



# EFFECTIVE: SEPTEMBER 2004

## CURRICULUM GUIDELINES

**A.** Division: **Instruction** Effective Date: **September 2004**

**B.** Department / **Psychiatric Nursing** Revision ☒ New Course ☐  
 Program Area: **Advanced Diploma Program**

If Revision, Section(s) **C, H, J, P**  
 Revised:  
 Date of Previous Revision: **August, 2003**  
 Date of Current Revision: **September 2004**

**C: PNUR 3724** **D: Nursing within the Criminal Justice System** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: This distance education learning course introduces the learner to the concept of nursing within the Criminal Justice System from a Canadian provincial and federal context of practice. The course will examine advanced practice nursing roles in the context of federal and provincial correctional and forensic institutions. Advanced practice roles include: nursing leadership in correctional and forensic health units, expanded scope of nursing practice in working with individuals living with episodic and ongoing health challenges, crisis intervention, risk assessment and management in secure and community settings, infectious disease prevalence, incidence, monitoring and treatment modalities, and health promotion interventions are addressed. Legal and ethical issues and frameworks will be explored in accordance with the Criminal Code of Canada, provincial legislative acts, Health Professions Act governing nursing practice, as well as emerging trends and issues in the field of correctional and forensic mental health nursing.		
<b>G:</b> Allocation of Contact Hours to Type 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>10 hours per week</b>  Number of Weeks per Semester:  <b>15</b>	<b>H:</b> Course Prerequisites:  <b>PNUR 3700</b>	
	<b>I:</b> Course Corequisites:  <b>NIL</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>PNUR 3720 / 3730</b>	
	<b>K:</b> Maximum Class Size:  <b>25</b>	
<b>L: PLEASE INDICATE:</b> <div style="display: flex; align-items: center;"> <input type="checkbox"/> Non-Credit  <input checked="" type="checkbox"/> College Credit Non-Transfer  <input type="checkbox"/> College Credit Transfer:         </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		

**M:** Course Objectives / Learning Outcomes

- Describe the scope of nursing practice in relation to correctional and forensic nursing across federal and provincial jurisdictions.
- Discuss legal and ethical issues and apply ethical frameworks in working with individuals' in correctional and forensic environments.
- Discuss elements of the Criminal Code of Canada, Mental Health Act, and implications related to providing health care services to individuals living in secure environments.
- Discuss episodic and ongoing health issues and health promotion interventions in working with adolescents, women, and men in secure environments.
- Describe models of professional leadership, communication, case management, conflict resolution, crisis intervention, risk assessment and management in working as a member of the interdisciplinary health care team in correctional and forensic environments.
- Apply the Neuman Systems Model health assessment tools (holistic health assessment) in order to plan health promotion interventions for individuals and groups living in secure environments, and community forensic settings.
- Integrate key concepts and theories related to nursing practice for client groups who present with exemplars such as: substance use/dependency, infectious/communicable diseases, behaviours associated with anxiety, depression, suicidal, homicidal, elation, aggression, withdrawal from reality, and Cluster B – personality traits (anti-social, borderline, and narcissistic).
- Demonstrate awareness of the key role that nurses have in providing evidence to the court systems.
- Demonstrate knowledge of community resources and services available to individuals' who are being transitioned back into community living situations.

**N:** Course Content:**UNIT 1: INTRODUCTION TO NURSING WITHIN THE CRIMINAL JUSTICE SYSTEM**

Identify and describe health care services and systems within:

- Federal correctional services of Canada
- Provincial correctional services
- Provincial forensic psychiatric services commission of British Columbia

**UNIT 2: LEGAL AND ETHICAL ISSUES IN WORKING WITHIN THE CRIMINAL JUSTICE SYSTEM**

Identify and describe legalities in working with client groups across the criminal justice systems and ethical frameworks guiding nursing practice:

- Corrections of Canada
- Federal forensic system
- Provincial forensic system
- Criminal stream
- Civil stream
- Issues in providing evidence to the court
- Frameworks guiding ethical nursing practice

**UNIT 3: THE ROLE OF THE NURSE WORKING WITHIN THE CRIMINAL JUSTICE SYSTEM**

Discuss the scope of correctional and forensic nursing practice across the criminal justice systems:

- Professional issues in relation to conduct, professional boundaries, and therapeutic alliances
- Professional practice issues in relation to standards of nursing practice, and competencies of the nurse working across the criminal justice systems, e.g., federal forensic nursing, provincial remand settings, and community forensic nursing

- Legal issues in relation to the criminal code of Canada , Canada Health Act, Mental Health Act, and violation orders
- Ethical issues in relation to the code of ethics for nurses working across the criminal justice system

#### UNIT 4: NURSING LEADERSHIP WITHIN THE CRIMINAL JUSTICE SYSTEM

Discuss concepts and models that enhance nursing leadership within the context of the criminal justice system:

- Interdisciplinary membership roles and responsibilities
- Models of interpersonal communication
- Models of conflict resolution
- Models of case management, e.g., assertive case management
- Risk assessment and management tools
- Community resources and services, eg., role of probation services, John Howard and Elizabeth Fry societies
- Neuman Systems Model applied to health assessment of client groups (individual, aggregates, family, and community)

#### UNIT 5: EXPLORE THE SCOPE OF NURSING PRACTICE ACROSS FEDERAL AND PROVINCIAL CONTEXTS OF CARE

Discuss health promotion and nursing interventions associated with adolescents and adults related to:

- Persons incarcerated in maximum, medium, minimum secure environments, and community forensic psychiatric services, Exemplars include: exercise, nutrition, infection control, STDs, substance use and dependence, sexual health, communication skills, stress and anger management.

#### UNIT 6: CLINICAL ISSUES IN WORKING WITH EPISODIC AND ONGOING HEALTH CHALLENGES ACROSS THE CRIMINAL JUSTICE SYSTEM

Application of the nursing process in promoting health among adolescents and adults related to:

- Management of communicable and infections diseases, e.g., Hepatitis A, B, C, HIV-positive, TB
- Management of substance dependence and withdrawal processes, e.g., hallucinogens, opioids, benzodiazepines, barbiturates, and stimulants
- Management of psychiatric conditions and cluster B - personality disorders, e.g., anti-social, borderline, and narcissistic
- Management of the individual in need of palliative care interventions, e.g., pain management and comfort measures

#### **O:** Methods of Instruction

1. Self-study Print Materials
2. Reading Assignments
3. Tutor Assistance
4. Teleconference
5. E-mail (optional)

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

Tarko, M. A. (2003). *PNUR 3724 – Nursing within the criminal justice system*. New Westminster, British Columbia, 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 upon:

- 1. Adherence to college evaluation policy regarding number and weighing 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.

**STUDENT EVALUATION**

Assignment #1	Annotated Bibliography (6 at 5% each)	30%
Assignment #2	Professional Issues Paper	30%
Assignment #3	Holistic Health Assessment using NSM	40%
<b>TOTAL</b>		<b>100%</b>

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

Yes.

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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