

Clinical Course Timetable

<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
Fall first year Students attend classes at CSUB, including 3 hours per week of clinical laboratory time.	Spring first year Students attend classes at CSUB and spend approximately 135 hours with preceptor.	Summer Session Students attend classes at CSUB and spend approximately 90 hours with preceptor.
<i>Semester 4</i>	<i>Semester 5</i>	
Fall second year Students attend classes at CSUB and spend approximately 180 hours with preceptor.	Spring second year Students attend classes at CSUB and spend approximately 180 hours per week with preceptor.	

GUIDELINES FOR STUDENT PROGRESS

End of First Semester (N5201)

In addition to the successful completion of theory requirements, the student will:

1. Complete an adequate screening physical exam.
2. Use their instruments properly.
3. Demonstrate necessary interviewing and communication skills for patient encounters.
4. Consider the patients' growth and development as part of assessing, planning and intervening.
5. Develop basic procedural skills commonly performed by nurse practitioners in primary care setting.

End of Second Semester (N6321 - First Clinical Rotation)

The emphasis in this Semester will be on data gathering, conducting routine H & P's, and health promotion/risk reduction activities. The student will:

1. Perform a thorough and complete screening history and physical, including developmental health history, psycho-social assessment.
2. Perform a focused history and physical on the common "walk-in" patient problems and report the findings to the preceptor. In doing focused histories and physicals, it is expected that the student will cover at least what is needed, but probably make the error of gathering too much data.
3. Demonstrate basic communications skills including active listening, acknowledging concerns of the patients, responding and using appropriate language, and avoiding medical jargon.
4. Recall and elicit through interviewing a review of systems for major organ systems. For example, if a patient comes in complaining of a respiratory complaint, the student will be able to state what the basic respiratory ROS he or she would obtain.

5. Develop and use diverse protocols as a basis for intervention and management of common health problems.
6. Plan appropriate health promotion/discuss prevention interventions. For example, if a patient has a history of smoking, the student will be able to encourage smoke cessation.
7. Assess family structure and support mechanisms as well as identify community resources.
8. Demonstrate a beginning level in interpretational laboratory findings.
9. Evaluate the assessment data to provide a preliminary diagnosis of health and developmental problems.
10. Be aware of their limitations. They have to be able to acknowledge areas of limited knowledge and say: "I don't know." The corollary of this is that they request appropriate preceptor help depending on the clinical problem at hand.
11. Continue to develop basic procedural skills commonly performed by nurse practitioners in primary care setting.

End of Third Semester (N6331)

Emphasis this semester will be on health promotion, disease prevention and management of patients with acute self-limiting illnesses across the life span. The student will start incorporating referrals to other health care professionals in their plan of care and understand the implications of this dimension in terms of coordinating primary care. The student will:

1. Collect a focused data base on common self-limiting and acute health problems including: bronchitis, otitis media, conjunctivitis, pharyngitis, chest pain, etc.
2. Make accurate assessments and differential diagnoses for common acute problems seen in the primary care setting.
3. Demonstrate basic counseling skills and improved communication skills with patients and their families.
4. Elicit and record developmental health history, psycho-social assessment and nutritional assessment.
5. Make consistent and accurate problem lists for all patients they see.
6. Order and interpret appropriate diagnostic tests, including radiology tests, and initiate and evaluate treatments, including pharmacotherapy, for health problems that have been covered in class or by standardized procedures.

7. Incorporate nutritional assessment and intervention into their assessment and management of chronic health problems.
8. Perform, when required, special physical exam techniques, for example, checking for jugular venous distension, testing for ascites, etc.
9. Provide an oral presentation to the preceptor or faculty member, in which the student gives pertinent positives and negatives for patient problems encountered.
10. Refine procedural skills commonly performed by nurse practitioners in primary care setting.

