METRO STATE UNIVERSITY

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Doctor of Nursing Practice, Family Nurse Practitioner (DNP) Student Handbook 2026



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This document is available in alternative formats upon request, by contacting the Center for Accessibility Resources, **accessibility.resources@metrostate.edu** or 651.793.1549.

Introduction

Welcome to Metropolitan State University and to the DNP/FNP Program. This student handbook is designed for graduate students in nursing at Metropolitan State University in the following programs:

1. Doctor of Nursing Practice/Family Nurse Practitioner Program – BSN to DNP/FNP Track
2. Doctor of Nursing Practice/Family Nurse Practitioner Program – ELMSN to DNP/FNP Track

Students are responsible to know and understand the policies and procedures for the Department of Nursing in the College of Nursing and Health Sciences. The policies listed in this handbook are reviewed annually. Students will be notified when updates are available.

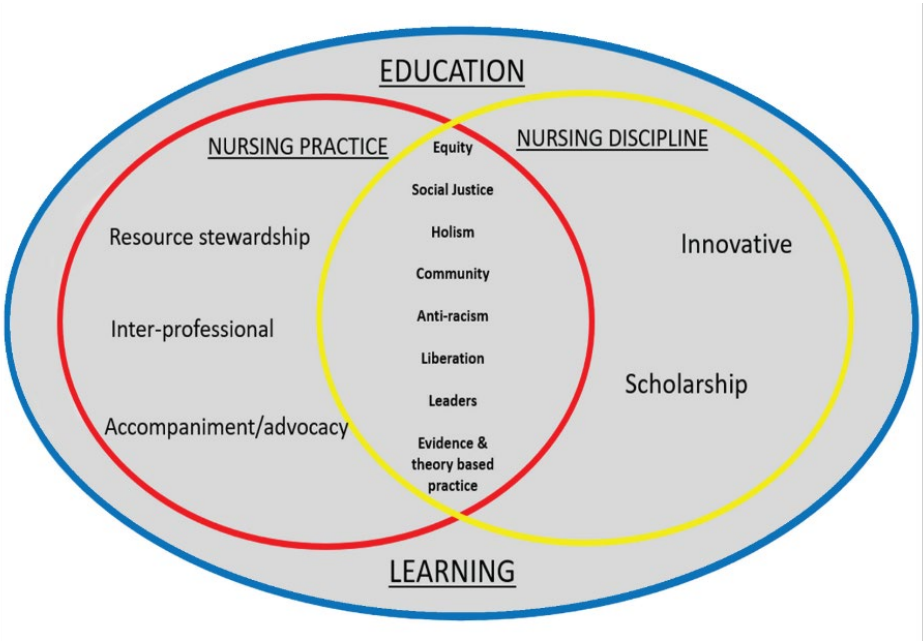
There are also policies specific to your experience here as a graduate student. Students are also responsible to know and understand these Graduate Policies and Procedures, which can be found at this page: **www.metrostate.edu/academics/nursing-and-health-sciences/policies**.

Mission, Philosophy, and Goals

Metro State University Mission

Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population. Metro State University empowers learners to transform their lives and communities through relevant, student-centered education in an inclusive, anti-racist, and supportive learning environment. The vision is that Metro State University will deliver the transformative power of higher education to all. As a national leader, we will innovate to meet emerging challenges, remove barriers to access and success, and propel the social and economic mobility of diverse learners and their communities. We do this through living our values including Anti-racism, Inclusion, Integrity, Meaningful Education, and Transformation. Find more information about Metro State University's mission, vision, and values at **www.metrostate.edu/about/mission**

Department of Nursing Mission



The mission of nursing education at Metro State University is to engage and educate students to provide holistic and value-based healthcare for all.

We are committed to nurturing an educational environment that fosters anti-racism and liberation.

Our nursing department acknowledges the structures and intersectional inequities within societal systems including healthcare that continue to cause harm to historically marginalized communities.

We strive for students to emerge from our programs with skills to advance health equity.

These guiding principles prepare our students to adapt to changing healthcare needs and collaborate with society through civic engagement and lifelong learning. Inherent within the practice and discipline of nursing are the values noted in the diagram.

Our model demonstrates the relationships among the discipline of nursing, nursing practice, and nursing education.

Department of Nursing Goals

1. Provide nursing education that is accessible and flexible.
2. Create learning environments in which students from historically marginalized communities have equitable opportunities to participate and succeed.
3. Prepare nurses to respond holistically to the increasingly complex health care needs of individuals, families, communities, and populations.
4. Contribute to the advancement of nursing practice and the discipline of nursing.
5. Foster expanded practice and research opportunities through collaboration with educational and service partners that align well with the mission of the university.

DNP Program Outcomes

Based on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2021) and the National Organization of Nurse Practitioner Faculty (NONPF) 2024, Metropolitan State University has developed six program outcomes for the DNP/FNP program. These outcomes include the ability to:

End of Program Student Learning Outcomes	Professional Competency Mapping (AACN, 2021; NONPF, 2024)
Translate scientific knowledge to improve advanced practice nursing.	AACN Domain: 1, 3, 4, 5, 6, 7, 8, 9, & 10 NONPF Domain: 1, 4, 8, 9, 10
Demonstrate leadership through professionalism in healthcare system	AACN Domain: 7, 9, & 10 NONPF Domain: 7, 9, & 10
Utilize information systems technology to optimize patient care and health care systems.	AACN Domain: 5, 7, & 8 NONPF Domain: 5, 7, & 8
Utilize interprofessional collaboration to enhance quality and safety, improving patient and/or health care system outcomes.	AACN Domain: 5, 6, & 7 NONPF Domain: 5, 6, & 7
Advocate for policy change and health equity	AACN Domain: 3, 9, & 10 NONPF Domain: 3, 9, & 10
Advanced population health and health equity advocacy	AACN Domain: 1, 2, 3, 4, 5, 6, 9,10 NONPF Domain: 2, 3, 9, & 10

References

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education.* Author. https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

The National Organization of Nurse Practitioner Faculties (2024). *Competency implementation guide for nurse practitioner faculty*. Author. NONPF NTF Revised_Comps_Implementation 2024.pdf

Progression Status

The BSN to DNP/FNP progression is four years at full-time study or three years for ELMSN to DNP/FNP students. In the event of extenuating circumstances that may cause program interruption, the maximum time limit for program completion, pending pre-approval, is six years for BSN to DNP/FNP students and five years for ELMSN to DNP/FNP students.

- **Full-Time Status:** At Metropolitan State University, full-time status is eight (8) or more graduate credits per semester.
- **Part-Time Status:** At Metropolitan State University, part-time status is fewer than eight (8) graduate credits per semester.

Course Delivery Methods

The Department of Nursing programs utilize multiple course delivery methods including face-to-face (with web support), hybrid, and online courses. Online courses associated with the DNP/FNP program are delivered via the D2L Brightspace platform, and may have special on-campus requirements.

- **Face-to-face** courses are offered in the traditional classroom setting on campus. A face-to-face course will be web-supported with D2L. For example, the syllabus, course handouts, and announcements might be accessed online.
- **Hybrid** courses utilize a mix of face-to-face classroom sessions with synchronous or asynchronous online sessions.
- **Online** courses are delivered via the internet utilizing the D2L platform. Online can be synchronous zoom sessions or asynchronous completely online courses. Please note: Online courses in the Department of Nursing are NOT independent study courses.

DNP Faculty Advisor Assignment

This individual is assigned upon admission to the program. The students must meet with his/her DNP/FNP Faculty Program Advisor in the first semester of the program in order to sign the Plan of Study required for the student file. The student should plan to meet regularly with the DNP Faculty Program Advisor to discuss how to succeed in academic and professional nursing environments. If a student advisor changes, the DNP Program Director will introduce new advisor. The faculty advisor will communicate with students via the D2L Class Advising Site. If any issues with an advisor occur the student can contact the DNP Program Director, Department of Nursing Chair, or Dean.

Transfer Credit Rules and Appeals Process or Petitions

A student can petition to transfer a maximum of twelve credits of equivalent graduate nursing coursework into the DNP program. Petitioning over 8 credits will require a meeting with the DNP Program Director to evaluate transfer credits on an individual basis.

- **Petitions**: See Link in D2L Advising Site for fillable online PDF petition form. Will need course syllabi and unofficial transcripts attached if petitioning courses taken prior to admission. Petitions are also required for taking an incomplete or any other request as recommended by your faculty advisor or DNP Program Director.
- **Academic Appeal**: Students who believe they have been unfairly evaluated concerning grades, program requirements, or graduation requirements may appeal such concerns in accordance with the University's Academic Appeal Procedure (University Policy and procedure, section 2-b, Procedure #202).
- **Student Complaints and Grievances:** Whenever possible, complaints, disagreements, and misunderstandings should be settled between the individuals involved and at the lowest possible level. Student who believes they have been unfairly treated by department faculty or staff, or who have a complaint related to a course that is not covered by the academic appeal procedure should use the following protocol, University Policy and Procedure 3-b, Procedure #303.

