Douglas College

EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A.	Division:	**EDUCATION**	Effective Date:		**SEPTEMBER 2006**

B. Department / Program Area: **PHILOSOPHY/HUMANITIES/ FACULTY OF HUMANITIES & SOCIAL SCIENCES**

Revision: [ ] New Course: [**X**]

If Revision, Section(s) Revised:
Date of Development:
Date of Current Revision:

C: PHIL 3125 (old PNUR 1170)	**D:** PHILOSOPHY FOR PSYCHIATRIC NURSING	**E:** 3
Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This course is intended to engender student appreciation for the role and significance of philosophy and the relationship to the development of knowledge and analytical reasoning related to psychiatric nursing ethics in their personal and professional lives. By examining ethical theories, concepts, principles and decision-making models, participants have the opportunity to develop strategies and techniques for reaching decisions when confronted with professional practice issues.

This course is restricted to Psychiatric Nursing Diploma/Degree students.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

Lecture: 4 hrs. per week / semester

Number of Weeks per Semester: **15**

H: Course Prerequisites:

NONE

I: Course Corequisites:

NONE

J: Course for which this Course is a Prerequisite:

NONE

K: Maximum Class Size:

40

L: PLEASE INDICATE**:**

[ ] Non-Credit

[**X**] College Credit Non-Transfer

[ ] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M:	Course Objectives / Learning Outcomes
	In this course students will have opportunities to: • Develop an awareness and sensitivity to ethical issues and potential ethical concerns in their psychiatric nursing practice. • Examine various ethical theories, concepts, principles and decision-making models. • Develop strategies for ethical and moral decision-making. • Apply ethical and moral reasoning and decision-making to ethical problems in psychiatric nursing.
N:	Course Content
	The focus of this course is applied ethics as it relates to psychiatric nursing practice. Theoretical perspectives which empower individuals and families; adhere to fundamental human rights principles; respect autonomy; attend to diversity issues; attend to family and team inputs; and, attend to and apply professional codes, competencies and standards of practice, will be integrated into content areas. Following is a brief synopsis of broad content areas. Other content may be included, depending on experiences, interests and choices of course participants: • Ethical perspective such as: utilitarianism, Kantian deontology, care ethics, moral relativism • Concepts such as advocacy, autonomy, paternalism, informed consent • Principles such as: beneficence/non-maleficence, justice, fidelity • Moral reasoning skills • Ethical problems in psychiatric nursing practice (research findings, praxis examples): moral distress in psychiatric nursing, inequities in resource allocation, informed consent, prolongation of life, team conflict and communication.
O:	Methods of Instruction
	Learning activities in this course are designed to engage students to apply the concepts, skills and principles of psychiatric nursing ethics. Case studies, current events and political, ethical and professional issues will be utilized in discussion and debate forums as well as critical reflection and critical thinking exercises.
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 and students will be required to attain a minimum of C or 60%.
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR
	Prior learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.

Course Designer(s):Hudson Andrews and Robert Nicholls   Education Council / Curriculum Committee Representative

Dean / Director   Registrar