



## National Organization of Nurse Practitioner Faculties

# SAMPLE CURRICULUM TEMPLATES FOR DOCTORATE of NURSING PRACTICE (DNP) NP EDUCATION

### Introduction

NONPF presents these templates as exemplars of Doctor of Nursing Practice (DNP) curricula in order to promote quality education for nurse practitioners (NPs) at the doctoral level. These templates should be viewed as guides for envisioning practice doctoral education for NPs and upgrading and developing programs. They are not designed to be prescriptive or interpreted as the only NONPF-endorsed models. These curricular exemplars are based on the NONPF NP Core Competencies (NONPF, 2012) and the American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Using these sources as guidelines ensures that national standards are incorporated into the program. Additionally, the need for the program and the resources required to offer the program must be determined in conjunction with developing the curriculum. The DNP programs should also adhere to the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012), the nationally-recognized standards for all NP programs. Curricular models will vary in sequencing, emphasis, course titles, and descriptions and these common essentials and competencies ensure that the expectations DNP-prepared advanced practice registered nurses (APRNs) are clear.

The NP is one of the four APRN roles and has a skill set based on almost 50 years of history. The NP with a DNP continues to hold the knowledge and skills of the traditional NP plus additional and more advanced healthcare knowledge and skills.

Preparation of the NP for national certification and practice has evolved from baccalaureate, certificate, and master's levels. With the introduction of the DNP, most programs have accommodated students entering at various educational stages. The sample curricular models presented here illustrate programs for two frequent entry points to DNP preparation for NPs. The **post-BSN** models present examples for baccalaureate prepared nurses seeking the DNP for entry into advanced nursing practice. The two examples present clinical practica at different times in the program—one earlier than the other. The **post-Master's** models present four and five term examples for those nurses who are nationally certified NPs and desire the new doctoral degree. The four term example has courses that present some content in a more integrated manner compared to the five term example. These templates do not address those masters- prepared nurses who are not NPs and wish to complete a NP DNP degree.

Assumptions: The templates are based on the following assumptions:

- The focus of DNP programs is on preparing practitioners to provide health services.
- DNP programs prepare leaders who will improve the quality of care and patient outcomes and the health of society by advancing health policy.
- The DNP differs from the PhD in that it is not a research degree.
- There are various acceptable ways to incorporate the NONPF competencies and AACN essentials into a program.
- DNP programs are rooted in the application of evidence-based methods in clinical practice.
- Clinical practice for the DNP is an application and integration of doctoral level education and not a repeat of master's level clinical experiences.
- The program's total credits may vary depending on specialties and population foci as well as university and state regulations
- The DNP program credit and practice hours exceed what is expected of master's level preparation.

- The DNP NP graduate cares for undifferentiated patients with conditions ranging in complexity by integrating multiple knowledge bases and methods to develop comprehensive, high-level advanced practice nursing care.

Linkage to current master's competencies: As presented, the post-BSN templates incorporate the NP core (NONPF, 2012) and population-focused competencies. The template is intended to give some indication of how schools might develop or revise current programs at a DNP level. Such an approach recognizes the strengths of master's programs and practicing NPs prepared at the master's level, while providing ways to build on that preparation through doctoral level education.

The post-BSN templates provide two different examples of how the DNP curriculum may be designed. The post-BSN program courses are doctoral level courses, and they include and expand upon the master's level competencies with cutting edge knowledge and skills such as genomics, telehealth, including use of high tech diagnostic decision-aids, and use of practice-based evidence. The post-BSN templates should be thought of as generic NP programs—providing initial preparation as a nurse practitioner and progressing to DNP competencies.

The post-master's templates provide two examples by which master's-prepared NPs incorporate DNP competencies into their master's preparation as an NP and subsequent advanced practice clinical experience. As with the doctoral level clinical experiences, the didactic courses in post-master's programs should be an integration and application of concepts and knowledge at the doctoral level and not a repeat of the earlier masters' degree. The post-master's templates assume that students enrolled in these programs have graduated from a nationally accredited master's program. These standards serve as foundational for the programs of study furthering the development of NP DNP competencies. Because master's NP programs vary in the number of credits and the number of clinical practice hours required, a variety of post-master's programs will emerge to meet the needs of NPs seeking the DNP.

DNP Templates: In these templates, sample courses are presented along with the NONPF Core NP competencies in the columns to the right of the courses and the AACN DNP Essentials in the third column. We include both a short version of the four templates which has NONPF Competency theme and numbers and the AACN Essentials numbers, as well as a longer version which spells out the NONPF Competencies and AACN Essentials in more detail. As with the templates, the courses are not meant to be prescriptive; rather, they are an attempt to indicate what courses might look like and also to give some indication of where the DNP competencies might be covered in different types of programs. In general, the organization of course content has been approached in two ways. One is to develop specific courses, each of which covers specific content (as indicated by course titles). The second way is an integrative approach in which content is threaded through several courses. For example, principles of business and financial practice, policy, and informatics may all be covered in separate courses, or content may be integrated into and threaded through several courses.

Clinical Practica. The assumption in all of the templates is that programs culminate in the candidates' application of doctoral- level thinking and advanced practice skills in the clinical arena. The concluding clinical experience has been conceived of as a synthesis and application of the competencies beyond what is currently done in NP master's programs. The focus of the practica is a complex issue that these templates do not address. We look for more work in this area. We are clear, nevertheless, that the DNP-prepared NP is expected to lead and advance quality improvement of direct care for individuals and populations and health systems as well. The DNP-prepared NP is also expected to develop plans for comprehensive care management that address the multi-dimensional needs of patients presenting for advanced practice nursing care.

Advanced Physical Assessment, Advanced Pharmacology/Pharmacotherapeutics, Advanced Pathophysiology. Finally, courses in advanced health assessment, pharmacology, and pathophysiology have long been considered important foundational knowledge for the education of nurse practitioners. The *Essentials* document specifies that these should be three distinct courses within the curricula for advanced practice nurses. The post-BSN templates specifically include these courses and content, and programs may elect to address this content in different ways. For example, a variation on the advanced pharmacology/pharmacotherapeutics content might be to develop two courses: a general advanced pharmacotherapeutics and a second course specific to pharmacologic content for the candidate's population focus and specialty.

**NONPF EXEMPLAR TEMPLATE**  
**Post-BSN Doctor of Nursing Practice NP Curriculum #1 – Early Population Courses**  
**Short Version**

<b>Term</b>	<b>Sample Course Title/Subject</b>	<b>NONPF Competencies</b>	<b>DNP Essentials</b>
<b>Term 1</b>	Theoretical Foundations	Scientific Foundation (1,2, 3) Ethics (3)	I,III
	Advanced Pathophysiology	Scientific Foundation (1,-4)	I
	Advanced Pharmacology	Scientific Foundation (2) Independent Practice (3d)	I, VII, VIII
	Health Promotion	Scientific Foundation (1-4) Quality Competencies (1,2,5) Practice Inquiry Competencies (1,3,4,5,6) Independent Practice (3a)	I, VII
<b>Term 2</b>	Advanced Health Assessment	Scientific Foundation (4) Independent Practice (3b, 4c)	I,VIII
	Population Focus I (Didactic & Clinical)	Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6) Health Delivery System Competencies (1, 3, 5, 6, 7) Independent Practice (2, 3a-e, 4a-d)	I-IV, VI-VIII
	Statistics	Scientific Foundation (1, 3)	III, VII
<b>Term 3</b>	Population Focus II (Didactic & Clinical)	Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6) Health Delivery System Competencies (1, 3, 5, 6, 7) Independent Practice (2, 3a-e, 4a-d)	I-IV, VI-VIII
	Research Utilization	Scientific Foundation (1-3) Quality Competencies (1,4) Practice Inquiry (1, 6)	I, III, IV, VII, VIII
	Epidemiology	Scientific Foundation (1-4) Ethics Competencies (3) Practice Inquiry (3)	III, VII
<b>Term 4</b>	Population Focus III (Didactic & Clinical)	Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6)	I-IV, VI-VIII

		<b>Health Delivery System Competencies (1, 3, 5, 6, 7)</b> <b>Independent Practice (2, 3a-e, 4a-d)</b>	
	Informatics	<b>Leadership Competencies (6)</b> <b>Practice Inquiry Competencies (5)</b> <b>Technology &amp; Information Literacy (1-5)</b>	<b>IV</b>
	Genetics/Genomics	<b>Scientific Foundation (2)</b>	<b>I, III, VII</b>
<b>Term 5</b>	If needed: Population Focus IV (Didactic & Clinical)	<b>Scientific Foundation (1-4)</b> <b>Quality Competencies (1-5)</b> <b>Technology Competencies (1,6)</b> <b>Leadership Competencies (2-6)</b> <b>Health Delivery System Competencies (1, 3, 5, 6, 7)</b> <b>Independent Practice (2, 3a-e, 4a-d)</b>	<b>I-IV, VI-VIII</b>
	Leadership	<b>Leadership (1-7)</b> <b>Practice Inquiry Competencies (1)</b> <b>Policy Competencies (2)</b> <b>Health Delivery System (2)</b>	<b>I, II, VI</b>
	Role of the Advanced Practice Nurse <i>This course may include aspects of all NP Core Competencies, but the ones listed here would be the emphasis.</i>	<b>Quality (4-5)</b> <b>Independent Practice (1-2)</b>	<b>I-VIII</b>
	Ethics	<b>Policy (2-3)</b> <b>Ethics (1-3)</b>	<b>I, II, IV, V</b>
<b>Term 6</b>	Evidence-based & Translational Methods	<b>Scientific Foundation (3,4)</b> <b>Quality (1-3, 5)</b> <b>Practice Inquiry (2-6)</b>	<b>I, III, VII, VIII</b>
	Health Policy	<b>Leadership Competencies (2)</b> <b>Quality Competencies (3)</b> <b>Policy (1-6)</b>	<b>II, V, VI, VIII</b>
	Organizational Systems	<b>Leadership (1-7)</b> <b>Quality (3)</b> <b>Health Delivery System (1-7)</b>	<b>I, II, III, VI, VIII</b>
<b>Term 7</b>	DNP Project*	<b>Scientific Foundation (1-4)</b> <b>Leadership (1-6); Quality (1-3, 5)</b> <b>Practice Inquiry (1-6), Policy (1)</b> <b>Health Delivery System (1-6)</b>	<b>I-VIII</b>
	DNP Clinical Practicum*	<b>Scientific Foundation (1-4)</b> <b>Leadership (1-6); Quality (1,5)</b> <b>Practice Inquiry (1-3, 6)</b> <b>Technology &amp; Information Literacy (1-5)</b> <b>Health Delivery System (1-6)</b> <b>Ethical Competencies (1-3)</b> <b>Independent Practice (1-4)</b>	<b>I-IV, VI-VIII</b>
<b>Term 8</b>	DNP Project*	<b>Scientific Foundation (1-4)</b> <b>Leadership (1-6); Quality (1-3, 5)</b> <b>Practice Inquiry (1-6) , Policy (1)</b>	<b>I-VIII</b>

	DNP Clinical Practicum *	<b>Health Delivery System (1-6)</b> <b>Scientific Foundation (1-4)</b> <b>Leadership (1-6); Quality (1,5)</b> <b>Practice Inquiry (1-3, 6)</b> <b>Technology &amp; Information Literacy (1-5)</b> <b>Health Delivery System (1-6)</b> <b>Ethical Competencies (1-3)</b> <b>Independent Practice (1-4)</b>	I-IV, VI-VIII
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\*In these templates the final DNP Project and DNP Clinical Practica are placed in the last two terms, but schools should consider alternative scheduling of these activities. Aspects of the DNP Project (e.g. proposal development) and/or the DNP Clinical Practica could be incorporated earlier in the curriculum either integrated into other courses or as additional separate courses.

**NONPF EXEMPLAR TEMPLATE**  
**Post-BSN Doctor of Nursing Practice NP Curriculum #1 – Early Population Courses**  
**Expanded Version**

Term	Sample Course Title/Subject	NONPF Competencies	DNP Essentials
Term 1	Theoretical Foundations	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p>
	Advanced Pathophysiology	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p>
	Advanced Pharmacology	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> </ol> <p><b>Independent Practice Competencies</b></p> <ol style="list-style-type: none"> <li>3d. Prescribes medications within scope of practice.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Health Promotion	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>4. Leads practice inquiry, individually or in partnership with others.</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>

		<p>6. Analyzes clinical guidelines for individualized application into practice.</p> <p><b>Independent Practice Competencies</b></p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p>	
	Advanced Health Assessment	<p><b>Scientific Foundation Competencies</b></p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Independent Practice Competencies</b></p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
Term 2	/Population Focus I (Didactic & Clinical)	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p> <p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>4. Applies skills in peer review to promote a culture of excellence.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care.</p> <p>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p> <p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Health Delivery System Competencies</b></p> <p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</p> <p>3. Minimizes risk to patients and providers at the individual and systems level.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p> <p>7. Collaborates in planning for transitions across the continuum of care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>

		<p><b>Independent Practice Competencies</b></p> <p>2. Demonstrates the highest level of accountability for professional practice.</p> <p>3. Practices independently managing previously diagnosed and undiagnosed patients.</p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>3c). Employs screening and diagnostic strategies in the development of diagnoses.</p> <p>3d). Prescribes medications within scope of practice.</p> <p>3e). Manages the health/illness status of patients and families over time.</p> <p>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</p> <p>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</p> <p>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	
	Statistics	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p>	<p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>
Term 3	Population Focus II (Didactic & Clinical)	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge..</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p> <p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>4. Applies skills in peer review to promote a culture of excellence.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care.</p> <p>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p> <p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community,</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p>

		<p>integrated health care teams, and policy makers) to improve health care.</p> <ol style="list-style-type: none"> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Health Delivery System Competencies</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> <li>7. Collaborates in planning for transitions across the continuum of care.</li> </ol> <p><b>Independent Practice Competencies</b></p> <ol style="list-style-type: none"> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3. Practices independently managing previously diagnosed and undiagnosed patients.</li> <li>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</li> <li>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</li> <li>3c). Employs screening and diagnostic strategies in the development of diagnoses.</li> <li>3d). Prescribes medications within scope of practice.</li> <li>3e). Manages the health/illness status of patients and families over time.</li> <li>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</li> <li>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</li> <li>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</li> <li>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</li> <li>4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</li> </ol>	<p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Research Utilization	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p>

		<p>4. Applies skills in peer review to promote a culture of excellence.</p> <p><b>Practice Inquiry Competencies</b></p> <p>1. Provides leadership in the translation of new knowledge into practice. 6. Analyzes clinical guidelines for individualized application into practice.</p>	<p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Epidemiology	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Ethics Competencies</b></p> <p>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</p> <p><b>Practice Inquiry Competencies</b></p> <p>3. Applies clinical investigative skills to improve health outcomes.</p>	<p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>
Term 4	Population Focus III (Didactic & Clinical)	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. 3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care. 4. Applies skills in peer review to promote a culture of excellence. 5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p> <p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>

		<p>principles of change. 6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Health Delivery System Competencies</b></p> <p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 3. Minimizes risk to patients and providers at the individual and systems level. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care.</p> <p><b>Independent Practice Competencies</b></p> <p>2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care. 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. 3c). Employs screening and diagnostic strategies in the development of diagnoses. 3d). Prescribes medications within scope of practice. 3e). Manages the health/illness status of patients and families over time. 4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making. 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect. 4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. 4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	<p><b>Essential VIII:</b> Advanced Nursing Practice</p>
Informatics		<p><b>Leadership Competencies</b></p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Practice Inquiry Competencies</b></p> <p>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. 2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. 2b). Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision-making. 4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p>	<p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p>
Genetics/Genomics		<p><b>Scientific Foundation Competencies</b></p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-</p>

			Based Practice <b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health
Term 5	If needed: Population Focus IV (Didactic & Clinical)	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>4. Applies skills in peer review to promote a culture of excellence.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Technology and Information Literacy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Health Delivery System Competencies</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> <li>7. Collaborates in planning for transitions across the continuum of care.</li> </ol> <p><b>Independent Practice Competencies</b></p> <ol style="list-style-type: none"> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3. Practices independently managing previously diagnosed and undiagnosed patients. <ol style="list-style-type: none"> <li>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</li> <li>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</li> <li>3c). Employs screening and diagnostic strategies in the development of diagnoses.</li> </ol> </li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>

	<p>3d). Prescribes medications within scope of practice.  3e). Manages the health/illness status of patients and families over time.  4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.  4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.  4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.  4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.  4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	
Leadership	<p><b>Leadership Competencies</b>  1. Assumes complex and advanced leadership roles to initiate and guide change.  2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.  3. Demonstrates leadership that uses critical and reflective thinking.  4. Advocates for improved access, quality and cost effective health care.  5. Advances practice through the development and implementation of innovations incorporating principles of change.  6. Communicates practice knowledge effectively both orally and in writing.  7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p> <p><b>Practice Inquiry Competencies</b>  1. Provides leadership in the translation of new knowledge into practice.</p> <p><b>Policy Competencies</b>  2. Advocates for ethical policies that promote access, equity, quality, and cost.</p> <p><b>Health Delivery System Competencies</b>  2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p>
<p>Role of the Advanced Practice Nurse  <i>This course may include aspects of all NP Core Competencies, but the ones listed here would be the emphasis.</i></p>	<p><b>Quality Competencies</b>  4. Applies skills in peer review to promote a culture of excellence.  5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Independent Practice Competencies</b>  1. Functions as a licensed independent practitioner.  2. Demonstrates the highest level of accountability for professional practice.  3. Practices independently managing previously diagnosed and undiagnosed patients.  3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.  3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.  3c). Employs screening and diagnostic strategies in the development of diagnoses.  3d). Prescribes medications within scope of practice.  3e). Manages the health/illness status of patients and families over time.  4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.  4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p>

		<p>4b).Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</p> <p>4c).Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4d).Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</p>	<p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Ethics	<p><b>Policy Competencies</b></p> <p>2. Advocates for ethical policies that promote access, equity, quality, and cost.</p> <p>3. Analyzes ethical, legal, and social factors influencing policy development.</p> <p><b>Ethics Competencies</b></p> <p>1. Integrates ethical principles in decision-making.</p> <p>2. Evaluates the ethical consequences of decisions.</p> <p>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p>
Term 6	Evidence-based & Translational Methods	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p> <p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Practice Inquiry Competencies</b></p> <p>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</p> <p>3. Applies clinical investigative skills to improve health outcomes.</p> <p>4. Leads practice inquiry, individually or in partnership with others.</p> <p>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</p> <p>6. Analyzes clinical guidelines for individualized application into practice</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Health Policy	<p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p>

		<p><b>Quality Competencies</b> 3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p><b>Policy Competencies</b> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development.</p>	<p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Organizational Systems	<p><b>Leadership Competencies</b> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively both orally and in writing. 7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p> <p><b>Quality Competencies</b> 3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p><b>Health Delivery System Competencies</b> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
Term 7	DNP Project*	<p><b>Scientific Foundation Competencies</b> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Leadership Competencies</b> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p>

		<ol style="list-style-type: none"> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>4. Leads practice inquiry, individually or in partnership with others.</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol> <p><b>Policy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the interdependence of policy and practice.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> </ol>	<p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	DNP Clinical Practicum*	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change.</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p>

	<p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol> <p><b>Technology and Information Literacy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>2. Translates technical and scientific health information appropriate for various users' needs.</li> <li>2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.</li> <li>2b). Coaches the patient and caregiver for positive behavioral change.</li> <li>3. Demonstrates information literacy skills in complex decision making.</li> <li>4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making.</li> <li>2. Evaluates the ethical consequences of decisions.</li> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol> <p><b>Independent Practice Competencies</b></p> <ol style="list-style-type: none"> <li>1. Functions as a licensed independent practitioner.</li> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3. Practices independently managing previously diagnosed and undiagnosed patients.</li> <li>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</li> <li>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</li> <li>3c). Employs screening and diagnostic strategies in the development of diagnoses.</li> <li>3d). Prescribes medications within scope of practice.</li> <li>3e). Manages the health/illness status of patients and families over time.</li> <li>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</li> <li>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy,</li> </ol>	<p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
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		and collaboration. 4b).Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect. 4c).Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care. 4d).Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.	
Term 8	DNP Project*	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change.</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>4. Leads practice inquiry, individually or in partnership with others.</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol> <p><b>Policy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the interdependence of policy and practice.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>

		<p>environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p> <p><b>DNP Clinical Practicum*</b></p> <p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change.</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>6. Analyzes clinical guidelines for individualized application into practice.</li> </ol> <p><b>Technology and Information Literacy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>2. Translates technical and scientific health information appropriate for various users' needs.</li> <li>2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.</li> <li>2b). Coaches the patient and caregiver for positive behavioral change.</li> <li>3. Demonstrates information literacy skills in complex decision-making.</li> <li>4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
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		<p>2. Evaluates the ethical consequences of decisions.</p> <p>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</p> <p><b>Independent Practice Competencies</b></p> <p>1. Functions as a licensed independent practitioner.</p> <p>2. Demonstrates the highest level of accountability for professional practice.</p> <p>3. Practices independently managing previously diagnosed and undiagnosed patients.</p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>3c). Employs screening and diagnostic strategies in the development of diagnoses.</p> <p>3d). Prescribes medications within scope of practice.</p> <p>3e). Manages the health/illness status of patients and families over time.</p> <p>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</p> <p>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</p> <p>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	
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\*In these templates the final DNP Project and DNP Clinical Practica are placed in the last two terms, but schools should consider alternative scheduling of these activities. Aspects of the DNP Project (e.g. proposal development) and/or the DNP Clinical Practica could be incorporated earlier in the curriculum either integrated into other courses or as additional separate courses.

**NONPF EXEMPLAR TEMPLATE**  
**Post-BSN Doctor of Nursing Practice NP Curriculum #2 – Late Population Courses**  
**Short Version**

<b>Term</b>	<b>Sample Course Title/Subject</b>	<b>NONPF Competencies</b>	<b>DNP Essentials</b>
<b>Term 1</b>	Theoretical Foundations	Scientific Foundation (1,2, 3) Ethics (3)	I,III
	Advanced Pathophysiology	Scientific Foundation (1,-4)	I
	Genetics	Scientific Foundation (2)	I, III, VII
	Health Promotion	Scientific Foundation (1-4) Quality Competencies (1,2,5) Practice Inquiry Competencies (1,3,4,5,6) Independent Practice (3a)	I, VII
<b>Term 2</b>	Epidemiology	Scientific Foundation (1-4) Ethics Competencies (3) Practice Inquiry (3)	III, VII
	Statistics	Scientific Foundation (1, 3)	III, VII
	Informatics	Leadership Competencies (6) Practice Inquiry Competencies (5) Technology & Information Literacy (1-5)	IV
	Ethics	Policy (2-3) Ethics (1-3)	I, II, IV, V
<b>Term 3</b>	Health Policy	Leadership Competencies (2) Quality Competencies (3) Policy (1-6)	II, V, VI, VIII
	Research Utilization	Scientific Foundation (1-3) Quality Competencies (1,4) Practice Inquiry (1, 6)	I, III, IV, VII, VIII
	Organizational systems	Leadership (1-7) Quality (3) Health Delivery System (1-7)	I, II, III, VI, VIII
<b>Term 4</b>	Advanced Health Assessment	Scientific Foundation (4) Independent Practice (3b, 4c)	I,VIII
	Advanced Pharmacology	Scientific Foundation (2) Independent Practice (3d)	I, VII, VIII
	Evidence-based and Translational Methods	Scientific Foundation (3,4) Quality (1-3, 5) Practice Inquiry (2-6)	I, III, VII, VIII

<b>Term 5</b>	Population Focus I (didactic and clinical)	<b>Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6) Health Delivery System Competencies (1, 3, 5, 6, 7) Independent Practice (2, 3a-e, 4a-d)</b>	<b>I-IV, VI-VIII</b>
	Elective Course(s)		
<b>Term 6</b>	Population Focus II (didactic and clinical)	<b>Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6) Health Delivery System Competencies (1, 3, 5, 6, 7) Independent Practice (2,3a-e, 4a-d)</b>	<b>I-IV, VI-VIII</b>
	Leadership	<b>Leadership (1-7) Practice Inquiry Competencies (1) Policy Competencies (2) Health Delivery System (2)</b>	<b>I, II, VI</b>
<b>Term 7</b>	Population Focus III (didactic and clinical)	<b>Scientific Foundation (1-4) Quality Competencies (1-5) Technology Competencies (1,6) Leadership Competencies (2-6) Health Delivery System Competencies (1, 3, 5, 6, 7) Independent Practice (2, 3a-e, 4a-d)</b>	<b>I-IV, VI-VIII</b>
	Role <i>This course may include aspects of all NP Core Competencies, but the ones listed here would be the emphasis.</i>	<b>Quality (4-5) Independent Practice (1-2)</b>	<b>I-VIII</b>
	DNP Project*	<b>Scientific Foundation (1-4) Leadership (1-6); Quality (1-3, 5) Practice Inquiry (1-6), Policy (1) Health Delivery System (1-6)</b>	<b>I-VIII</b>
<b>Term 8</b>	DNP Clinical Practicum*	<b>Scientific Foundation (1-4) Leadership (1-6); Quality (1,5) Practice Inquiry (1-3, 6) Technology &amp; Information Literacy (1-5) Health Delivery System (1-6) Ethical Competencies (1-3) Independent Practice (1-4)</b>	<b>I-IV, VI-VIII</b>

	DNP Project*	<b>Scientific Foundation (1-4)</b> <b>Leadership (1-6); Quality (1-3, 5)</b> <b>Practice Inquiry (1-6), Policy (1)</b> <b>Health Delivery System (1-6)</b>	I-VIII
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\*In these templates the final DNP Project and DNP Clinical Practica are placed in the last two terms, but schools should consider alternative scheduling of these activities. Aspects of the DNP Project (e.g. proposal development) and/or the DNP Clinical Practica could be incorporated earlier in the curriculum either integrated into other courses or as additional separate courses.

**NONPF EXEMPLAR TEMPLATE**  
**Post-BSN Doctor of Nursing Practice NP Curriculum #2 – Late Population Courses**  
**Expanded Version**

Term	Sample Course Title/Subject	NONPF Competencies	<i>DNP Essentials</i>
Term 1	Theoretical Foundations	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p>
	Advanced Pathophysiology	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p>
	Genetics	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>
	Health Promotion	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>

		<p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>4. Leads practice inquiry, individually or in partnership with others.</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> <li>6. Analyzes clinical guidelines for individualized application into practice.</li> </ol> <p><b>Independent Practice Competencies</b></p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p>	
Term 2	Epidemiology	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>3. Applies clinical investigative skills to improve health outcomes.</li> </ol>	<p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>
	Statistics	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> </ol>	<p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p>
	Informatics	<p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> </ol> <p><b>Technology and Information Literacy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>2. Translates technical and scientific health information appropriate for various users' needs.</li> <li>2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.</li> <li>2b). Coaches the patient and caregiver for positive behavioral change.</li> <li>3. Demonstrates information literacy skills in complex decision-making.</li> <li>4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol>	<p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement And Transformation Of Health Care</p>

	Ethics	<p><b>Policy Competencies</b></p> <ol style="list-style-type: none"> <li>Advocates for ethical policies that promote access, equity, quality, and cost.</li> <li>Analyzes ethical, legal, and social factors influencing policy development.</li> </ol> <p><b>Ethics Competencies</b></p> <ol style="list-style-type: none"> <li>Integrates ethical principles in decision-making.</li> <li>Evaluates the ethical consequences of decisions.</li> <li>Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p>
Term 3	Health Policy	<p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> </ol> <p><b>Policy Competencies</b></p> <ol style="list-style-type: none"> <li>Demonstrates an understanding of the interdependence of policy and practice.</li> <li>Advocates for ethical policies that promote access, equity, quality, and cost.</li> <li>Analyzes ethical, legal, and social factors influencing policy development.</li> <li>Contributes in the development of health policy.</li> <li>Analyzes the implications of health policy across disciplines.</li> <li>Evaluates the impact of globalization on health care policy development.</li> </ol>	<p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Research Utilization	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>Translates research and other forms of knowledge to improve practice processes and outcomes.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>Uses best available evidence to continuously improve quality of clinical practice.</li> <li>Applies skills in peer review to promote a culture of excellence.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>Provides leadership in the translation of new knowledge into practice.</li> <li>Analyzes clinical guidelines for individualized application into practice.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation of Healthcare</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Organizational systems	<p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>Assumes complex and advanced leadership roles to initiate and guide change.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p>

		<p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p> <p><b>Quality Competencies</b></p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p><b>Health Delivery System Competencies</b></p> <p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</p> <p>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p> <p>3. Minimizes risk to patients and providers at the individual and systems level.</p> <p>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p> <p>7. Collaborates in planning for transitions across the continuum of care.</p>	<p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
Term 4	Advanced Health Assessment	<p><b>Scientific Foundation Competencies</b></p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Independent Practice Competencies</b></p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Advanced Pharmacology	<p><b>Scientific Foundation Competencies</b></p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p><b>Independent Practice Competencies</b></p> <p>3d. Prescribes medications within scope of practice.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
	Evidence-based and Translational Methods	<p><b>Scientific Foundation Competencies</b></p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p>

		<p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Practice Inquiry Competencies</b></p> <p>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</p> <p>3. Applies clinical investigative skills to improve health outcomes.</p> <p>4. Leads practice inquiry, individually or in partnership with others.</p> <p>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</p> <p>6. Analyzes clinical guidelines for individualized application into practice.</p>	<p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
Term 5	Population Focus I (didactic and clinical)	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p> <p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>4. Applies skills in peer review to promote a culture of excellence.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care.</p> <p>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p> <p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Health Delivery System Competencies</b></p> <p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</p> <p>3. Minimizes risk to patients and providers at the individual and systems level.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>

		<p>7. Collaborates in planning for transitions across the continuum of care.</p> <p><b>Independent Practice Competencies</b></p> <p>2. Demonstrates the highest level of accountability for professional practice.</p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>3c). Employs screening and diagnostic strategies in the development of diagnoses.</p> <p>3d). Prescribes medications within scope of practice.</p> <p>3e). Manages the health/illness status of patients and families over time.</p> <p>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</p> <p>4c). Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4d). Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</p>	
	Elective Course(s)		
Term 6	Population Focus II (didactic and clinical)	<p><b>Scientific Foundation Competencies</b></p> <p>1. Critically analyzes data and evidence for improving advanced nursing practice.</p> <p>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</p> <p>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p> <p><b>Quality Competencies</b></p> <p>1. Uses best available evidence to continuously improve quality of clinical practice.</p> <p>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</p> <p>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</p> <p>4. Applies skills in peer review to promote a culture of excellence.</p> <p>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Technology and Information Literacy Competencies</b></p> <p>1. Integrates appropriate technologies for knowledge management to improve health care.</p> <p>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</p> <p><b>Leadership Competencies</b></p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>

		<p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Health Delivery System Competencies</b></p> <p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</p> <p>3. Minimizes risk to patients and providers at the individual and systems level.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p> <p>7. Collaborates in planning for transitions across the continuum of care.</p> <p><b>Independent Practice Competencies</b></p> <p>2. Demonstrates the highest level of accountability for professional practice.</p> <p>3. Practices independently managing previously diagnosed and undiagnosed patients.</p> <p>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>3c). Employs screening and diagnostic strategies in the development of diagnoses.</p> <p>3d). Prescribes medications within scope of practice.</p> <p>3e). Manages the health/illness status of patients and families over time.</p> <p>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</p> <p>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</p> <p>4c). Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4d). Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</p>	
Leadership		<p><b>Leadership Competencies</b></p> <p>1. Assumes complex and advanced leadership roles to initiate and guide change.</p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p> <p><b>Practice Inquiry Competencies</b></p> <p>1. Provides leadership in the translation of new knowledge into practice.</p> <p><b>Policy Competencies</b></p> <p>2. Advocates for ethical policies that promote access, equity, quality, and cost.</p> <p><b>Health Delivery System Competencies</b></p> <p>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>

Term 7	Population Focus III (didactic and clinical)	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>4. Applies skills in peer review to promote a culture of excellence.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Technology and Information Literacy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Health Delivery System Competencies</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> <li>7. Collaborates in planning for transitions across the continuum of care.</li> </ol> <p><b>Independent Practice Competencies</b></p> <ol style="list-style-type: none"> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</li> <li>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</li> <li>3c). Employs screening and diagnostic strategies in the development of diagnoses.</li> <li>3d). Prescribes medications within scope of practice.</li> <li>3e). Manages the health/illness status of patients and families over time.</li> <li>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</li> <li>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
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		<p>4c).Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.  4d).Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</p>	
	<p>Role  <i>This course may include aspects of all NP Core Competencies, but the ones listed here would be the emphasis.</i></p>	<p><b>Quality Competencies</b>  4. Applies skills in peer review to promote a culture of excellence.  5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.  <b>Independent Practice Competencies</b>  1. Functions as a licensed independent practitioner.  2. Demonstrates the highest level of accountability for professional practice.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice   <b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking   <b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice   <b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare   <b>Essential V:</b> Health Care Policy for Advocacy in Health Care   <b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population   <b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health   <b>Essential VIII:</b> Advanced Nursing Practice</p>
	<p>DNP Project*</p>	<p><b>Scientific Foundation Competencies</b>  1. Critically analyzes data and evidence for improving advanced nursing practice.  2. Integrates knowledge from the humanities and sciences within the context of nursing science.  3. Translates research and other forms of knowledge to improve practice processes and outcomes.  4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.  <b>Leadership Competencies</b>  1. Assumes complex and advanced leadership roles to initiate and guide change.  2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.  3. Demonstrates leadership that uses critical and reflective thinking.  4. Advocates for improved access, quality and cost effective health care.  5. Advances practice through the development and implementation of innovations incorporating principles of change.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice   <b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking   <b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice   <b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p>

		<p>6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</li> </ol> <p><b>Practice Inquiry Competencies</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> <li>4. Leads practice inquiry, individually or in partnership with others.</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</li> <li>6. Analyzes clinical guidelines for individualized application into practice.</li> </ol> <p><b>Policy Competencies</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the interdependence of policy and practice.</li> </ol> <p><b>Health Delivery System Competencies</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> <li>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</li> <li>3. Minimizes risk to patients and providers at the individual and systems level.</li> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> </ol>	<p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p> <p><b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation's Health</p> <p><b>Essential VIII:</b> Advanced Nursing Practice</p>
<p>Term 8</p>	<p>DNP Clinical Practicum*</p>	<p><b>Scientific Foundation Competencies</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</li> </ol> <p><b>Leadership Competencies</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change.</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>4. Advocates for improved access, quality and cost effective health care.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>6. Communicates practice knowledge effectively both orally and in writing.</li> </ol> <p><b>Quality Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings For Practice</p> <p><b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population</p>

5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

**Practice Inquiry Competencies**

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
6. Analyzes clinical guidelines for individualized application into practice.

**Technology and Information Literacy Competencies**

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
- 2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
- 2b). Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision-making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

**Health Delivery System Competencies**

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.

**Ethics Competencies**

1. Integrates ethical principles in decision-making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

**Independent Practice Competencies**

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
- 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
- 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
- 3c). Employs screening and diagnostic strategies in the development of diagnoses.
- 3d). Prescribes medications within scope of practice.
- 3e). Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
- 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
- 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort,

**Essential VII:** Clinical Prevention And Population Health For Improving The Nation's Health

**Essential VIII:** Advanced Nursing Practice

	<p>emotional support, mutual trust and respect.          4c).Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.          4d).Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</p>	
<p>DNP Project*</p>	<p><b>Scientific Foundation Competencies</b>          1. Critically analyzes data and evidence for improving advanced nursing practice.          2. Integrates knowledge from the humanities and sciences within the context of nursing science.          3. Translates research and other forms of knowledge to improve practice processes and outcomes.          4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.  <b>Leadership Competencies</b>          1. Assumes complex and advanced leadership roles to initiate and guide change.          2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.          3. Demonstrates leadership that uses critical and reflective thinking.          4. Advocates for improved access, quality and cost effective health care.          5. Advances practice through the development and implementation of innovations incorporating principles of change.          6. Communicates practice knowledge effectively both orally and in writing.  <b>Quality Competencies</b>          1. Uses best available evidence to continuously improve quality of clinical practice.          2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.          3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.          5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.  <b>Practice Inquiry Competencies</b>          1. Provides leadership in the translation of new knowledge into practice.          2. Generates knowledge from clinical practice to improve practice and patient outcomes.          3. Applies clinical investigative skills to improve health outcomes.          4. Leads practice inquiry, individually or in partnership with others.          5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.          6. Analyzes clinical guidelines for individualized application into practice.  <b>Policy Competencies</b>          1. Demonstrates an understanding of the interdependence of policy and practice.  <b>Health Delivery System Competencies</b>          1. Applies knowledge of organizational practices and complex systems to improve health care delivery.          2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.          3. Minimizes risk to patients and providers at the individual and systems level.          4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.          5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p>	<p><b>Essential I:</b> Scientific Underpinnings For Practice   <b>Essential II:</b> Organizational And Systems Leadership For Quality Improvement And Systems Thinking   <b>Essential III:</b> Clinical Scholarship And Analytical Methods For Evidence-Based Practice   <b>Essential IV:</b> Information Systems/Technology And Patient Care Technology For The Improvement and Transformation in Healthcare   <b>Essential V:</b> Health Care Policy for Advocacy in Health Care   <b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population   <b>Essential VII:</b> Clinical Prevention And Population Health For Improving The Nation’s Health   <b>Essential VIII:</b> Advanced Nursing Practice</p>

		6. Analyzes organizational structure, functions and resources to improve the delivery of care.	
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\*In these templates the final DNP Project and DNP Clinical Practica are placed in the last two terms, but schools should consider alternative scheduling of these activities. Aspects of the DNP Project (e.g. proposal development) and/or the DNP Clinical Practica could be incorporated earlier in the curriculum either integrated into other courses or as additional separate courses.

**NONPF EXEMPLAR TEMPLATE**  
**Post-MSN Doctor of Nursing Practice NP Curriculum, 4 Term Model**  
**Short Version**

	<b>Sample Course Title/Subject</b>	<b>NONPF Competencies</b>	<b>DNP Essentials</b>
Term 1	Epidemiology	<b>Scientific Foundation (1-4)</b> <b>Ethics (3)</b> <b>Practice Inquiry (3)</b>	III, VII
	Foundations of Nursing Science	<b>Scientific Foundation (1,-2)</b>	I
	Population Health, Quality and Clinical Effectiveness	<b>Quality (1-3)</b> <b>Technology and Information Literacy (1, 4)</b> <b>Ethics (1)</b>	IV
Term 2	Evaluating Evidence for Practice	<b>Scientific Foundation (1-4)</b> <b>Quality (1)</b> <b>Practice Inquiry (6)</b>	I
	Quality and Safety Across Settings	<b>Quality (1-5)</b> <b>Health Delivery System (3)</b> <b>Technology (5)</b>	II
	Emerging science <i>A course focused on the acquisition of emerging scientific knowledge in health care and application to individuals, families, populations.</i>	<b>Scientific Foundation (4)</b> <b>Health Delivery System (5)</b>	VII
	DNP Project Seminar 1	<b>Practice Inquiry (1-3)</b> <b>Health Delivery System (6)</b>	III
Term 3	Complex issues in Independent practice <i>Practicum Hours</i>  <i>The course may have practicum hours. This course incorporates independent practice issues for the practicing post-MSN NP. Course has flexibility to include contemporary independent practice issues and principles of business and financial management. It would also be possible to develop separate courses for some of this content area.</i>	<b>Independent Practice (1-3)</b> <b>Leadership (1-6)</b> <b>Ethics (1-3)</b> <b>Technology and Information Literacy (2-3)</b> <b>Health Delivery System (1)</b>	II, III, VIII
	Health Disparity in the U.S. and Global Health Systems	<b>Policy (6)</b> <b>Health Delivery System (4,5)</b> <b>Ethics (3)</b>	II, VI
	DNP Project Seminar 2	<b>Practice Inquiry (3)</b> <b>Health Delivery System (2)</b>	III

Term 4	<p>Complex issues in Interprofessional leadership <i>Practicum Hours</i></p> <p><i>This course focuses on integrating the DNP competencies and the application of the competencies in an interdisciplinary team environment. Practicum hours are included.</i></p>	<p><b>Leadership (1-7)</b> <b>Ethics (3)</b> <b>Quality (4,5)</b> <b>Scientific Foundation (4)</b> <b>Health Delivery System (6, 7)</b></p>	<p><b>III, VI</b></p>
	<p>Health Care Policy and Advocacy</p>	<p><b>Policy (1-6)</b></p>	<p><b>V</b></p>
	<p>DNP Project Seminar 3</p>	<p><b>Practice Inquiry (3-5)</b> <b>Health Delivery System (2, 5)</b></p>	<p><b>III</b></p>