Bias Reporting Form

The **Bias Incident Reporting Form (maxient.com)** is for reporting incidents of bias, intolerance, or intimidation. A bias incident is any discriminatory or hurtful act that appears to be or is perceived by the impacted person to be motivated by race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, or familial status. An incident is an act involving one of the referenced categories. To be considered an incident, the act is not required to be a crime under any federal, state, or local statutes, nor does it have to violate university policy.

Once submitted, this form goes directly to the Office of Equity and Inclusion and members of the University's Bias Advisory Team. Information obtained through this report will assist in determining the response to and tracking of incidents of bias.

If you prefer to report an incident in-person or through a Zoom meeting, please visit the Bias Advisory Team webpage (**www.metrostate.edu/about/diversity/bias-advisory-team**) to schedule a meeting.

Admitted Student Policies

College of Nursing and Health Sciences Applicant and Admitted Student Policies

Academic Standing Requirements and Appeals Process

Continuous Registration, Leave of Absence and Reinstatement

Students must enroll in and successfully complete courses in the sequence identified on the Program Progression Table. Detailed information regarding exceptions to this policy are noted in the admitted student policies document.

- BSN-DNP/FNP students must complete the program within six years of enrollment in the first DNP course.
- ELMSN-DNP/FNP students must complete the program within five years of enrollment in the first DNP course.

DNP FNP students who do not enroll in courses according to the published program plan will be required to submit a "Request for Reinstatement" following the CNHS Reinstatement Procedure. If reinstated, the student will be held accountable for any interim curriculum changes, including any changes in course prerequisites. Upon reinstatement to the program, students will need to successfully meet all reinstatement conditions identified by Program. Please meet with the DNP Program Director to discuss Leave of Absence request, as plan and Request for Reinstatement procedure will need to be followed. Future enrollment in a cohort will depend on seats available.

The CNHS is committed to ensuring learning opportunities for members of any branch of the US military in accordance with Board Procedure (5.12.1) of the Minnesota State system.

Academic Integrity

Academic honesty is highly valued. Metropolitan State University's position regarding academic honesty is found in the Academic Integrity Policy and Procedures, #2190 and #219 and is provided to students on the University Website and in course syllabi. Students are expected to uphold student integrity and standards when fulfilling program requirements and assignments. Allegations of plagiarism or other forms of academic dishonesty are subject to investigation and sanctions under the University Student Academic Integrity Policy and Procedures, #2190 and #219, respectively.

All students are held responsible for meeting course and clinical requirements. Students must consistently demonstrate behavior reflective of professional practice at the University and in public environments. Failure to demonstrate professional behavior may result in dismissal from the program. Professional behavior includes:

- Taking actions that are consistent with the Nursing Code of Ethics and the Minnesota Nurse Practice Act.

- Understanding and maintaining confidentiality consistent with HIPAA, professional ethics, and other regulations.
- **Attending all learning experiences regularly and punctually.**
- Informing course faculty in advance if unable to attend scheduled classroom meetings, exams or clinical experiences, or if unable to meet project deadlines.
- Complying with contracted requirements of clinical facilities and practicum sites (onboarding).
- Demonstrating behavior that is professional and respectful to faculty, peers, patients, and staff in the classroom, within online courses, and in clinical facilities and practicum sites.
- Demonstrating awareness that the classroom, lab, and clinical environments are learning environments. Unless otherwise directed, this includes turning cell phones off and arranging for emergency contacts in a manner that does not disrupt class or client care.

Students exhibiting unprofessional behavior will be notified by faculty that such behavior is unacceptable. Faculty members or others in the position of authority may take any immediate and temporary actions necessary to protect the classroom or program atmosphere, to uphold established policies, regulations, and laws. Any behaviors that violate the Student Code of Conduct may also be subject to investigation. Depending upon the nature of the incident or the number of incidents, the faculty may consult with the Office of the Dean of Students or the appropriate University office to authorize a conduct investigation under University Student Code of Conduct Policy #1020 and Procedure #112.

Students or organizations may be subject to university discipline for any of the misconduct noted in university procedure #112 that occurs at any time on university-controlled premises or at university approved or sponsored functions, including clinical sites. Behaviors that endanger the physical or psychological safety of patients, family members, staff, peers, or instructors are unacceptable.

During clinical experiences, students who possess a professional role license (RN, Dental Hygienists) are providing care as students. However, licensed students are accountable for their professional behavioral as related to licensure. For example, the Minnesota Nurse Practice Act (148.263 Sub. 3) includes an obligation to report violations that are likely to result in disciplinary action. Such violations will be reported to the Minnesota Board of Nursing.

The DNP/FNP program admits registered nurses and students are expected to maintain an active, unencumbered license to practice professional nursing in the state of Minnesota throughout the program. Failure to do this will result in immediate dismissal from the program.

Academic Appeals

Students who believe they have been unfairly evaluated concerning grades, program requirements, or graduation requirements may appeal such concerns in accordance with the University's Academic Appeal Procedure (University Procedure #209).

Student Complaints and Grievances

Whenever possible, complaints, disagreements, and misunderstandings should be settled between the individuals involved and at the lowest possible level. Student who believes they have been unfairly treated by department faculty or staff, or who have a complaint related to a course that is not covered by the academic appeal procedure should use the following protocol, University Policy and Procedure, Procedure #303.

Student Support Services

www.metrostate.edu/students/support

- The Center for Academic Excellence
- Veterans and Military Student Services
- Student Services
- Counseling Services
- Library and Information Services
- Information Technology Help Desk support is available by contacting the IT Help desk. The IT Help Desk provides support for accessing the campus web portal, campus website pages, and campus email accounts (usernames and passwords). **www.metrostate.edu/about/departments/iet**

School Closing/Weather

Metropolitan State University will communicate with students and faculty regarding course cancellation and University emergency closing. Faculty will notify students via email regarding whether classes/exams will be held and/or rescheduled.

Time Commitment

The students' committed time includes class time, class preparation, clinical time that includes call, and clinical preparation. During an average week, students should expect **at least** 40 hours of class and clinical time. This does not include study time outside of class and clinical. On average, this is 2-3 hours of study time spent for each hour in class.

Attendance

Students are expected to attend all classes. If you cannot attend a class due to an emergency or illness, you will need to notify the instructor ahead of time. It is not acceptable to miss class to attend work.

Attendance Policy/Procedure: See Appendix D

Student Representation

The experiences, perceptions, ideas, and viewpoints of students are important to the CNHS. Opportunities exist to provide input to the Program Directors, Department Chair, faculty, and department committees. This involvement provides for exchange of information and ideas related to continuous evaluation and improving of the programs. Please consider being part of a departmental committee or the student nurse organization.

Licensure

Students must possess an unencumbered license as a registered professional nurse in Minnesota, and may need to obtain WI or ND licensure if doing rural clinical rotations. Students are accountable for their RN license even if they are in the student role. The Nurse Practice Act (148.263 Sub 3) includes an obligation to report violations that are likely to result in disciplinary action. Such violations will be reported to the appropriate board of nursing. Students shall notify the DNP Program Director any Board of Nursing takes action against their license to practice professional nursing.

Cell phone

In most instances, students are prohibited from using cell phones in the classroom (in-person or zoom), the clinical area and the simulation lab. Students must seek permission from didactic instructors or clinical preceptors to calculate drug dosages or for related research.

Transportation/Parking

At Metro State University, all students are charged a parking fee. The fee is set by Metro State and is paid per credit for each semester (Fall, Spring, Summer). This fee is subject to change at the discretion of Metro State Parking services.

Students must provide their own transportation between the clinical sites and Metropolitan State University. Fees for parking at partner clinical rotation sites are the responsibility of the student. Although a bus service is available, it is preferable for the

students to have their own transportation.

Housing

Students provide their own room and board. Students are responsible for obtaining and paying for housing at clinical rotation sites outside the Twin Cities, if not provided by the facility.

Tuition

Total program cost involves current Metro state tuition, books, and course fees. All tuition can be found on the University website and is billed and collected by Metro State University. Metro State University tuition and fees are subject to change.

Miscellaneous Fees/Financial Considerations

- Some clinical sites may require additional fees (background checks, lab work, drug testing, etc.). The financial responsibility of these fees is the student's responsibility.
- Travel and housing at clinical sites are the sole responsibility of the student. Some sites provide housing for students, but it is not guaranteed and is subject to availability.
- All course work and books for the program.
- Background check prior to program and annually during program.
- Stethoscope and other miscellaneous clinical supplies/equipment (if needed).
- Metropolitan State University course fees for Typhon, APEA or other course required items/activities.

