Loyola University Chicago
Marcella Niehoff School of Nursing
Fall, 2014

Course Number and Title:   CMAN 436 - Advanced Practice Concepts in Community

Number of Credits:  2 Semester Hours

Meeting Schedule:  January 13, 2014 – March 21, 2014

Faculty:  Jorgia Connor, PhD, RN

Faculty Contact Information: Phone: 773. 508-2897; Email: jconnor3@luc.edu
Office hours:  By appointment

Pre-requisites:

Co-requisites:

Course Description: This course provides the student with a framework for advanced practice in a variety of specialty areas through analysis of essential concepts and methodologies. The definition and scope of advanced practice nursing and primary care are discussed and students explore models for practice within the contemporary health care system. Concepts and theoretical models appropriate for nursing interventions targeted at communities, aggregates at risk, families, and individuals are presented. Health promotion and disease prevention are emphasized, as well as concepts and theories appropriate for well populations and those with chronic illness. Specific methodologies include aggregate needs assessment, family assessment, health promotion, health education, patient teaching, risk factor reduction, case management, and contracting for health promotion, maintenance, and restoration.

Course Outcomes: Upon completion of this course the learner will be able to:

1. Utilize standards of nursing practice to begin to develop a philosophy and conceptual framework for own nursing practice within the specialty area of community health and/or chosen advanced practice area.
2. Incorporate research findings and evidence-based guidelines into your own framework for advanced nursing practice.
3. Summarize concepts and theoretical models for assessing needs and identifying appropriate nursing interventions directed at the community as client, aggregates at risk, family as client, and individual as client.
4. Differentiate methodologies to be used when designing interventions for the community as client, aggregates at risk, family as client, and individual as client.
5. Identify factors that influence health promotion and health education interventions including beliefs about health and illness, literacy, culture, health status, environment and developmental level of the target population.
6. Demonstrate ability to design health promotion/health education interventions based on selected theories and models.
7. Demonstrate ability to appraise selected theories/models and methodologies for application in advanced nursing practice.

Teaching methods: Learning methods will include lecture/discussion, readings, and completion of written assignments.

Evaluation:
Journal Reflections & Discussion Forums 50%
Analysis(description of community based intervention 25%
Health Promotion intervention design 25%

Total 100

Course Grading Scale
A 94-100
A- 92-93
B+ 89-91
B 86-88
B- 84-85
C+ 80-83
C 77-79
C- 75-76
D 72-74
F <72

Required course materials: Links will be provided
Recommended course materials: Links will be provided

Course Evaluation Expectation:

- Students are expected to participate in all assigned discussions and complete on-line assignments.
- Professional conduct and courtesy will be extended by all at all times. Should there be a concern that this expectation is not being met, please bring it to the attention of the faculty immediately.
• Papers must be submitted on or before the due date. Each day a paper is late, 5 out of the 100 points will be deducted from the earned grade.

• Students will adhere to the academic honesty policy. Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University Chicago faculty, students, and staff, that demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Please see the graduate student handbook for policies on academic honesty.

• It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic integrity statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to the MSN/DNP Handbook located in the Sakai Organization "Information for MSN/DNP Students" for a description of the Academic Integrity Policy.

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)