



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

Date: **18 January 1999**

New Course:

Revision of Course **25 May 1998**
 Information form:

C: **PNUR 544** D: **Practice: Complex Ongoing Health Challenges** E: **5**

Subject & Course No.	Descriptive Title	Semester Credit
F: Calendar Description: Students will have the opportunity to integrate specialized knowledge and skills in caring for persons across the lifespan experiencing complex ongoing health challenges within a variety of health settings. Students will have opportunities to recognize the complexities of working with an individual within the context of family, group, and community. Students will have opportunities to strengthen leadership skills within the psychiatric nursing role in collaboration with members of health care teams. 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 H, 01.99	
G: Type of Instruction: Hours per Week / per Semester <div style="display: flex; justify-content: space-between;"> <div> 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. Total: 13.5 Hrs. </div> <div> H: Course Prerequisites: PNUR 440, 444 I: Course Corequisites: PNUR 540, PNUR 541 J: Course for which this Course is a Prerequisite: PNUR 640, 644 K: Maximum Class Size: 8 </div> </div>		
L: <div style="display: flex; justify-content: space-between;"> <div> College Credit Transfer <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> Non-Credit <input type="checkbox"/> </div> <div> M: Transfer Credit: Requested: <input type="checkbox"/> Granted: <input type="checkbox"/> Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U. Vic. Other: </div> </div>		

Barbara Gallagher
 Course Designer(s)

B. Meller
 Dean/Child, Family & Community Studies/Psychiatric Nursing

Michael...
 Vice-President, Instruction
P. H. Jones
 Registrar

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. 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 complex ongoing 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. Therapeutic environments, supported through caring relationships and interrelationships between the person and the environment, acknowledge and respect the person's uniqueness, cultural identity, and life stage. Therapeutic environments influence a person's perception and meaning of the lived experience to promote harmony, healing and health. The student takes leadership in advocating for and establishing therapeutic environments within health care settings.
5. Experiential learning promotes understanding of the unique lived experience of persons of all ages with complex ongoing health challenges within families, groups and communities. Integration of knowledge of previously learned concepts and patterns, therapies, treatments and their principles and interrelationships enhance clinical judgment.
6. Therapeutic pharmacological interventions and psychomotor skills, based on knowledge and principles, seek to provide comfort and to promote the health of persons experiencing complex ongoing health challenges. This requires the ability to problem-solve using known principles of practice and safety. Response to interventions varies according to person's perception and meaning of the lived experience and the interrelationships of the treatments and life cycle factors.
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 complex ongoing health challenges, involves collaboration between student, client and health caregiver, 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. Psychiatric nursing practice strives to uphold public trust through professional accountability and responsibility as directed by the RPNABC Standards of Practice and the Code of Ethics. Legal and ethical requirements, rights and responsibilities and legislation guide psychiatric nursing practice. Ongoing self-evaluation and lifelong 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 utilization of knowledge of health promotion, the change process, organizational cultures and political systems.
14. Knowledge of a person's community maximizes utilization of resources to assist in promoting health.

R. Evidence of Learning

Two Satisfactory Practice Appraisals
Ongoing Reflective Journals
Group Facilitation
Practice-Related Written Assignment
Math Quiz (Student must attain 100% for Mastery)