This is not a comprehensive list and there may be other financial considerations.

Financial Aid/Scholarships

Metropolitan State University, the College of Nursing and Health Sciences and the Department of Nursing offer scholarships for which nursing students may be eligible. Additional scholarships may be available through organizations such as the American Association of Colleges of Nursing (AACN), Minnesota Nurses Association, American Cancer Society, Minuet Clinic, MDH Grants, the Veterans Administration, or the student's employer.

For more information and application forms, contact the **Financial Aid Office** at 651.793.1300 or via the website at **www.metrostate.edu/aid** Scholarship opportunities are also communicated periodically via the university e-mail system and D2L advising site.

Keep in mind that financial aid provided in the spring also covers summer tuition as there is not a separate summer financial aid.

Evaluations

A variety of methods are used to evaluate student performance in course work, including examinations on course content, simulation experiences and DNP scholarly work.

Clinical

Evaluations will be completed after each clinical rotation and includes evaluation of self, site, preceptor as well as preceptor evaluation of student.

Course Evaluations

At the conclusion of each semester, students will be asked to evaluate their courses. They will complete a course evaluation through Metropolitan State University. Faculty will have access to their completed course evaluations.

Program

Students will participate in a focus session year 1 and year 3 of the program for feedback. At the end of the program, students will be asked to complete an evaluation of the entire program. This will be emailed to the student after graduation.

Didactic Policies/Procedures

Grading/Exams

- Students are required to obtain letter grades in all DNP/FNP courses with the exception of courses noted in the curriculum as S/NC. Students are required to achieve a grade of C or better in STAT 621. Failure to obtain a grade of C or better will result in dismissal from the program.
- Students may earn only one grade lower than a B-minus in any graded NURS or HSCI course. This limit includes withdrawal from a course and “No Credit” in a Pass/Fail course. A second grade in a NURS or HSCI course lower than a B-minus will result in dismissal from the program.
- Students must maintain a cumulative program GPA of 3.0 or above.
- Incompletes: An incomplete grade may be granted at the discretion of faculty if significant progress has been made in the course. Students should consult with their faculty if they desire an incomplete. A student wishing to have additional time to complete a course must submit a request in writing prior to the end of the course to the course instructor and submit a petition to the Department of Nursing. The request must include a proposed plan for completing the course. An incomplete must be resolved no later than two weeks after the start of the subsequent semester. Students who request an incomplete grade must be mindful about its effect on academic progression.

Grade Values and Grade Points

The chart below indicates the letter grades and the grade points used to calculate grade point averages (GPA).

Grade	Grade Point	Grade Percent
A	4.0	95-100
A-	3.67	90-94.9
B+	3.33	87-89.9
B	3.0	83-86.9
B-	2.67	80-82.9
C+	2.33	Below 80 No Credit
C	2.0	
C-	1.67	
D	1.0	
F	0.0	

Linguistic Policy

The College of Nursing and Health Science (CNHS) seeks to create a learning environment that is inclusive and equitable to students regardless of race, ethnicity, national origin, or linguistic background. While speaking a native (first language learned) language other than US English is not recognized as a disability by federal and state law, CNHS does recognize that those who speak a native language other than US English, or English as a second language (ESL), US English as Another Language (EAL) students may be at a disadvantage while in our programs. Further, CNHS understands the importance of giving all students an equitable chance to succeed.

Identification

- 1.1 Students who consider English as their second language (ESL) or English as another language (EAL) and enrolled in HSCI or NURS course should notify their instructors in each course each semester that they are activating this policy.

Linguistic Accommodations

- 2.1 Based on this identification and student request, linguistic accommodations will be provided to ESL/EAL students enrolled in a HSCI or NURS course.
- 2.2. The linguistic accommodations include, but are not limited to:
    - Providing additional time for completing tests, exams, or quizzes. Additional time = time and a half

    - An English Dictionary (non-medical dictionaries) will be provided for in-person testing. In addition, a student may bring a dictionary in the student's preferred language. All dictionaries should be kept at the front of the classroom with the instructor.
    - Students are expected to adhere to the same academic honesty, exam-taking rules, and guidelines.
- 2.3. Linguistic Accommodation Procedural Guide (Linked)
- 2.4. This policy and procedure will be facilitated through CNHS and does not require coordination with or referral to the Center for Accessibility Resources (CAR) regarding linguistic accommodation. Students do not need to have a relationship with CAR to access this accommodation. Students seeking information on additional types of accommodations are encouraged to contact their faculty or advisor.
- 2.5. Testing is not guaranteed to be private or distraction-free. If additional accommodations are needed, refer to CAR.

Confidentiality

- 3.1. The linguistic accommodation provided to students enrolled in an HCSI or NURS course will be treated with strict confidentiality, ensuring that only authorized personnel have access to the information.
- 3.2. Any personal information related to a student's ESL/EAL status will be handled in accordance with applicable privacy laws and regulations.

Graduation Requirements/Process

- The student must complete all nursing courses requirements with an overall cumulative GPA of 3.0 or better.
- The student must complete all standardized tests required by their Program.
- Students must apply for graduation in accordance with university procedures. Advisors nominate students for graduation after all degree requirements have been met or are in progress.
- The Graduation Office clears students for graduation after confirming that all outstanding degree requirements have been completed.
- Students must register for the "Graduation Workshop" the semester of graduation

Graduation may be deferred if the student has not met graduation criteria by program end date

Petition Process

Any request for exemption or variance from stated DNP/FNP program policies or requirements should be directed to the Department of Nursing petition, using the official petition form. See link in the D2L advising site for fillable online petition form.

DNP Scholarship Project Overview

DNP Scholarship Project Requirements

Each student must complete an evidence-based DNP Scholarship Project in order to earn the Doctor of Nursing Practice degree. This project is meant to demonstrate the application of concepts learned through the program coursework in a clinical or community setting through the implementation and evaluation of a practice change/improvement project.

DNP Scholarship Project Team Guidelines

Overview

In the process of completing the DNP Scholarship Project, each student will have a project team including the DNP Scholarship Project Faculty Chair and a DNP Scholarship Project Site Mentor. The requirements or expectations of the individuals on this team are noted below. The DNP Scholarship Site Mentor should be determined in consultation with your DNP Scholarship Project Faculty Chair, DNP Program Director or DNP Scholarship Course lead after you have determined your DNP Scholarship project topic and likely site. Discuss areas of interest with the faculty in NURS 741 Pre-Scholarship, your DNP Advisor, DNP Program Director or DNP Scholarship Course lead. In order to proceed with the DNP Scholarship Project, a signed plan of study must be on file with the Department of Nursing.

DNP Scholarship Project Faculty Chair

This is the assigned faculty who has primary oversight of the student's DNP Scholarship Project proposal development, implementation, evaluation, and completion of the publication ready summary manuscript. This doctoral prepared resident faculty in the Department of Nursing is asked by the student to be his/her Faculty Chair based on expertise that is helpful in the DNP Scholarship Project. The student will have this individual assigned by the end of fall semester of the third year in the program.

DNP Scholarship Site Mentor

This is the individual at the DNP Scholarship Project site who has the ability to assist the student in the implementation and evaluation of the practice improvement project. This individual should have the necessary knowledge and departmental links at the clinical site to help guide the student through successful project implementation. It is preferred that the Site Mentor is Master's prepared at a minimum in the specialty in which they are providing guidance. However, it is more important for this person to be a successful liaison between the student and the clinical site.

DNP Scholarship Projects in the Workplace

Students may carry out their DNP Scholarship projects at their workplace. However, a contract needs to be developed and signed by their clinical mentor and/or other key stakeholders that clearly delineates the role as a DNP student and RN employee.

DNP Scholarship Project Steps

The DNP Faculty Advisor works with the student in the early phases of the program to identify possible topics, project sites, and clinical mentors. Final topic and site/mentor approval are completed by the DNP Scholarship Project Course lead once identified.

Step 1: Identify Scholarship topic and meet DNP Scholarship Project Faculty Chair.

Review the Scholarship project process as outlined in this handbook. Review your ideas for your project topic and site with faculty in NURS 741: Pre-Scholarship and/or your DNP Program Advisor. Your DNP Scholarship Project Faculty Chair must be a doctorally prepared resident or community faculty member. You will be assigned a DNP Scholarship Project Faculty Chair, and you will communicate directly with that individual. Your NURS 741 faculty or your DNP Program Director will introduce you to the individual via email or in person. You should then communicate your ideas and proposed site with that individual. **The Scholarship project topic and potential site/mentor should be in place by the end of NURS 741.**

Step 2: Secure the Scholarship Site and DNP Scholarship Site Mentor.

