

Course Information

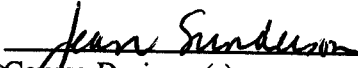
A: Division: Instruction Date: Apr. 23 1998

B: Department: Psychiatric Nursing New Course:


Program: Advanced Diploma Program Revision of Course Information form: Oct. 16, 1996

C: PNUR 700 D: PROFESSIONAL PSYCHIATRIC NURSING CONCEPTS E: 3

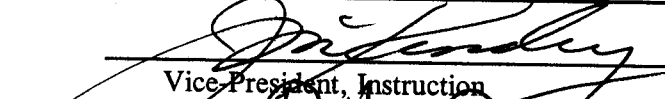
Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This distance learning course facilitates the exploration of the self concept of the individual student as a psychiatric nurse. It examines the role and practice within a broad historical, developmental and current context of psychiatric nursing as practiced in a changing mental health care system. The opportunity to analyze similarities and differences in nursing models and concepts and apply to individual student psychiatric nursing practices is provided.	Summary of Revisions: (Enter date & section) Eg: Section C,E,F <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 1991-01-21 Section D, G, and N 1996-10-16 Section F and R </div> <div style="width: 45%;"> 1998-04-23 Section I, J and R </div> </div>																																		
G: Type of Instruction: Hours per Week / per Semester <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding-left: 40px;">Lecture:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Laboratory:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Seminar:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 20px;">Clinical Experience:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 20px;">Field Experience:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Practicum:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Shop:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Studio:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 20px;">Student Directed Learning:</td><td style="text-align: right;">10 Hrs.</td><td></td></tr> <tr><td style="padding-left: 40px;">Other:</td><td style="text-align: right;">Hrs.</td><td></td></tr> <tr><td style="padding-left: 20px;">Total:</td><td style="text-align: right;">10 Hrs.</td><td></td></tr> </table>	Lecture:	Hrs.		Laboratory:	Hrs.		Seminar:	Hrs.		Clinical Experience:	Hrs.		Field Experience:	Hrs.		Practicum:	Hrs.		Shop:	Hrs.		Studio:	Hrs.		Student Directed Learning:	10 Hrs.		Other:	Hrs.		Total:	10 Hrs.		H: Course Prerequisites: NIL I: Course Corequisites: NIL J: Course for which this Course is a Prerequisite: PNUR 704, 705, 707, 708, 710, 720, 730 K: Maximum Class Size: 25	
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">L: College Credit Transfer</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 35%;"></td> </tr> <tr> <td>College Credit Non-Transfer</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right; padding-top: 10px;">Non-Credit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	L: College Credit Transfer	<input type="checkbox"/>		College Credit Non-Transfer	<input checked="" type="checkbox"/>		Non-Credit		<input type="checkbox"/>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">M: Transfer Credit:</td> <td style="width: 5%;"></td> <td style="width: 45%;">Requested:</td> <td style="width: 10%; text-align: center;"><input type="text"/></td> </tr> <tr> <td></td> <td></td> <td>Granted:</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p>Specify Course Equivalents or Unassigned Credit as appropriate:</p> <p>U.B.C. S.F.U. U. Vic. Other:</p>		M: Transfer Credit:		Requested:	<input type="text"/>			Granted:	<input type="text"/>																
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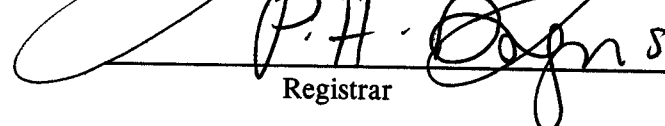
 Course Designer(s)



 Dean/Child, Family & Community Studies/Psychiatric Nursing



 Vice-President, Instruction



 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Leddy, Susan and Pepper, J.L. Mae (1989) Conceptual Bases of Professional Nursing (2nd Ed.)
Philadelphia: Lippincott.

Douglas College Self-Directed Learning Modules: PNUR 700 Professional Psychiatric Nursing Concepts

Optional - Publication Manual of the American Psychological Association, 4th Ed. 1994 American Psychological Association, Washington, DC (ISBN 1-55798-241-4)

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES:

The student will

1. analyze selected nursing theories and concepts.
2. identify components of theory and concepts that are applicable to psychiatric nursing practice.
3. apply theory and concepts to contexts where psychiatric nursing is practiced.
4. analyze the psychiatric nursing professional role in relationship to other discipline providing mental health services.
5. examine the role of nursing theory in the development of professional identity.
6. relate own professional identity to nursing theory and concepts.

P. COURSE CONTENT:

1. Selected nursing theories and concepts
 - 1.1 evolution of psychiatric nursing
 - 1.2 theory development in nursing
 - 1.3 selected nursing models and concepts
2. Contexts of practice
 - 2.1 service delivery systems affecting psychiatric nursing practice
 - 2.2 psychiatric nursing practice settings
 - 2.3 trends in service delivery system, agents and recipients
3. Mental health professional disciplines
 - 3.1 domain, scope
 - 3.2 relationship to the practice of psychiatric nursing
4. Professional identity and nursing theory
 - 4.1 professional identity
 - 4.2 role of nursing theory
 - 4.2 relationship to individual psychiatric practitioner's professional identity

Q. METHOD OF INSTRUCTION

1. Self-study Print Materials
2. Reading Assignments
3. Tutor Assistance
4. Teleconference

R. EVIDENCE OF LEARNING

Evidence of learning is demonstrated through:

- (a) application of concepts to self;
- (b) application of concepts to clinical practice or field work; and
- (c) application of concepts to others.

The selection of evaluation tools for this course is based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, for example a course of three credits or more should have a least five separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.

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