

**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, 06/24/2021, 3/23/22

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: 2131

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

Co-requisite: NURS 2132 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
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).	A, B, C, D	

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.

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