



## EFFECTIVE : SEPTEMBER 2008 CURRICULUM GUIDELINES

**A.** Division: Education Effective Date: September 1, 2008

**B.** Department / Program Area: Psychiatric Nursing Diploma/Degree  
Revision:  New Course

If Revision, Section(s) Revised: **F, H, I, J, R**

Date of Previous Revision: September 2006

Date of Current Revision: **May 2008**

**C:** PNUR 4521 **D:** Therapeutic Relations V **E:** 1.5

Subject & Course No.	Descriptive Title	Semester Credits						
<p><b>F:</b> Calendar Description:</p> <p>This course will continue to build on the application of therapeutic communication within the context of the nurse-client relationship as introduced in previous semesters. The student will continue to develop the communication skills and focus on application of skills with clients with complex health challenges. Students will be introduced to the skills of negotiation and motivational strategic interviewing. Students will further develop assertive communication skills within the context of therapeutic communication with clients and effective communication with colleagues. Therapeutic communication issues related to cultural competence will continue to be developed. Students will be introduced to therapeutic communication skills as relates to family and group. Professional documentation will continue to be developed.</p>								
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Practice</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>2.0</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p><b>H:</b> Course Prerequisites:</p> <p>PNUR 1141, PNUR 3341, PNUR 2401, PNUR 2421, PNUR 2430, PNUR 2461, BIOL 1103, BIOL 1203</p>							
	<p><b>I:</b> Course Corequisites:</p> <p>PNUR 4503, PNUR 3272 <b>OR</b> PNUR 4572, PNUR 4573, PNUR 4561</p>							
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p>PNUR 4601, PNUR 4661</p>							
	<p><b>K:</b> Maximum Class Size:</p> <p>8</p>							
<p><b>L:</b> PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
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**M:** Course Objectives / Learning Outcomes:

In this course students will use the Douglas College Department of Psychiatric Nursing Curricular Threads (wellness-illness continuum, professional values, professional caring & health care delivery system), and in the context of the environmental, health and psychiatric nursing domains, will develop strong productive group/team skills and awareness. They will know how to develop, manage and evaluate teamwork and collegial relationships.

**N:** Course Content:

In this course, within the context of the Douglas College Department of Psychiatric Nursing's philosophy and conceptual framework, students will focus on developing the psychiatric nursing role as a team member. Specific concepts that will be addressed are:

1. Organizing strong, productive groups
  - motivational interviewing
  - commitment to planning
  - forming a new group
2. Team Building
  - group building activities
  - intergroup collaboration
3. Managing and developing strong groups
  - getting started with a new group
  - setting clear, challenging and attainable goals
  - encouraging teamwork and sharing of leadership
  - facilitating members awareness of their personal contributions to group success
  - organizational structures needed to support strong teams
4. Making meetings effective
  - conflict resolution
  - negotiation
  - mediation
  - techniques to improve meetings and help difficult discussions
  - observer reports and process evaluations
5. Therapeutic communication will be enhanced through:
  - understanding and demonstrating the phases of the nurse-client relationship.
  - understanding and demonstration of therapeutic communication with client as individual, family and group.
  - understanding and demonstration of assertive and responsible communication.
  - understanding and demonstration of effective communication with colleagues; requesting and receiving colleague support.
  - demonstration of understanding of theory and concepts through simulated clinical examples.
  - understanding of cultural competence and the issues of professional documentation and sharing of client information for the client as individual and family.

**O:** Methods of Instruction:

Student learning is facilitated through a variety of teaching/learning methods including lecture, demonstration, audio-visual aids, group discussion, group and/or individual research and presentations and experiential learning as a group member with the intent of strengthening group skills and team building.

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

**Q:** Means of Assessment:

The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

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

NOT eligible 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