

**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: Community Practicum
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: NURS 8. Course Level: 2129
9. Number of Credits: Lecture 0 Lab 1
10. Control Number (on site) 64 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 allows nursing students to engage with the community as clients, developing holistic assessment strategies for community and population health management. Students will analyze health data to create culturally relevant educational materials focused on health promotion, maintenance, and disease prevention for individuals, families, and communities. Clinical experiences vary by site and may include observational learning, hands-on care, and special projects, with a preference for indigenous and rural areas to enhance learning.
12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): Successful completion of second 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).

Online modules, videos, journal articles. Preceptors, site resources.

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

1. Role of professional nurse in community health
2. Community Health Assessment
3. Community Health Promotion
4. Community Disease Prevention
5. Cultural Influences on Community Health
6. 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Create culturally congruent educational materials for individuals, families, or communities that incorporate health promotion, health maintenance, and disease prevention strategies based on an identified health need. (Patient Centered Care)	B, D	7
2. Appraise the commonalities, cultural characteristics, health care needs, and available resources for a community of clients. (Nursing Judgment)	C, D	2
3. Examine the role of the professional nurse as a leader in community health. (Professional Identity)	B, C, D	2
4. Assess community strengths, weaknesses, opportunities, and threats based on observations and research. (Quality Improvement)	C, D	5, 6
5. Integrate community resources into community health education. (Teamwork and Collaboration)	A, B, C, D	1

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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