



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 2321

D: Therapeutic Relations III

E: 1.5

Subject & Course No.	Descriptive Title	Semester Credits
F:	<p>Calendar Description:</p> <p>This course will build upon application of communication theory and skills introduced in semester II. The communication skills of self disclosure, concreteness, confrontation, immediacy, problem solving and conflict resolution are introduced. Students will focus on developing self awareness in relation to their way of being with each other and in offering critical feedback to peers. Students will have opportunities to participate in simulated role-plays with individuals experiencing health challenges in the context of a professional therapeutic relationship.</p>	
G:	<p>Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/practice</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="text-align: center;">2.0</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>PNUR 1221, PNUR 1201, PNUR 1230, PNUR 1250, PNUR 1261, BIOL 1103, BIOL 1203</p>
		<p>I: Course Corequisites:</p> <p>PNUR 2301, PNUR 3341, PNUR 2351, PNUR 2361</p>
		<p>J: Course for which this Course is a Prerequisite</p> <p>PNUR 2421, PNUR 2401, PNUR 2430, PNUR 2461</p>
		<p>K: Maximum Class Size: 8</p>
L:	<p>PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input checked="" type="checkbox"/> College Credit Non-Transfer</p> <p><input type="checkbox"/> College Credit Transfer:</p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>	

M:	<p>Course Objectives / Learning Outcomes</p> <p>Students will have the opportunity to learn the therapeutic communication skills of advanced empathy, therapeutic confrontation and immediacy. Student learning will focus on problem solving and conflict resolution. Students will have opportunities to participate in simulated role-plays with individuals experiencing episodic health challenges. Students will learn the relevance of cultural competence as it relates to therapeutic communication.</p>
N:	<p>Course Content:</p> <p>Therapeutic communication will be introduced through:</p> <ul style="list-style-type: none"> • Understanding and demonstrating the phases of the nurse-client relationship • Understanding of the use of advanced empathy, therapeutic confrontation and immediacy • Understanding the principles and steps of problem solving and conflict resolution • Understanding and demonstration of assertive and responsible communication • Demonstration of understanding of theory and concepts through simulated clinical examples • Understanding of cultural competence • Understanding the issues of professional documentation and sharing of client information
O:	<p>Methods of Instruction</p> <p>Experiential communication formats are used, including, interactive communication scenarios, video critiquing and participative self-awareness exercises.</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>
<hr/> <p>Course Designer(s)</p>	<hr/> <p>Education Council / Curriculum Committee Representative</p>
<hr/> <p>Dean / Director</p>	<hr/> <p>Registrar</p>