

EFFECTIVE: SEPTEMBER 2008 CURRICULUM GUIDELINES

A.	Division: Education	Effective Date:	September 2008
В.	Department/ Health Sciences Program Area: Psychiatric Nursing	Revision	X New Course
	Diploma/Degree	If Revision, Section(s)	H, I
		Revised: Date of Previous Revision	n: September 2006
~		Date of Current Revision:	Marc h 2008
C:		Nursing Concepts III: Living alth Challenges I	g with E: 4.5
		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	
	Primary Methods of Instructional Delivery and/or Learning Settings:	PNUR 1201 and PN PNUR 1250 and PN (BIOL 1103, BIOL	
	Lecture	I: Course Corequisites	:
	Number of Contact Hours: (per week / semester for each descriptor)	PNUR 2321 and PN PNUR 2361	IUR 2330 and PNUR 2351 and
	6.0	J: Course for which th	is Course is a Prerequisite:
	Number of Weeks per Semester: 15	PNUR 2401, PNUR PNUR 2461	2421, PNUR 2430,
		K: Maximum Class Siz	re:
		40	
L:	PLEASE INDICATE:		
	Non-Credit		
	X College Credit Non-Transfer		
	College Credit Transfer:		
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

PNUR 2301 Page 2 of 4

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

PNUR 2301 Page 3 of 4

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

IV. NEUMAN SYSTEMS MODEL

Application of the Neuman Systems Model to episodic health challenges to

Variables

Client system

Basic structure, process, function

Environment

Lines of Defence & Lines of Resistance

Health, Wellness-Illness continuum

Prevention as Intervention

Stressors, stability

Reconstitution

O: Methods of Instruction:

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.

PNUR 2301		Page 4 of 4		
P:	Textbooks and Materials to be Purchased by Students:			
	A list of required and optional textbooks and materials is semester.	s provided for students at the beginning of each		
Q:	Means of Assessment:			
	The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.			
	This is a graded course.			
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR			
	Prior Learning will be assessed on an individual basis based on the Douglas College PLAR guidelines			
Course Designer(s)		Education Council / Curriculum Committee Representative		
Dean / Director		Registrar		

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