

**Practicum Objectives, Learning Activities and Outcomes for
Intensive Family Health Residency**

Practicum Objective & Learning Activity	Evidence of Learning
<p>Independently review:</p> <ul style="list-style-type: none"> • EBP guidelines governing assessment and management of common health alterations of seen in a primary care, family health site • Site specific tools and guidelines 	<p>Bibliography of resources used Practicum Experience Summary (RES) Positive preceptor feedback</p>
<p>Assume responsibility for on-going health promotion, risk reduction and disease prevention of pediatric, adolescent and adult patients.</p> <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 • Provide anticipatory guidance and counseling addressing health promotion issues. 	<p>Bibliography of resources used</p> <p>For each age group, accurately documents health promotion interventions utilized.</p> <p>Positive feedback from preceptor about inclusion</p>
<p>Moves from parallel to independent performance of:</p> <ul style="list-style-type: none"> • health histories • health risk assessment • comprehensive and problem-focused physical examinations • discriminating between normal, variations of normal and abnormal findings associated with pathological processes • identification of appropriate differential diagnoses • selection of diagnostic and laboratory tests appropriate to differential diagnoses • collection of laboratory data when appropriate (e.g., smears) • interpretation of diagnostic data • clinical reasoning to move through differential diagnoses to identify logical working diagnoses • Presenting cases to preceptor 	<p>For each age group, accurately document health history, health risk assessment and physical examinations.</p> <p>Positive feedback from preceptor & faculty about skill and knowledge related to assessment and diagnosis of encountered health alterations.</p> <p>Clinical reasoning assignment, documentation exhibits, RES, and class discussions reflect behaviors.</p>
<p>Articulate the differences between clinical presentation of new health alterations, exacerbations, remissions, and commonly occurring sequela and complications of encountered patients</p>	<p>Positive feedback from preceptor & faculty about skill and knowledge related to assessment.</p>

Practicum Objective & Learning Activity	Evidence of Learning
<p>Propose 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"> • Make independent decisions related to management & treatment of identified common health alterations including plans of care, plans for follow-up, monitoring progress, altering plan of care to achieve maximum results, identifying when referrals are needed • Construct management plans which incorporate best practice standards, EBP and national practice standards and guidelines, and individualized needs • Perform primary care clinical procedures (e.g., suturing, biopsy) after training and with support of the preceptor • Propose appropriate pharmacotherapeutic agents, dosages, routes, and frequencies as well as monitoring schedules for affiliated diagnostic data • Consider access, cost, efficacy, and quality when making management decisions • Demonstrate knowledge of and adherence to guidelines governing reimbursement, prospective payment and reimbursement of services 	<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 and adults • Promote evidence-based self care as appropriate to patients' presentation • Evaluate patient follow up and outcomes and adjusts plan of care as needed 	<p>Bibliography of resources used</p> <p>Positive feedback from preceptor & faculty about incorporating prospective and continuing care of patients.</p> <p>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>