



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, I, M, N, O, P, Q, R**

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

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

C: **PNUR 440** D: **Living with Episodic Health Challenges II** E: **8**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course continues examination of 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. Emphasis is on the integration and application of the concepts related to episodic health challenges on previous concepts and patterns to broaden the scope of practice. Professional relationships, ethical and legal issues and trends in health care will be critically examined. Experiential communication and caring practice labs will be a component of this course.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: PNUR 340, PNUR 344, PSYC 130
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Laboratory/Seminar	I: Course Corequisites: PNUR 444
	Number of Contact Hours: (per week / semester for each descriptor)	J: Course for which this Course is a Prerequisite PNUR 540, PNUR 541, PNUR 544
	Lecture 8.0 Laboratory 1.5 Seminar 2.0	K: Maximum Class Size: Lecture 32, Seminar 8, Laboratory 8
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

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**

- alteration in metabolism

Exemplars:

pancreatitis
cholecystitis
gastric ulcer
appendicitis
hypo/hyperthyroidism

Oxygenation**Circulation**

- alteration in circulatory functioning

Exemplars:

shock
DVT
PVD
hypertension

Cellular Dynamics

- alteration in cellular dynamics

Exemplars:

hysterectomy
bowel cancer
prostate cancer

Elimination

- alteration in urological/bowel functioning

Exemplars:

benign prostatic hypertrophy

Mobility

- alteration in mobility

Exemplars:

spinal cord injury

Reproduction

- alteration in reproductive functioning

Exemplars:

STDs/birth control
developmental, structural & hormonal difficulties related to reproduction (menopause)

Neurosensory

- alteration in neuro-sensory functioning (CNS & peripheral)

Exemplars:

headache
head injury/increased ICP
seizure disorders

Protection**Psychosocial Variable****Integration**

- discussion of self-concept (self-esteem, self-ideal, body-image, identity, sexuality), emotions (affect, mood, patterns), & cognition (thought processes, insight, memory, judgment).

Relatedness

- discussion of roles (conflict, overload, expectations)
- discussion of problem-solving in psychiatric nursing

Exemplars:

- sexual disorders
- altered eating patterns
- suspiciousness
- anger and aggression
- elation
- altered personality patterns
- family violence/abuse

Cultural Variable

- integration of cultural diversity into concepts as it relates to psychiatric nursing practice

Exemplar:

- continued awareness and development of cultural sensitivity

Spiritual Variable**Purpose & meaning****Interconnection****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

Professionalism/Caring

- DCPN and College policies
- professional nurse-client relationship
- Standards of Practice
- ethical and legal issues, advocacy and client rights

III. RELATED PHARMACOLOGY

- anticonvulsants
- mood stabilizers & adjunctives
- gastric-acid inhibitors
- endocrine-related agents
- hormonal replacement therapy
- anticoagulants
- antihypertensives
- corticosteroids
- antimigraine

IV. THERAPEUTIC RELATIONSHIPS

- links with philosophy/conceptual framework and related concepts
- Egan Model of communication
- problem-solving (interpersonal and situational)
- advanced empathy
- immediacy

V. CARING PRACTICE

- preparation and administration of intravenous medications via a secondary infusion set
- use and maintenance of intravenous locks
- converting an intravenous infusion to an intravenous lock device
- use and maintenance of intravenous pumps
- care of a client in seclusion/restraints
- neurological assessment
- care of the unconscious client
- urinary catheterization

	<ul style="list-style-type: none"> · nasogastric insertion, maintenance and removal · enterostomal therapy · sterile dressing change (complex) · oxygen administration
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>Not applicable.</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar