

FNP Table for ePortfolio Evidence & Residency Hours Collection

This table is for residency evidence and hours. Students' personal DNP goals/reflection will be loaded as separate sections in the ePortfolio.

DNP End-of-Program Student Learning Outcomes & FNP Professional Role Competencies	Activities to Meet Outcome/Competencies	Evidence (Measurement Tool)	Residency Date/Hours Completed
End-of-Program Student Learning Outcome			
1. Integrate nursing science and theories to improve healthcare delivery systems, describe the actions and strategies to improve those healthcare systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **Critical Thinking & Technology must be displayed in the evidence.			
Professional Role Competencies			
1.1. Identifies and plans interventions to promote health with families at risk.			
1.2. Assesses the impact of an acute and/or chronic illness or common injury on the family as a whole.			
1.3. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, comorbidities, psychosocial, and financial issues.			
1.4. Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients.			
End-of-Program Student Learning Outcome			
2. Implement and evaluate healthcare delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. **Diversity & Communication must be displayed in the evidence.			

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Professional Role Competency			
2.1. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the cost, risks, and benefits to individuals.			
End-of-Program Student Learning Outcome			
3. Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes, and evaluating quality improvement methodologies to address the complex needs of humankind. **Critical Thinking, Professionalism & Communication must be displayed in the evidence.			
End-of-Program Student Learning Outcome			
4. Design information systems to guide clinical decision-making, evaluate programs, and improve healthcare outcomes while considering ethical and legal issues related to the use of information. **Communication & Technology must be displayed in the evidence.			
Professional Role Competencies			
4.1. Applies principles of self-efficacy/ empowerment in promoting behavior change.			
4.2. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral.			
End-of-Program Student Learning Outcome			
5. Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of healthcare by engaging policy makers and advocating for social justice and the nursing profession. **Diversity & Professionalism must be displayed in the evidence.			

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End-of-Program Student Learning Outcome			
<p>6. Lead interprofessional teams through effective communication, leadership, and collaboration to create practice improvement innovations in complex healthcare delivery systems. **Communication & Professionalism must be displayed in the evidence.</p>			
Professional Role Competencies			
<p>6.1. Works with individuals of other professions to maintain a climate of mutual respect and shared values.</p>			
<p>6.2. Engages in continuous professional and interprofessional development to enhance team performance.</p>			
<p>6.3. Assesses decision making ability and consults and refers, appropriately.</p>			
<p>6.4. Engages diverse healthcare professionals who compliment one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.</p>			
<p>6.5. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems.</p>			
<p>6.6. Assesses and promotes self-care in patients with disabilities.</p>			
<p>6.7. Prescribes therapeutic devices.</p>			
End-of-Program Student Learning Outcome			
<p>7. Analyze healthcare delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health. **Critical Thinking, Diversity & Technology must be displayed in the evidence.</p>			
Professional Role Competencies			
<p>7.1. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient.</p>			

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7.2. Plans and orders palliative care and end-of-life care, as appropriate.			
7.3. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families.			
7.4. Demonstrates knowledge of the similarities and differences in the roles of various health professionals providing mental health services.			
End-of-Program Student Learning Outcome			
8. Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals. **Critical Thinking, Communication & Professionalism must be displayed in the evidence.			
Professional Role Competencies			
8.1. Analyzes the impact of aging and age and disease related changes in sensory/perceptual function, cognition, confidence with technology and health literacy and numeracy on the ability and readiness to learn and tailor interventions accordingly.			
8.2. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults.			
8.3. Obtains and accurately documents a relevant health history for all patients of all ages and in all phases of the individual and family life-cycle using collateral information as needed.			
8.4. Performs and accurately documents appropriate comprehensive or symptom focused physical examinations on patients of all ages (including developmental and behavioral screening, physical exam and mental health evaluations).			
8.5. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life-cycle.			

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8.6. Distinguishes between normal and abnormal change across the life-span.			
8.7. Performs primary care procedures.			
8.8. Formulates comprehensive differential diagnoses.			
8.9. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications, and promote function and quality of living.			
8.10. Uses knowledge of family theories and developmental stages to individualize care provided to individuals and families.			
8.11. Facilitates family decision making about health.			