

**Residency Objectives, Learning Activities and Outcomes for
APN Management of Special Populations**

Residency Objective & Learning Activity	Evidence of Learning
Independently review: <ul style="list-style-type: none"> • EBP guidelines governing assessment and management of common health alterations of adolescents, women & older adults • Site specific tools and guidelines 	Bibliography of resources used Residency Experience Summary (RES) Positive preceptor feedback
Assume responsibility for on-going health promotion, risk reduction and disease prevention of adolescents, women and older adults <ul style="list-style-type: none"> • Review and apply age-appropriate health promotion guidelines when assessing the patient • Employ EBP guidelines to guide screening activities • Assess the impact of family, home, economic and environmental exposures on adolescents, women and older adults • Analyze data to determine health risks and determine plans of intervention to reduce or minimize risks • Provide anticipatory guidance and counseling addressing health promotion and safety in homes with adolescents or older adults • Provide anticipatory guidance and counseling addressing pertinent age- and diagnosis- related issues 	Bibliography of resources used For each age group, accurately documents health promotion interventions utilized. Positive feedback from preceptor about inclusion
Move from observation to parallel performance and increasingly independent performance of: <ul style="list-style-type: none"> • health histories • comprehensive and problem-focused physical examinations • discriminating between normal, variations of normal and abnormal findings associated with pathological processes • analysis of history, presenting symptoms and physical findings to develop appropriate differential diagnoses • proposing diagnostic and laboratory tests appropriate to differential diagnoses • collecting and analyzing laboratory data when appropriate (e.g., pap smear exams, osteoporosis screenings) • interpretation of diagnostic data for implications in diagnosis and management of health alterations • clinical reasoning to move through differential diagnoses to proposing a logical working diagnosis • presenting cases to the preceptor with increasing organization, accuracy and independence as the semester progresses 	For each age group, accurately documents health history, health risk assessment and physical examinations. Positive feedback from preceptor & faculty about skill and knowledge related to assessment, diagnosis and management of encountered health alterations. Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors.
With guidance, articulates the differences between clinical presentation of new health alterations, exacerbations, remissions, and commonly occurring sequela and complications of encountered patients	Positive feedback from preceptor & faculty about skill and knowledge related to assessment.

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<p>Move from thinking aloud with guidance to proposing management strategies for common acute and stable chronic health alterations with increasing accuracy and independence as the semester progresses.</p> <ul style="list-style-type: none"> • Construct management plans which incorporate best practice standards, EBP and national practice standards and guidelines, and individualized needs • Prioritize assessments and interventions when multiple needs exist within a patient's care • Perform primary care clinical procedures (e.g., sports physicals, clinical breast and vaginal exams, cerumen impaction removal, walker measurement) after independently reviewing the skill and under direct supervision of the preceptor • Propose appropriate pharmacotherapeutic agents, dosages, routes, and frequencies as well as monitoring diagnostic data 	<p>Bibliography of resources used</p> <p>Positive feedback from preceptor & faculty about skill and knowledge related to management.</p> <p>Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors.</p>
<p>Plan for long term management of patients' health</p> <ul style="list-style-type: none"> • Design health promotion and disease prevention interventions for adolescents, women and older adults • Plan for consistent, proactive management of the patient's health • Propose patient follow up consistent with practice guidelines and predominant practice 	<p>Bibliography of resources used</p> <p>Positive feedback from preceptor & faculty about incorporating prospective and continuing care of patients.</p> <p>Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors.</p>
<p>Document using standard professional language and formats for continuing care for the patient</p>	<p>Positive feedback from preceptor & faculty</p>