Douglas College

Course Information

A: Division: Instruction

Date: Apr. 23, 1998

B: Department: Psychiatric Nursing

New Course:

Program: Advanced Diploma Program

Revision of Course Information form: Apr. 03, 1997

C:	D:	E:
PNUR 705	HEALTH ASSESSMENT IN PSYCHIATRIC NURSING PRACTICE PART I	3
Subject & Course No.	Descriptive Title	Semester Credit

F: Calendar Description: This distance learning course explores physiological health assessment within the context of psychiatric nursing practice. Key concepts associated with the Neuman Systems Model are discussed. Emphasis is placed on applying the Neuman Systems Model to collect and analyze assessment data, and to formulate a nursing diagnosis. Use of facilitative communication skills, interviewing techniques, and assessment procedures are addressed.

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

1993-10-04
Section H & J
1996-11-18
Section H and R and N
1997-04-03 Rev.

1998-04-23
Section H and R

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

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:

PNUR 700 or with instructor permission

I: Course Corequisites:

NIL

J: Course for which this Course is a Prerequisite:

PNUR 720 and 730

K: Maximum Class Size:

25

L:

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

M: Transfer Credit: Requested: Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

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):

Sims, L., D'Amico, D., Stiesmeyer, J. & Webster, J. (1995) Health Assessment in Nursing. CA: Addison-Wesley

Sims, L., D'Amico, D., Stiesmeyer, J. & Webster, J. (1995) Clinical Handbook: Health Assessment in Nursing. CA: Addison-Wesley

Crawford, J. (1997). Health Assessment for Psychiatric Nursing Practice, Course Manual, Part I.(2nd Ed) New Westminster, B.C. Douglas College

Neuman, B. (1989) The Neuman Systems Model (2nd Ed.). San Mateo, California: Appleton and Lange.

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

O. COURSE OBJECTIVES:

1.0 SYSTEMS THEORY AS IT APPLIES TO INDIVIDUAL HEALTH ASSESSMENT

The student will

1.1 analyze key concepts of Neuman's Model in relation to individual health assessment

1.2 analyze the physiological variable through a comprehensive review of the body systems

2.0 SYSTEMATIC ASSESSMENT AND ANALYSIS OF AN INDIVIDUAL'S HEALTH STATUS

2.1 utilize diagnostic reasoning in the analysis of an individual's health status using Neuman's Systems Model

2.2 utilize selected data collection methods, techniques, tools and communication skills to conduct an individual heath assessment

2.3 formulate nursing diagnosis based on health assessment data.

P. COURSE CONTENT:

SYSTEMS THEORY AS IT APPLIES TO INDIVIDUAL HEALTH ASSESSMENT

1.0 Neuman's Sustems Model applied to the individual

2.0 Health Assessment: Diagnostic Reasoning

3.0 Health Assessment: Strategies and Techniques

P. Course Content (Continued)

4.0 Comprehensive examination of physiological systems.
- 2.1 Neurological System
- 2.2 Cardiovascular System
- 2.3 Respiratory System
- 2.4 Musculoskeletal System
- 2.5 Integumentary System
- 2.6 Gastrointestinal System
- 2.7 Urinary System
- 2.8 Reproductive System
- 2.9 Sleep and Rest Pattern
- 2.10 Activity and Exercise Pattern
- 2.11 Immune System and Blood
- 2.12 Endocrine System

Q. METHOD OF INSTRUCTION

1. Independent study materials
2. Tutoring

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.