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

**Complete Form with Entries Under the Following Headings: O. Concepts;
P. Course Content; Q. Method of Instruction; R. Course Evaluation**

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. Within the nurse-patient/client relationship, the therapeutic use of self is fine-tuned through reflection, self-awareness and the use of therapeutic communication strategies. Interpersonal communication forms the basis of therapeutic relationships with persons, families, and groups.
3. Attributes of caring and professional caring behaviours are developed and strengthened through examination of the nursing literature and nursing situations related to a person's lived experience of episodic health challenges. Professional caring enables students to become totally present with persons in situations.
4. Building on previous concepts and patterns strengthens psychiatric nursing knowledge and skills. Integration of this knowledge with therapies, treatments, and their principles provide the basis for clinical judgement in assisting persons with episodic health challenges to attain harmony, healing and health.
5. A caring environment is fostered through acquisition and application of professional psychiatric nursing practices which promote health, community awareness and cultural sensitivity for persons experiencing episodic health challenges.
6. Knowledge of family interventions assists persons and families to respond to episodic health challenges and to attain harmony, healing and health.
7. Professional presence is achieved through living caring and collegial behaviours that are in keeping with the philosophy of the Psychiatric Nursing Department, the Standards of Practice and the Code of Ethics of the psychiatric nursing profession.
8. Critical thinking processes foster development of clinical judgement in psychiatric nursing practice. Accurate data collection, 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. Therapeutic pharmacological interventions and psychomotor skills, based on knowledge and principles, provide comfort and seek to promote the health of persons experiencing episodic health challenges and involve students abilities to problem-solve using known principles of practice and safety. For persons of all ages, interrelationships of treatments affect the harmony, healing and health of persons experiencing episodic health challenges.
10. Teaching/learning principles and strategies are an essential aspect of health promotion and assist to maximize health in persons, families, groups and communities.
11. The use of collaborative skills in relationships with health care team members assist to empower the client and student nurse in the provision of care.
12. Critical analysis of health care trends and issues in the province of B.C. and in Canada prepares students to assume the role of a psychiatric nurse.
13. Knowledge of the change process, advocacy, health promotion, organizational cultures, political systems is integral to promoting harmony, healing and health in persons within families, groups and communities.
14. Knowledge of community resources forms a basis for building partnerships with caregivers in providing support to and advocating for persons, families and groups to attain maximal 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 psychomotor 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.