

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: 11/24/14 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 II Clinical
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: NURS 8. Course Level: 1141

9. Number of Credits: Lecture _____ Lab 3

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

11. Catalog/Course description:

Holistic Nursing II Clinical focuses on the care of adult clients with health alterations that require medical and/or surgical intervention or end of life care. Students will apply knowledge of underlying pathophysiology, nutrition as medicine, pharmacological, and non-pharmacological interventions in the provision of patient centered care. Students will use evidence-based strategies related to health promotion, disease prevention, and health maintenance to create patient education to promote self-care. Students will demonstrate safe and effective interdisciplinary and intradisciplinary communication skills in a simulated or direct patient care environment.

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

Prerequisite(s):

Co-requisite: NURS 1140 Holistic Nursing Care II

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. Sensory Impairment: Assistive Devices
38. Complications Related to Immobility
39. Palliative Care
40. Nutrition and Hydration
41. Hygiene
42. Rest and Sleep
43. System Focused Assessments
44. Care for the Older Adult
45. Advanced Directives
46. End of Life Planning
47. Interdisciplinary Collaboration
48. Quality Improvement
49. Care for the Post-Surgical Patient
50. Assess Family Dynamics
51. Religious and Spiritual Influences on Health
52. Health Screening: Older Adult
53. Restraints
54. Tissue/organ Donation

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 on adult clients with common medical/surgical health alterations. (Patient Centered Care)	A, B, C, D	
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	5, 6
Articulate rationales for prioritized nursing judgments for patients with chronic illnesses and common medical/surgical conditions. (Nursing Judgment)	B, C	4
Apply knowledge of underlying pathophysiology, nutrition as medicine, pharmacological, and non-pharmacological interventions in the provision of patient centered care. (Nursing Judgment)	B, C	
Demonstrate interdisciplinary and intradisciplinary communication skills in the patient care environment. (Teamwork and Collaboration)	A, B, C, D	2

Utilize information and health care technology in a safe, secure, and ethical manner. (Quality Improvement)	B, C	5
Develop patient centered health education plans. (Patient Centered Care)	A, B, C, D	5, 6
Demonstrate appropriate delegation of tasks to and supervision of unlicensed assistive personnel in the health care setting. (Professional Identity)	B, C, D	2, 4
Demonstrate ethical, legal and professional standards while providing care to adult clients and their families. (Professional Identity)	B, C, D	5
Demonstrate interdisciplinary and intradisciplinary communication skills in the patient care environment. (Teamwork and Collaboration)	B, C, D	2, 6

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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