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:  11/24/14       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 Clinical  
   Abbreviated course title for Transcripts (25 characters or less):__________________________  

7. Course Designator:  NURS______  8. Course Level:  1141  

9. Number of Credits: Lecture _______  Lab _______  

10. Control Number (on site) _______  Control Number (online)__________  

11. Catalog/Course description:  
   This course focuses on the care of adult clients with health alterations that require medical  
   and/or surgical intervention. Clinical experiences provide the student an opportunity to apply  
   client centered care, cultural sensitivity, informatics, safe practice, nursing judgment and  
   professionalism and implement safe client care to adults in a variety of settings.  

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses  
   Prerequisite(s):  
   ENGL 1101 College Composition  
   MATH 1010 College Algebra OR MATH 1030 Introduction to Statistics  
   
   Co-requisite:  
   NURS 1140 Holistic Nursing Care II  

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)  
   • Basic oxygen equipment,  
   • glucose monitoring,  
   • maintenance of enteral tubes and feedings,  
   • complications of immobility,  
   • patient safety,  
   • parenteral medication administration and documentation,
• wound care,
• elimination,
• tissue/organ donation
• emergency preparedness.

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>Perform a focused health assessment on adult clients with common medical/surgical health alterations and identify deviations from normal. <strong>(Patient Centered Care)</strong></td>
<td>B, D</td>
<td></td>
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<tr>
<td>Perform evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and common medical/surgical health alterations of adult clients. <strong>(Patient Centered Care)</strong></td>
<td>B, C, D</td>
<td></td>
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<tr>
<td>Act as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with common medical/surgical health alterations. <strong>(Teamwork and Collaboration)</strong></td>
<td>B, D</td>
<td></td>
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<tr>
<td>Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health deviations. <em>(Nursing Judgment)</em></td>
<td>B, C, D</td>
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<tr>
<td>Apply knowledge of pharmacology, pathophysiology, and nutrition, as well as evidence-based practice, to the care of adult clients with common medical/surgical health alterations. <em>(Quality Improvement)</em></td>
<td>B, C</td>
<td></td>
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<tr>
<td>Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team. <em>(Patient Centered Care)</em></td>
<td>A, B, D</td>
<td></td>
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<tr>
<td>Use information technologies to access evidence-based literature as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner. <em>(Quality Improvement)</em></td>
<td>A, B</td>
<td></td>
</tr>
<tr>
<td>Outline the health education and safety needs of adult clients and their families and in reinforcing education provided by members of the health care team. <em>(Teamwork and Collaboration)</em></td>
<td>A, B, C, D</td>
<td></td>
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<tr>
<td>Use organizational and priority setting skills when providing care to adult clients, and when assigning tasks to and supervising unlicensed assistive personnel in selected</td>
<td>B, C, D</td>
<td></td>
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</table>
settings. (Professional Identity)

| Report concerns related to client safety and the delivery of quality care and participate in activities that promote performance improvement. (Quality Improvement) | B, C, D |
| Demonstrate ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families. (Professional Identity) | B, D |

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