Douglas College

CURRICULUM GUIDELINES

A:	Division:	**Instruction**	Date:		**August 27, 2001**
B:	Department/ Program Area:	**Psychiatric Nursing Advanced Diploma Program**	New Course		Revision **X**

If Revision, Section(s) Revised: **H, I and J**

Date Last Revised: **April 23, 1998**

C:	**PNUR 702**	**D:**	**Community Concepts For Psychiatric Nursing Practice**	**E:**	**3**
	Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description:

This distance learning course explores the context in which psychiatric nurses practice by offering an understanding of community and community mental health from a systems perspective. The course includes examination of various definitions of community; social and cultural considerations; the evolution of community mental health services; community assessment within a system model; and community interventions focussing on levels of prevention and health promotion strategies. The learners will apply the concepts and approaches to conduct a community assessment with attention to a specific aggregate. The Neuman System's Model will guide the nursing analysis.

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

Primary Methods of Instructional Delivery and/or Learning Settings:

Student Directed Learning

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

10 hours

                     Number

of Weeks per Semester:

14 weeks

H: Course Prerequisites:

PNUR 700

I. Course Corequisites:

or PNUR 700 concurrently

J. Course for which this Course is a Prerequisite:

PNUR 720 and PNUR 730

K. Maximum Class Size:

25

L: PLEASE INDICATE:

     Non-Credit

X   College Credit Non-Transfer

     College Credit Transfer: Requested   Granted

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

M: Course Objectives/Learning Outcomes:

PART I

1. Apply systems theory to community

  1.1 define community
  1.2 define community mental health
  1.3 identify variables that influence the health of a community
  1.4 describe systems theory
  1.5 identify community concepts
  1.6 describe the relationship between systems theory and community

PART II

2. Apply community concepts to client populations

  2.1 describe approaches to community assessment
  2.2 identify approaches to community intervention

N: Course Content:

PART I

1. Introduction to community theory
    1.1 rationale for systems theory perspective
    1.2 rationale for theory on community

2. Community defined
    2.1 different approaches to defining community
    2.2 components of a community

3. Community mental health defined
    3.1 mental health defined
    3.2 community mental health defined

4. History of mental health services
    4.1 North America
    4.2 British Columbia

5. Variables that influence the health of a community
    5.1 biologic
    5.2 sociocultural
    5.3 political
    5.4 spatial
    5.5 economic

6. Systems theory described
    6.1 concepts
    6.2 interrelationship of concepts

7. Community concepts
    7.1 delivery system
    7.2 comprehensive care
    7.3 coordination
    7.4 consultation
    7.5 collaboration
    7.6 continuity of care
    7.7 linking technology

8. Relationship between systems theory and community
    8.1 systems theory related to definitions of community

PART II

9. Approaches to community assessment
    9.1 community assessment models
    9.2 data collection methods
    9.3 components of mental health assessment

10. Approaches to community interventions
    10.1 groups of aggregates
    10.2 community as client
    10.3 levels of prevention
    10.4 models of community living
    10.5 role options for psychiatric nursing

O: Methods of Instruction:

1. Self-study Print Materials

2. Reading Assignments

3. Tutor support

4. Teleconferencing

P: Textbooks and Materials to be Purchased by Students:

Selected articles and reading list distributed with PNUR 702 course manual.

Q: Means of Assessment:

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 at 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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR:

Course Designer(s)   Education Council/Curriculum Committee Representative

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Dean/Director   Registrar