



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A.	Division:	Instruction	Effective Date:	September 2003
B.	Department / Program Area:	Psychiatric Nursing Diploma	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
			If Revision, Section(s) Revised:	F, M, N, O, P, Q, R
			Date of Previous Revision:	
			Date of Current Revision:	May 20, 1999
C:	PNUR 540	D: Living with Complex Ongoing Health Challenges	E:	6

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course examines a person's lived experience with complex ongoing health challenges throughout the lifecycle and the impact on harmony and health within families, groups and community. 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 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.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: PNUR 440, PNUR 444
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Laboratory/Seminar	I: Course Corequisites: PNUR 541, PNUR 544
	Number of Contact Hours: (per week / semester for each descriptor)	J: Course for which this Course is a Prerequisite PNUR 640, PNUR 644
	Lecture 6.0 Laboratory .75 Seminar 2.0 Number of Weeks per Semester: 15	K: Maximum Class Size: Lecture 32, Seminar 8, Laboratory 8
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:	<p>Course Objectives / Learning Outcomes</p> <p>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 complex, ongoing health challenges within the context of family, group, and community.</p>
N:	<p>Course Content:</p> <p>The content of this course will be evidence based. Exemplars may vary.</p> <p>I. VARIABLES</p> <p><u>Physiological Variable</u></p> <p>Metabolism</p> <ul style="list-style-type: none"> · alteration in endocrine functioning - integration of previously learned knowledge re: assessment · holistic history taking · client teaching <p><u>Exemplars:</u></p> <p>hepatitis cirrhosis</p> <p>Oxygenation</p> <ul style="list-style-type: none"> · alteration in respiratory functioning <p><u>Exemplars:</u></p> <p>TB</p> <p>Circulation</p> <ul style="list-style-type: none"> · alteration in circulatory functioning <p><u>Exemplars:</u></p> <p>vascular dementia</p> <p>Cellular Dynamics</p> <ul style="list-style-type: none"> · immune response · genetic disorders <p><u>Exemplars:</u></p> <p>HIV/AIDS PKU Trisomy - 21</p> <p>Elimination</p> <ul style="list-style-type: none"> · alteration in urological/bowel <p><u>Exemplars:</u></p> <p>autonomic dysreflexia</p> <p>Mobility</p> <ul style="list-style-type: none"> · alteration in mobility <p><u>Exemplars:</u></p> <p>chronic spinal cord injury cerebral palsy</p> <p>Reproduction</p> <ul style="list-style-type: none"> · peri/post natal health concerns <p><u>Exemplars:</u></p> <p>screening tests</p> <p>Neuro-Sensory</p> <ul style="list-style-type: none"> · alteration in neuro-sensory functioning <p><u>Exemplars:</u></p> <p>dementia Alzheimer's Type delirium, cognitive impairment in the elderly Multiple Sclerosis Parkinson's Disease</p> <p>Protection</p> <ul style="list-style-type: none"> · substance abuse in youth and elderly · elder abuse · self-neglect <p><u>Psychosocial Variable</u></p>

Integration

- assessment of self-concept, cognition, emotions

Relatedness

- communication, roles, relationships and social history
- discussion in relation to the experience of living with a complex, ongoing health challenge in the context of family, group and community

Exemplars:

- sexuality
- elderly and depression
- roles in relation to family, group, and community context

Cultural Variable

- integration of cultural diversity into concepts
- diversity within families: altered family functioning
- social/political implications of diversity
- community issues & assessments including aspects of cultural diversity

Exemplars:

- continued awareness and development of cultural sensitivity

Spiritual Variable**Purpose & meaning****Interconnectedness****Faith****Forgiveness****Religion****Creativity****Transcendence****Developmental Variable****Growth****Lifespan****Transition****II. CURRICULAR THREADS****Health Promotion**

- levels of care/intervention (primary, secondary, tertiary)
- risk management
- epidemiology

Professionalism/Caring

- DCPN & College policies
- caring attributes (6 'C's)
- professional nurse-client relationships
- legal issues of psychiatric nursing practice with youth and elderly
- collaborative role of RPN in practice with colleagues, agencies, and consumer groups
- evaluated re: professional growth development
- case management model (r/t community)
- Best Practices document

III. RELATED PHARMACOLOGY

- review previously learned medications
- skeletal muscle relaxants
- stimulants
- TB agents
- anti-retroviral agents
- communicable agents
- antiparkinsonian agents
- polypharmacy in the elderly
- pediatric medication administration

IV. THERAPEUTIC RELATIONSHIPS

- links with philosophy/conceptual framework
- Egan model of communication
- integration and application of health care team building skills and group work
- integration and application of documentation and critical thinking skills
- teaching and learning related to community resources

V. CARING PRACTICE

- oral airway insertion

	<ul style="list-style-type: none"> · oropharyngeal and nasopharyngeal suctioning · care of the permanent tracheostomy · care and maintenance of nasogastric feeding tube · providing nutrition and medication via feeding tubes (nasogastric, gastric) · use and care of feeding pumps · care of the unconscious patient · pediatric medication 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