

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: 2/26/24 Date revised _____

4. Department/discipline: Psychology

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Mental Health Crisis Management
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: PSYC 8. Course Level: 2050

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course focuses on mental illnesses that students might encounter. De-escalation of individuals in crisis and systems issues are discussed. (Meets MnTC goal area 5).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): None
Co-requisite:

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

1. Textbook: Text that is deemed appropriate by a qualified instructor.
2. None or optional study guide.
3. Video tapes, internet.
4. Guest lecturers

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

1. Types of mental illnesses.
2. Trauma, PTSD, Adverse Childhood Experiences.
3. Domestic violence, sexual assault, and mental health.
4. Resiliency/wellness.
5. Cultural considerations.
6. Principles of de-escalation.
7. Responsibilities in assisting people in crisis.
8. Innovative co-responder models.
9. Community resources.
10. Law and the mental health system.
11. Mental illness and the courts.

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
Identify the symptoms of the most common mental illness.	A, C	1, 7
Describe the best course of action, including de-escalation, in responding to persons with mental illness in crisis.	B, C	
Describe legal issues related to a responder's role in mental health interventions.	B, C	
Describe how cultural factors might impact people's manifestation of mental illness and others' responses.	C, D	6, 7

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. **DEBWENIN – *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

Goal Area(s): 5

Goal 5: History and the Social and Behavioral Sciences:

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.
3. Use and critique alternative explanatory systems or theories.

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

 Yes X No

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

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