

## **EFFECTIVE: MAY 2009 CURRICULUM GUIDELINES**

A.	Division:	Education	Effective Date:		May, 2009			
В.	Department / Program Area:	Psychiatric Nursing Degree	Re	evision	X	New Course		
	11081411111441	208.00	If	Revision, Section(s)		G, H, I, R		
				evised: ate of Previous Revision	n.	Santambar 2006		
				ate of Flevious Revision		September 2006 November 2008		
C:	PNUR 4710		Therapi	es: Issues and		<b>E:</b> 3		
	Subject & Cour		Interventions in Psychiatric Nursing Practice  Descriptive Title Semester Credits					
F:	Subject & Cour Calendar Descri		Descri	puve rue		Semester Cred	its	
г.	Calendar Descri	ption.						
	Students will develop an understanding of the most relevant therapeutic approach for clients through examination and analysis of selected current therapeutic approaches and issues related to psychiatric nursing practice. Self growth-orientated techniques, therapeutic environments, crisis intervention and advanced pharmacology related to different age groups are addressed. Issues related to health beliefs and health care system complexity, legal and ethical considerations and strategies, which influence the decision-making process, are discussed. There will be opportunity to apply the concepts to psychiatric nursing practice within the context of primary health care delivery systems.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisites:				
	Primary Method	s of Instructional Delivery and/or		Nil				
	•	Learning Settings:						
	D: (0.1)	I:	Course Corequisites:					
	Distance / Onlin	e		Nil				
				1111				
		Number of Contact Hours: (per week / semester		C		· D · · ·		
	for each descript	lor)	J:	Course for which this	is Course is a Prerequisite:			
	10 hours			Nil				
	Number of Weeks per Semester:  15 Weeks		K:	K: Maximum Class Size:				
				20				
	TO TO COLLE							
L:	PLEASE INDIC	PLEASE INDICATE:						
	Non-Credi	Non-Credit						
	X College Cr	X College Credit Non-Transfer						
		College Credit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

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## M: Course Objectives / Learning Outcomes:

- 1. discriminate among selected therapeutic approaches
  - 1.1 identify therapeutic approaches most suited to client populations
  - 1.2 identify the level of intervention required
  - 1.3 identify the degree of complexity required in the therapeutic situation
- 2. describe selected self-growth techniques which are used to effect changes in individuals or groups
  - 2.1 relaxation techniques
  - 2.2 exercise regimes
  - 2.3 biofeedback
  - 2.4 imaging
- 3. analyze the use of traditional therapeutic approaches to effect change in individuals or groups
  - 3.1 psychotropic agents
  - 3.2 electroconvulsive therapy
  - 3.3 milieu therapy
  - 3.4 crisis intervention
- 4. identify components of a health care system which affect health care delivery
- 5. review psychotropic agents indications for use, actions, dosages, side effects and contraindications
- 6. relate the general principles and underlying mechanisms of action of psychotropic agents
- 7. describe mechanisms that give rise to drug interactions
- 8. analyze effects of psychotropic agents on client populations across the lifespan
- 9. analyze the concept of therapeutic environment and its use in all client settings
- 10. describe ways to assist the client to establish networks within the community and health care system
- 11. describe roles of the psychiatric nurse and team members in establishing a therapeutic environment
- 12. identify formal and informal communication patterns between and among clients, nurses, team members and families
- 13. analyze the essential internal and external environmental factors which contribute to a therapeutic environment in all settings
- 14. identify decision-makers in the health care system
- 15. analyze the basis for treatment decisions in the health care system
- 16. describe selected health care models and their effects on decision-making
- 17. apply principles of effective decision-making in independent and interdependent situations
- 18. describe the impact of decision-making strategies in selected client and staff situations
- 19. analyze uses and abuses of physical restraint, seclusion and use of medications
- 20. analyze patients rights regarding treatment, informed consent
- 21. analyze the role of patient advocate

## **N:** Course Content:

- 1. common therapeutic approaches
  - 1.1 most suited client populations
  - 1.2 most suitable level (c) or intervention
  - 1.3 selecting degree of complexity
- 2. self-growth techniques and target groups
- 3. indicators used to analyze traditional therapeutic approaches
- 4. client populations, their characteristics and needs
- 5. components of a health care system
- 6. psychotropic agents review
- 7. general principles and mechanisms of psychotropic drug action
- 8. drug interaction effects
- 9. psychotropic agents and the life span variances
- 10. therapeutic environment review
- 11. networking
- 12. team roles in a therapeutic environment
- 13. systems use of communication patterns
- 14. essential elements of a therapeutic environment in all settings
- 15. health care system decision-makers
- 16. decision-making in treatment situations
- 17. health care models
- 18. principles of effective decision-making

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O:	Methods of Instruction:					
	Students will acquire knowledge and skill and learn to a and activities, including: lecture, demonstration, audio-exercises and teamwork.	apply concepts through a variety of means of instruction visual aids, case studies, debate forums, critical thinking				
<b>P</b> :	Textbooks and Materials to be Purchased by Students:					
	A list of required and optional textbooks and materials i semester.	s provided for students at the beginning of each				
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					
	<u> </u>					
Course Designer(s)		Education Council / Curriculum Committee Representative				
Dean / Director		Registrar				

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