

**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: 11/25/14 Date revised 05/14/20, 3/23/22

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 I
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: NURS 8. Course Level: 1135

9. Number of Credits: Lecture 3 Lab 1

10. Control Number (on site) 40 lecture/20 lab Control Number (online) _____

11. Catalog/Course description:

Holistic Nursing I provides the theoretical foundation for holistic nursing practice. Nursing judgement frameworks will underpin the nursing process in the creation of patient centered nursing care plans. Students will learn and demonstrate basic nursing assessments, foundational nursing skills, and therapeutic communication. This course will focus on patient safety, health promotion, self-care for the adult patient. Students will learn how to effectively use information and healthcare technology in an ethical and secure way. An introduction to the concept of continuous quality improvement and evidence-based practice will be applied. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the Indigenous and rural communities.

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

Prerequisite(s): Admission to Nursing Program

Co-requisite: NURS 1136 Holistic Nursing Care I Clinical

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. Nursing Judgement
28. Ergonomic Principles
29. Handling hazardous and infectious materials
30. Safe use of equipment
31. Standard Precautions/PPE
32. Restraints
33. Physical Assessment
34. Therapeutic Communication
35. Therapeutic Environment
36. Elimination
37. Mobility Assistive Devices
38. Nutrition and Hydration
39. Hygiene
40. Rest and Sleep
41. Growth and Development: Care Young Adult to Middle Age
42. Metabolism
43. Glucose Management
44. Oxygenation
45. Perfusion

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
Demonstrate effective use of therapeutic communication skills. (Patient Centered Care)	B, C	6
Demonstrate health assessment skills for the adult patient. (Nursing Judgement)	A, B, C, D	
Utilize nursing judgement frameworks when creating nursing plans of care. (Nursing Judgement)	C	7
Identify evidence-based nursing interventions that reduce the risk of harm and/or patient complications. (Quality Improvement)	A, B, C	4
Apply the nursing code of ethics to patient scenarios. (Professional Identity)	C	4, 5
Utilize information and health care technology in a safe, secure, and ethical manner. (Professional Identity)	B, C	5
Design nursing plans of care that is client and family centered, culturally sensitive, and based on the identified needs of the adult patient. (Patient Centered Care)	A, B, C, D	7
Identify the role of nursing and the inter-professional team in providing quality patient care. (Teamwork and Collaboration)	A, B	1, 5
Demonstrate competence in identified nursing skills. (Nursing Judgement)	A, B, C	

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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