With permission of the DNP Program Director, contact individuals at your site of interest to determine feasibility of undertaking your project, or of other QI projects underway the summer before NURS 741. NURS 741 faculty may have additional suggestions for individual people within a health system or organization who might appropriately serve as the DNP Scholarship Site Mentor. Formally request that the individual serve in this capacity. Communicate the name of the site to the DNP Program Director and NURS 741 faculty. They will let you know if a contract is already in place for the site or health system. If not, the contract process must be completed and signed before you can begin work in NURS 750: DNP Scholarship I. This contract process, if one is not already in place, may take up to 12 weeks to complete so it is best to identify your clinical site and ensure you communicate with the DNP Program Director as soon as possible as they need to work with the clinical contract lead. **The DNP Scholarship Site Mentor should be identified, and the clinical site contract must be in place by the completion of NURS 741.**

DNP Scholarship Project Courses

Overview

The scholarship project is an in-depth and integrative practice experience which results

in a practice-related written product that is subjected to peer and/or professional scrutiny. You will complete the DNP Scholarship Project during four semesters of course work in the program. There are a minimum of 265 hours Scholarship clinical hours associated with these courses. Clinical hours are documented in Typhon for each course. The courses are as follows:

NURS 741: Pre-Scholarship

This course focuses on establishing a community site that serves as the location for the DNP scholarship project. This course applies prior program content in application to a DNP scholarship project. ~10 Hours

NURS 742: DNP Scholarship Project Assessment

This course focuses on conducting a needs assessment and defining the scope of a problem at a community site that will serve as the location for the DNP scholarship project. ~30-40 Hours

NURS 750: DNP Scholarship I

This course focuses on developing a proposal for a scholarship project designed to positively influence processes or systems impacting health. Students will identify theoretical underpinnings, analyze scientific evidence, and evaluate the literature applicable to the scholarship project. Students must successfully present the scholarship proposal. 75 Hours

NURS 760: DNP Scholarship II

This course focuses on implementing a scholarship project designed to positively influence processes or systems impacting health. Students will lead the scholarship project while collaborating with stakeholders, the scholarship project mentor, and the scholarship project faculty adviser. 75 Hours

NURS 770: DNP Scholarship III

This course focuses on the evaluation of a scholarship project designed to positively influence processes or systems impacting health and the dissemination of the results. Students will evaluate the entire project process, present a plan for sustainability, reflect on his/her role leading the project, and demonstrate accomplishment of program objectives. Students must successfully present the final scholarship project. 75 Hours

DNP FNP Clinical Practicum Manual

DNP FNP Clinical Overview

It is natural that you will be nervous as you begin this clinical experience. However, remember that you are a student in the program, and you are engaging in a learning process. It is not expected that you show up on the first clinical day and know everything

and can come up with a differential diagnosis and progress through the clinical decision-making process independently. These are skills and knowledge you will gain as your progress through the four clinical and practicum courses. The goal of the NP practicum experience is to engage nurse practitioner (NP) students in varied, quality clinical experiences with a focus in the primary care setting. Examples of primary care clinical sites are: family or internal medicine practices, employee health clinics, and public health settings. The specific practicum course requirements can be found in Appendix A: FNP Clinical Information, Nurse Practitioner Student Clinical Skills Development table at the end of this document.

Clinical experiences are embedded in the four primary care courses practicum (175 contact hours each). Observation or "shadowing" in the practicum experience should be limited to ½ to 1 day at each new clinical site in order to promote a hands-on learning experience as soon as possible. The expectation is that students will progress from requiring close supervision in the first clinical experience to seeing nearly a full- load of patients independently (with support from the preceptor) during the final clinical course practicum.

On or before the first clinical day, you should sit down with your preceptor and review the objectives for the course and any specific desired learning outcomes you have. We have found over the years it is best to be as direct as possible with your preceptor in asking for guidance and oversight. For example, many preceptors may automatically think your physical exam skills are at an expert level instead of novice learner. However, many students would like their preceptor to initially watch them do their physical exam and provide feedback on improving techniques. You should be clear with the preceptor about the level of oversight you need and how best the learning experience would be organized for your learning. Over many years, we have found that the following process is a "tried and true" heuristic to follow:

1. The first half-day or full-day the student follows the preceptor. The preceptor orients the student to the clinic/unit processes for seeing patients and the student observes the preceptor "in action" for the clinic session. Length of time for orientation may vary depending on the length of the preceptorship. If the student is doing only 32-40 hours of OB or GYN for example, the orientation time should be shorter so that the student may benefit from the most time seeing patients.
2. After the orientation, the preceptor works with the student to determine the patients that will be seen by the student that day. Please see the "Nurse Practitioner Student Clinical "Skills Development" table or the "Preceptor Packet" both located in the appendices of this handbook for details of the expected growth in student learning, skills, and number of visits completed per day.
3. The preceptor secures permission for the student to see the patient and introduces the student to the patient. The student collects the history as appropriate for the type of visit. Early in the semester, the preceptor may want to observe the student

complete the physical exam and provide feedback to help student improve exam skills. As the student progresses in clinical practicum and the preceptor is confident in the physical exam skills of the student, the history and physical might be collected by the student prior to presenting the case to the preceptor.

4. The student then presents the case to the preceptor.
5. Early in the first semester of the clinical practicum the student will need significant guidance in identifying a differential diagnosis list and working through the clinical decision-making process to determine the most likely diagnosis, culminating in an evidence-based plan of care. However, as the semester progresses or the student is in the second, third, and finally fourth semester of the practicum sequence, they should be able to identify a thorough differential list and to more independently work through the clinical decision-making process. The student should appropriately gain independence in formulating the plan of care both through the semester and through the practicum course sequence. By the fourth semester of the program, the student should be quite independent in the clinical decision-making process.

Sub-specialty hours must be approved by the DNP Clinical Coordinator and faculty in N722P, N723P, and N724P. If 24 hours or less are spent with a specialist, observation is acceptable. If 25 hours or more are spent with a specialist, it is expected that the student will see patients consistent with the expectations of the associated practicum.

If a student does not complete the required number and type of clinical hours each semester maximum of 50 clinical hours can be carried over to future semester(s). The student needs to complete a DON Petition to take an incomplete in the correlating practicum course. If more than 50 clinical hours need to be carried over from one semester, the student will not be able to progress in the DNP program.

DNP Family Nurse Practitioner Clinical Practicum Courses

N621 Primary Care Nursing I: Acute and Chronic Care

This course introduces the application of nursing science in evidence-based primary prevention, risk assessment and health maintenance across the lifespan. Students learn the management of select common acute and chronic health conditions. Students utilize assessment and diagnostic reasoning skills in the interpretation of subjective and objective data. Advanced practice laboratory and diagnostic testing is introduced. Students develop differential diagnosis skills and begin to develop individualized holistic treatment plans.

N621P Primary Care Nursing I Practicum

This clinical practicum course builds on the clinical reasoning skills learned in N638L and facilitates application of content of NURS 621. In a clinical setting serving the lifespan of ages, the student will perform histories and physicals, determine differential diagnoses,

and develop holistic, evidence-based plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 175 clinical hours with approved preceptor(s) are required.

N722 Primary Care Nursing II: Pediatrics and Woman's Health/Reproductive Care

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based prevention concepts, health maintenance, diagnosis, and management of specific health conditions for pediatric, women/men's reproductive health. Students demonstrate increasing proficiency in advanced assessment and diagnostic reasoning skills and continue to develop patient centered evidence-based plans of care across the lifespan.

N722P Primary Care Nursing II Practicum

This clinical practicum course builds on the skills learned in N621P and facilitates application of content in N722 with a focus on clinical decision-making skills. In a clinical setting serving patients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students apply evidence-based knowledge of pediatric, women's/men's reproductive care in the clinical practicum. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic evidence-based care for patients in clinical settings. A minimum of 200 clinical hours with an approved preceptor(s) are required.

N723 Primary Care Nursing III: Concentrated Family Practice

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based health maintenance, assessment, diagnosis, treatment, and management of specific diseases across the lifespan with an emphasis in family practice. Students will acquire new knowledge of acute and chronic conditions across the lifespan. Students will continue to demonstrate increasing proficiency in assessment, diagnostic reasoning skills, laboratory and diagnostic test selection, performance, and interpretation, pharmaceutical therapies, and evidence-based treatment plans of care with a concentration in family practice. Additionally, this course will incorporate social determinants of health across the lifespan related to all plans of care.

N723P: Primary Care Nursing III Practicum

This course focuses on practicum which includes enhancement of history taking and physical examination skills in addition to the introduction of advanced primary care family practice concepts utilizing content from NURS 723. Advancement of clinical reasoning through case study examination, documentation review, and discussion with a concentrated family practice focus. Students integrate knowledge of family, culture,

holism, community, communication, and caring as they plan holistic care for patients in clinical settings across the lifespan. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 200 clinical hours with approved preceptor(s) with an emphasis in family practice.