End of Fourth Semester (N6341)

Emphasis during this semester will be consolidation of prior skills, the management and follow up of patients with chronic diseases across the life span. The student will be expected to apply pathophysiological concepts to clinical practice and have knowledge of common differential diagnoses and develop sound assessments. The student will continue to emphasize risk reduction and health promotion activities. The student will:

1. Collect a focused data base on common chronic diseases, including: hypertension, diabetes, COPD, congestive heart failure, rheumatoid arthritis, coronary artery disease, and cerebral vascular disease.
2. Make accurate assessments and differential diagnoses for common chronic health problems.
3. Evaluate patients with common chronic diseases and, with preceptor consultation recommend appropriate pharmacological and non-pharmacological interventions. Provide appropriate follow up care.
4. Develop greater depth in determining the need to order laboratory tests and in interpreting those tests.
7. Refine oral presentation skills, in which the student gives pertinent positives and negatives for patient problems encountered in an organized and concise fashion.
8. Initiate and provide emergency treatments. For example, if a patient comes in with an allergic reaction, the student will provide initial treatment.
9. Continue to refine procedural skills commonly performed by nurse practitioners in primary care setting.

End of Fifth Semester (N6351)

Emphasis this Semester will be on the refinement of clinical skills. The student should be able to collect a focused database on patients with chronic multi-system disease, for example, COPD with underlying coronary artery disease, poorly controlled hypertension with underlying diabetes mellitus, etc. Any deficiency in depth or breadth of clinical experiences will be corrected by the end of the semester. The student will:

1. Compose condensed H & P notes and appropriate, but brief, SOAP notes.
2. Assess, diagnose, and treat common problems with some level of preceptor consultation.
3. Complete focused history and physicals, limited to the problem.
4. Evaluate patients with common chronic disease and acute self-limiting illness across the life span.
5. Develop greater depth in laboratory interpretation, pharmacotherapeutics, and nutrition.
6. Refer and consult with other health professionals and specialists.
7. Complete any outstanding requirements for graduation.
8. Demonstrate efficiency in office practice.
9. Demonstrate patient follow up skills, especially regarding patients with chronic multi-system disease.
10. Focus on the professional aspects of the nurse practitioner's role, including legal and ethical implications of advanced practice.

Note to Preceptors: The student is responsible for working with you and your office staff in choosing appropriate patients to meet these requirements. The number of patients seen will depend upon the complexity of the patients' problems and the students' familiarity with the condition. Students are expected to be thorough and complete. Student productivity is expected to increase as the student progresses in the program. Typically, students see an average of 3-4 patients per day during their first clinical rotation (N6321), and 5-6 patients per day in their second semester (N6331) and gradually increasing in the subsequent semesters (N6341 and N6351).

Standards used in developing The Family Nurse Practitioner content:

- 1) *California Code of Regulations, Title 16, Section 1484: Nurse Practitioner Programs* (Board of Registered Nursing [BRN], updated 2011). BRN approval is required in order for the FNP program to operate in the State of California.
- 2) *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2013). CCNE accreditation is required in order for FNP graduates to become licensed, certified, and eligible for reimbursement.
- 3) *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force [NTF] on Quality Nurse Practitioner Education, 2012). CCNE accreditation requires demonstration that the *NTF Criteria* have been met.

- 4) *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011). CCNE accreditation requires demonstration that the *Essentials* have been met.
- 5) *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan* (National Organization of Nurse Practitioner Faculties (NONPF), 2013).

The NONPF (2013) guidelines address the nine domains of curricular content:

1. Scientific Foundation Competencies
2. Leadership Competencies
3. Quality Competencies
4. Practice Inquiry Competencies
5. Technology and Information Literacy Competencies
6. Policy Competencies
7. Health Delivery System Competencies
8. Ethics Competencies
9. Independent Practice Competencies

Available at:

<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/populationfocusnpcomps2013.pdf?hhSearchTerms=%22NP+and+competencies%22>

Revised Graduate Program Committee 2016