



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instruction** Date: **August 27, 2001**

B: Department/ **Psychiatric Nursing** New Course ☐ Revision ☒ **X**

Program Area: **Advanced Diploma Program**

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

Date Last Revised: **April 23, 19989**

C: **PNUR 707** **D:** **Health Assessment For Psychiatric Nursing Practice The Psychological, Sociocultural, Developmental And Spiritual Variable** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This distance learning course explores the psychological, sociocultural, developmental and spiritual components of a holistic 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 the facilitative communication skills, interviewing techniques, and assessment procedures are addressed.		
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: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes:

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 psychological variable utilizing key psychological concepts
- 1.3 analyze the sociocultural variable utilizing key sociocultural concepts
- 1.4 analyze the developmental variable using selected developmental theories
- 1.5 analyze the spiritual variable utilizing current theory on spirituality
- 1.6 complete a holistic health assessment of all five variables

2.0 SYSTEMIC 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 health assessment
- 2.3 formulate nursing diagnosis based on health assessment data

N: Course Content:

- 1.0 Neuman's Systems Model applied to the individual
- 2.0 Health Assessment: Diagnostic Reasoning
- 3.0 Health Assessment: Strategies and Techniques
- 4.0 Comprehensive examination of psychological concepts
- 5.0 Comprehensive examination of sociocultural concepts
- 6.0 Comprehensive examination of growth and development concepts
- 7.0 Comprehensive examination of spiritual concepts

O: Methods of Instruction:

1. Independent study materials
2. Tutoring

P: Textbooks and Materials to be Purchased by Students:

Crawford, J., & Gunderson, J. (1999). PNUR 707: Health assessment in psychiatric nursing practice (4th ed.). New Westminster, Canada: Douglas College.

Neuman, B., & Fawcett, J. (2002). The neuman systems model (4th ed.). New Jersey: Prentice-Hall

Other texts include:

Jarvis, C. (2000). Physical examination and health assessment (3rd ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2000). Pocket companion for physical examination and health assessment (3rd ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2000). Student laboratory manual for physical assessment and health assessment (3rd ed.). Philadelphia: W.B. Saunders.

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

Dean/Director

Registrar