

1st semester clinical objectives for FNP and AG-PCNP students.

These objectives provide a framework for the nurse practitioner student to develop essential clinical skills, knowledge, and attitudes during their first clinical rotation.

The 1st semester student is considered a novice learner. The focus is to develop competency in gathering and synthesizing history, physical findings, and developing sound differential diagnoses.

FNP (family nurse practitioner) students care for patients across the lifespan and AG-PCNP (adult-gerontology primary care nurse practitioner) students care for ages adolescent (age 13) through elder.

1. Patient Assessment Skills - Developing competency:

- a. Develop competency in conducting comprehensive health assessments including history-taking, physical examinations, and psychosocial assessments.
- b. Develop competency conducting focused assessments of episodic, acute complaints including history-taking, relevant physical examination, and psychosocial assessments.
- c. Identifying risk factors from HX and PE for specific conditions and disease states.

2. Diagnostic Reasoning – Developing competency:

- a. Developing ability to interpret clinical findings and prioritize differential diagnoses to develop working diagnosis.
- b. Developing ability to formulate appropriate diagnostic and treatment plans based on clinical findings.

3. Clinical Decision-Making - Developing competency:

- a. Begin applying evidence-based practice guidelines and reasoning to develop appropriate plans of care to include:
 1. appropriate diagnostic test/imaging selection
 2. pharmacologic and non-pharmacologic therapies
 3. specialty referrals
 4. patient education
 5. evaluation of plans of care and appropriate follow up

4. Communication Skills:

- a. Identify essential communication skills with patients, families, and interdisciplinary team members, including effective, active listening, empathy, and clear documentation.
 - b. Seek feedback from preceptors and peers to identify learning needs.
5. **Professionalism and Ethical Practice:**
- a. Identify essentials of professionalism in interactions, ethical principles, and maintain patient confidentiality.
 - b. Begin to engage in reflective practice.
6. **Cultural Humility:** Identify essentials of cultural competence by recognizing and respecting the diversity of patients' backgrounds, beliefs, and values, and integrating cultural considerations into patient care.
7. **Care Coordination and Collaboration:** Identify appropriate interdisciplinary care coordination, collaboration with other healthcare providers, and when to advocate for patients' needs within the healthcare system.
8. **Patient Education:** Develop competency in providing patient education on health promotion, disease prevention, treatment plans, and medication management, ensuring patients' understanding and involvement in their care.

2nd semester clinical objectives for FNP and AG-PCNP students.

These objectives provide a framework for the nurse practitioner student to develop essential clinical skills, knowledge, and attitudes during their second clinical rotation. The 2nd semester student is considered to be developing proficiency. The focus is on solidifying their skills: gathering and synthesizing history, physical findings based on sound differential diagnoses, establishing a working diagnosis, and developing plans of care.

FNP (family nurse practitioner) students care for patients across the lifespan and AG-PCNP (adult-gerontology primary care nurse practitioner) students care for ages adolescent (age 13) through elder.

1. Patient Assessment Skills – Developing proficiency:**a. Conduct with minimal supervision:**

1. Comprehensive health assessments including history-taking, physical examinations, and psychosocial assessments.
2. Focused assessments of episodic, acute complaints including history-taking, relevant physical examination, and psychosocial assessments.
3. Independently identify risk factors from HX and PE for specific conditions and disease states.

2. Diagnostic Reasoning – Developing proficiency:

- a. Interpret, with guidance as needed, clinical findings and prioritize differential diagnoses to develop working diagnosis.
- b. Demonstrate emerging ability to independently formulate appropriate diagnostic and treatment plans based on clinical findings.

3. Clinical Decision-Making - Developing proficiency:

- a. Demonstrate, with guidance as needed, application of evidence-based practice guidelines and reasoning to develop appropriate plans of care to include:
 1. appropriate diagnostic test/imaging selection
 2. pharmacologic and non-pharmacologic therapies
 3. specialty referrals
 4. patient education
 5. evaluation of plans of care and appropriate follow up

4. Communication Skills:

- a. Demonstrate effective communication skills with patients, families, and interdisciplinary team members, including active listening, empathy, and clear documentation.
 - b. Actively seek feedback from preceptors and peers to identify learning needs.
5. **Professionalism and Ethical Practice:**
- a. Apply essentials of professionalism in interactions, ethical principles, and maintenance of patient confidentiality.
 - b. Demonstrate reflective practice.
6. **Cultural Humility:** Apply essentials of cultural competence by recognizing and respecting the diversity of patients' backgrounds, beliefs, and values, and integrating cultural considerations into patient care.
7. **Care Coordination and Collaboration:** Begin to participate in interdisciplinary care coordination, collaboration with other healthcare providers, and advocacy for patients' needs within the healthcare system.
8. **Patient Education:** Identify appropriate patient education on health promotion, disease prevention, treatment plans, and medication management, ensuring patients' understanding and involvement in their care.

These objectives provide a framework for the nurse practitioner student to develop essential clinical skills, knowledge, and attitudes during their third and final clinical rotation. The 3rd semester student is considered as proficient in most skills and should be capable of providing care more independently with minimal direction. The focus is on strengthening their basic skills: gathering and synthesizing history, physical findings based on sound differential diagnoses, and solidifying their ability to establish a working diagnosis, and develop sound plans of care.

FNP (family nurse practitioner) students care for patients across the lifespan and AG-PCNP (adult-gerontology primary care nurse practitioner) students care for ages adolescent (age 13) through elder.

1. Patient Assessment Skills – Proficient:

a. Conduct independently:

1. Comprehensive health assessments incorporating all appropriate subjective and objective data.
2. Focused assessments of episodic, acute complaints incorporating all appropriate subjective and objective data.
3. Incorporation of all identified patient risk factors into assessment and plans.

2. Diagnostic Reasoning – Proficient:

- a. Interpret clinical findings and prioritize differential diagnoses to develop working diagnosis.
- b. Demonstrate ability to formulate appropriate diagnostic and treatment plans and prioritize treatment based on findings and patient needs.

3. Clinical Decision-Making - Proficient:

- a. Application of evidence-based practice guidelines and reasoning to develop appropriate plans of care to include:
 1. appropriate diagnostic test/imaging selection
 2. pharmacologic and non-pharmacologic therapies
 3. specialty referrals
 4. patient education
 5. evaluation of plans of care and appropriate follow up

4. Effective, efficient care delivery – Proficient:

- a. Refine assessment and clinical decision making to streamline encounters while maintaining quality, safe care.

- b.** Demonstrate ability to prioritize plans of care based on patient needs and delivery of safe, efficient care.
 - c.** Develop efficiency and clarity in communication and documentation.
- 5. **Communication Skills:**
 - a. Demonstrate effective communication skills with all encounters while refining active listening, empathy, and clear documentation.
 - b. Actively seek feedback from preceptors and peers to identify learning needs.
- 6. **Professionalism and Ethical Practice:**
 - a. Demonstrate professionalism in interactions and ethical principles while maintaining patient confidentiality.
 - b. Engage in self-evaluation to identify ongoing learning needs.
- 7. **Cultural Humility:** Provide culturally competent care and practice cultural humility in all interactions.
- 8. **Care Coordination and Collaboration:** Participate in interdisciplinary, collaborative care and refine patient advocacy.
- 9. **Patient Education:** Provide appropriate, thorough patient education and assess patient understanding and retention of education provided.