N724 Primary Care Nursing IV: Geriatric and Complex Care

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-system illnesses. Etiology, clinical presentation, differential diagnoses, disease management issues, genetics and ongoing health promotion/disease prevention will be addressed utilizing an evidence-based framework for providing complex care based in systems biology, healthy aging theory, and advanced practice nursing theory. Health disparities, based in racism, ethnicity, poverty, and structural violence, their effects on physical and mental health, and the DNP prepared family nurse practitioners' responsibility to combat these disparities will be addressed.

N724P Primary Care Nursing IV Practicum

This clinical practicum emphasizes the management of complex, multi-system illnesses in adults and older adults. Students will refine their differential diagnostic and critical thinking skills through case study analysis, documentation review, guided self-evaluation, and reflective discussions. The practicum integrates knowledge from nursing science, social and biological sciences, biomedicine, ethics, public and community health, mental health, integrative and functional care systems, and trauma-informed care to support the development of holistic treatment plans for patients with multifaceted health needs. In addition, students will address health promotion strategies tailored to the complexity of the patient's condition. The course includes 200 hours of supervised clinical practice under the guidance of a preceptor.

N725 Primary Care V: Concentrated Primary Care and Specialty

This final clinical course is the culminating practicum experience in the Doctor of Nursing Practice–Family Nurse Practitioner program. The course emphasizes the integration of advanced knowledge, skills, and judgment in the holistic care of clients across the lifespan with complex, multi-system illnesses. Students will demonstrate mastery in assessment, diagnosis, and management of diverse conditions, with a focus on applying evidence-based principles, laboratory and diagnostic proficiency, and advanced differential reasoning.

Students will analyze health promotion and maintenance needs for individuals and families, develop individualized care plans that incorporate social determinants of health, and apply specialized practices within the family nurse practitioner role. The course also highlights the integration of genetic/genomic, pharmacogenetic, and environmental exposure information to support personalized and patient-centered care.

N725P Primary Care V: Practicum

This final clinical practicum course is the culminating practicum experience in the Doctor of Nursing Practice–Family Nurse Practitioner program. The course emphasizes the integration of advanced knowledge, skills, and judgment in the holistic care of clients across the lifespan with complex, multi-system illnesses. Students will demonstrate competency in assessment, diagnosis, and management of diverse conditions, with a focus on applying evidence-based principles, laboratory and diagnostic proficiency, and advanced differential reasoning. Through the required 225 hours of preceptor-guided clinical experiences, students will refine their expertise in providing safe, ethical, and theory-informed primary care while preparing to transition into independent practice.

Please see Appendix A. FNP Clinical Information for a breakdown of the specific clinical hours required (e.g., family practice, geriatric, pediatric, etc.).

Clinical Pre-Practicum Requirements

To be able to participate in clinical experiences, students must submit the items listed below during the semester prior to starting clinical experiences. The items listed are minimum requirements; some practicum sites may have additional requirements. Students will receive explicit instructions **via Metropolitan State University email or D2L** as to when and how to submit these items. **All items must remain valid for the duration of the clinical experiences**. Students are responsible for fees associated with these requirements and documents **must be scanned and entered in the student profile in the Typhon** NPST system by the due date provided. Failure to complete the pre-practicum requirements by due date provided by clinical coordination staff, could result in removal from the program.

Requirements:

1. Documentation of HIPAA training. Documentation from a health care employer indicating completion of annual HIPAA training, completion of the ATI HIPAA modules, or Minnesota DHS training is acceptable.
2. Current CPR certification at Healthcare Provider level. Must be American Heart Association, Red Cross or equivalent **with a skills component**.
3. A Department of Human Services (DHS) background study (NetStudy 2.0), which requires fingerprinting and a government photo ID (valid driver's license, state ID, passport, etc.). After completion of the online application for the background study, students will receive notification via Metropolitan State University email instructing them to go to one of the many locations to have fingerprinting and a photograph taken. **This must be completed within 14 days of submitting the background study online application**.
4. Authorization for Release of Records and Background Study Information.

5. Screening and Immunization Requirements:
    a. **Tuberculosis Screening:** Documentation of **ONE** of the following within the past 12 months:
        i. Two-step tuberculin skin test (TST)
            - Students who have had a negative TST within the last 12 months need one additional TST. This will constitute the two-step TST.
            - Students who have not had a TST in the past 12 months will need a full two-step TST. **OR**
        ii. Single TST with the record of previous baseline TB screening (two-step TST or QFT) and record of annual screening every year since the baseline screening. **OR**
        iii. QuantiFeron blood test or T-spot.
        iv. If any of the above screen tests (i-iii above) are positive, the following requirements will apply:
            - Documentation of a negative chest x-ray taken after the positive screening test.
            - Students with a positive screening test with an initial negative chest x-ray will be allowed to attend clinical experiences. These students will require a negative **annual** symptom survey from a healthcare provider. Approved health care providers include APRNs, MDs, DOs, and PAs.
    b. **Mumps Immunity**: All students must have **ONE** of the following:
        i. Two doses of Mumps vaccine after 12 months of age. **OR**
        ii. Mumps titer indicating immunity.
    c. **Rubeola (Red Measles) Immunity**: All students must have **ONE** of the following:
        i. Two doses of Rubeola vaccine after 12 months of age. **OR**
        ii. Rubeola titer indicating immunity.
    d. **Rubella (German Measles) Immunity**: All students must have **ONE** of the following:
        i. Two doses of Rubella vaccine after 12 months of age. **OR**
        ii. Rubella titer indicating immunity.
    e. **Hepatitis B Immunity**
        i. All students must have completed the series of 3 vaccinations or have a Hepatitis B titer indicating immunity. **OR**
        ii. Have a signed Hepatitis B (HBV) vaccine waiver form on file with the College of Nursing and Health Sciences.
    f. **Tetanus Diphtheria/TD/Tdap (adult type)**
        i. All students must have had a tetanus vaccination/booster within the past 10 years (TD or Tdap).

ii. Students who have not received Tdap (**Adult type**) or for whom pertussis vaccination status is unknown must receive one dose of Tdap.

g. **Varicella (chicken pox) Immunity**: All students must have **ONE** of the following:
   i. History of having had chicken pox verified by a provider. **OR**
   ii. Documentation of two doses of Varicella vaccine **OR**
   iii. Varicella titer indicating immunity.

h. **Seasonal Influenza Vaccine**
   i. Students must have a seasonal flu vaccination **each year** or documentation of a medical contradiction or allergy as to why they cannot receive it.

i. **COVID-19 Vaccination:** Suggested or required by clinical sites, appeal process available at some clinical sites. If it is required at your clinical site you will have to have documentation of vaccine or if appeal is accepted. You may be required to find your own clinical site if appeal is not granted by assigned clinical site.

Physical Exam Tools Required

Although many clinical sites have the tools required for clinical exams, students often order basic equipment to ensure they have what they need and prefer for complete physical examinations. A list of tools frequently used in the clinical setting includes but is not limited to:

- **A good quality stethoscope**. FNP students and nurse practitioners in practice are expected to be able to hear, diagnosis, and distinguish normal and abnormal variations in both lung, cardiac, and bowel sounds. The DON recommends a stethoscope such as the Littman Cardiology III or a similar product. This stethoscope includes both pediatric and adult size diaphragmatic and bell auscultation capabilities without special attachments needed. We do not have a recommended retailer. Students most often shop the internet for the best available pricing, desired features and colors.
- Tuning fork: 128 mgHz (sensory testing). Faculty find that the tuning forks with the weights work the best, especially at the higher frequency.
- Medimeter or ruler and a **flexible tape measure**, preferably marked in centimeters
- Flashlight or penlight
- Drug data base such as Epocrates or Lexicomp. These are available for smartphones and quite useful. Many clinical sites might have these built into the electronic health record, so you can check if you have access without paying. The med check tool into which you input the patient's medications and the system runs an interaction check is invaluable.

- **Lab coat if needed.** Please see section on Professional Attire in the Clinical Setting. *White Lab Coats are provided at the White Coat Ceremony prior to students starting clinicals.

Liability Insurance

Students are covered for liability insurance in the DNP/FNP role through MinnState Certificate for Student Intern Medical Professional Liability Policy. This coverage is at no additional cost to you. Some students also prefer to carry their own liability insurance as a student nurse practitioner. You can explore the options available by searching the internet for “student nurse practitioner liability insurance”. A number of companies that provide such coverage will appear. Those used by students in the past include March and NSO. The cost of this extra coverage is the responsibility of the student should you choose it.

Any required proof of coverage from the clinical site should be sent by the CNHS Clinical Contract Coordinator. If you are asked for provision of this information, please send an email to the Clinical Contract Coordinator in the Department of Nursing with the contact information for the individual requesting the proof of coverage.

Name Tags and Professional Attire

Students are required to wear appropriate and accurate nametags representing the correct advanced practice student role in the clinical setting. Student identification badges may be obtained from the second floor of the Library and Learning Center on the St. Paul campus. Students should tell the individual at the reference desk that they are a Department of Nursing student and need the student identification for the clinical setting. Students should have “NP Student” in the role identification and should have full first and last name on the nametag.

Students should wear clothing appropriate to the clinical setting standard for health care providers. If the expectation of provider dress is casual, the student may dress casually as well. Ask your preceptor for guidance on formality of dress expected in the clinical setting.

Lab coats: If the clinic providers wear lab coats, it is expected that the student will wear a lab coat as well. It is the student’s responsibility to purchase and keep clean the lab coat for clinical practicum courses. You may where your lab coat from the White Coat Ceremony. There is no standard style of lab coat that is expected to be worn.

Faculty Site Visits

In NURS 721P and NURS 724P, faculty and students will be arranging a clinical site visit so that a faculty member may observe the student’s progress. At that visit, faculty would like

to meet with the preceptor briefly to discuss the student's progress in the rotation. In NURS 722P, 723Pand NURS 725P, students complete an Objective Simulated Clinical Exam (OSCE) at the university and details of this experience will be covered in detail in the courses. However, faculty will contact your preceptor(s) to meet via telephone or electronically to assess students' performance in the clinical experience and observed progression in clinical skills. ***If you fail a site visit or OSCE, you will have one attempt at remediation. If you fail the site visit or OSCE on the second attempt, this will result in failure of the course and dismissal from the program (see admitted student policies).***

Typhon

Students are required to utilize the Nurse Practitioner Student Tracking (NPST) system of Typhon to record all patient encounters and clinical practicum documentation of time/hours. A student fee is assessed in fall semester before you start clinicals that will cover use for the remainder of the program and will be automatically added to your tuition. Program graduates continue to have access to clinical documentation three years after graduation. Students may find the graphing and summary tools useful in representing the varied patients seen in the student role to potential employers as they seek their first NP position.

A Typhon orientation session is required in the semester prior to starting clinical rotations. It is conducted via the online student orientation tutorial located in Typhon. Students are expected to learn the system, input required data in a timely fashion, and upload required or renewed clinical documentation to their student account in the Typhon system. If clinical sites or preceptors are not already in the Typhon system, students need to enter into Typhon for the approval. Students will also submit self, clinical site, and evaluations of preceptors in the Typhon system.

Students with questions regarding using the Typhon system are encouraged to view the orientation videos on the site, and may direct questions to the main Typhon administrator for the DON, the DNP Program Director.

Clinical Contact Information

DNP Program Director

Dr. Kerry Johnson DNP, APRN, CNP

Kerry.Johnson@metrostate.edu

DNP Clinical Coordinator

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Clinical Contracts (CAA's)

Laurie Landwehr

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Program Support

Severson, Terry

Nursing.clinical@metrostate.edu

Clinical Preceptor Info

Clinical Preceptors: The DNP Clinical Coordinator will work with you to find clinical placements in a variety of areas, settings and locations. They will post opportunities that are first come first serve on your D2L Advising site. They will also post and provide information of how to apply to clinical rotations that require an application. You will be responsible for applying for all rotations advised by the DNP Clinical Coordinator and provide proof of application. Please have an up-to-date resume and be ready to answer essay questions for some of the opportunity's applications. You will be responsible for looking at the shared spreadsheet (tracking of placements) often, and completing any onboarding requirements for the site. You may find and secure rotations with approved preceptors (approval can be done by DNP Program Director or DNP Clinical Coordinator). This is encouraged, but if you do not have a potential site for Family Medicine (the bulk of your clinicals can be in this area), you may be matched and assigned to a clinical opportunity that is not within your home area. We have amazing clinical site opportunities that are rural and even in other states (ND, WI, SD).

You are responsible for requesting the preceptor you are assigned to be added to Typhon if they are not already in the tracking system. If your site is a new site, **you** must also add the site to Typhon.

New Clinical Affiliations

Metro State University has contractual agreements with numerous healthcare institutions in a variety of states that fulfill the necessary clinical experiences for each student. New clinical sites may be added to the current list of rotations as deemed appropriate by the DNP Clinical Coordinator. The process of establishing a new clinical partnership requires an extensive review process to ensure a variety of factors (resources, staff, clinical cases, etc.) are in place to meet the goals of the Program, students, and clinical site. Approval of a new clinical affiliation must be in pace with a contract before students can start clinical rotations or DNP Project hours. **New sites can often take up to 6 months to establish a signed contract.**

Onboarding and Starting Clinical Rotation Information

Students are required to complete all ONBOARDING requirements on platforms such as Clinician Nexus, SS4L, MyStudentExchange etc. or whatever the site requires for documents, for all clinical rotations. The Department of Nursing Clinical Staff provide you with instruction and monitor these submissions. The student will be required to complete the paperwork by the specified deadline. **If the ONBOARDING is not completed by the required deadline, the student risks losing clinical site opportunities and continuing in the program.**

Clinical requirements such as: TB test, vaccinations, RN licenses, and life support certifications are uploaded to Typhon. Prior to the expiration of these, you will be notified when you log into Typhon. If any of these requirements expire before the student renews them, the student will not be allowed to continue in clinical experiences. **Students are legally not allowed to attend clinical until the clinical requirements are completed and uploaded to Typhon.**

Site Specific Onboarding

Each clinical site will have a specific onboarding platform and process that you must follow when assigned a clinical rotation. You will work with the DNP Clinical Coordinator to plan your rotations. She assigns clinical rotations to students as well as helps students if they have a specific site and preceptor they would like to pursue. ***You are responsible for uploading all documents and completing all onboarding requirements by the deadlines listed or risk losing the clinical site opportunity and not having a clinical site can lead to course failure. If a clinical stie requires an application, you will be responsible for filling out and submitting this on time or risk losing the opportunity. You will be required to apply to many clinical opportunities. Have a headshot, bio statement, CV, and all pre-practicum documents ready at all times, as directed by the DNP Clinical Coordinator. You will also be required to meet with the DNP Clinical Coordinator prior to starting clinicals and each semester. Not meeting with the Coordinator could mean losing clinical site placements and program continuation eligibility.***

Onboarding Platform examples: Clinician Nexus, Shared Space for Learning, MyClinicalExchange, CentraCare, Minuet Clinic.

It is very important that you complete everything by its deadline!

- **Contracts:** The Clinical Contract Manager negotiates contracts between the university and the facility where you will be doing practicum. These contracts can take up to 12 weeks to complete when new. **You will not be allowed to start your practicum until a contract is in place.**

- **Pre-Practicum Requirements/Background Study/Health/Immunization Info:** You will receive information regarding these clinical requirements at least one semester prior to the start of your clinical practicum. It will be sent to your Metro State University email. If you do not receive this packet of information by the end of the first two weeks of the semester prior to your first practicum semester, please contact the Program Support Staff. You are expected to submit documents via Typhon. Please pay attention to the deadline dates in the instructions as **you will not be allowed to start clinical until all of this paperwork is in your file.**
- **Hour Requirements:** The clinical requirements outlined in the grid **must** be followed. These are the requirements of the credentialing bodies from which you will be taking your NP certification exams. If you do other types of hours, such as more than your allowed hours of specialty clinic in the last two semesters, these are additional hours above those required in the grid above. The NP credentialing bodies routinely do random audits of students who are applying to take their certification exams. You are not allowed to sit for your exams until the audit is complete and if there are any problems with your hours you will not be allowed to sit for your boards until the appropriate hours are completed.

Family Nurse Practitioner Program Clinical Skill Development Table

Skills	N621P	N722P	N723P	N724P	N725P
History	1) Knows all components of a health history and advanced practice nursing assessment 2) Requires supervision to confirm completeness of history given patient complaints, personal, family and social history, and physical findings.	1) Knows all components of a health history and advanced practice nursing assessment 2) Requires supervision to confirm completeness of history given patient complaints, personal, family and social history, and physical findings less than 50% of the time. 3) Incorporates appropriate family, women's health, obstetric and pediatric history elements as needed for ongoing care.	1) Knows all components of a health history and advanced practice nursing assessment 2) Requires minimal supervision to confirm completeness of history given patient complaints, family and social history, less than 25% of the time.	1) Knows all components of a health history and advanced practice nursing assessment 2) Performs a complete history given patient complaints, personal, family and social history, with appropriate consultation with colleagues. 3) Able to complete thorough history of complex geriatric patients including accurate medication evaluation utilizing Beer's criteria.	1) Knows all components of a health history and advanced practice nursing assessment 2) Performs a complete history given patient complaints, personal, family and social history, with appropriate consultation with colleagues. 3) Requires minimal supervision to confirm completeness of history given patient complaints, family and social history, less than 10% of the time.

