Douglas College

A.	Division:	**Instruction**	Effective Date:		**September 2003**

B. Department / Program Area: **Psychiatric Nursing Diploma**

Revision | **X** | New Course | |

If Revision, Section(s) Revised: **D, F, M, N, O, P, Q, R**

Date of Previous Revision: **May 25, 1998**

Date of Current Revision:

C: PNUR 640   **D**: **Professional Issues in Psychiatric Nursing**   **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits

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 including beginning leadership skills when working with persons, families, groups and groups experiencing a wide range of complex health challenges.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

Lecture   15

Number of Weeks per Semester: 4

H: Course Prerequisites:

   PNUR 540, PNUR 541, PNUR 544

I: Course Corequisites:

   PNUR 644

J: Course for which this Course is a Prerequisite

   NIL

K: Maximum Class Size:

   Lecture 32

L: PLEASE INDICATE**:**

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	Course Objectives / Learning Outcomes
	This course is intended to prepare the student to successfully assume the professional role of a psychiatric nurse at entry to practice level. 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 practices and pharmacological interventions when caring for the person and family experiencing episodic, ongoing and complex health challenges

N:	Course Content:
	Content presented will be evidenced based. Exemplars may vary.
	I. VARIABLES
	II. CURRICULUM THREADS
	III. PHARMACOLOGY
	IV. THERAPEUTIC RELATIONSHIPS
	V. CARING PRACTICE
	• Professional Context of Practice
	Exemplars:
	CRPNBC Standards of Practice
	CRPNBC Code of Ethics
	professional competencies
	legislation relevant to Mental Health Nursing
	Best Practices
	psychiatric nursing scope of practice
	health care system changes
	labour representation
	strategies for career planning
	• Leadership
	Exemplars:
	leadership styles
	decision making
	delegation
	• Organizational Context
	Exemplars:
	organizational structure & function
	organizational culture
	attaining optimal health care outcomes
	quality assurance
	accreditation
	power & empowerment
	• Change & Transition
	Exemplars:
	change theory
	This course content includes integration of all the previous semesters knowledge, skills and attitudes pertaining to competent psychiatric nursing practice. This course content builds on all previous PNUR courses to promote further integration of knowledge, skills and attitudes to assume the professional role of a psychiatric nurse at entry to practice level.

O:	Methods of Instruction
	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:	Textbooks and Materials to be Purchased by Students
	A list of required and optional textbooks and materials is provided for students at the beginning of each

semester.

Q:	Means of Assessment
	The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.
	This is a graded course.
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR
	Not applicable

Course Designer(s)   Education Council / Curriculum Committee Representative

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Dean / Director   Registrar