

**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 8/28/23

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

7. Course Designator: NURS 8. Course Level: 1140

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 II will focus on prevalent diseases and common disorders in the adult population. Students will apply health promotion, disease prevention, and health maintenance strategies to the care of elders in the community. Application of pathophysiology, nutrition as medicine, pharmacological, and non-pharmacological interventions are applied to identified health conditions. Best practices that promote safety and teamwork in the health care setting will be presented. Students will demonstrate interdisciplinary and intradisciplinary communication skills in a simulated patient care environment. Culturally safe 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): NURS 1135 Holistic Nursing Care I

Co-requisite: NURS 1141 Holistic Nursing Care II 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) Sensory Impairment: Assistive Devices
- 28) Orthopedic Nursing Care
- 29) Complications Related to Immobility
- 30) Wound Care
- 31) Tissue Integrity
- 32) Palliative Care
- 33) Nutrition/Hydration
- 34) Hygiene
- 35) Rest and Sleep
- 36) System Focused Assessments
- 37) Aging Process: Older Adult
- 38) Advanced Directives
- 39) End of Life Planning
- 40) Assignment/Delegation/Supervision
- 41) Interdisciplinary Collaboration
- 42) Concepts of Management
- 43) Quality Improvement
- 44) Growth and Development: Older Adult
- 45) End of Life Care
- 46) Tissue/Organ Donation
- 47) Surgical Nursing
- 48) Spiritual and Religious Influences on Health
- 49) Family Dynamics
- 50) Religious and Spiritual Influences on Health
- 51) Health Screening: Older Adult
- 52) Restraints
- 53) Fluids and Electrolytes
- 54) Alterations in hematology
- 55) Alterations in cardiac output

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
Apply health promotion, disease prevention, and health maintenance strategies to the care of elder patients. (Patient Centered Care)	A, B, C, D	1, 6, 7
Design nursing plans of care that is client and family centered, culturally safe, and based on the needs of the elder patient. (Nursing Judgment)	A, B, C, D	1, 6, 7
Articulate rationales for prioritized nursing judgments for patients with chronic illnesses and common medical/surgical conditions. (Nursing Judgment)	B, C	6, 7
Implement evidence-based nursing interventions which reduce the risk of harm from potential or actual patient complications. (Nursing Judgment)	A, B, C	4
Apply the IHI's Triple Aim framework of: Improving the patient experience of care (including quality and satisfaction); Improving the health of populations; and reducing the per capita cost of health care to nursing	A, B, C, D	2, 4

care. (Quality Improvement)		
Demonstrate effective interdisciplinary and intradisciplinary communication skills. (Teamwork and Collaboration)	B, C	3, 5
Recognize the responsibilities within the professional nursing scope of practice as it applies to teamwork and other health care team members. (Teamwork and Collaboration)	C	2
Demonstrate interdisciplinary and intradisciplinary communication skills in a simulated patient care environment. (Teamwork and Collaboration)	B, C	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

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 X No

Provide the required documentation to show course meets required licensing/certification standards.

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