

**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: 12/16/24 Date revised 3/4/25

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: Lecture  
Abbreviated course title for Transcripts (25 characters or less): HNII: Lecture

7. Course Designator: NURS 8. Course Level: 1142

9. Number of Credits: Lecture 3 Lab 0

10. Control Number (on site) 32 Control Number (online) 0

NOTE: to all revisions clarifying final course sizes for teaching loads. To be approved by Shared Governance. And differential tuition needs to be clarified and added

11. Catalog/Course description:

This course provides an opportunity for students to expand on foundational knowledge gained in the first semester. By focusing on common chronic health conditions across diverse populations, students foster the practical application of their critical thinking and decision-making skills essential for providing safe and effective nursing care.

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

Prerequisite(s): BIOL 2015 Pathophysiology. Completion of NURS 1137, NURS 1138, NURS 1139 course or admission to the LPN-ADN Track

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).

Program determined materials.

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

1. Nursing Process
2. Holistic Care
3. Work with Diverse Populations
4. Chronic Conditions
5. Social Determinants of Health
6. Health Promotion
7. Professional Standards and Ethics

### 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:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
1. Interpret the diverse needs of clients with chronic health conditions to create a holistic approach to care. (Patient Centered Care)	A, C, D	2, 6, 7
2. Illustrate decision making skills to assess, diagnose, plan, implement, and evaluate nursing care for clients with chronic health conditions. (Nursing Judgment)	A, B, C	1, 2, 6, 7
3. Describe the evidence behind the current nursing practice for clients with chronic health conditions. (Quality Improvement)	A, C	4
4. Discuss professional boundaries and legal and ethical practice in caring for clients with chronic health conditions in diverse populations. (Professional Identity)	A, B, C, D	3, 4, 5
5. Effectively collaborate with classmates to develop holistic care plans for clients with chronic conditions, ensuring adherence to professional nursing standards of practice. (Teamwork and Collaboration)	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. **DEBWEGIN – *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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