

**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: Population Health  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: NURS 8. Course Level: 2146

9. Number of Credits: Lecture 2 Lab 0

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

11. Catalog/Course description:

This course delves into the application of foundational nursing knowledge to population health. It underscores the critical role of the nurse in implementing holistic assessment strategies to deliver comprehensive care. By integrating theoretical learning with practical application, students develop the decision-making skills required to implement effective nursing interventions that promote health and wellness across the lifespan, serving diverse patient populations.

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).

Program determined materials.

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

1. Application of nursing process and clinical judgment with new population groups.

- Care and education across the lifespan
- Health risks based on family, population, and community
  - Prevention, screening, treatment
- Community health education
- Preventive care and health maintenance
- Manage care in the home environment

2. Behavioral health concerns related to behavior choices, neurological disorders, and safety.

### 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>
1. Interpret holistic assessment data to design evidence-based, personalized care tailored to the unique needs of diverse population groups. (Patient Centered Care)	A, B, C, D	2
2. Prioritize health education and safety requirements for diverse population groups, ensuring that care strategies are culturally competent and tailored to meet specific community needs. (Nursing Judgment)	A, C, D	1
3. Integrate legal and ethical concepts into nursing practice when caring for diverse population groups, ensuring culturally competent and equitable care. (Professional Identity)	C, D	4
4. Critically examine the role of population case management in relation to the Institute for Healthcare Improvement Quadruple Aim, assessing its effectiveness in improving patient experience, population health, and reducing costs. (Quality Improvement)	A, C, D	4

5. Actively engage with classmates in interactive application activities, facilitating discussions on assessments, interventions, and client responses. (Teamwork and Collaboration)	B, C	3
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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. **DEBWEGIN – *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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