

**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: 01/28/2011                      Date revised 03/18/2021
4. Department/discipline: Health
5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Introduction to Nursing/Nursing Assistant  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_
7. Course Designator: HLTH                      8. Course Level: 1005
9. Number of Credits: Lecture 3                      Lab .5                      Clinical .5
10. Control Number (on site) Lecture 30/Lab 10/Clinical 10      Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course introduces the concepts of basic human needs, the health/illness continuum, basic nursing skills, and how to apply basic nursing. It is designed to prepare the student for entry level employment as a Nursing Assistant—Registered. It also serves as an introduction to the nursing sequence for pre-nursing students by providing entry level nursing skills.

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

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

- Minnesota Department of Health. (2019 Revised Edition) Long Term Care Nursing Assistant Course
- Sorrentino, S. (2017) Mosby's textbook for nursing assistants. (9<sup>th</sup> Ed.) Mosby St. Louis, MO: Elsevier
- Medical and/or nursing dictionary (optional)
- Handouts
- Videos
- Guest Lectures

14. **Course Content** (Provide an outline of major topics covered in course)

1. Introduction to Healthcare
2. Basic Human Needs
3. Communication
4. Safe and Clean Environment

- 5. Vital Signs and Measures
- 6. Personal Cares
- 7. Activity and Exercise
- 8. Foods and Fluids
- 9. Elimination
- 10. Caring for Residents with Special Needs
- 11. Orientation to Work Environment

**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
Identify safety and medical asepsis measures.	A	1
Identify human body system functions, changes, and observations.	A	1
Demonstrate proper communication methods.	B	6
Perform safe and competent skills and care to vulnerable adults.	C	7
Describe the basic physical and emotional needs of residents/clients/patients in any health care setting.	C	6
Demonstrate respect of one’s own values in relation to others’ cultural values.	D	2

**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.

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