

**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: 05/14/13 Date revised 02/22/15, 10/23/19, 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: Cultural Bridges of Care  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: NURS 8. Course Level: 2090

9. Number of Credits: Lecture 1 Lab 1

10. Control Number (on site) 40 lecture, 20 lab Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course will introduce the concept of transcultural nursing and the provision of culturally congruent care using holistic nursing practices. Students will learn about the cultural practice of nursing from both a historic and current perspective. Students will learn evidence-based criteria to examine complementary and alternative therapies (CAT) including their uses as well as their effect on physiological, spiritual, and emotional attributes of the patient. Emphasis will be placed on understanding culturally congruent care, the nursing role, patient outcomes, ethics, and respect. Integration of cultural practices into the provision of nursing care will be emphasized. This course will provide an in-depth and immersive cultural experience which may include travel to community sites and events that provide culturally congruent health care services, CAT, and/or traditional healing interventions. (prerequisite: admission to the nursing program)

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

Prerequisite(s): admission to the nursing program and permission required  
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).

Moss, M. (Ed). (2016) American Indian Health & Nursing. New York, NY: Springer Publishing.

Alaska Native Heritage Center Cultural Awareness Workshop (CAW).

Community based learning experiences (tours, workshops, demonstrations)

Guest Lecturers.

Videos (TBD).

National Center for Cultural Competence (website).

The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (the National CLAS Standards).

A Practical Guide to Implementing the National CLASS Standards.

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

Transcultural Nursing

Cultural Exploration

Define Culture

Explore and find meaning in self

Unique human beings

Self-reflection to gain insight

Examine personal beliefs vs professional beliefs

Identify both conscious and unconscious bias

Define and contrast

Cultural competence

Culturally congruent nursing care

Cultural proficient nursing care

Cultural perspectives of nursing care

Historical

Current

Social meaning within the health care environment

Acknowledge and incorporate differences and commonalities

Union of cultures

Optimize outcomes

Authentic nurse-patient relationship

Caring

Communication

Promote health and wellbeing

Non-judgmental approaches

Compassionate care

Social justice in health care

Examine the evidence to support complementary and alternative therapies

Professional Nursing Practice

Personal growth through self-reflection

Ethical and moral considerations

Respectful nursing practice

Enhanced transcultural self-efficacy

**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 both the historical and current role of the nurse from a cultural perspective.	A, D	3
Explain how culturally competent care improves patient outcomes.	A, D	2
Describe a complimentary alternative therapy practice, its cultural origin, and current relevancy.	A, D	1
Apply evidence-based criteria to a complementary alternative therapy practiced in different cultures.	A, D	1
Discuss incorporating culturally congruent communication into the provision of nursing care.	A, D	6
Reflect on culture and bias from a personal perspective and lived experience.	B, D	2
Integrate cultural proficiency into the delivery of moral and ethical nursing care.	C, D	5

**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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