



A: Division: **Instruction**
 B: Department: **Psychiatric Nursing**
 Program: **Diploma**

Date: **20 May 1999**
 New Course: **No**
 Revision of Course Information form: **18 January 1999**

C: **PNUR 540**D: **Living with Complex Ongoing Health Challenges**E: **6**

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This course integrates previously learned concepts of crisis, comfort, hope, loss, power, resiliency and integrity in relationship to complex ongoing health challenges of individuals within the context of family, group and community. Knowledge of therapeutic group skills and techniques are applied through active participation and leadership opportunities. Legal/ ethical issues and health care trends relevant to persons, families and groups within communities are critically examined. Experiential group communication and caring practice labs will be a component of this course.

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

Section N, 05.99

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

Lecture:	6	Hrs.
Laboratory:	.75	Hrs.
Seminar:	2	Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Total:	8.75	Hrs.

H: **Course Prerequisites:**

PNUR 440, 444

I: **Course Corequisites:**PNUR 541, PNUR 544 *MAS*J: **Course for which this Course is a Prerequisite:**

PNUR 640, 644

K: **Maximum Class Size:**

Lecture 32, Laboratory 8, Seminar 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 ☐

Barbara Gallagher
 Course Designer(s)

John Wood
 Dean of Health Sciences

Vice-President, Instruction

P. H. Dyer
 Registrar

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

Required:

Batshaw McPerret, Y. (1997). Children with disabilities (4th ed.). London: Paul H. Brooks.

Worley, Nancy K. (1997). Mental Health Nursing in the Community. St. Louis: Mosby.

Optional:

Stanley, Mickey and Beare Gauntlett, Patricia (1995). Gerontological Nursing: A Health Promotion/Protection Approach (2nd ed.). Philadelphia: F.A. Davis Company.

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, unique, and culturally experienced within the context of families, groups and communities. The person responds holistically to health challenges. Health is experienced when persons, families, groups and communities integrate complex ongoing health challenges into their life view. Changes across the lifespan impact the person's, family's and group's ability to integrate complex ongoing health challenges. The health of groups experiencing complex ongoing health challenges is affected by and affects the greater community.
2. Within the nurse-patient relationship, the therapeutic use of self is fine-tuned through reflection, self-awareness and the use of therapeutic communication strategies that acknowledge and integrate cultural meanings.
3. Attributes of caring and professional caring behaviours are fine-tuned through examination of nursing literature and nursing situations related to complex ongoing health challenges for persons, families, and groups within communities. Professional caring enables students to become totally present with persons in situations.
4. Exploration of the concepts of crisis, hope, comfort, loss, power, resiliency and integrity and knowledge of therapies & treatments enhance clinical judgement. This will assist persons of all ages with complex ongoing health challenges to attain harmony, healing and health. Exploration of client situations and nursing and allied literature enhances integration of psychiatric nursing knowledge and skills.
5. Knowledge of therapeutic group skills and techniques strengthen leadership roles within families, groups and communities. Interpersonal communication skills, integrated with knowledge of group skills assists members to express the meaning of the lived experience and to risk new ways of being and becoming.

6. A caring environment is fostered through the application and integration of professional psychiatric nursing practices which incorporate cultural meanings and promote health for persons experiencing complex ongoing health challenges. Components of caring environments, which are incorporated in all settings including the community, contribute to maximizing the health of persons of all ages.
7. Critical thinking processes enhance clinical judgement in psychiatric nursing practice. Accurate data collection, the 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.
8. Teaching/learning principles and strategies are an essential aspect of health promotion and assist to maximize health in persons, families, groups and communities.
9. Professional presence, evolving from caring behaviors with persons and colleagues encompasses the ethical values of the profession and the legal parameters of practice. Responsibility for moral choices and ethical decision-making is essential to the psychiatric nursing role.
10. Professional accountability and responsibility in psychiatric nursing practice includes forming active partnerships with consumers and caregivers in promoting maximal health.
11. Utilization of the knowledge of the change process, advocacy, health promotion, organizational cultures, political systems and community resources is integral to the psychiatric nursing role in promoting harmony, healing and health in persons within families, groups and communities. The advocacy role serves to empower and protect individuals, families and groups affected by complex ongoing health challenges.
12. Critical analysis of health care trends and issues within the province of B.C. and Canada prepares students to assume the role of a psychiatric nurse.

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.

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