

**CURRICULUM GUIDELINES**

**A:** Division: **Instruction** Date: **February 4, 2002**  
**B:** Department/ **Psychiatric Nursing** New Course ☒ Revision ☐  
 Program Area: **Advanced Diploma Program**

If Revision, Section(s) Revised:

Date Last Revised:

**C:** **PNUR 722** **D:** **Child and Adolescent Psychiatric Nursing** **E:** **3**  
 Subject & Course No. Descriptive Title Semester Credits

**F: Calendar Description:**

This distance learning course explores child and adolescent mental health issues, differentiating from adult mental health disorders. This course examines specific mental health disorders seen in children and adolescents from a systems perspective. It includes development, social and cultural theories, causes and risk factors of selected child and adolescent mental health disorders; and psychiatric nursing and multidisciplinary assessment, and interventions focussing on the levels of prevention and health promotion strategies. The learners will apply concepts and approaches to conduct a wholistic mental health assessment on a child or adolescent at risk, or with a mental health disorder. 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:**
**Nil**
**K. Maximum Class Size:**
**25**
**L: PLEASE INDICATE:**
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Non-Credit

☒

College Credit Non-Transfer

☐

College Credit Transfer:

Requested

☒

Granted

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OLA (Bachelor of Health Sciences) as Part of Block Transfer

 SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

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

**1.0 Apply Systems Theory to Child and Adolescent Psychiatric Nursing**

- 1.1 Analyse key concepts of Neuman's Systems Model in relation to child and adolescent mental health disorders.
- 1.2 Analyse the developmental variable as it relates to children and adolescents through a review of the individual and family systems.
- 1.3 Integrate common theories related to growth and development of children and adolescents into the Neuman
- 1.4 Identify theories and causes of child and adolescent mental health disorders.
- 1.5 Identify contributing factors and etiology of selected mental health disorders in children and adolescents.
- 1.6 Formulate nursing diagnosis based on child and adolescent assessment data.

**2.0 Systematically Assess and Analyse a Child and Adolescent at Risk for Mental Health Disorders**

- 2.1 Establish and utilize a child and adolescent assessment process based on Neuman Systems Model.
- 2.2 Conduct a comprehensive assessment of a child or adolescent using the Neuman Systems Model.
- 2.3 Describe selected standardized tools for child and adolescent assessment.
- 2.4 Describe and define selected mental health disorders in children and adolescents.
- 2.5 Formulate nursing diagnosis for a child or adolescent based on individual and family assessment data.

**3.0 Analyse the Psychiatric Nurse's Role in Family Assessment Strategies**

- 3.1 Analyse personal characteristics, skills, and readiness for mental health assessment and interventions with children and adolescents.
- 3.2 Identify key principles and techniques related to child and adolescent assessment and intervention strategies.
- 3.3 Analyse the role of psychiatric nursing in child and adolescent mental health interventions.

**N: Course Content:**

**Theories of Child and Adolescent Mental Health Disorders**

- normal child and adolescent development
- key reasons for children and adolescents to present mental health disorders differently than adults.
- mental health risk factors for children and adolescents.
- children and adolescents psychiatric nursing theory.
- Neuman Systems Model within the context of child and adolescent development.

**Children with Behavioural Disorders**

- behavioural disorders in children and adolescents.
  - attention deficit and hyperactivity disorder
  - conduct disorder
  - oppositional defiant disorder
- pharmacology.
- Psychiatric nursing assessment and intervention strategies

**Children with Mood and Anxiety Disorders**

- mood disorders
- depressive disorder
- major depressive episode
- manic episode
- mixed episode
- dysthymic disorder
  - self-harm behaviour
- anxiety disorders
- post-traumatic stress disorder
- tic disorder
- obsessive compulsive disorder
- differentiate mood and anxiety disorders in children and adolescents from adults.
  - pharmacology psychiatric nursing assessment and intervention strategies

**Children with Developmental Disorders**

- disorders that interfere with child and adolescent development,
  - mental retardation
  - fetal alcohol disorder
  - maternal substance abuse
  - learning disabilities
  - pervasive developmental disorders
- differentiate schizophrenia in children and adolescents from adults
- pharmacology
- psychiatric nursing assessment and intervention strategies

**N: Course Content Continued:**

**Youth at Risk**

- street involved youth
  - risk factors and characteristics
  - runaways
  - push and pull factors
  - prostitution
- substance involved youth
  - risk factors and characteristics
    - abuse
    - family
    - community
    - individual
- harm reduction
- withdrawal
- commonly used psychoactive drugs
- differentiate substance use in children and adolescents from adults
- forensic involved youth
  - young offenders act
  - forensic psychiatry
  - “unfit to stand trial”
  - not responsible due to mental disorder
- psychiatric nursing assessment and intervention strategies

**Children with Health Related Disorders**

- eating,
- sleeping,
- elimination,
- chronic health disorders,
- psychiatric nursing assessment and intervention strategies.

**O: Methods of Instruction:**

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

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

Douglas College (2001). Policies, procedures & guidelines for distance education students. New Westminster, Canada: Author.

Morgan, Robin K. (1999). Case studies in child and adolescent psychopathology. Toronto, Canada: Prentice-Hall.

Sharman, Wendy (1997). Children & adolescents with mental health problems. Toronto, Canada: Bailliere Tindall.

Jajic, A. (2002). Child and Adolescent Psychiatric Nursing. 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 three 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:**

Yes

Course Designer(s)

Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar