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National Organization of Nurse Practitioner Faculties- Post-baccalaureate Doctor Nursing Practice Program Curriculum and Competency Mapping Templates Released November 2020, Updated February 2023.

The National Organization of Nurse Practitioner Faculties (NONPF) is pleased to release the new and revised Post-baccalaureate Doctor Nursing Practice (DNP) Program curriculum and competency mapping. The Post baccalaureate DNP is now mapped to the NP Role Core Competencies and the 2021 AACN Essentials. These documents were developed in support of NONPF's initiative to transition all NP programs to the DNP by 2025 and was established in collaboration with key NP stakeholders and faculty.

[Click here to be directed to the competency mapping.](#)

The curriculum was conceptualized based on the following assumptions,

- On average, post-baccalaureate DNP NP programs are 80 credit hours.
- On average, 1 academic credit is equivalent to 60 direct patient care clinical hours.
- Post-baccalaureate DNP programs require 1000 direct patient care clinical hours, where clinical hours are distributed throughout the program.
- The final clinical course provides a synthesis practicum, immersing the student in the healthcare system environment.
- The DNP project is an assignment completed throughout the System Thinking Seminar Courses which run concurrent with Health Management clinical courses.
- The hours associated with the DNP project are not direct patient care clinical hours.
- Course sequencing implies that DNP foundation courses proceed NP core courses with the DNP Nurse Practitioner Concentration Courses last.
- DNP Nurse Practitioner Concentration Courses may require full-time student enrollment.
- Course descriptions were revised April 2023 to incorporate new content and topics.

Key points when reading the excel spreadsheet.

- Across the top are course titles
- Second row is the number of clinical hours assigned to a course.

- The first few columns are the Essentials and NP competencies.
 - Under each Domain, the Essential sub competencies are listed in blue ink and the NONPF NP competencies are in black ink.
- Numbers in cells represent learning levels.
- Learning levels include
 1. Remember/Understand
 2. Apply
 3. Analyze
 4. Synthesis
- While this template provides an exemplar, we recognize that each program may incorporate varying courses to address the domains and the varying learning levels to meet the competencies.

NONPF endorses the implementation of this curriculum as an exemplar for a BSN-DNP program and the achievement of doctoral level competencies for all NP DNP Programs.

In February 2023, the course descriptions were updated to include concepts that support the current AACN Essentials and NONPF NP Role Core Competencies. Additions to the original descriptions are denoted with blue bold font.

	DNP Foundation Courses	Credits
DNP 1	Foundations of Scholarly Writing Reinforces composition and writing skills for academic purposes. Students utilize citations and references in the institution's approved format to assert that work reflects a larger body of literature on the topic of interest. Supports written communication of ideas to inform and persuade a reader on the topic. Explores methods of dissemination of scholarly work and IRB training.	2
DNP 2	Leadership, Role & Collaboration Focuses on theories and principles of communication, leadership, interprofessional collaboration, change management and systems thinking to improve outcomes. Includes an historical perspective of nursing and nurse practitioner role as well as the evolution of advanced practice nursing, and the importance of personal well-being, resiliency, and self-care.	3
DNP 3	Health Promotion Theory & Population Health Provides theoretical foundation and a framework for examining health promotion, population health, health equity and the implementation of community-based interventions. Content relates to disaster planning and intervention as well as the importance of interprofessional collaboration and engaging stakeholders. Using current data to improve outcomes, students develop and evaluate evidence-based population health programs to empower community action.	3

DNP 4	Information Systems and Technology Improvement Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems/technology to support communication, the delivery of high-quality care, and improvement of population health. Emphasis on health care technology design and implementation that addresses industry-specific requirements and the integration of data and systems.	3
DNP 5	Health Systems Policy, Economics & Financial Planning Provides a comprehensive system thinking approach to include policy, economics and financial principles to promote high quality health care delivery to individual, populations and communities. Focuses on NP issues and advocacy, which influence patient centered policy development and implementation.	3
DNP 6	Quality & Safety Explores the theoretical foundations and application of quality improvement methods, tools and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structures, processes, and outcomes. Prepares students to lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, disaster preparedness , and continuous learning.	3
DNP 7	Biostats & Epidemiology Application and interpretation of statistical and epidemiological techniques appropriate for health sciences. Prepares students to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. Students gain experience in interpreting quantitative data. Suggested the DNP 6 be taken prior to or concurrent with DNP 7.	3
DNP 8	Foundations of Evidence-based Practice Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. Explore the application knowledge to inform, evaluate and translate evidence for practice. Prerequisite: DNP 1 through 5 concurrent and DNP 6 and 7 prior to DNP 8.	3
DNP 9	Evidence-based Practice Methods Application and evaluation of clinical evidence to drive practice decisions that result in high quality and are cost effective. Identify a problem, plan change to improve a process or outcome, or develop innovative solutions related to health care delivery and populations . Prerequisite: DNP 1 through 8.	3
	NP Core Courses	
DNP PPP 1	Advanced Pharmacology and Therapeutic Provides the knowledge and skills to assess, diagnose, and pharmacologically manage a patient's health problems in a safe, high quality, cost-effective manner. Emphasis the development of therapeutic decision-making in drug selection for the patient based on health problems, individual variations, and economic considerations. Focus is on prescriptive practice, client education and monitoring therapeutic response to pharmacological agents in diverse clients across the lifespan.	4

DNP PPP 2	Advanced Physiology and Pathophysiology Provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role. Concepts relate to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan.	4
DNP PPP 3	Advance Health Assessment Provides knowledge to complete a comprehensive history, physical and mental health exam leading to the development of a differential diagnosis. Focus on self-reflection and unconscious bias, incorporating assessing wellness, screening tools, barriers to health care and chief complaint. Suggested that HA have supervised direct patient care clinical hours.	3
DNP PPP 4	Diagnosis and Management- Intro to Diagnostic Reasoning A focus on the symptom/health problem assessment and selection and interpretation of screening and diagnostic tests to formulate a differential diagnosis and treatment plan. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment with an understanding of population health and care of diverse populations. Prerequisites: DNP, PPP 1, 2 and 3	3
	DNP Nurse Practitioner Concentration Courses Prerequisites: All DNP and DNP PPP courses. Suggest students that the didactic, clinical and seminars concurrently.	
	Health Management I – Didactic Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individual common conditions with a focus on wellness. Apply behavior change theory to improve health and ethical principles to care of patients. Role development toward a culture of workplace and provider safety, foundations of independent practice, and team care.	3
	Health Management I – Clinical Clinical practice preceptorship with faculty oversight to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individual common conditions. Integration of behavior and wellness theory into practice, wellness, prevention, and provider safety content. Seek out clinical experience for prevention and common illness. Practice with respect and dignity.	3 Clinical Hours 180
	DNP System Thinking Seminar I Demonstrate the ability to reflect on one's own learning. Use technology to improve learning and understanding models of health care systems. Application of theory, review of the literature and population data to frame the QI change project to drive cost-effective safe care.	3
	Health Management II – Didactic Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individual's with multiple chronic conditions with a focus on interprofessional collaboration. A focus on unanticipated patient and population crises and disaster scenario. Advocate for the role of the patient on the health care team across the continuum of patient experiences.	3

	Health Management II – Clinical Clinical practice preceptorship with faculty oversight physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individual multiple chronic conditions. Professional practice exhibits emotional intelligence and inspires the confidence of others.	4 Clinical hours – 240
	DNP System Thinking Seminar II Apply leadership principles in working with members of the healthcare team. Seek collaboration with other professionals to explore the economic, financial, and policy factors. Demonstrate how information and technology guides change. Strategize to reduce error and promote quality and safety in the development of a QI change project. Use theories, methods, and evidence to develop a QI change project implementation plan and obtain baseline data.	3
	Health Management III - Didactic Demonstration diagnosis reasoning and decision making based on theory, evidence, ethics, and equity. Analytic approach to clinical situations, Apply information technology. Define yourself in the NP role as a leader.	4
	Health Management III – Clinical Complex patient, family, community, and population management. Synthesis evidence-based practice and technologies to improve outcomes. Advocate for patients, families, communities, and populations. Refines diagnostic reasoning.	5 Clinical hours – 280
	DNP System Thinking Seminar III Analyze systems that advance evidence-based principles, patient safety, crisis and disaster planning & intervention, inter-professional teamwork, and continuous learning. Utilize effective communication in transferring information to all stakeholders. Analyze policy implication on aspect of NP practice. Continue QI change project with mid and final evaluation point. Expand knowledge of self in your NP role and the significance of adequate self-care.	3
	Practice and System Final Clinical Synthesis practicum/concentrated/culminating direct-care clinical experience. In the context of the direct-care environment, the student demonstrates a systems approach to care. In addition to direct care activities, the student participates in culture of provider safety, systems-focused activities, including committee work, quality improvement, health informatics, lab utilization, patient safety, and outcomes. The clinical hours focus on both building competencies in the population's focus area as well as leadership, collaboration, communication and interprofessional competencies.	5 Clinical hours 300
	DNP System Thinking Seminar IV Apply theory and scientific practice to complete, evaluate and disseminate QI change project finding and improvement plan. Include recommendations for system impact as well as economic, financial and policy implication at the local, state, and national levels. Seeks opportunities to translate and disseminate evidence-based practices to improve system level care and leadership to promote evidence-based change. Includes plan for sustaining self-care activities in future practice settings.	4

Total Academic Credits = 80

Total direct patient care clinical hours = 1000