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

<table>
<thead>
<tr>
<th>Residency Objective &amp; Learning Activity</th>
<th>Evidence of Learning</th>
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<tbody>
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<td>Independently review:</td>
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| - 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 | Bibliography of resources used  
For each age group, accurately documents health promotion interventions utilized.  
Positive feedback from preceptor about inclusion |
| - 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 | |
| Move from observation to parallel performance and increasingly independent performance of: | 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. |
| - 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 | |
<p>| 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 &amp; faculty about skill and knowledge related to assessment. |</p>
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| 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.  
- 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 | Bibliography of resources used  
Positive feedback from preceptor & faculty about skill and knowledge related to management.  
Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors. |
| Plan for long term management of patients’ health  
- 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 | Bibliography of resources used  
Positive feedback from preceptor & faculty about incorporating prospective and continuing care of patients.  
Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors. |
| Document using standard professional language and formats for continuing care for the patient | Positive feedback from preceptor & faculty |