

A: Division: **Instruction**

Date: **25 May 1998**

B: Department: **Psychiatric Nursing**

New Course:

Program: **Diploma**

Revision of Course **June 1997**  
Information form:

C: **PNUR 444**

D: **Practice: Episodic Health  
Challenges II**

E: **5**
**Subject & Course No.**
**Descriptive Title**
**Semester Credit**

F: **Calendar Description:** Students will have the opportunity to apply specialized knowledge and skills in caring for persons, families and groups experiencing episodic health challenges in medical/surgical and acute mental health care settings. The professional psychiatric nursing role will continue to be developed and strengthened. Weekly seminars assist to integrate concepts and issues related to the practice settings.

**Summary of Revisions:** (Enter date & section) Eg: Section C,E,F

Section O, 07.95  
Section O, 25.05.98

G: **Type of Instruction: Hours per Week / per Semester**

Lecture:		Hrs.
Laboratory:		Hrs.
Seminar:	2	Hrs.
Clinical Experience:	11.5	Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
<b>Total:</b>	<b>13.5</b>	<b>Hrs.</b>

H: **Course Prerequisites:**  
**PNUR 340, 344, PSYCH 130**

I: **Course Corequisites:**  
**PNUR 440, ELECTIVE**

J: **Course for which this Course is a Prerequisite:**  
**PNUR 540, 541, 544**

K: **Maximum Class Size:**  
**8**

L: **College Credit Transfer** ☐  
**College Credit Non-Transfer** ☒


M: **Transfer Credit:** Requested: ☐  
Granted: ☐

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.  
S.F.U.  
U. Vic.  
Other:

Non-Credit ☐
  
Course Designer(s)

  
Vice-President, Instruction

  
Dean/Child, Family & Community Studies/Psychiatric  
Nursing

Registrar

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

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

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**O. Concepts**

1. Psychiatric nursing practice evolves from a philosophy that views persons in a holistic manner. Application of conceptual frameworks and a blending of humanistic, scientific and nursing theories assists in the integration of psychiatric nursing knowledge and skills.
2. Caring interactions with clients assist in understanding the lived experience of persons with episodic health challenges within families, groups and communities to promote harmony, healing and health.
3. Therapeutic use of self in nurse-patient/client relationships involves ongoing development of self-awareness, through examination of, and respect for, commonalities and differences in perception and meaning of the lived experience of self and others. Interpersonal relationships with clients, peers and co-workers further enhance mutual decision-making through the use of therapeutic communication skills. Participation in group processes enhances self-awareness and facilitates expression of the lived experience.
4. Within therapeutic environments, supported through caring relationships and interrelationships between the person and the environment, the person's uniqueness, cultural identity, and life stage are acknowledged and respected. Therapeutic environments influence a person's perception and meaning of the lived experience and promote harmony, healing and health.
5. Experiential learning promotes understanding of the unique lived experience of persons of all ages with episodic health challenges within families, groups and communities. Integration of previously learned concepts and skills with therapies, treatments and their principles provide the basis for clinical judgement in assisting persons to attain harmony, healing and health.
6. Therapeutic pharmacological interventions and psychomotor skills, based on knowledge and principles, seek to provide comfort and to promote the health of persons experiencing ongoing health challenges. This requires the ability to problem-solve using known principles of practice and safety. Response to interventions varies according to a person's perception and meaning of the lived experience and the interrelationships of the treatments.
7. Critical thinking processes essential to professional decision-making and clinical judgement in psychiatric nursing practice include accurate data collection, clear articulation of ideas through oral and written communication, openness to alternate ways of perceiving and experiencing the world and problem solving.
8. Priority setting in planning psychiatric nursing care, in response to the needs of the person with episodic health challenges, involves collaboration between client and student, specialized knowledge and skills, critical thinking processes and management of time and resources within the organizational context.

9. Teaching/learning principles and strategies are an essential aspect of health promotion and assist to maximize health in persons within families, groups and communities.
10. Self-reflection, through the use of personal journals and shared experiences, and the critical examination of standards of practice and practice issues develops attributes of caring essential to the psychiatric nursing role. Professional caring enables students to become totally present with persons in situations.
11. Professional accountability and responsibility within psychiatric nursing practice is directed by the RPNABC Standards of Practice and the Code of Ethics. Knowledge of legal and ethical requirements, rights and responsibilities, and legislation acts guide psychiatric nursing practice. Ongoing self-evaluation and life long learning are part of professional accountability.
12. Collaboration with the health care team is maintained through articulating the student role, understanding the roles of health team members and participating as a team member. The psychiatric nursing role has interdependent and independent functions within the health care team. Utilization of knowledge of group roles and tasks facilitates collaboration with peers and co-workers in the practice setting.
13. Leadership and advocacy involves knowledge of health promotion, the change process, organizational cultures and political systems.
14. Knowledge of the communities that the person functions in facilitates the utilization of relevant resources in the community to assist persons with episodic health challenges within families and groups to promote maximal health and return to the community.

**R. Evidence of Learning**

This is a Mastery Course

Two Satisfactory Practice Appraisals

Ongoing Reflective Journals

Practice-Related Written Assignment

Math Quiz (Students must attain 100% for Mastery)