

**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: 05/11/21 Date revised \_\_\_\_\_

4. Department/discipline: Health

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

6. Course Title: Introduction to Health Care Careers  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: HLTH 8. Course Level: 1004

9. Number of Credits: Lecture 4 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

Students in this course will explore a variety of allied and behavioral health careers and healthcare systems. Participants will conduct guided self-assessments to help them envision themselves in rewarding careers that are appropriate to their skills and interests. Students will learn the roles, training, expectations, and responsibilities of different members/functional units of the health care team; Students will learn about professional communication strategies, standard precautions, safety, ethical, and legal issues in health care settings. Students will explore holistic health issues across the lifespan. Students will analyze their own culture and belief model while learning about other cultures and perspectives.

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

Prerequisite(s):

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).

- Digital modules and videos
- Guest speakers from different health care occupations

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

1. Behaviors for success in health care settings
2. Communication in healthcare settings
3. Healthcare Ethics
4. Healthcare Safety
5. Standard precautions

6. Legal issues in healthcare
7. Respecting client and staff diversity
8. Awareness and sensitivity to client needs

**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>
Relate the needs of clients across the lifespan to how those needs can affect behaviors and attitudes.	C	6
Illustrate understanding of the types of emotional, spiritual, mental health and social needs of clients and their families.	A, C	6
Identify quality issues in healthcare facilities and their impact on healthcare workers and delivery of care.	A	
Discuss healthcare fields and the types of workers needed.	B	
Describe the qualifications and expectations employers have of healthcare personnel.	B	
Demonstrate how healthcare workers can effectively communicate with their clients/individuals and team members.	B	
Appraise the standards needed to ensure healthcare safety utilizing a problem-	C	4

solving process for defined healthcare situations.		
Examine how an individual's diversity, socioeconomic or religious beliefs could lead to potential ethical differences with that of other health care employees.	D	7
Recognize the laws related to healthcare and their influence on the delivery system.	A	4
Explore and compare the belief systems and practices of diverse cultures.	D	7

**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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