

**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 05/14/20

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:

Holistic Nursing Care III Clinical provides an integrative, family-centered approach to nursing care in the simulated and direct patient care setting. Students will apply theoretical concepts to design and deliver safe nursing care to childbearing women and newborns, children, and patients with mental health needs 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)

1. Case Management
2. Client Rights
3. Continuity of Care
4. Establishing Priorities

5. Information Technology
6. Accident/Error/Injury Prevention
7. Quality Improvement
8. Patient Safety
9. Advocacy
10. Confidentiality/Information Security
11. Mobility/Immobility
12. Cultural Influences on Health
13. Family Influences on Health
14. Lifestyle Choices
15. Health Screening
16. Health Maintenance
17. Health Promotion
18. Disease Prevention
19. Pharmacological Therapies
20. Non-pharmacological Therapies
21. Diagnostic Testing
22. Alterations in Body Systems
23. Informed Consent
24. Quality Improvement
25. Ethical Nursing Care
26. Legal Rights and Responsibilities
27. Reporting of Incident/Event/Irregular Occurrence/Variance
28. Security Plan
29. Support Systems
30. Stress Management
31. Self-Care
32. Patient Education
33. Therapeutic Communication
34. Therapeutic Environment
35. Referrals
36. Assignment/Delegation/Supervision
37. Interdisciplinary Collaboration
38. Specialty Assessments: Mental Health, Pediatric, Pregnancy, Childbirth, Newborn
39. Nursing Care to support Psychological Health
40. Nursing Care for Pediatric Patients
41. Nursing Care for Reproductive Health
42. Nursing Care for Intrapartum Patient
43. Nursing Care for Labor and Delivery
44. Nursing Care for Postpartum Patient
45. Nursing Care for the newborn
46. Growth and Development: Birth-Adolescence, Pregnancy and Birth
47. Abuse and Neglect
48. Behavioral Interventions
49. Crisis Intervention
50. Grief and Loss
51. Substance Abuse
52. Blood and Blood Product Administration
53. Therapeutic Procedures

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
Perform focused health assessments for childbearing women and newborns, children, and patients with mental health needs. (Patient Centered Care)	A, B, C, D	6, 7
Design nursing plans of care that is client and family centered, culturally sensitive, and based on the identified needs of the childbearing woman, newborn, children, and patients with mental health needs. (Patient Centered Care)	A, B, C, D	6, 7
Demonstrate effective use of therapeutic communication skills. (Patient Centered Care)	A, B, D	2, 5
Collaborate with the interdisciplinary health care team to promote safe, quality, patient centered care. (Teamwork and Collaboration)	B, C, D	2, 5
Incorporate the safety and security needs of childbearing women, newborns, children, and patients with mental health needs into the nursing plan	A, B, C, D	4, 6, 7

of care. (Teamwork and Collaboration)		
Evaluate patient health outcomes related to planned nursing care for childbearing woman, newborn, children, and those with mental illness. (Nursing Judgment)	B, C	7
Summarize knowledge of pharmacology, pathophysiology, and nutrition as well as evidence-based practice, for childbearing women, newborns, children, and patients with mental health needs. (Quality Improvement)	B, C	
Utilize information and health care technology in a safe, secure, and ethical manner. (Quality Improvement)	A, B	4
Demonstrate organizational, time management, and priority-setting skills when providing care to childbearing women, newborns, children, and those with mental illness. (Nursing Judgment)	B, C, D	2
Demonstrate ethical, legal and professional standards while providing care to childbearing women, newborns, children, and those with mental illness and their families. (Professional Identity)	B, D	4, 5

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

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.

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