

**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 IV Clinical
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: NURS 8. Course Level: 2141

9. Number of Credits: Lecture _____ Lab 3

10. Control Number (on site) 8 Control Number (online) _____

11. Catalog/Course description:

Holistic Nursing IV Clinical focuses on advanced nursing care of clients across the lifespan with complex multi-system health alterations. Emphasis is placed on implementing time management and organizational skills while managing the care of multiple clients and collaborating with the interdisciplinary team. Students will identify quality improvement strategies in the clinical setting and design an evidence-based staff teaching project based on an identified need. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

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

Prerequisite(s):
BIOL 2010 Microbiology

Co-requisite:
NURS 2140 Holistic Nursing Care IV

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. Management and Leadership
39. Quality Improvement
40. Staff Education
41. Care of the complex medical patient
42. Care of the immunocompromised patient
43. Total Parenteral Nutrition
44. Central Venous Access
45. Acid Base Balance
46. Emergency Response
47. Cardiac Monitoring
48. Invasive Monitoring
49. Hemodialysis
50. Emergency Situational Assessment and Intervention

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 a comprehensive health assessment on clients across the lifespan identifying deviations that contribute to multi-system alterations in health. (Patient Centered Care)	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 patient with complex multi-system health alterations. (Patient Centered Care)	B, C, D	
Demonstrate effective use of therapeutic communication skills. (Patient Centered Care)	A, B, D	2
Collaborate with the interdisciplinary health care team to promote safe, quality, patient centered care. (Teamwork and Collaboration)	B, C	2, 5
Communicate effectively with the interdisciplinary health care team. (Teamwork and Collaboration)	B, C, D	4, 5
Prioritize care using clinical judgment and evaluate outcomes when providing care to clients across the lifespan experiencing multisystem alterations in health. (Nursing Judgment)	C	4

Integrate 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)	A, B, C	2
Examine health informatics in the clinical setting as it relates to the IHI Triple Aim. (Quality Improvement)	A, C	2
Develop staff education for an identified topic utilizing evidence-based practice and best practices. (Professional Identity)	B, C, C	7
Demonstrate effective time management and delegation skills. (Professional Identity)	B, C	4

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.

03/19/19