

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

Date: **25 May 1998**

New Course:

Revision of Course **February, 1995**
 Information form:

C: **PNUR 640** D: **Living with Complex Health Challenges** E: **3**

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This course promotes integration and internalization of the values, concepts, patterns, interventions and skills relevant to professional psychiatric nursing practice within the health care delivery system. The focus will be on assisting the student to assume the professional role with persons, families, groups and communities experiencing a wide range of complex health challenges.

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

All Sections, A-R, 02.95
 Section O 25.05.98

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

Lecture:	15	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:	(over 4 weeks)	Hrs.
Total:	15	Hrs.

H: Course Prerequisites:
PNUR 540, 541, 544

I: Course Corequisites:
PNUR 644

J: Course for which this Course is a Prerequisite:
NIL

K: Maximum Class Size:
32

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

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. 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.
2. Health is experienced when persons, families, groups and communities integrate complex, health challenges into their life view. Changes across the lifespan impact the person's, family's and group's ability to integrate complex, health challenges. The health of groups experiencing complex, health challenges is affected by and affects the greater community.
3. Interpersonal communication as the basis of therapeutic relationships involves the use of self in facilitating expression of the perception and meaning of the lived experience. Respect for individual and cultural diversity and insight into personal leadership and advocacy roles and responsibilities is maintained through self-awareness and self-reflection.
4. Attributes of caring and professional caring behaviours are internalized through the consistent exploration and application of concepts and patterns related to the lived experience of persons, families, and groups experiencing health challenges.
5. A caring environment is developed, maintained, and enhanced through the consistent application and integration of professional psychiatric nursing practices which promote harmony, healing and health.
6. The psychiatric nursing role, using critical thinking processes and through the examination of specialized knowledge and skills, incorporates person-focused, culturally sensitive care to enable competent and confident professional psychiatric nursing practice within the health care team.
7. Teaching/learning principles and strategies are an essential aspect of health promotion and assist to maximize health in persons, families, groups and communities.
8. Professional accountability and responsibility involves ongoing critical analysis of ethical, legal, political and professional issues and trends in the health care delivery system as well as ongoing commitment to the professional association and to lifelong learning.

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, participation instrument design, and program/instructor evaluation.

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