



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A. Division: Instruction
B. Department / Program Area: Psychiatric Nursing Diploma/Degree

Effective Date: September 1, 2006

Revision New Course

If Revision, Section(s)

Revised:
 Date of Previous Revision:
 Date of Current Revision:

C: PNUR 2301 **D:** Psychiatric Nursing Concepts III: Living with Episodic Health Challenges I **E:** 4.5

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course examines a person's experience with episodic 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 II. 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 integrated within this course. The course will provide opportunities for the ongoing development of professional relationships and for the understanding of legal and ethical issues of psychiatric nursing practice.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: PNUR 1201, PNUR 1221, PNUR 1230, PNUR 1250, PNUR 1261 (BIOL 1103, BIOL 1203 *Diploma) PNUR 3272 *Degree
	Primary Methods of Instructional Delivery and/or Learning Settings:	I: Course Corequisites: PNUR 2321, 2330, 3341, 2351, 2361
	Lecture	J: Course for which this Course is a Prerequisite PNUR 2401, 2421, 2430, PNUR 2461
	Number of Contact Hours: (per week / semester for each descriptor)	K: Maximum Class Size: 40
Lecture 6.0		
Number of Weeks per Semester: 15		
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.bccat.bc.ca)	

M: Course Objectives / Learning Outcomes

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

I. VARIABLES

Physiological Variable

- Metabolism *alterations in endocrine function
- Oxygenation *alterations in respiratory function
Exemplar: pre/post atelectasis

- Circulation *alterations in circulatory functioning
Exemplar: DVT
- Cellular Dynamics *alterations in fluid/electrolytes, acid /base balances
*alterations in responses
*wound healing
*immune response
*cellular proliferations
Exemplar: bowel cancer
- Elimination *Variances in urological/bowel functioning
Exemplars: paralytic ileus, urinary output (post-op)
- Mobility *Variances in mobility
*Variances in responses
Exemplars: fractures, osteoarthritis/osteoporosis, spinal cord injury
- Reproduction *Variances in reproductive functioning
- Neuro-sensory *Variances in neuro-sensory functioning: CNS and peripheral
Exemplar: acute pain
- Protection *Variances in Protection: bone and tissue repair
Exemplars: healing of fractures and wounds

Psychological Variable

- Integration: as an organizer for the assessment of self-concept, emotions & cognition
- Problem-solving in psychiatric nursing
- Patterns of communication
- Crisis theory and intervention
DSM-IVR (as a tool for assessment)
Exemplars: Variances in responses: anxiety, addiction and substance abuse
Variances in self integration: self-destructive behaviours

Sociocultural Variable

- Relationships; significant others
- Continued awareness of diversity issues

Exemplars: Variances in response to others: cultural sensitivity, culture of profession, community liaison links, community supports & discharge planning with culturally competent teaching/learning

Spiritual Variable

- Purpose & meaning
- Interconnectedness
- Faith
- Forgiveness
- Religion
- Creativity
- Transcendence

Developmental Variable

- Growth
- Lifespan
- Transition

II. CURRICULAR THREADS

Wellness-Illness Continuum

- Holism
- Primary Prevention
- Variance from Wellness
- Prevention as Intervention:

Health Promotion:

Preventative health practices to various episodic health challenges

Promoting health practices to enable the person to increase control over and improve their own health

Health promotion to allow the person to make informed choices

Exemplar: immunization

- Universal experiences: Crisis, Hope, Comfort, Loss, Power, Integrity, Resiliency, revisited

Professional Values & Professional Caring

- DCPN & College policies
- Professional attributes: Compassion, Comportment, Commitment, Conscience, Competence, Confidence, Collegiality
- Legal & Ethical issues, Client rights & guidelines
- Change theory
- Professional Role, professional nurse-client relationships
- Cultural Competence
- Advocacy

Health Care Delivery System

III. RELATED PHARMACOLOGY

Application of pharmacological principles to exemplars

<p>IV. NEUMAN SYSTEMS MODEL</p> <p>Application of the Neuman Systems Model to episodic health challenges to Variables</p> <p>Client system</p> <p>Basic structure, process, function</p> <p>Environment</p> <p>Lines of Defence & Lines of Resistance</p> <p>Health, Wellness-Illness continuum</p> <p>Prevention as Intervention</p> <p>Stressors, stability</p> <p>Reconstitution</p>	
<p>O. Methods of Instruction</p> <p>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>	
<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>	
<p>Q: 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>	
<p>R: 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>	
<p>_____</p> <p>Course Designer(s)</p>	<p>_____</p> <p>Education Council / Curriculum Committee Representative</p>
<p>_____</p> <p>Dean / Director</p>	<p>_____</p> <p>Registrar</p>