Skills	N621P	N722P	N723P	N724P	N725P
Physical Examination	1)Performs a complete physical examination 2) Identifies normal findings 3) Requires guidance to recognize and distinguish variations of normal from abnormal findings. 4) Requires guidance to perform a symptom oriented physical exam.	1)Performs a complete physical examination 2) Identifies normal findings; beginning to recognize abnormal findings. 3) Requires guidance to recognize and distinguish variations of normal from abnormal findings less than 50% of the time. 4) Performs an appropriate symptom oriented physical exam incorporating techniques for examining infants, children, and adolescents. 5) Performs and appropriate symptoms oriented physical exam incorporating techniques for women's health and obstetrics specific exams.	1) Performs a complete physical examination 2) Identifies normal findings and most variations of normal; recognizes abnormal findings 3) Requires guidance to perform a symptom oriented physical exam less than 25% of the time. 4) Requires guidance to perform a symptom oriented physical exam less than 25% of the time.	1) Performs a complete physical exam 2) Identifies normal findings and most variations of normal; recognizes abnormal findings. 3) Able to perform a complete physical and symptom oriented physical exam independently with appropriate consultation with colleagues. 4) Requires guidance to perform appropriate physical exam less than 10% of the time. 5) Performs an appropriate symptom oriented physical exam incorporating special techniques for examining the elderly.	1) Performs a complete physical exam 2) Identifies normal findings and most variations of normal; recognizes abnormal findings. 3) Able to perform a complete physical and symptom oriented physical exam independently with appropriate consultation with colleagues. 4) Performs an appropriate symptom oriented physical exam. 5) Minimum guidance provided for complete appropriate physical exam.

Skills	N621P	N722P	N723P	N724P	N725P
Organization	1) Understands concepts of organization as applicable to a health assessment 2)Requires guidance in presenting a complete, organized, succinct case presentation to preceptor	1) Understands concepts of organization as applicable to a health assessment 2) Requires guidance in presenting a complete, organized, succinct case presentation to preceptor less than 50% of the time.	1) Understands concepts of organization as applicable to a health assessment 2) Requires guidance in presenting a complete, organized, succinct case presentation to the preceptor less than 25% of the time.	1) Understands concepts of organization as applicable to a health assessment 2) Requires minimum guidance in presenting a complete, organized, succinct case presentation to preceptor less than 10% of the time.	1) Understands concepts of organization as applicable to a health assessment 2) Presents a complete, organized, succinct case presentation to preceptor.

Skills	N621P	N722P	N723P	N724P	N725P
Clinical Decision Making	1) Requires guidance with differential diagnoses 2) Requires guidance to develop appropriate management plan that is evidence-based, safe, culturally sensitive, person-centered, and cost effective 3)Begins to define scope of NP practice 4) Plans are congruent with the nursing metaparadigm.	1) Requires guidance with differential diagnoses less than 50% of the time. 2) Requires guidance to develop appropriate management plan that is evidence-based, safe, culturally sensitive, person-centered, and cost effective 50% of the time or less. 3) Identifies appropriate referrals necessary for holistic advanced practice nursing care 50% of the time or less. 4) Gaining assuredness regarding her/his scope of practice 5) Plans are congruent with the nursing metaparadigm	1) Requires guidance with differential diagnoses less than 25% of the time. 2) Requires guidance to develop appropriate management plan that is evidence-based, safe, culturally sensitive, person/family centered, and cost effective 25% of time or less. 3) Generally sure regarding her/his scope of practice. 4) Identifies appropriate referrals necessary for holistic advanced practice nursing care 25% of the time or less. 5) Plans are congruent with the nursing metaparadigm	1) Proposes appropriate differential diagnoses. 2) Requires minimum guidance to develop appropriate management plan that is evidence-based, safe, culturally sensitive, person-centered, and cost effective 10% of the time or less. 3) Consults with colleagues appropriately, plans for and makes necessary referrals for holistic advanced practice nursing care. 4) Understands and is able to articulate her/his scope of practice with minimal guidance. 5) Plans are congruent with the nursing metaparadigm.	1) Proposes appropriate differential diagnoses. 2) Develops appropriate management plan that is evidence-based, safe, culturally sensitive, person-centered, and cost effective. 3) Consults with colleagues appropriately, plans for and makes necessary referrals for holistic advanced practice nursing care. 4) Understands and is able to articulate her/his scope of practice 5) Plans are congruent with the nursing metaparadigm.

Skills	N621P	N722P	N723P	N724P	N725P
Communication and Advance Practice Nursing Care	1) Knows and applies general principles of communication theory in relationship with patients, families, and other healthcare providers. 2)Requires guidance in selecting interventions appropriate to client need and health/illness status 3) Requires guidance in establishing priorities of care and appropriate client follow-up 4) Requires guidance to anticipate acute care and preventative health care needs of clients.	1) Knows and applies general principles of communication theory in relationship with patients, families, and other healthcare providers. 2) Requires guidance in selecting interventions appropriate to client need and health/illness status, 50% of the time or less. 3) Requires guidance in establishing priorities of care and appropriate client follow-up, 50% of the time or less. 4) Requires guidance to anticipate acute care and preventative health care needs of clients, 50% of the time or less.	1) Knows and applies general principles of communication theory in relationship with patients, families, and other healthcare providers. 2) Requires guidance in selecting interventions appropriate to client need and health/illness status, 25% of the time or less. 3) Requires guidance in establishing priorities of care and appropriate client follow-up, 25% of the time or less. 4) Requires guidance to anticipate acute care and preventative health care needs of clients, 25% of the time or less.	1) Knows and applies general principles of communication theory in relationship with patients, families, and other healthcare providers. 2) Requires minimum guidance to select interventions appropriate to client need and health/illness status, 10% of the time or less. 3) Establishes priorities of care and appropriate client follow-up with guidance 10% of the time or less. 4) Anticipates acute care and preventative health care needs of clients with guidance 10% of the time or less.	1) Knows and applies general principles of communication theory in relationship with patients, families, and other healthcare providers. 2) Selects interventions appropriate to client need and health/illness status. 3) Establishes priorities of care and appropriate client follow-up. 4) Anticipates acute care and preventative health care needs of clients.

Skills	N621P	N722P	N723P	N724P	N725P
Productivity	3-4 acute adult visits in 8 hours Or 2 adult physicals/health maintenance visits in 8 hours Or 4-5 well-child checks in 8-hours	4-5 acute adult and child visits in 8 hours Or 2-3 physicals/ health maintenance visits in 8 hours Or 4-5 well-child checks in 8-hours	5-6 acute adult and child visits in 8 hours Or 2-3 physical/health maintenance visits in 8 hours Or 4-5 well child checks in 8 hours	6-7 acute adult and/or child visits in 8 hours Or 3-4 physical/health maintenance visits in 8 hours Or 5-6 geriatric exams in 8 hours	10-12 patient visits in 8 hours Or 4-5 specialty care visits in 8 hours
Competency Measures with NONPF Rubric	Faculty Site Visit Novice	OSCE Novice to Advanced Beginner	OSCE Advanced Beginner	Faculty Site Visit Advanced Beginner to Competent	OSCE or Site Visit Competent NP Student

Appendix A: FNP Clinical Information Table

Clinical Semester	(N621P): Primary Care Nursing I	(N722P): Primary Care Nursing II	N723P): Primary Care Nursing III	(N724P): Primary Care Nursing IV	(N725P): Primary Care and Specialty Nursing V
When to Start practicum hours	2nd week of the semester	1st week of the semester	1st week of the semester	1st week of the semester	1st week of the semester
Total Clinical Hours	175	200	200	200	225
Clinical Goals	H&P, Preventative care, common ENT, Skin, Musculoskeletal and Respiratory problems in adults (may also see well-child exams)	Acute and chronic health problems in children and families. Woman's and Men's Health and Obstetric exams required.	All health problems in family/internal medicine primary care practice focus (may also see adult and well-child exams)	Complex illness management with geriatric focus. Full lifespan family care.	Concentrated Primary Care focus with complex chronic illnesses, complex acute presentations, Option to obtain specialty clinical hours with focus on specialty conditions.

