



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2003**

B. Department / Program Area: **Psychiatric Nursing Diploma** Revision ☒ New Course ☐

If Revision, Section(s) Revised: **F, H, I, M, N, O, P, Q, R**

Date of Previous Revision: **May 25, 1998**

Date of Current Revision:

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

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course examines a person's lived experience with episodic 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 in relation to episodic health challenges. Professional relationships, ethical and legal issues plus health care trends will be explored. Experiential communication and caring practice labs will be a component of this course.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Laboratory/Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture 8.0 Laboratory 1.5 Seminar 2.0 Number of Weeks per Semester: 15	H: Course Prerequisites: PNUR 240, PNUR 244, BIOL 103, BIOL 203	
	I: Course Corequisites: PNUR 344	
	J: Course for which this Course is a Prerequisite PNUR 440, PNUR 444	
	K: Maximum Class Size: Lecture 32, Seminar 8, Laboratory 8	
L: PLEASE INDICATE: <div> <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

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 episodic health challenges.

N: Course Content:

The content of this course will be evidence based. Exemplars may vary.

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

- alterations in endocrine function

Oxygenation

- alteration in respiratory functioning

Exemplar:

pre/post-op atelectasis

Circulation

- alteration in circulatory functioning

Exemplar:

DVT

Cellular Dynamics

- alterations in fluid/electrolytes, acid/base balances
- alterations in responses
- wound healing
- immune response
- cellular proliferations

Exemplars:

breast cancer

bowel cancer

Elimination

- alteration in urological/bowel functioning

Exemplars:

paralytic ileus

urinary output (post-op)

Mobility

- alteration in mobility
- alteration in responses

Exemplars:

fractures

osteoarthritis/osteoporosis

spinal column injury

Reproduction

- alteration in reproductive functioning

Neuro-sensory

- alteration in neuro-sensory functioning
- CNS and peripheral

Exemplar:

acute pain

Protection

- bone and tissue repair (healing of fractures, wounds)

Psychosocial Variable**Integration****Relatedness**

- health challenge
- integration as organizer for the assessment of self-concept (self-esteem, self-ideal, body-image, identity, sexuality), emotions (affect, mood, patterns), & cognition (thought processes,

- insight, memory, judgment)
- problem-solving in psychiatric nursing
- patterns of communication
- crisis theory and intervention

Exemplars:

anxiety
addiction and abuse (substance abuse)
self-destructive behaviours
DSM-IVR (as a tool for assessment)

Cultural Variable

- integration
- cultural diversity into concept
- continued awareness

Exemplars:

continued development of cultural sensitivity
culture of the profession
community liason links, appropriate community supports & discharge planning with
culturally competent teaching/learning

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 episodic health challenges
- promoting health practices to enable the person to increase control over and improve one's own health
- health promotion to allow the person to make informed choices

Exemplar:

immunization

Professionalism/Caring

- DCPN & College policies
- professional nurse-client relationships
- ethical and legal issues, advocacy & client rights
- change theory
- caring attributes (6 'C's)

III. RELATED PHARMACOLOGY

- narcotic & non-narcotic analgesics
- sedatives
- hypnotics
- antianxiety agents
- anti-infective
- antifungal
- antiemetics
- antihistamines
- muscle relaxants
- antineoplastics (intro)
- anaesthetics

IV. THERAPEUTIC RELATIONSHIPS

- links with philosophy/conceptual framework and related concepts
- Egan Model of communication links with nurse-client relationship as necessary
- assertiveness
- confrontation

V.	<ul style="list-style-type: none"> · introduction to problem-solving (interpersonal and situational) · introduction to advanced empathy <p>CARING PRACTICE</p> <ul style="list-style-type: none"> · calculating intravenous flow rates · regulating, monitoring and maintaining intravenous therapy · changing an intravenous bag and tubing · discontinuing an intravenous infusion device · preparation and administration of intramuscular and Z-track injections · preparation and administration of medication via the subcutaneous “butterfly” route · pre and post-operative care including ECT, surgical and diagnostic treatments · surgical asepsis · donning sterile gloves · sterile dressing change (simple) · neurovascular assessment · removing sutures/staples · maintaining and removing closed wound drainage devices · collection of urine specimen via a urinary catheter · bladder irrigation (continuous and intermittent) · application of slings and tensor bandages
O:	<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>
P:	<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>
Q:	<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>
R:	<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>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar