

**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 05/14/20, 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: 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 1

10. Control Number (on site) 25 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

Community Clinical introduces the nursing student to community as client. Students will learn holistic assessment strategies for community health, case management, and population health management. Students will utilize community health data to create culturally congruent educational materials for individuals, families, or communities. Community education plans will incorporate health promotion, health maintenance, and disease prevention strategies. Clinical experience will vary based on assigned site and may include both observational experiences, hands on nursing care, and/or special project dependent on the clinical site assigned. When possible, community sites will be selected within indigenous communities and/or rural communities. This course is intended to be taken the fourth semester of the Nursing Program

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

Prerequisite(s): Admission to Nursing Program

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).

Online modules, videos, journal articles

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

1. Client Rights
2. Community Safety
3. Community Health Screening
4. Community Health Maintenance

5. Community Health Promotion
6. Community Disease Prevention
7. Cultural Influences on Community Health
8. Family Influences on Community Health
9. Therapeutic Communication with Community Partners
10. Community Based Referrals

**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>
Assess the health of an identified community. (Patient Centered Care)	A, D	
Create culturally congruent educational materials for individuals, families, or communities that incorporates health promotion, health maintenance, and disease prevention strategies based on an identified health need. (Patient Centered Care)	B, D	7
Assess community strengths and community weaknesses based on observations and research. (Nursing Judgment)	C, D	5, 6
Demonstrate effective communication skills with community partners. (Teamwork and Collaboration)	B	
Integrate community resources into community health education.	A, B, C, D	1

(Teamwork and Collaboration)		
Examine the role of the professional nurse as a leader in community health. (Professional Identity)	B, C, D	2
Analyze how community health nursing contributes to the IHI Triple Aim. (Quality Improvement)	B, C	4
Appraise the commonalities, cultural characteristics, health care needs, and available resources for a community of patients. (Patient Centered Care)	C, D	2

**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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