**NONPF EXEMPLAR TEMPLATE**  
**Post-MSN Doctor of Nursing Practice NP Curriculum, 4 Term Model**  
**Expanded Version**

	<b>Sample Course Title/Subject</b>	<b>NONPF Competencies</b>	<b>DNP Essentials</b>
Term 1	Epidemiology	<p><b>Scientific Foundation</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol> <p><b>Ethics</b></p> <ol style="list-style-type: none"> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol> <p><b>Practice Inquiry</b></p> <ol style="list-style-type: none"> <li>3. Applies clinical investigative skills to improve health outcomes.</li> </ol>	<p><b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p> <p><b>Essential VII:</b> Clinical Prevention and Population Health for Improving the Nation's Health</p>
	Foundations of Nursing Science	<p><b>Scientific Foundation</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> </ol>	<p><b>Essential I:</b> Scientific Underpinnings for Practice</p>
	Population Health, Quality and Clinical Effectiveness	<p><b>Quality</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.</li> </ol> <p><b>Technology and Information Literacy</b></p> <ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.</li> </ol> <p><b>Ethics</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making.</li> </ol>	<p><b>Essential IV:</b> Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p>
Term 2	Evaluating Evidence for Practice	<p><b>Scientific Foundation</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice.</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol> <p><b>Quality</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice.</li> </ol> <p><b>Practice Inquiry</b></p> <ol style="list-style-type: none"> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol>	<p><b>Essential I.</b> Scientific Underpinnings for Practice</p>

	Quality and Safety Across Settings	<p><b>Quality</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making.</li> <li>2. Evaluates the ethical consequences of decisions.</li> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>2. Minimizes risk to patients and providers at the individual and systems level.</li> </ol> <p><b>Technology</b></p> <ol style="list-style-type: none"> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol>	<b>Essential II:</b> Organizational and Systems Leadership for Quality Improvement and Systems Thinking
	Emerging science <i>A course focused on the acquisition of emerging scientific knowledge in health care and application to individuals, families, and populations.</i>	<p><b>Scientific Foundation</b></p> <ol style="list-style-type: none"> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</li> </ol>	<b>Essential VII:</b> Clinical Prevention and Population Health for Improving the Nation's Health
	DNP Project Seminar 1	<p><b>Practice Inquiry</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice.</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes.</li> <li>3. Applies clinical investigative skills to improve health outcomes.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</li> </ol>	<b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice
Term 3	<p>Complex issues in Independent practice <i>Practicum Hours</i></p> <p><i>The course may have practicum hours. This course incorporates independent practice issues for the practicing post-MSN NP. Course has flexibility to include contemporary independent practice issues and principles of business and financial management. It would also be possible to develop separate courses for some of this content area.</i></p>	<p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>1. Functions as a licensed independent practitioner.</li> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3. Practices independently managing previously diagnosed and undiagnosed patients.</li> </ol> <p><b>Leadership</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change.</li> <li>3. Demonstrates leadership that uses critical and reflective thinking.</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change.</li> <li>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus</li> </ol> <p><b>Ethics</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making.</li> <li>2. Evaluates the ethical consequences of decisions.</li> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> </ol> <p><b>Technology and Information Literacy</b></p> <ol style="list-style-type: none"> <li>2. Translates technical and scientific health information appropriate for various users' needs.</li> <li>2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.</li> <li>2b). Coaches the patient and caregiver for positive behavioral change.</li> <li>3. Demonstrates information literacy skills in complex decision-making.</li> </ol> <p><b>Health Delivery System</b></p> <ol style="list-style-type: none"> <li>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</li> </ol>	<p><b>Essential II:</b> Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p><b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p> <p>VIII. Advanced Nursing Practice</p>

	Health Disparity in the U.S. and Global Health Systems	<p><b>Policy</b> 6. Evaluates the impact of globalization on health care policy development.</p> <p><b>Health Delivery System</b> 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p><b>Ethics</b> 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</p>	<p><b>Essential II:</b> Organizational and Systems Leadership for Quality Improvement and Systems Thinking <b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>
	DNP Project Seminar 2	<p><b>Practice Inquiry</b> 3. Applies clinical investigative skills to improve health outcomes.</p> <p><b>Health Delivery System</b> 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p>	<p><b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p>
Term 4	<p>Complex issues in Interprofessional leadership <i>Practicum Hours</i></p> <p><i>This course focuses on integrating the DNP competencies and the application of the competencies in an interdisciplinary team environment. Practicum hours are included.</i></p>	<p><b>Leadership</b> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively both orally and in writing.</p> <p><b>Ethics</b> 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</p> <p><b>Quality</b> 4. Applies skills in peer review to promote a culture of excellence. 5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.</p> <p><b>Scientific Foundation</b> 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</p> <p><b>Health Delivery System</b> 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care.</p>	<p><b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p> <p><b>Essential VI:</b> Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>
	Health Care Policy and Advocacy	<p><b>Policy</b> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development.</p>	<p><b>Essential V:</b> Health Care Policy for Advocacy in Health Care</p>
	DNP Project Seminar 3	<p><b>Practice Inquiry</b> 3. Applies clinical investigative skills to improve health outcomes. 4. Leads practice inquiry, individually or in partnership with others.</p>	<p><b>Essential III:</b> Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p>

		<p>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</p> <p><b>Health Delivery System</b></p> <p>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p>	
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**NONPF EXEMPLAR TEMPLATE**  
**Post-MSN Doctor of Nursing Practice NP Curriculum, 5 Term Model**  
**Short Version**

<b>Term</b>	<b>Sample Course Title/Subject</b>	<b>NONPF Competencies</b>	<b>DNP Essentials</b>
Term 1	<i>Epidemiology</i>	Scientific Foundation: 1,3 Ethics: 3	Essential I. Essential III.
	<i>Health Information Technology for Advanced Practice</i>	Technology & Information Literacy: 1-4	Essential IV.
	<i>Health Systems: Theory, Policy &amp; Practice</i>	Health Delivery System: 1-7 Policy: 1-6	Essential II. Essential V.
Term 2	<i>Applied Statistics for Evidence-based Practice</i>	Scientific Foundation: 1,3, 4	Essential I. Essential III.
	<i>Quality and Safety Across Settings (Includes methods for measuring; but much broader concepts)</i>	Quality: 1-5 Practice Inquiry: 2,3,6 Health Delivery System: 3	Essential I. Essential II. Essential VI.
	<i>Analytical Methods for Translating Research into Practice (e.g. Implementation Science, Comparative Effectiveness Research)</i>	Scientific Foundation: 1-4 Practice Inquiry: 1-6	Essential I. Scientific Underpinnings for Practice
Term 3	<i>Leadership in Sustainable Business Practices</i>	Leadership: 1,2,4,5 Health Delivery System: 4-5	Essential II. Essential VI.
	<i>Leadership &amp; Ethics in Today's Complex Health Care System</i>	Leadership: 1-7 Ethics: 1-3 Policy: 1,2	Essential II.

