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 II

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

7. Course Designator: __ NURS ______ 8. Course Level: ___ 1140 ______

9. Number of Credits: Lecture ___ 3 _____ Lab ___ 1 _____

11. Catalog/Course description:

   Holistic Nursing II introduces students to the care of the adult patients with a focus on health
   promotion and safety and common medical surgical health problems. Application of
   pathophysiology, nutrition and pharmacology are applied to common diseases within each
   topic area. 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):
   ENGL 1101 College Composition
   MATH College Algebra OR MATH 1030 Introduction to Statistics

   Co-requisite:
   NURS 1141 Holistic Nursing Care II 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)

   • Relationship Care
     o Lifespan: Physical and psychosocial variations of the older adult.
   • Experiencing Health & Illness
     o Lifespan: Chronic Illness
     o Lifespan: End of Life Care
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>Apply holistic nursing care that is client and family centered, culturally sensitive, and based on the needs of clients with common medical surgical health problems. (Patient Centered Care)</td>
<td>(A, B, C, D)</td>
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<tr>
<td>Utilize assessment data in the development of a nursing plan of care for patients with common health problems. (Nursing Judgment)</td>
<td>(A, B, C, D)</td>
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<tr>
<td>Summarize rationales for prioritized nursing judgments for patients with chronic illnesses and common medical/surgical conditions. (Nursing Judgment)</td>
<td>(A, B, C)</td>
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<tr>
<td>Select evidence-based interventions which reduce the risk of harm from potential or actual patient complications. (Nursing Judgment)</td>
<td>(A, B, C)</td>
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<td>Demonstrate personal integrity, professional boundaries and behaviors related to established codes of ethics, nurse practice acts, and legal/ethical frameworks. (Professional Identity)</td>
<td>(A, B, C, D)</td>
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<tr>
<td>Carry out delegated and assigned nursing activities in the clinical setting. (Professional Identity)</td>
<td>(A, B, C, D)</td>
<td></td>
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<tr>
<td>Use quality improvement methods to improve patient satisfaction, customer service and enhance cost efficient health care services. (Quality Improvement)</td>
<td>(A, B, C, D)</td>
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<tr>
<td>Identify the role of nursing and the inter-professional team in providing quality care. (Professional Identity)</td>
<td>(A, B)</td>
<td></td>
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</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