Psychosocial Nursing introduces students to relevant concepts in the mental health care of individuals experiencing interferences to meeting psychosocial needs. The impact of culture on the perception of mental health and the provision of mental health care is included. Emphasis is placed on the use of interpersonal communication and critical thinking as primary tools of the nurse in planning mental health care.

12. Course prerequisite(s) or co-requisite(s):
Prerequisite(s): Successful completion of 1st Semester of Practical Nursing Program
Co-requisite: NURS 1010 Application of Nursing, NURS 1015 Family Nursing, NURS 1016 Family Nursing Clinical, NURS 1020 Ethics in Nursing, NURS 1050 Clinical Application

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers):
1. Foundations of Psychiatric Mental Health Nursing
2. Pharmacology Aspects of Nursing Care
14. **Course Content** (Provide an outline of major topics covered in course)

1. Concept of stress, anxiety and crisis
2. Cultural concepts in the perception and treatment of individuals with mental illness
3. Legal aspects of mental health care
4. Treatment modalities within the mental health setting
5. Therapeutic communication techniques within the mental health care setting
6. Mental health issues with all ages

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

**SLO: PATIENT/RELATIONSHIP CENTERED CARE**
1. Organize data to contribute to established plans of care for individual patients with psychiatric or behavioral disorders. (A)

**SLO: NURSING JUDGMENT/EVIDENCE BASED CARE and SLO: SAFETY**
2. Recognize (potential/actual) patient complications and interventions from an established plan of care to implement for individual patients with psychiatric or behavioral disorders (i.e. report changes to the appropriate health care provider, etc.). (C)

**SLO: NURSING JUDGMENT/EVIDENCE BASED CARE:**
3. Provide rationales for nursing judgments and prioritization of care for individual patients with psychiatric or behavioral disorders. (C)
**SLO: PATIENT/RELATIONSHIP CENTERED CARE**

4. Describe caring, culturally sensitive, therapeutic communication with individual patients experiencing psychiatric or behavioral disorders. (B)

**SLO: PROFESSIONAL IDENTITY AND BEHAVIORS:**

5. Identify ethical and legal implications related to the care of individual patients with psychiatric or behavioral disorders. (C)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): N/A

Goal and Outcomes:
  - Goal: N/A
  - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<th>College or University</th>
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