Clinical Semester	(N621P): Primary Care Nursing I	(N722P): Primary Care Nursing II	N723P): Primary Care Nursing III	(N724P): Primary Care Nursing IV	(N725P): Primary Care and Specialty Nursing V
Hour Descriptions	**Total Hours: 175** 175 hours - Family practice role specific. May include up to 75 hours in retail health Avoid Internal Medicine if mostly complex, multisystem problems. May include 25 hours specialty.	**Total Hours: 200** 125-150 hours - Pediatrics or Family Practice with a pediatric focus 50-75 hours - OB/GYN*All hours may be completed in a Family Practice setting providing that the practice sees a wide-variety of pediatric primary care and OB/Woman patients.	**Total Hours: 200** Family Practice, can add more complex internal medicine rotations. May include up to 75 hours in an approved sub-specialty rotation seeing patients (not observation)	**Total Hours: 200** 125-150 hours- Geriatric 50-75 hours- Family Practice May include up to 50 hours retail health or sub-specialty rotation (i.e. ortho, derm cardiology, psych etc.)	**Total Hours: 225** Primary Care focus *100 hours may be Specialty Options or experiences.*

Appendix B: Curriculum Progression BSN DNP/FNP

Total Program Credits: 75

Year 1

Fall

Course	Course Title	Credits
STATS 621	Advanced Biostatistics in Health Research	3
NURS 647	Leadership in Health Care Systems	3
NURS 749	Health Systems Quality, Project, and Resource Management	3

Spring

Course	Course Title	Credits
NURS 703	Research Methodology and Advanced Evidence-Based Practice	3
NURS 708	Global Health and Epidemiology: A Population-Based Approach	3
NURS 751	Health Policy & Advocacy	3

Year 2

Fall

Course	Course Title	Credits
NURS 603	Advanced Integrative Care	2
NURS 610	Pathophysiology for Advanced Nursing Practice	3
NURS 741	Pre-Scholarship (10 scholarship hours)	1
NURS 742	DNP Scholarship Project Assessment (40 scholarship hours)	1

Spring

Course	Course Title	Credits
NURS 609	Pharmacology for Advanced Nursing Practice	3
NURS 616	Health Assessment for Advanced Nursing Practice	2
NURS 616L	Health Assessment for Advanced Nursing Practice Lab	2
NURS 750	DNP Scholarship I	2

Summer

Course	Course Title	Credits
NURS 634	Scholarly Teaching and Learning in Nursing	2
NURS 636	Labs and Diagnostics in Advanced Practice Nursing	1
NURS 638L	Applied Health Assessment for Advanced Practice Nursing	2

Course	Course Title	Credits
NURS 760	DNP Scholarship II	1

Year 3

Fall

Course	Course Title	Credits
NURS 621	Primary Care I – Acute and Chronic Care	3
NURS 621P	Primary Care I Practicum (175 clinical hours)	2
NURS 628	Family Health Promotion and Health Maintenance	2
NURS 770	DNP Scholarship III (75 scholarship hours)	1

Spring

Course	Course Title	Credits
NURS 637	Informatics for Advanced Nursing Practice	2
NURS 684	Interprofessional Care (in collaboration with University of Minnesota)	1
NURS 722	Primary Care II – Pediatrics and Women's Health/Reproductive Care	3
NURS 722P	Primary Care II Practicum (200 clinical hours)	3

Summer

Course	Course Title	Credits
NURS 723	Primary Care III – Concentrated Family Practice	3
NURS 723P	Primary Care III Practicum (200 clinical hours)	3

Year 4

Fall

Course	Course Title	Credits
NURS 724	Primary Care IV – Geriatric and Complex Care	3
NURS 724P	Primary Care IV Practicum (200 clinical hours)	3

Spring

Course	Course Title	Credits
NURS 697	Intensive Review for Certification	1
NURS 725	Primary Care V – Concentrated Primary Care and Specialty	2
NURS 725P	Primary Care V Practicum (225 clinical hours)	3

Appendix C: Curriculum Progression ELMSN DNP/FNP

Total Program Credits: 68

Year 1

Fall

Course	Course Title	Credits
NURS 610	Pathophysiology for Advanced Nursing Practice	3
NURS 741	Pre-Scholarship	1
NURS 742	DNP Scholarship Project Assessment	1
NURS 749	Health Systems Quality, Project, and Resource Management	3

Spring

Course	Course Title	Credits
NURS 609	Pharmacology for Advanced Nursing Practice	3
NURS 616	Health Assessment for Advanced Nursing Practice	2
NURS 616L	Health Assessment for Advanced Nursing Practice Lab	2
NURS 703	Research Methodology and Advanced Evidence-Based Practice	3
NURS 750	DNP Scholarship I	2

Summer

Course	Course Title	Credits
NURS 638L	Applied Health Assessment for Advanced Practice Nursing	2
NURS 636	Labs and Diagnostics in Advanced Practice Nursing	1
NURS 708	Global Health and Epidemiology: A Population-Based Approach	3
NURS 760	DNP Scholarship II (75 scholarship hours)	1

Year 2

Fall

Course	Course Title	Credits
NURS 621	Primary Care I: Acute and Chronic Care	3
NURS 621P	Primary Care I Practicum (175 clinical hours)	2
NURS 628	Family Health Promotion and Health Maintenance	2
NURS 770	DNP Scholarship III (75 scholarship hours)	1

Spring

Course	Course Title	Credits
NURS 637	Informatics for Advanced Nursing Practice	2
NURS 722	Primary Care II: Pediatrics and Women's Health/Reproductive Care	3
NURS 722P	Primary Care II Practicum (200 clinical hours)	3
NURS 751	Health Policy & Advocacy	3

Summer

Course	Course Title	Credits
NURS 634	Scholarly Teaching and Learning in Nursing	2
NURS 723	Primary Care III: Concentrated Family Practice	3
NURS 723P	Primary Care III Practicum (200 clinical hours)	3

Year 3

Fall

Course	Course Title	Credits
NURS 684	Interprofessional Care (in collaboration with University of Minnesota)	1
NURS 724	Primary Care IV: Geriatric and Complex Care	3
NURS 724P	Primary Care IV Practicum (200 clinical hours)	3

Spring

Course	Course Title	Credits
NURS 697	Intensive Review for Certification	1
NURS 725	Primary Care V: Concentrated Primary Care and Specialty	2
NURS 725P	Primary Care V Practicum (225 clinical hours)	3

Appendix D: Attendance Policy

Policy Statement

Consistent attendance and active participation are essential components of doctoral-level nursing education. The DNP FNP program is designed to support the development of clinical judgment, professional role formation, and competency attainment in alignment with national standards (e.g., NONPF, AACN). As such, students are expected to attend all scheduled class sessions, clinical experiences, and program-required activities. *Faculty are not required to record lectures for missed didactic content.

Didactic Course Attendance

Expectations

- Students are expected to attend **all scheduled class sessions** (in-person or synchronous online).
- Students must arrive on time, remain engaged for the full session, and actively participate in course activities.
- Preparation for class (readings, assignments) is expected to support meaningful participation.

Absences

- **One absence per course** may be considered allowable without penalty, provided the student:
    - Notifies the faculty in advance when possible
    - Completes any required make-up work
- **Additional absences** are considered excessive and may impact course progression.

Consequences for Excessive Absences

- 2 absences:
    - Faculty notification/Early Alert is filed
    - Required make-up assignment and/or documented remediation
- 3 absences:
    - Formal meeting with faculty and DNP Director
    - Development of a written remediation plan
    - Potential impact on participation/professionalism evaluation
- >3 absences:
    - May result in **course failure** or requirement to **repeat the course**, at faculty/program discretion

Clinical Attendance (Practicum Courses)

Expectations

- Students are required to complete **100% of assigned clinical hours**
- Attendance at all scheduled clinical days is mandatory
- Students must follow site-specific schedules and expectations

Absences

- Any missed clinical time must be:
  - Communicated to the preceptor and faculty **as soon as possible**
  - **Made up in full** within the semester (or as approved)

Consequences for Clinical Absences

- Failure to complete required clinical hours will result in:
  - **Incomplete (I)** or **course failure**
  - Delay in program progression
- Repeated unexcused absences may result in:
  - Removal from the clinical site
  - Referral for professionalism review
  - Potential dismissal from the program

Professionalism Expectations

Attendance is considered a component of professional behavior. Patterns of absence, tardiness, or lack of communication may be addressed as professionalism concerns and evaluated accordingly.

Extenuating Circumstances

Students experiencing significant or emergent life events (e.g., illness, family emergency) should:

- Notify faculty as soon as possible
- Provide documentation if requested
- Work with faculty/program leadership to determine appropriate accommodations

Program-Specific Activities

Attendance at required program events (e.g., orientations, intensives, clinical seminars, OSCEs) is mandatory. Absence may require remediation or rescheduling and may delay progression.

Summary Statement

The DNP FNP program maintains high expectations for attendance to ensure students meet competency requirements and are prepared for safe, effective advanced practice. Students are accountable for their attendance, communication, and completion of all required learning experiences.