

Clinical Career Ladder Behaviors, Clinician 1-4 View

Blue, bolded, italicized font indicates the differentiation from the level below.

Summary Statement: The following information summarizes behaviors associated with each clinical level.			
Clinician 1	Clinician 2	Clinician 3	Clinician 4
<ul style="list-style-type: none"> • Entry-level professional nurse, focused primarily on developing knowledge and skills. • Provides safe patient care at a basic level and shows growth in ability to care for increasingly complex patients. • Requires consultation with more experienced clinicians and benefits from feedback. 	<ul style="list-style-type: none"> • Capable clinician, focused on expanding knowledge and skills. • Consistently provides effective direct care as part of the interdisciplinary team, to a variety of complex patients. • Seeks as well as provides feedback for improved clinical practice. • Assumes a beginning leadership role but seeks mentoring in this process. 	<ul style="list-style-type: none"> • An experienced and highly skilled clinician who is recognized for knowledge and skills by their peers. • Utilizes an interdisciplinary approach to patient care service delivery across the continuum of care. • Has an emerging leadership style and functions consistently and autonomously in this role. • Is learning to negotiate the health care system to maximize the delivery of quality care and to minimize cost of patient care services. • <i>A BSN is required for any clinician hired into or applying for advancement to the Clinician 3 level on or after 4/1/2015. Specialty certification is required for any clinician occupying a Clinician 3 position, or hired into, or applying for advancement to the Clinician 3 level on or after July 1, 2017.</i> 	<ul style="list-style-type: none"> • BSN-prepared clinician with well-developed clinical expertise within a defined specialty, recognized by peers as a leader within the institution. • Works predominantly with patients, families and nursing staff. Has aggregate responsibility at the regional level for nursing care, incorporating current literature and research. • Identifies the strengths within the service area and takes the opportunity to develop and or mentor others to promote professional growth and improve patient outcomes. • Has demonstrated expertise in chosen scholarly activities focused towards the advancement or promotion of the profession. • <i>A Nursing Specialty Certification is required for any clinician hired into or applying for advancement to the Clinician 4 level on or after April 1, 2013.</i>

Relationship Based Care: reflects the influence of the nurse's relationship with self, colleagues and patient/family on the patient experience.					
	Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
Self and Colleagues	<ul style="list-style-type: none"> Self: Learning strategies for self-care to support transition to practice, personal safety and injury prevention. Colleague: Learning to demonstrate respectful communication with all members of the team. Identifies role models of effective communication to emulate. 	<ul style="list-style-type: none"> Self: Demonstrates care of self through practices that support personal well-being, personal safety and injury prevention. Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members (<i>Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.</i>). Seeks assistance for help with challenging communication. 	<ul style="list-style-type: none"> Self: Demonstrates care of self through practices that support personal well-being, personal safety and injury prevention. Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members. (<i>Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.</i>). Seeks assistance for help with challenging communication. <i>Addresses behavior that does not support respectful environment.</i> 	<ul style="list-style-type: none"> Self: Demonstrates care of self through practices that support personal well-being, personal safety and injury prevention. Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members. (<i>Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.</i>). Seeks assistance for help with challenging communication. Addresses behavior that does not support respectful environment. <i>Coaches others to address disrespectful behavior.</i> 	<ul style="list-style-type: none"> Self: Demonstrates care of self through practices that support personal well-being, personal safety and injury prevention. Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members. (<i>Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.</i>). Seeks assistance for help with challenging communication. Addresses behavior that does not support respectful environment. Coaches others to address disrespectful behavior. <i>Mediates conflict, educates coaches, facilitates use of external resources.</i>

	Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
Patient and Family	<ul style="list-style-type: none"> • Demonstrates emerging awareness of culturally sensitive care by identifying and using resources. Critically reflects on situations in which personal bias may influence actions. • Recalls rules of practice to include patient/family in planning and implementation of care. Identifies potential impact of family dynamics. • Beginning to identify unique learning needs based on values, beliefs, barriers and readiness to learn. Learning to use teach-back to evaluate effectiveness of education. 	<ul style="list-style-type: none"> • Delivers culturally sensitive care using resources to meet unique needs of the patient and family. Recognizes situations in which personal bias may influence action. • Includes the patient/family in the goal setting/planning/implementation and delivery of care. Assesses impact of family dynamics. • Provides education based on unique learning needs assessment (values, beliefs, barriers, readiness). Uses teach-back to determine effectiveness and modifies strategies as needed. <p>Care Coordinator:</p> <ul style="list-style-type: none"> ○ Serves as a point of contact for the patient providing guidance, negotiation, and advocacy within health system and community. 	<ul style="list-style-type: none"> • Delivers culturally sensitive care using resources to meet unique needs of the patient and family <i>and serves as a resource for others</i>. Recognizes situations in which personal bias may influence action. • Includes the patient/family in the goal setting/planning/implementation and delivery of care. Assesses impact of family dynamics. <i>Coaches others in strategies for patient/family inclusion</i>. • Provides education based on unique learning needs assessment (values, beliefs, barriers, readiness). Uses teach-back to determine effectiveness and modifies strategies as needed. <i>Serves as resource to others for patients/families with challenging learning needs</i>. <p>Care Coordinator:</p> <ul style="list-style-type: none"> ○ Serves as a point of contact for the patient providing guidance, negotiation, and advocacy within health system and community. 	<ul style="list-style-type: none"> • Delivers culturally sensitive care using resources to meet unique needs of the patient and family and serves as a resource for others. Recognizes situations in which personal bias may influence action. • Includes the patient/family in the goal setting/planning/implementation and delivery of care. Assesses impact of family dynamics. Coaches others in strategies for patient/family inclusion <i>and actively participates in development and/or promotion of structures/processes for improvement</i>. • Provides education based on unique learning needs assessment (values, beliefs, barriers, readiness). Uses teach-back to determine effectiveness and modifies strategies as needed. Serves as resource to others for patients/families with challenging learning needs. <i>May participate in the development of new standardized teaching materials adhering to medical center policy</i>. • Uses patient experience and quality data as available to evaluate patient perception of communication, inclusion and education. <p>Care Coordinator:</p> <ul style="list-style-type: none"> ○ Serves as a point of contact for the patient providing guidance, negotiation, and advocacy within health system and community. 	<ul style="list-style-type: none"> • Delivers culturally sensitive care using resources to meet unique needs of the patient and family and serves as a resource for others. Recognizes situations in which personal bias may influence action. • Includes the patient/family in the goal setting/planning/implementation and delivery of care. Assesses impact of family dynamics. Coaches others in strategies for patient/family inclusion and <i>leads</i> development and/or promotion of structures/processes for improvement. • Provides education based on unique learning needs assessment (values, beliefs, barriers, readiness). Uses teach-back to determine effectiveness and modifies strategies as needed. Serves as resource to others for patients/families with challenging learning needs. May participate in the development of new standardized teaching materials adhering to medical center policy. <i>Educates others and promotes use of standardized education materials organizationally</i>. • Uses patient experience and quality data as available to evaluate patient perception of communication, inclusion and education. <p>Care Coordinator:</p> <ul style="list-style-type: none"> ○ Serves as a point of contact for the patient providing guidance, negotiation, and advocacy within health system and community.

Expert Caring encompasses clinical assessment, planning, prioritizing, coordinating and implementation of care.

Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
<ul style="list-style-type: none"> Relies on preceptor, EMR, colleagues' to direct them to evidence-based clinical assessment resources. Also considers patient/family input. Learning to plan, coordinate and prioritize patient care activities according to level of practice and work complexity. Progresses from low acuity and simple patient assignments to higher acuity and more complex assignments. Learning to demonstrate time management skills. Recognizes own limitations. Seeks guidance and appropriate direction when considering decision about delegation. Learning to effectively and respectfully communicate and delegate. Learning to maintain safety and continuity of care using methods such as documentation, hand-off tools/processes, etc. 	<ul style="list-style-type: none"> Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. Identifies ethical situations and seeks assistance. Recognizes situations in which personal bias may influence action. Plans, coordinates and prioritizes patient care activities considering patients' unique needs in collaboration with inter-professional team, including consult recommendations. Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates time management skills. Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, seeking guidance as needed. Maintains safety and continuity of care using methods such as documentation, hand-off tools/processes, etc. 	<ul style="list-style-type: none"> Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. <i>Serves as a resource and coaches others to develop assessment skills.</i> Identifies ethical situations and <i>initiates resources as appropriate to address.</i> Recognizes situations in which personal bias may influence action. Plans, coordinates and prioritizes patient care activities considering patients' unique needs in collaboration with inter-professional team including consult recommendations. Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates flexibility in time management <i>to manage changing priorities.</i> Coaches and supports others to plan, coordinate and prioritize. Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, <i>coaching others to optimize delegation.</i> Maintains safety and continuity of care by <i>role modeling and coaching use of</i> 	<ul style="list-style-type: none"> Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. Serves as a resource and coaches others to develop assessment skills. <i>Synthesizes complex assessment skills/tools and partners with experts to evaluate/enhance patient assessment.</i> Identifies ethical situations and initiates resources as appropriate to address. Recognizes situations in which personal bias may influence action. <i>Facilitates communication with and provides support to team members to address.</i> Plans, coordinates and prioritizes patient care activities considering patients' unique and patient population needs in collaboration with inter-professional team including consult recommendations. Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates flexibility in time management to manage changing priorities. <i>Proactively initiates area</i> 	<ul style="list-style-type: none"> Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. Serves as a resource and coaches others to develop assessment skills. Synthesizes complex assessment skills/tools and partners with experts to evaluate/enhance patient assessment. Identifies ethical situations and initiates resources as appropriate to address. Recognizes situations in which personal bias may influence action. Facilitates communication with and provides support to team members to address. <i>Participates in and/or leads implementation of structures/processes in practice setting that proactively identify ethical situations and deploy resources. Exemplifies appropriate engagement and moral agency when advocating and influencing patients, families, peers and superiors.</i> Plans, coordinates and prioritizes patient care activities considering patients' unique and patient population needs in collaboration with inter-professional team including consult recommendations. Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates increased flexibility and time management skills to achieve using own judgment. Proactively initiates <i>organizational</i> efforts to improve planning, coordination and prioritizing. Delegates appropriately (see

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	<p>Care Coordinators:</p> <ul style="list-style-type: none"> • Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes. • Identifies and coordinates with community resources. • Identifies actual and potential barriers that may prevent access to care and facilitates resolution. 	<p>methods such as documentation, hand-off tools/processes, etc.</p> <p>Care Coordinators:</p> <ul style="list-style-type: none"> • Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes. • Identifies and coordinates with community resources. • Identifies actual and potential barriers that may prevent access to care and facilitates resolution. 	<p><i>efforts to improve planning, coordination and prioritizing.</i></p> <ul style="list-style-type: none"> • Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, coaching others to optimize delegation. • Maintains safety and continuity of care by role modeling and coaching use of methods such as documentation, hand-off tools/processes, etc. <i>Evaluates processes and outcomes of area practices.</i> <p>Care Coordinators:</p> <ul style="list-style-type: none"> • Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes. • Identifies and coordinates with community resources. • Identifies actual and potential barriers that may prevent access to care and facilitates resolution. 	<p>ANA/NCSBN joint position statement) and respectfully, coaching others to optimize delegation. <i>Leads efforts to improve delegation skills.</i></p> <ul style="list-style-type: none"> • Maintains safety and continuity of care by role modeling and coaching use of methods such as documentation, hand-off tools/processes, etc. Evaluates processes and outcomes of <i>organizational</i> practices. <p>Care Coordinators:</p> <ul style="list-style-type: none"> • Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes. • Identifies and coordinates with community resources. • Identifies actual and potential barriers that may prevent access to care and facilitates resolution.
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Empowered Leaders demonstrates knowledge of and actively participates in shared governance.

Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
<ul style="list-style-type: none"> Can describe and identify shared governance. Encouraged to participate at the local level. Beginning to identify their role as a member of the PNSO. 	<ul style="list-style-type: none"> Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level. 	<ul style="list-style-type: none"> Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level <i>and leads or coaches colleagues' participation at local and/or regional level. Coaches others in understanding-of PNSO structure.</i> 	<ul style="list-style-type: none"> Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level and leads or coaches colleagues' participation at local and/or regional level. <i>Actively facilitates communication with other practice areas and leaders. Coaches others in understanding of PNSO structure and facilitates communication between local and central shared governance work.</i> 	<ul style="list-style-type: none"> Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level and leads or coaches colleagues' participation at local and/or regional level. <i>Actively facilitates communication, implementation and engagement with/in other practice areas and leaders. Coaches others in understanding of PNSO structure and facilitates communication between local and central shared governance work.</i>

Quality Achievement includes adherence to clinical documentation guidelines, comprehension of outcomes data, engagement in performance improvement activities and commitment to standard work.				
Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
<ul style="list-style-type: none"> Seeks mentorship, rules and procedures that govern nursing documentation Learning to recognize, assess and report patient safety concerns Able to locate area quality metrics/outcomes and improvement activities 	<ul style="list-style-type: none"> Adheres to nursing documentation guidelines. Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns. Identifies area and organization quality metrics/outcomes and improvement activities. Actively engages in discussion, activities related to area goals and identifies personal role in achieving outcomes. Incorporates evidence-based standard work into practice, participates in validating adherence to standard work and Provides feedback. <p>Care Coordinator:</p> <ul style="list-style-type: none"> Identify population specific nurse-sensitive quality metrics/outcomes that may include: <ul style="list-style-type: none"> Increased access to services Reduction in time from assessment/diagnosis and commencement of treatment Decreased LOS Decrease in ED visits Decrease in readmission 	<ul style="list-style-type: none"> Adheres to nursing documentation guidelines <i>and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Identifies practice gaps in (local area).</i> Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns. Coaches others in understanding of area and organization quality metrics/outcomes and improvement activities. Actively engages in discussion, activities related to area goals and identifies personal role in achieving outcomes. <i>Participates in problem solving activities.</i> Incorporates evidence-based standard work into practice, participates in validating adherence to standard work. Provides feedback <i>and uses findings to assess area trends.</i> <p>Care Coordinator:</p> <ul style="list-style-type: none"> Identify population specific nurse-sensitive quality metrics/outcomes that may include: <ul style="list-style-type: none"> Increased access to services Reduction in time from 	<ul style="list-style-type: none"> Adheres to nursing documentation guidelines and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. <i>Partners with other areas to assist with system improvements. (Change agent/spread).</i> Participates in development and implementation of structures/processes that promote optimal use of documentation systems. <i>Evaluate change and assess impact on quality outcomes.</i> Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns. Coaches others in understanding of area and organization quality metrics/outcomes and improvement activities. Participates in problem solving activities. Identifies safety trends and barriers. <i>Identifies area safety trends and barriers and leads problem solving activities.</i> Partners with area leaders to implement safety solutions and evaluate process and outcomes. Support organization level implementation, dissemination and adoption of new solutions/ standard work. Articulates area and organization quality metrics/outcomes and improvement activities and coaches others in understanding of area data. Incorporates evidence-based standard work into 	<ul style="list-style-type: none"> Adheres to nursing documentation guidelines and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Partners with other areas to assist with system improvements. (Change agent/spread). Participates in development and implementation of structures/processes that promote optimal use of documentation systems. <i>Evaluate change and assess impact on quality outcomes.</i> Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns. Coaches others in understanding of area and organization quality metrics/outcomes and improvement activities. Participates in problem solving activities. Identifies safety trends and barriers. Identifies area safety trends and barriers and leads problem solving activities. Partners with area leaders to implement safety solutions and evaluate process and outcomes. Support organization level implementation, dissemination and adoption of new solutions/ standard work. Articulates area and organization quality metrics/outcomes and improvement activities and coaches others in understanding of area data. Articulates knowledge of

Quality Achievement includes adherence to clinical documentation guidelines, comprehension of outcomes data, engagement in performance improvement activities and commitment to standard work.

	<ul style="list-style-type: none"> Evaluates patient and population goals through the continuum of care and at transitions. 	<p>assessment/diagnosis and commencement of treatment</p> <ul style="list-style-type: none"> Decreased LOS Decrease in ED visits Decrease in readmission <ul style="list-style-type: none"> Evaluates patient and population goals through the continuum of care and at transitions. 	<p>practice, participates in validating adherence to standard work. Provides feedback and uses findings to assess area trends, and leads standard work development across like areas.</p> <p>Care Coordinator:</p> <ul style="list-style-type: none"> Identify population specific nurse-sensitive quality metrics/outcomes that may include: <ul style="list-style-type: none"> Increased access to services Reduction in time from assessment/diagnosis and commencement of treatment Decreased LOS Decrease in ED visits Decrease in readmission Evaluates patient and population goals through the continuum of care and at transitions. 	<p>organizational improvement initiatives and partners with organization leaders to determine meaning and priorities based on data analysis.</p> <ul style="list-style-type: none"> Incorporates evidence-based standard work into practice, participates in validating adherence to standard work. Provides feedback and uses findings to assess area trends, and leads standard work development across organization. Support internal and external dissemination and adoption of new evidence based standard work. <p>Care Coordinator:</p> <ul style="list-style-type: none"> Identify population specific nurse-sensitive quality metrics/outcomes that may include: <ul style="list-style-type: none"> Increased access to services Reduction in time from assessment/diagnosis and commencement of treatment Decreased LOS Decrease in ED visits Decrease in readmission Evaluates patient and population goals through the continuum of care and at transitions.
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Lifelong learning encompasses professional development through formal education, professional certification, internal and external learning opportunities and recognizes the value of external professional organizations. Supports onboarding of new team members and precepts as applicable.

Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
<p>Demonstrates commitment to culture of lifelong learning:</p> <ul style="list-style-type: none"> • Is exposed to information about professional certification, BSN goals and current performance. • Identifies potential mentor to develop skills and abilities. • Is exposed to professional organizations that pertain to nursing discipline and practice area/specialty. • Participates in the Nursing Residency Program and earns 3 academic credits. 	<p>Demonstrates commitment to culture of lifelong learning:</p> <ul style="list-style-type: none"> • Can identify local and org. PD goals for BSN and professional certification. • Can identify professional certification relevant to practice/patient population and steps to become certified. • Identify resources for professional organization membership that pertain to nursing discipline and practice area/specialty. • Seeks internal and external experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or performance improvement. • Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. 	<p>Demonstrates commitment to culture of lifelong learning:</p> <ul style="list-style-type: none"> • <i>Coaches others in understanding of</i> local and org. PD goals for BSN and professional certification. • <i>Holds BSN degree.</i> • <i>Has achieved and maintains own professional certification.</i> • <i>Maintains membership in an external professional nursing organization.</i> • Seeks internal and external experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or performance improvement. <i>Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues.</i> • <i>Coaches/support others in continuing education participation.</i> • Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and 	<p>Demonstrates commitment to culture of lifelong learning:</p> <ul style="list-style-type: none"> • Coaches others in understanding of local and org. PD goals for BSN and professional certification. • Holds BSN degree <i>and supports colleagues in achieving BSN degree.</i> • Has achieved and maintains own professional certification, <i>and actively promotes professional certification of colleagues.</i> • Maintains membership in an external professional nursing organization <i>and shares information with colleagues.</i> • Seeks internal and external experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or performance improvement. Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues. <i>Mentors others and develops learning opportunities.</i> • <i>Identifies knowledge gaps and Teaches/coordinates continuing education</i> 	<p>Demonstrates commitment to culture of lifelong learning:</p> <ul style="list-style-type: none"> • Coaches others in understanding of local and org. PD goals for BSN and professional certification. • Holds BSN degree and supports colleagues in achieving BSN degree. • Has achieved and maintains own professional certification, and actively promotes professional certification of colleagues <i>and facilitates preparation activities.</i> • Maintains membership in an external professional nursing organization and shares information with colleagues <i>/community. Is active (attends meetings, reads publications, participates in learning offerings, holds office, publishes, edits) in local or national professional organization and shares information with colleagues to improve nursing practice. Influences colleagues' participation as appropriate.</i> • Seeks internal and

