Douglas College

CURRICULUM GUIDELINES

A:	Division:	**Instruction**	Date:		**August 27, 2001**	
B:	Department/ Program Area:	**Psychiatric Nursing** **Advanced Diploma Program**	New Course	☐	Revision	**X**

If Revision, Section(s) Revised: **I, J and P**

Date Last Revised: **April 23, 1998**

C:	**PNUR 700**	**D:**	**Professional Psychiatric Nursing Concepts**	**E:**	**3**	
	Subject & Course No.		Descriptive Title		Semester Credits	

F: Calendar Description:

This distance learning course facilitates the exploration of the self concept of the individual student as a psychiatric nurse. It examines the role and practice within a broad historical, developmental and current context of psychiatric nursing as practised in a changing mental health care system. The opportunity to analyze similarities and differences in nursing models and concepts and apply to individual student psychiatric nursing practices is provided.

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:

NIL

I.   Course Corequisites:

and/or PNUR 702, or 704, or 707, or 708, or 710, or 722 concurrently

J.   Course for which this Course is a Prerequisite:

PNUR 702, 704, 705, 707, 708, 710, 720, 722, and 730

K.   Maximum Class Size:

25

L: PLEASE INDICATE:

☐   Non-Credit

X   College Credit Non-Transfer

☐   College Credit Transfer: Requested ☐   Granted ☐

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes:

The student will

1. analyze selected nursing theories and concepts.

2. identify components of theory and concepts that are applicable to psychiatric nursing practice.

3. apply theory and concepts to contexts where psychiatric nursing is practised.

4. analyze the psychiatric nursing professional role in relationship to other discipline providing mental health services.

5. examine the role of nursing theory in the development of professional identity.

6. relate own professional identity to nursing theory and concepts.

N: Course Content:

1. Selected nursing theories and concepts
   1.1 evolution of psychiatric nursing
   1.2 theory development in nursing
   1.3 selected nursing models and concepts

2. Contexts of practice
   2.1 service delivery systems affecting psychiatric nursing practice
   2.2 psychiatric nursing practice settings
   2.3 trends in service delivery system, agents and recipients

3. Mental health professional disciplines
   3.1 domain, scope
   3.2 relationship to the practice of psychiatric nursing

4. Professional identity and nursing theory
   4.1 professional identity
   4.2 role of nursing theory
   4.3 relationship to individual psychiatric practitioner's professional identity

O: Methods of Instruction:

1. Self-study Print Materials

2. Reading Assignments

3. Tutor Assistance

4. Teleconference

P: Textbooks and Materials to be Purchased by Students:

Advanced Diploma Working Group (2001). <u>PNUR 700 Professional psychiatric nursing concepts</u> (8th ed.). New Westminster, Canada: Douglas College.

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

Leddy, and Pepper. (1998). <u>Conceptual bases of professional nursing</u> (4th ed.). Philadelphia: Lippincott.

Neuman, B. & Fawcett, J. (2002). <u>The neuman systems model</u> (4th ed.). New Jersey: Prentice-Hall.

<u>Optional</u> - Publication Manual of the American Psychological Association, 4th Ed. 1994. American Psychological Association, Washington, DC. (ISBN 1-55798-241-4).

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:

_____
Course Designer(s)

_____
Education Council/Curriculum Committee Representative

_____
Dean/Director

_____
Registrar