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: __03/25/15___  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 III Clinical_____________________________
   Abbreviated course title for Transcripts (25 characters or less): ________________
7. Course Designator: _NURS____   8. Course Level: _2136____
9. Number of Credits: Lecture ________   Lab 4__
10. Control Number (on site) 8 ________ Control Number (online) _________
11. Catalog/Course description:
   This course provides an integrative, family-centered approach to the clinical setting.
   Clinical experiences provide the student an opportunity to apply theoretical concepts and
   implement safe client care to childbearing women and newborns, children, and those with
   mental illness across the lifespan in a variety of settings.
12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
   Prerequisite(s):
   BIOL 2015 Pathophysiology
   PSYC 2030 Abnormal Psychology
   LPN-ADN track prerequisites:
   NURS 2010 Bridge to Professional Nursing
   Co-requisite:
   NURS 2135 Holistic Nursing Care III
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)
    Suggested MATERNAL/NEWBORN SKILLS INCLUDE:
    • Monitoring a patient in labor,
• performing care of the postpartum patient (e.g., perineal care, assistance with infant feeding),
• reinforcing patient teaching on infant care skills (e.g. feeding, bathing, and positioning).

Suggested PEDIATRIC SKILLS INCLUDE:
• Pediatric assessment,
• temperature measurement options,
• toys/activities for developmental stage,
• restraints,
• medication administration skills,
  • transporting infants/children,
• safety measures.

Suggested MENTAL HEALTH SKILLS INCLUDE:
• Assessment of client with mental health concerns,
• reinforce teaching,
• verbal and nonverbal communication skills,
• safety measures

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>
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</thead>
<tbody>
<tr>
<td>Choose a focused health assessment of select populations across the lifespan in a variety of settings (Patient Centered Care)</td>
<td>B, D</td>
<td></td>
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<tr>
<td>Contribute to the development of an evidence-based plan of care that is family- and health-promotion centered, and</td>
<td>B, C, D</td>
<td></td>
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<tr>
<td>Includes cultural and age appropriate interventions for select populations across the lifespan in a variety of settings. (Patient Centered Care)</td>
<td>A, B, D</td>
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<tr>
<td>Select verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the health care team. (Patient Centered Care)</td>
<td>A, B, D</td>
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<tr>
<td>Model behaviors as a member of the health care team and client advocate while providing safe, quality care to select populations across the lifespan in a variety of settings. (Teamwork and Collaboration)</td>
<td>B, D</td>
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<tr>
<td>Participate in identifying the educational and safety needs of select populations across the lifespan in a variety of settings, as well as planning and reinforcing health education provided by members of the health care team. (Teamwork and Collaboration)</td>
<td>A, B, C, D</td>
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<tr>
<td>Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to select populations across the lifespan in a variety of settings. (Nursing Judgment)</td>
<td>B, C</td>
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<td>Summarize knowledge of pharmacology, pathophysiology, and nutrition as well as evidence-based practice, for select populations across</td>
<td>B, C</td>
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<td>The lifespan in a variety of settings (Quality Improvement)</td>
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<td>Use information technology as a means of accessing evidence-based literature and current trends, as well as communicating with other members of the health care team in a secure, accurate, and timely manner. (Quality Improvement)</td>
<td>A, B</td>
<td></td>
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<tr>
<td>Interpret client care concerns related to client safety and delivery of quality care and participate in activities to promote performance improvement. (Quality Improvement)</td>
<td>B, C, D</td>
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<tr>
<td>Illustrate organizational, time management, and priority-setting skills when providing care to select populations across the lifespan in a variety of settings. (Professional Identity)</td>
<td>B, C, D</td>
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<tr>
<td>Provide care to clients and their families while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided. (Professional Identity)</td>
<td>B, D</td>
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**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