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		<p>evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. <i>Role models and serves as mentor for preceptors. Identifies challenging orientees and collaboratively develops interventions.</i></p>	<p><i>opportunities to address those gaps.</i></p> <ul style="list-style-type: none"> • Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. Role models and serves as mentor for preceptors. Identifies <i>and coaches others to identify</i> challenging orientees and collaboratively develops interventions. 	<p>external experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or role performance. Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues. Mentors others and <i>develops learning opportunities and disseminates to other areas and departments. Evaluates effectiveness of education offerings.</i></p> <ul style="list-style-type: none"> • Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. Role models and serves as mentor for preceptors <i>throughout organization.</i> Identifies and coaches others to identify challenging orientees and
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Lifelong learning encompasses professional development through formal education, professional certification, internal and external learning opportunities and recognizes the value of external professional organizations. Supports onboarding of new team members and precepts as applicable.

				collaboratively develops interventions. <i>Participates in development of area or organization orientation programs and preceptor development.</i>
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Innovation is demonstrated by application of technologies that support patient care, actively seeking to implement evidence based practice and new knowledge generated by nursing research.

Clinician 1 Meets Expectations	Clinician 2 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)	Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)	Clinician 4 Exceeds Expectations
<ul style="list-style-type: none"> Identifies appropriate and approved technology in the delivery of patient care Uses technology for patient-care related use only Identifies, conducts and presents a meaningful EBP project in order to complete Nurse Residency Program Appropriately poses questions to understand current processes and encourage change 	<ul style="list-style-type: none"> Demonstrates competent use of technology in the delivery of patient care. Uses technology for patient-care related use only. Demonstrates knowledge of evidence-based clinical resources. Supports nursing research at UVA (as applicable). Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. 	<ul style="list-style-type: none"> Demonstrates competent use of technology in the delivery of patient care <i>and serves as resource and provides trouble shooting support to others.</i> Uses technology for patient-care related use only. Demonstrates knowledge of evidence-based clinical resources <i>and coaches others to find and employ resources. Identifies needs for additional resources.</i> <i>Actively engages with area nursing research at UVA (as applicable).</i> Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. <i>Uses positive communication and role modeling to promote understanding of change to colleagues.</i> 	<ul style="list-style-type: none"> Demonstrates competent use of technology in the delivery of patient care and serves as resource and provides trouble shooting support to others. <i>Participates in education of others in implementation of others in implementation of new technology as applicable.</i> Uses technology for patient-care related use only Demonstrates knowledge evidence-based of clinical resources and coaches others to find and employ resources. <i>Identifies needs for additional resources and participates in development of new resources.</i> <i>Verbalizes understanding of steps to become involved in nursing research at UVA.</i> Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. Uses positive communication and role modeling to promote understanding of change t colleagues. <i>Actively addresses colleagues demonstrating resistance to change.</i> 	<ul style="list-style-type: none"> Demonstrates competent use of technology in the delivery of patient care and serves as resource and provides trouble shooting support to others. Participates in education of others in implementation of others in implementation of new technology as applicable. <i>Contributes to organizational decision-making and design of technology solutions. Evaluates implementation outcomes.</i> Uses technology for patient-care related use only. Demonstrates knowledge of evidence-based clinical resources and coaches others to find and employ resources. Identifies needs for additional resources and participates in development, <i>implementation and dissemination of new resources.</i> Verbalizes understanding of steps to become involved in nursing research at UVA <i>and facilitates involvement of self or others. Synthesizes available research on topics pertinent to specialty populations and shares findings with colleagues.</i> Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. Uses positive communication and role modeling to promote understanding of change t colleagues. Actively addresses colleagues demonstrating resistance to change. <i>Incorporates methods/strategies to facilitate new behaviors.</i>