

**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: 12/17/24 Date revised _____

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

7. Course Designator: NURS 8. Course Level: 2147

9. Number of Credits: Lecture 2 Lab 0

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

11. Catalog/Course description:

This nursing theory course equips students with the knowledge and skills to address complex and critical health conditions. By refining their application of the nursing process and critical thinking, students are empowered to assess, analyze, implement, and evaluate effective nursing interventions. The course emphasizes the understanding and application of relevant nursing theories to deliver individualized, high-quality, patient-centered care to diverse populations. Through this focus, students will develop the skills necessary to address the unique challenges presented by complex health scenarios.

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

Prerequisite(s): Successful completion of the third semester nursing courses.

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)

Students will continue to develop their understanding of the nursing profession by focusing on the following content areas:

- Nursing process
- Complex patient care/Co-morbidities
- Acute changes in condition
- Professional identity
- Behavioral health concerns

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
1. Select appropriate information and implement communication technologies to enhance the delivery of safe, person-centered care (Patient Centered Care).	A, B, C, D	2
2. Employ priority nursing interventions grounded in evidence-based practice to provide equitable, holistic care, focusing on improving health outcomes for all clients (Nursing Judgment).	A, C, D	1
3. Explore how personal values and beliefs influence decision-making in nursing practice, fostering self-awareness and ethical considerations in patient care (Professional Identity).	C, D	4
4. Apply outcome data to inform quality improvement initiatives across various healthcare settings, demonstrating how data-driven decisions can enhance nursing practice and patient care (Quality Improvement).	A, C, D	4
5. Analyze and reflect on team dynamics and roles within collaborative settings, identifying strategies to optimize	B, C	3

teamwork and improve overall patient care delivery (Teamwork and Collaboration).		
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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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