



**EFFECTIVE: JANUARY 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **Instruction** Date: **August 27, 2001**  
**B:** Department/ **Psychiatric Nursing** New Course  Revision   
 Program Area: **Advanced Diploma Program**  
 If Revision, Section(s) Revised: **H, I, J and P**  
 Date Last Revised: **April 23, 1998**

**C: PNUR 720 D: Clinical Focus Concepts For Psychiatric Nursing Practice E: 5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This distance learning course is designed with the expectation that students will integrate the theoretical concepts from all previous Advanced Diploma courses and demonstrate their application to selected client and practice systems. Emphasis is placed on critical thinking, professional roles and functions, systems relationships, psychiatric nursing practice issues and the ability to analyze issues related to theory and practice.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings:  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Student Directed Learning</b>  Number of Contact Hours: (per week / semester for each descriptor):  <b>17 hours</b>  Number of Weeks per Semester:  <b>14 weeks</b>	<b>H:</b> Course Prerequisites:  <b>PNUR 700, 702, &amp; 4 for the following courses: 704, 705, 707, 708, 710, 722</b>	
	<b>I:</b> Course Corequisites:  <b>or PNUR 730 concurrently</b>	
	<b>J:</b> Course for which this Course is a Prerequisite:  <b>PNUR 730</b>	
	<b>K:</b> Maximum Class Size:  <b>25</b>	
<b>L:</b> 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 ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes:

Upon successful completion of this course the student will

1. analyze the role and function of psychiatric nurses
  - 1.1 identify psychiatric nursing roles and functions in relation to the
    - 1.1.1 service system
    - 1.1.2 client system
  - 1.2 apply concepts of role theory to roles of psychiatric nurses in relation to
    - 1.2.1 leadership
    - 1.2.2 politics of nursing & other systems
    - 1.2.3 professionalism
  
2. articulate the role and function of agencies and service personnel within the service system
  - 2.1 identify roles and functions of agencies in relation to
    - 2.1.1 servicesystem
    - 2.1.2 client system
  - 2.2 apply the following concepts to interrelationships within the service system
    - 2.2.1 cooperation
    - 2.2.2 collaboration
    - 2.2.3 coordination
    - 2.2.4 consultation/referral
    - 2.2.5 conflict resolution
    - 2.2.6 networking
  
3. demonstrate critical thinking in making psychiatric nursing clinical judgements with selected client systems
  - 3.1 demonstrate knowledge of critical thinking concepts
  - 3.2 apply psychiatric nursing knowledge base with selected client systems
  - 3.3 apply critical thinking concepts & clinical decision-making utilizing the Neuman's Systems Model
  
4. demonstrate knowledge of psychiatric nursing practice issues with selected client systems
  - 4.1 analyze issues related to the selection of treatment modalities
  - 4.2 apply knowledge of legal implications in psychiatric nursing practice
  - 4.3 apply ethical concepts to psychiatric nursing practice
  - 4.4 apply knowledge of multiculturalism in psychiatric nursing practice

## N: Course Content:

## 1. Analyze the role &amp; function of psychiatric nurses

## 1.1.1 Service System

- role theory
- change theory
- case management
- service delivery models

## 1.1.2 Client System

- therapeutic agent
- therapeutic use of self
- therapeutic relationships
- referral
- advocacy
- consultation
- networking

## 1.2.0 Concepts of role theory in relation to

## 1.2.1 leadership

- types
- styles
- roles

## 1.2.2 politics of nursing &amp; other system

- power
- gender
- influence
- lobbying

## 1.2.3 professionalism

- burnout
- legal parameters
- regulatory parameters
- role expectations - personal vs

professional

## 2. Role &amp; function of agencies &amp; personnel in service system

## 2.1 Role &amp; functions of agencies

## 2.1.1 Service System

- mission statements/philosophy/goals
- mandate
- accreditation standards
- relationship within systems

## 2.1.2 Client System

- multidisciplinary
- agency inter-relationships

## 2.2 Interrelationships within the service system

Define & differentiate the roles in relation to

- cooperation
- collaboration
- coordination
- consultation
- consultation/referral

## 3. Critical Thinking

## 3.1 Concepts

- deductive reasoning
- inductive reasoning
- ethical reasoning
- decision-making models

## 3.2 Application of knowledge base

- case studies
- integration of concepts
- adaptation to alternate treatment models

## 3.3 Neuman Systems Model

- case studies
- analysis & synthesis of concepts

## 4. Psychiatric Nursing Practice Issues

## 4.1 Treatment Modalities

- client population
- research
- use & mis-use of modalities
- practice standards & professional guidelines

## 4.2 Legal implications

- professional legislation
- service system legislation
- human rights
- professional codes and standards

## 4.3 Ethical concepts

- codes
- ethical perspectives
- principles of bioethics

## 4.4 Multiculturalism

- concepts
- beliefs & values
- data base

**O:** Methods of Instruction:

1. Independent study materials
2. Tutoring

**P:** Textbooks and Materials to be Purchased by Students:

Advanced Diploma Working Group (2000). Clinical focus concepts for psychiatric nursing practice (6<sup>th</sup> ed.). New Westminster, Canada: Douglas College.

**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:

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar