



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A.	Division: Instruction	Effective Date:	September 2003
B.	Department / Program Area: Psychiatric Nursing Diploma	Revision	<input checked="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 25, 1998
C:	PNUR 644	D: Practice: Preceptorship	E: 9

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This practice course is a preceptorship experience with placement in a variety of mental health care settings. Students integrate specialized knowledge and skills while functioning as a team member. Students assume the workload and responsibilities of a psychiatric nurse at the entry to practice level under the one-to-one direction of a RPN/RN.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: PNUR 540, PNUR 541, PNUR 544
	Primary Methods of Instructional Delivery and/or Learning Settings: Clinical Experience	I: Course Corequisites: PNUR 640
	Number of Contact Hours: (per week / semester for each descriptor) Clinical Experience 32.75	J: Course for which this Course is a Prerequisite NIL
	Number of Weeks per Semester: 11	K: Maximum Class Size: 24
L:	PLEASE INDICATE:	
	<input type="checkbox"/> Non-Credit <input checked="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 practices and pharmacological interventions when caring for the person and family experiencing episodic ongoing and complex health challenges in a clinical setting.</p>
N:	<p>Course Content:</p> <p>In this course, within the context of the Douglas College Psychiatric Nursing Department's caring philosophy and conceptual framework, students will continue to focus on developing the psychiatric nursing role and promoting health in clients in a variety of mental health care settings with the expectation of assuming the professional psychiatric nursing role at the entry to practice level. Students will have opportunities to apply knowledge of psychiatric nursing concepts and skills and to establish nurse-client relationships within caring environments. Evidence based practice is integrated throughout five domains of practice. Specific domains of practice that will be addressed are:</p> <ol style="list-style-type: none"> 1. Professional Domain 2. Health Domain 3. Therapeutic Relationships Domain 4. Clinical Judgement Domain 5. Collaborative Leadership Domain
O:	<p>Methods of Instruction</p> <p>In this course, students engage in a variety of learning activities. Learning activities occur in nursing practice settings, seminar, and self-study. Nursing practice experience provides students with opportunities to apply knowledge, and use skills related to psychiatric nursing within a holistic context. Critical reflection through journal writing, practice appraisal, and participation in seminars will allow exploration and integration of nursing theory promoting self-directed learning.</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>Course evaluation is consistent with Douglas College and the Department of Psychiatric Nursing evaluation policies. An evaluation schedule is presented at the beginning of the course.</p> <p>A clinical appraisal form is used that encompasses the five domains of nursing practice (health and healing, teaching/learning, clinical judgment, professional responsibility, collaborative leadership), competencies, and quality indicators. Quality indicators incorporate the minimal semester requirements and address what a student is expected to demonstrate by the end of the semester. Nursing practice congruent with the quality indicators is an essential component of successful completion of this course.</p> <p>This is a mastery course.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Not applicable.</p>

Dean / Director

Registrar