St. John Fisher College  
Wegmans School of Nursing  
Primary Care Nurse Practitioner Education  
Clinical Learning Experiences

Introduction to Graduate Education:
Advanced nursing practice as a nurse practitioner, according to the National Organization of Nurse Practitioner Faculties (NONPF), is grounded in graduate-level education and in clinical practice that integrates health-related theories and research. The advanced nursing practice provided by primary care nurse practitioners in both autonomous and interdependent. Primary care nurse practitioners are accountable as direct providers of clinical services in various settings using multiple practice models and evidence-based practice protocols.

A primary care nurse practitioner student participating in community-based and acute care clinical experiences must be licensed as a RN in the New York state and have met Department of Health requirements for yearly health exam/update, current immunizations and yearly PPD. Clinical experiences for nurse practitioner students are completed to meet course requirements for specific clinical areas, such as adult care, geriatric care, women’s health care or pediatric care. Prior to beginning the clinical placement in a clinical site, the student is required to discuss the rotation and objectives with the preceptor after sharing his/her resume, course and personal learning objectives and the preceptor packet.

Primary care nurse practitioner students are required to complete a specific project in one of their clinical sites prior to graduation in order to integrate skills and knowledge and solidify their new roles as direct providers of health care. This project may be a thesis or project to assist students in meeting the program outcomes. The thesis or project is completed the last semester prior to graduation.

Learning Objectives:
Typical learning objectives for nurse practitioner students participating in all clinical experiences include:

- Complete, interval and acute history
- Physical examination & diagnostic skills
- Management of common ambulatory care problems
- Use of diagnostic tests
- Initiation of referrals & consultation
- Promotion of continuity of care
- Assessment of patient, family, community agencies in health promotion
- Disease prevention & health promotion
- Effective communication with the patient and family
- Involvement of the patient in her or his care
- Participation in a multidisciplinary health care team

MLD 8/2/07; NM 8/31/16
Orientation Checklist:

Items for the preceptor to include in the student’s orientation to the practice site:

___ Introduction to all staff and explanation of each person’s responsibilities
___ Student name tag & any required uniform/dress code
___ Student Parking
___ Student schedule/hours
___ Preceptor schedule/hours & typical session
___ Sick day/absence procedure
___ Student work space
___ Office/site library, references & resources (pt. education materials)
___ Telephone system
___ Laboratory & x-ray procedures
___ Referral procedures
___ Community tour & resources
___ Client/population characteristics

Student responsibilities to be included in the orientation:

___ Communication with office & nursing staff
___ Charting/documentation/reporting responsibilities
___ Responsibilities & involvement (to client & preceptor) when seeing clients
i.e. hands on, observation or both
___ Inpatient/rounds responsibilities
___ Attendance at staff, quality assurance, community-based meetings
___ Participation in specified community-oriented programs
Inventory of Community-Oriented Primary Care (COPC) & Health Promotion/Disease Prevention Skills

Please try to introduce the student to as many of these areas as possible as appropriate for the site needs, course objectives, student personal objectives and the student’s skill level. Please note this inventory is not meant to be all inclusive; your professional judgment and expertise our most valuable asset.

Primary Care Assessments:

___ Community Needs Assessment          ___ Data Analysis
___ Patient Chart Reviews               ___ Survey Development
___ Interviewing in the Community       ___ Assess Depression Risks
___ PEFR Measurement & Utilization      ___ Assess for CV Risk Factors
___ Interview for Mental &/or Physical Abuse ___ Assess Alcohol/Substance
___ Abuse Risks (i.e. CAGE)             ___ Assess Immunization Status
___ Home Visits

Individualized Patient & Family Instruction

___ Smoking Cessation                   ___ Chronic Disease (e.g. DM, HTN, CAD)
___ Teen Pregnancy Prevention           ___ Alcohol/Substance Abuse
___ Parenting Skills                    ___ Development across the lifespan
___ Prenatal Care                      ___ AIDS/STI Prevention
___ Accident Prevention, Safety (i.e. personal, family, sports, violence, etc.)
___ Family Planning                    ___ Immunizations
___ Nutrition                          ___ Cancer Prevention/Detection
Preventive Health Care Services:

___ Prenatal/Postnatal Visits ___ Well/ Acute Child Visit
___ Adolescent Visit ___ Pre-Participation Sports H&P
___ Well/Acute Adult Visit ___ Well/Acute Geriatric Visit
___ Well-Woman Visit ___ Family Planning / Contraception
___ Pap Smear ___ Breast Exam
___ Cancer Screening ___ Testicular Exam ___ Prostate Exam

Referral to:

___ Family Planning Services ___ Social Services
___ Specialists (Dermatology, Cardiologist, Surgeon, etc.)
___ Mental Health ___ WIC
___ Other ________________________________