health challenges. Professional caring enables students to become totally present with persons in situations.
4. The concepts of crisis, comfort, hope, loss, power, resiliency, and integrity as they affect individuals of all ages with episodic health challenges will be explored.
5. The perception and meaning of the person's lived experience with episodic health challenges is influenced by the interdependence of persons and their environments. Fostering a therapeutic environment through caring behaviours promotes harmony, healing and health.
6. Therapeutic pharmacological interventions and caring practice skills seek to promote the health of persons experiencing episodic health challenges. Known principles of safe practice enhance the student's ability to problem solve. The harmony, healing and health of persons experiencing episodic health challenges is influenced by the interrelationship of treatments.
7. Teaching/learning principles and strategies are an essential aspect of health promotion and assist to maximize health in persons, families, groups and communities.

8. 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.
9. Collaboration with the multidisciplinary health care team is enhanced through continued exploration of the structure, roles and functions of disciplines within the team and through understanding of language held in common between disciplines.
10. Understanding of trends and issues facilitates critical analysis of the psychiatric nursing profession and the B.C. health care system.
11. Awareness of the change process, organizational cultures, and political systems is essential to development of the professional role in the care of persons within families, groups and communities.
12. Utilization of relevant resources within the community provides a basis for building interrelationships between persons, families, groups and the community which promote harmony, healing and 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.