Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________________
2. Date submitted: ______________________________________________________
3. Date approved: __03/25/2015____ Date revised __04/27/2021___
4. Department/discipline: ______ Nursing
5. Department(s) endorsement(s): __________________________________________
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: ______ Holistic Nursing Care III: Mental Health
   Abbreviated course title for Transcripts (25 characters or less): ____________
7. Course Designator: ______ NURS______ 8. Course Level: __2135_____
9. Number of Credits: Lecture __1.5____ Lab __.5____
10. Control Number (on site) __40 lecture, 20 lab____ Control Number (online)_____
11. Catalog/Course description:
    Holistic Nursing Care III focuses on psychosocial health. Students will learn an integrative
    approach to mental health care including mental health promotion, screening, nursing care
    for those facing mental health disorders, and strategies for mental health crisis intervention.
    Cultural considerations for nursing care will be incorporated throughout the course with a
    focus on the health needs of the indigenous and rural communities.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
    Prerequisite(s): BIOL 2015 Pathophysiology & PSYC 2030 Abnormal Psychology
    Co-requisite: NURS 2136 Holistic Nursing Care III Mental Health Clinical

13. Course Materials (Recommended course materials and resources. List all that apply, e.g.
    textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

    TBD

14. Course Content (Provide an outline of major topics covered in course)

    1. Case Management
    2. Client Rights
    3. Continuity of Care
    4. Establishing Priorities
    5. Information Technology
    6. Accident/Error/Injury Prevention
    7. Quality Improvement
    8. Patient Safety
    9. Advocacy
10. Confidentiality/Information Security  
11. Mobility/Immobility  
12. Cultural Influences on Health  
13. Family Influences on Health  
14. Lifestyle Choices  
15. Health Screening  
16. Health Maintenance  
17. Health Promotion  
18. Disease Prevention  
19. Pharmacological Therapies  
20. Non-pharmacological Therapies  
21. Diagnostic Testing  
22. Alterations in Body Systems  
23. Informed Consent  
24. Quality Improvement  
25. Ethical Nursing Care  
26. Legal Rights and Responsibilities  
27. Specialty Assessments: Mental Health  
28. Nursing Care to support Psychological Health  
29. Abuse and Neglect  
30. Behavioral Interventions  
31. Crisis Intervention  
32. Grief and Loss  
33. Substance Abuse  
34. Therapeutic Procedures  

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.)

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design nursing plans of care that is client and family centered, culturally sensitive, and based on the needs of patients with related mental health conditions. (Nursing Judgment).</td>
<td>A, B, C, D</td>
<td></td>
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</tbody>
</table>
Conduct patient centered mental health assessments and screening using therapeutic communication. (Patient Centered Care).

| A, B, C, D | 6, 7 |

Employ evidence-based interventions, which reduce the risk of harm from potential or actual complications for patients with mental health conditions. (Nursing Judgment).

| A, B, C | 2, 4 |

Identify appropriate delegation and supervision of nursing in the healthcare setting. (Professional Identity).

| A, B, C, D | 2 |

Analyze legal and ethical nursing dilemmas in mental health healthcare settings. (Professional Identity).

| B, D | 2, 3, 5 |

Integrate best practices and evidence-based nursing interventions to improve the quality and safety of patient care. (Quality Improvement).

| A, B, C, D | 2 |

Collaborate with the interdisciplinary health care team to promote safe, quality, patient centered care. (Teamwork and Collaboration).

| A, B, C | 2, 5 |

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – Knowing knowledge:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – Strong hearted:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI’ IDIWIN – Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN – Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

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

   Goal Area(s): ____________
   
   Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

    _______ Yes _______ No

    Provide the required documentation to show course meets required licensing/certification standards.

    03/19/19