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: __10/21/13_____ Date revised __04/16/19____

4. Department/discipline: __Nursing______________________________________________

5. Department(s) endorsement(s): ________________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: __Community Clinical___________________________________________
   Abbreviated course title for Transcripts (25 characters or less):_____________________

7. Course Designator: __NURS______  8. Course Level: __2130____

9. Number of Credits: Lecture ________ Lab ______

10. Control Number (on site) ___25____ Control Number (online)_________

11. Catalog/Course description:

   The focus of the community clinical is to observe and engage in the provision of health care for a defined community. There are many different groups of people that may create a community. These communities may be defined by demographic, disease process, geographic location, or other defining characteristic. Furthermore, these communities require health care interventions and resources specific to that population of people.

   The clinical experience may be an observational experience, hands on nursing care, or special project dependent on the clinical site chosen. Students will have the opportunity to observe and engage in the nursing care of a community with a focus on the provision of culturally sensitive nursing care, focusing on the health needs of the American Indian population and/or the rural community.

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

   Prerequisite(s):
   BIOL 2010 Microbiology

   Co-requisite:
   NURS 2145 Nursing Leadership

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

   1. Online modules, videos, journal articles
14. **Course Content** (Provide an outline of major topics covered in course)

1. Assessment of community as a patient
2. Nursing care provision for a community
3. Community resources
4. Rural healthcare
5. Culturally competent care
6. Safe and effective nursing care
7. Role of the professional nurse

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.)

Course Learning Outcomes will fulfill the identified competencies.

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise the commonalities, cultural characteristics, health care needs, and available resources for a community of patients. <strong>(Patient Centered Care)</strong></td>
<td>(A, B)</td>
<td></td>
</tr>
<tr>
<td>Describe the shared characteristics of an observed community. <strong>(Patient Centered Care)</strong></td>
<td>(D)</td>
<td></td>
</tr>
<tr>
<td>Discuss with nursing preceptor and define the uniqueness of nursing care needed to provide care for observed community and meet their needs. <strong>(Patient Centered Care)</strong></td>
<td>(B, D)</td>
<td></td>
</tr>
<tr>
<td>Identify community strengths and community weaknesses based on</td>
<td>(C, D)</td>
<td></td>
</tr>
</tbody>
</table>

2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Competency</th>
<th>Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify community resources for observed patient population.</td>
<td>(Teamwork and Collaboration)</td>
<td>(A, B, C)</td>
</tr>
<tr>
<td>Assess the RN’s role in the plan of care for observed patient population.</td>
<td>(Professional Identity)</td>
<td>(B, C, D)</td>
</tr>
<tr>
<td>Describe how the RN functions as leader in patient care in observed patient population.</td>
<td>(Professional Identity)</td>
<td>(B, D)</td>
</tr>
<tr>
<td>Discuss ways nursing care is provided so that it is safe, effective, and financially responsible.</td>
<td>(Nursing Judgment)</td>
<td>(C, D)</td>
</tr>
<tr>
<td>Describe ways the RN contributes to continuous quality and safety improvement in the healthcare environment of the observed patient population.</td>
<td>(Quality Improvement)</td>
<td>(B, C)</td>
</tr>
<tr>
<td>Identify how the care provided is patient centered and culturally competent care based on best evidence-based practices in the clinical setting.</td>
<td>(Quality Improvement)</td>
<td>(C, D)</td>
</tr>
</tbody>
</table>

**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.

   03/19/19