Term 4	<b><i>Clinical Practicum: clinical experience based on student's focus</i></b> (This would have significant credit assignment or could be carried over into the next term as well)	Independent Practice: 1-4 Ethics: 1 Technology and Information Literacy: (1,2,5)	Essential VIII.
	<b><i>DNP Project Seminar I</i></b> (This should have significant credit)  <b><i>Can it be combined with a practice component</i></b>	Scientific Foundation: 1-4	Essential I.
Term 5	<b><i>DNP Project Seminar II</i></b> (This should have significant credit)  <b><i>Can it be combined with a practice component</i></b>	Scientific Foundation: 1-4	Essential I.

Note: Year 1 is heavily loaded with content; it could be spread into year 2, however we left Year 2 to focus on advanced practice and the capstone project with more independent like work.

Many competencies cross courses (e.g. Ethics, Practice Inquiry, Informatics) so may seem redundant but are not meant to be duplicative but enhancing or experienced at different levels in each course.



		<p>outcomes</p> <p>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</p>	
	<p><b>Quality and Safety Across Settings (Includes methods for measuring; but much broader concepts)</b></p>	<p><b>Quality:</b></p> <ol style="list-style-type: none"> <li>1. Uses best available evidence to continuously improve quality of clinical practice</li> <li>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care</li> <li>3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care</li> <li>4. Applies skills in peer review to promote a culture of excellence</li> <li>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality</li> </ol> <p><b>Practice Inquiry:</b></p> <ol style="list-style-type: none"> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes</li> <li>3. Applies clinical investigative skills to improve health outcomes</li> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol> <p><b>Health Delivery System:</b></p> <ol style="list-style-type: none"> <li>4. Minimizes risk to patients and providers at the individual and systems level</li> </ol>	<p><b>Essential I.</b> Scientific Underpinnings for Practice</p> <p><b>Essential II.</b> Organizational &amp; Systems leadership for Quality Improvement &amp; Systems Thinking</p> <p><b>Essential VI.</b> Interprofessional Collaboration for Improving Patient &amp; Population Health Outcomes.</p>
	<p><b>Analytical Methods for Translating Research into Practice (e.g. Implementation Science, Comparative Effectiveness Research)</b></p>	<p><b>Scientific Foundation:</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol> <p><b>Practice Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Provides leadership in the translation of new knowledge into practice</li> <li>2. Generates knowledge from clinical practice to improve practice and patient outcomes</li> <li>3. Applies clinical investigative skills to improve health outcomes</li> <li>4. Leads practice inquiry, individually or in partnership with others</li> <li>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities</li> <li>6. Analyzes clinical guidelines for individualized application into practice</li> </ol>	<p><b>Essential I. Scientific Underpinnings for Practice</b></p>
Term 3	<p><b>Leadership in Sustainable Business Practices</b></p>	<p><b>Leadership:</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care</li> <li>4. Advocates for improved access, quality and cost effective health care</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change</li> </ol> <p><b>Health Delivery System:</b></p> <ol style="list-style-type: none"> <li>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders</li> <li>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment</li> </ol>	<p><b>Essential II.</b> Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p><b>Essential VI.</b> Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>

	<p><b>Leadership &amp; Ethics in Today's Complex Health Care System</b></p>	<p><b>Leadership:</b></p> <ol style="list-style-type: none"> <li>1. Assumes complex and advanced leadership roles to initiate and guide change</li> <li>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care</li> <li>3. Demonstrates leadership that uses critical and reflective thinking</li> <li>4. Advocates for improved access, quality and cost effective health care</li> <li>5. Advances practice through the development and implementation of innovations incorporating principles of change</li> <li>6. Communicates practice knowledge effectively both orally and in writing</li> <li>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus</li> </ol> <p><b>Ethics:</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making</li> <li>2. Evaluates the ethical consequences of decisions</li> <li>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care</li> </ol> <p><b>Policy:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the interdependence of policy and practice</li> <li>2. Advocates for ethical policies that promote access, equity, quality, and cost</li> </ol>	<p><b>Essential II.</b> Organizational &amp; Systems leadership for Quality Improvement &amp; Systems Thinking</p>
Term 4	<p><b>Clinical Practicum: clinical experience based on student's focus (This would have significant credit assignment or could be carried over into the next term as well)</b></p>	<p><b>Independent Practice:</b></p> <ol style="list-style-type: none"> <li>1. Functions as a licensed independent practitioner</li> <li>2. Demonstrates the highest level of accountability for professional practice.</li> <li>3. Practices independently managing previously diagnosed and undiagnosed patients <ol style="list-style-type: none"> <li>3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care</li> <li>3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings</li> <li>3c). Employs screening and diagnostic strategies in the development of diagnoses.</li> <li>3d). Prescribes medications within scope of practice</li> <li>3e). Manages the health/illness status of patients and families over time</li> </ol> </li> <li>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making <ol style="list-style-type: none"> <li>4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration</li> <li>4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect</li> <li>4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care</li> <li>4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care</li> </ol> </li> </ol> <p><b>Ethics:</b></p> <ol style="list-style-type: none"> <li>1. Integrates ethical principles in decision-making</li> </ol> <p><b>Competencies in addition to Independent Practice will depend on student's area of focus. E.g. could include Technology and Information Literacy Competencies such as:</b></p>	<p><b>Essential VIII.</b> Advanced Nursing Practice</p>

		<ol style="list-style-type: none"> <li>1. Integrates appropriate technologies for knowledge management to improve health care.</li> <li>2. Translates technical and scientific health information appropriate for various users' needs.</li> <li>2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.</li> <li>2b). Coaches the patient and caregiver for positive behavioral change.</li> <li>5. Uses technology systems that capture data on variables for the evaluation of nursing care.</li> </ol>	
	<p><b><i>DNP Project Seminar I (This should have significant credit)</i></b></p> <p><b><i>It can be combined with a practice component</i></b></p>	<p><b>Scientific Foundation:</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol>	<p><b>Essential I.</b> Scientific Underpinnings for Practice</p> <p>Depending on the project, there could be other competencies met here</p>
Term 5	<p><b><i>DNP Project Seminar II (This should have significant credit)</i></b></p> <p><b><i>It can be combined with a practice component</i></b></p>	<p><b>Scientific Foundation:</b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes data and evidence for improving advanced nursing practice</li> <li>2. Integrates knowledge from the humanities and sciences within the context of nursing science</li> <li>3. Translates research and other forms of knowledge to improve practice processes and outcomes</li> <li>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge</li> </ol>	<p><b>Essential I.</b> Scientific Underpinnings for Practice</p> <p>Depending on the project, there could be other competencies met here</p>

Note: Year 1 is heavily loaded with content; it could be spread into year 2, however we left Year 2 to focus on advanced practice and the capstone project with more independent like work.

Many competencies cross courses (e.g. Ethics, Practice Inquiry, Informatics) so may seem redundant but are not meant to be duplicative but enhancing or experienced at different levels in each course.