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: ___11/25/14_____ Date revised ___04/16/19____

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 I__________________________
   Abbreviated course title for Transcripts (25 characters or less): ____________

7. Course Designator: __NURS____  8. Course Level: __1135____

9. Number of Credits: Lecture ___3____ Lab ___2____

10. Control Number (on site) __40 lecture/20 lab____
    Control Number (online) __________

11. Catalog/Course description:

   Holistic Nursing I provides an introduction to the theoretical foundation for holistic
   assessment and nursing skills. The student is given an opportunity to demonstrate these skills
   in the laboratory setting. An overview of the nursing process provides the student with a
   beginning framework for nursing judgment. The student learning outcomes of Patient
   Centered Care, Quality Improvement, Professional Identity, Nursing Judgment and
   Teamwork, and Collaboration are reviewed. Emphasis is placed on the health needs of the
   American Indian population and the rural community.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

   Prerequisite(s): BIOL 1001 Concepts of Cell Biology
   BIOL 2020 Human Anatomy & Physiology I
   BIOL 2021 Human Anatomy & Physiology II
   PSYC 2010 Developmental Psychology
   MN Nursing Assistant Registry (active status)
   Basic Life Support CPR Certification

   Co-requisite: NURS 1136 Holistic Nursing Care I 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)

    • Overview of Healthcare
- Patient Centered Care
  - Patients’ Rights/Advocacy
  - Therapeutic Communication
  - Nursing Process
  - Assessment/Data Collection
  - Growth and Development
  - Cultural Awareness and Spirituality
  - Comfort/Pain
- Teamwork and Collaboration
- Nursing Judgment
  - Oral Medication Administration
- Quality Improvement
- Professional Identity
- Mobility
  - Activity/Exercise
  - Body Mechanics and Ergonomics
- Elimination
  - Urinary and Bowel Skills
- Immunity/Inflammation/Infection
  - Hygiene
  - Infection control
- Digestion
  - Nutrition
- Intracranial Regulation/Sensation

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.

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>Describe nursing care that is client centered, culturally sensitive, and based on the holistic needs of client. <em>(Patient Centered Care)</em></td>
<td>(A, B, C, D)</td>
<td></td>
</tr>
<tr>
<td>Recognize assessment skills across the lifespan. <em>(Nursing Judgment)</em></td>
<td>(A, B, C, D)</td>
<td></td>
</tr>
<tr>
<td>List nursing skills using proper techniques and measures that ensure patient safety (i.e. national patient safety campaigns). <em>(Nursing Judgment)</em></td>
<td>(A, B, C)</td>
<td></td>
</tr>
<tr>
<td>Identify evidence-based interventions that reduce the risk of harm and/or patient complications. <em>(Nursing Judgment)</em></td>
<td>(A, B, C)</td>
<td></td>
</tr>
<tr>
<td>Explain professional behaviors, professional boundaries, codes of ethics, nurse practice acts, and legal/ethical frameworks. <em>(Professional Identity)</em></td>
<td>(A, B, C)</td>
<td></td>
</tr>
<tr>
<td>Describe delegation and assigning of nursing activities in the healthcare setting. <em>(Professional Identity)</em></td>
<td>(B, C)</td>
<td></td>
</tr>
<tr>
<td>Identify quality improvement methods to improve patient satisfaction, customer service and enhance cost efficient health care services. <em>(Quality Improvement)</em></td>
<td>(A, B, C)</td>
<td></td>
</tr>
<tr>
<td>Recognize the responsibilities within the professional nursing scope of practice as it applies to teamwork and other health care team members. <em>(Teamwork and Collaboration)</em></td>
<td>(A, B)</td>
<td></td>
</tr>
</tbody>
</table>
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