DNP-FNP Program Clinical Course Progress

Semester 1	*Semester 2*	*Semester 3*
Fall - First Year Students attend classes at CSUB	**Spring - First Year** Students attend classes at CSUB, including clinical laboratory time	**Summer – First Year** Students attend classes at CSUB, including advanced diagnostics simulation
Semester 4	***Semester 5***	***Semester 6***
Fall - Second Year Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	**Spring - Second Year** Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	**Summer – Second Year** Students attend classes at CSUB and spend a minimum of 90 hours with a preceptor
Semester 7	***Semester 8***	
Fall - Third Year Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	**Spring - Third Year** Students attend classes at CSUB and spend a minimum of 315 hours with a preceptor	

DNP-FNP Program Guidelines for Student Progress

End of Semester 1 (didactic courses), the student will:

1. Conduct literature reviews, appraise articles, synthesize information, and integrate best evidence into nursing practice.
2. Correlate pathophysiologic alterations with advanced knowledge of physiological function to facilitate clinical decision-making.
3. Integrate current and emerging scientific evidence into clinical judgment and diagnostic reasoning.
4. Identify appropriate therapeutic regimens, and devices used in the diagnosis, prevention, and treatment of healthcare conditions
5. Critically appraise inequalities and health disparities in the quality and access of integrative therapies for racial, ethnic, and socioeconomic minorities.
6. Develop and implement strategies related to self-care to promote health, well-being and resilience.

End of Semester 2 (N6532 Advanced Health Assessment Across the Lifespan - Lab)

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

1. Obtain pertinent health histories using appropriate communication techniques as APRNs.
2. Demonstrate proper techniques of systematic and comprehensive physical examination on individuals across the lifespan as APRNs.
3. Synthesize subjective and objective data to formulate differential diagnoses.
4. Identify evidence-based patient-centered plans of care for common health problems.

5. Educate patients on the relevance of preventive health practices and risk reduction strategies and engage patients in decision-making to promote optimal health in simulation.

End of Semester 3 (N6542 Advanced Diagnostics Simulation)

The emphasis during this semester will be on developing diagnostic reasoning and clinical decisioning skills to formulate an evidence-based plan of care for individuals across the lifespan. Enhance knowledge in assessing, diagnosing, and formulating differential diagnoses, and developing plans of care for diverse patient populations. The student will:

1. Integrate skills in advanced history-taking and physical assessment to generate diagnostic reasoning and clinical decision-making in patient care.
2. Involve patients in decision-making when ordering and evaluating diagnostic tests utilizing evidence-based guidelines in simulation.
3. Promote therapeutic relationships by using effective communication skills when educating patients/families about their health conditions, treatment options, and medical and self-management strategies.
4. Practice cultural humility when providing person-centered care to diverse populations, taking into consideration cultural, ethnic, economic, and social determinants of health.
5. Utilize healthcare technologies and electronic health records systems to ensure accurate clinical documentation using SOAP format, and effective collaboration among healthcare providers.
6. Maintain professional standards of the APRN role while promoting safety, preserving ethical principles, and demonstrating respect for autonomy.
7. Engage in self-reflection to improve clinical performance following a simulation session.

End of Semester 4 (N6611 Person Centered Care I – 135 clinical hours. First clinical course.

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

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

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

End of Semester 5 (N6621 Person Centered Care II – 135 clinical hours)

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

1. Collect a focused database on common self-limiting and acute health problems including bronchitis, otitis media, conjunctivitis, pharyngitis, chest pain, etc.
2. Make accurate assessments and differential diagnoses for common acute problems seen in the primary care setting.
3. Demonstrate basic counseling skills and improved communication skills with patients and their families.
4. Elicit and record developmental health history, psycho-social assessment, and nutritional assessment.
5. Make consistent and accurate problem lists for all patients they see.
6. Order and interpret appropriate diagnostic tests, including radiology tests, and initiate and evaluate treatments, including pharmacotherapy, for health problems that have been covered in class or by standardized procedures.
7. Incorporate nutritional assessment and intervention into their assessment and management of chronic health problems.
8. Perform, when required, special physical exam techniques. For example, checking for jugular venous distension, testing for ascites, etc.
9. Provide an oral presentation to the preceptor or faculty member, in which the student gives pertinent positives and negatives for patient problems encountered.
10. Refine procedural skills performed by nurse practitioners in primary care settings

End of Semester 6 (N6631 Person Centered Care III – 90 clinical hours)

The emphasis during this semester will be prioritized on pediatric, women's, and behavioral health populations. The student will:

1. Engage with individuals and caregivers in establishing a caring relationship.
2. Communicate effectively with individuals on plans of care.
3. Provide care coordination and enable effective transitions of care to specialists.
4. Integrate population health data to achieve effective healthcare outcomes.
5. Engage in interprofessional efforts in plans of care.
6. Incorporate ethical principles in resource allocation to achieve equitable health and advocacy.
7. Evaluate the impact of healthcare emergency preparedness in vulnerable populations.

End of Semester 7 (N6641 Person Centered Care IV – 135 clinical hours)

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

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

End of Semester 8 (N6651 Person Centered Care V – 315 clinical hours)

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

1. Develop a greater depth in the interpretation of labs, pharmacotherapeutics, and nutrition.
2. Refer and consult with other health professionals and specialists.
3. Demonstrate efficiency in office practice.
4. Demonstrate patient follow-up skills, especially regarding patients with chronic multi-system disease.

5. Focus on the professional aspects of the nurse practitioner's role, including the legal and ethical implications of advanced practice.
6. Integrate best evidence into NP practice.
7. Apply quality improvement principles in care delivery.
8. Contribute to a culture of safety in patients, providers, and work environment.
9. Perform effectively in a team role by applying knowledge of systems to work effectively across the continuum of care.
10. Complete any outstanding requirements for graduation.

The student is responsible for working with the preceptor and the office staff in choosing appropriate patients to meet these requirements. The number of patients seen will depend upon the complexity of the patients' problems and the students' familiarity with the condition. Students are expected to be thorough and complete. Student productivity is expected to increase as the student progresses in the program. Typically, students see an average of 3-4 patients per day during their early clinical rotation (N6611), and 5-6 patients per day in their second semester (N6621) and gradually increasing in the subsequent semesters (N6631, N6641, and N6651).