

A Framework to Guide Orientation Development for the Clinical Nurse Specialist

A. R. Ahluwalia, M. McNeill, D. Moore, T. Vucich, S. Young.

Behavioral Statement	Sphere of Influence	Nurse Characteristics	Self-Assessment Examples	
			<i>Novice/Advanced Beginner/Competent</i>	<i>Proficient/Expert</i>
A. Direct Care Competency: Direct interaction with patients, families, and groups of patients to promote health or well-being and improve quality of life. Characterized by a holistic perspective in the advanced nursing management of health, illness, and disease states.	Patient, Nurse & System	Clinical Judgment, Caring Practices, Systems Thinking	<ul style="list-style-type: none"> Assesses individual patients using known or innovative evidence-based techniques, tools, and direct and indirect methods. 	<ul style="list-style-type: none"> Directs implementation of and conducts comprehensive, holistic wellness and illness assessments using new evidence-based techniques, tools, and direct and indirect methods.
B. Consultation Competency: Patient, staff, or system-focused interaction between professionals in which the consultant is recognized as having specialized expertise and assists consultee with problem solving.	Patient, Nurse & System	Clinical Judgment, Collaboration, Facilitation of Learning	<ul style="list-style-type: none"> Participates in creation of interdisciplinary plans of care creation through Electronic Medical Record build: order set; interdisciplinary documentation. 	<ul style="list-style-type: none"> Leads Grand Rounds for an organization-wide topic Leads Multi-disciplinary Rounds for department/organization
C. Systems Leadership Competency: The ability to manage change and empower others to influence clinical practice and political processes both within and across systems.	Patient, Nurse & System	Systems Thinking, Response to Diversity, Collaboration	<ul style="list-style-type: none"> Assesses nursing orientation. Assesses nursing protocols Assesses preparedness for The Joint commission or other regulatory bodies. 	<ul style="list-style-type: none"> Collaborates with educators to ensure an evidenced based education program. Creates new protocols or updates protocols and policies to reflect current best practices
D. Collaboration Competency: Working jointly with others to optimize clinical outcomes. The CNS collaborates at an advanced level by committing to authentic engagement and constructive patient, family, system, and population-focused problem-solving	Nurse & System	Clinical Inquiry, Collaboration, Response to Diversity	<ul style="list-style-type: none"> Serves as a committee member on inter- and intra-agency committees Standardizes patient transfers between and across units (Ex. create a ticket to ride). 	<ul style="list-style-type: none"> Partners with local schools of nursing, medicine, rehabilitation, respiratory care, social work, etc. to create educational opportunities/experiences within the acute-care setting

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<p>E. Coaching Competency: Skillful guidance and teaching to advance the care of patients, families, groups of patients, and the profession of nursing.</p>	Patient, Nurse & System	Response to Diversity, Advocacy, Moral Agency, Facilitation of Learning, Clinical Inquiry, Collaboration	<ul style="list-style-type: none"> • Assists staff in learning effective communication skills in participating in groups and meetings by role modeling 	<ul style="list-style-type: none"> • Assists staff in learning effective communication skills in participating in groups and meetings by role modeling
<p>F. Research Competency: The work of thorough and systematic inquiry. Includes the search for, interpretation, and use of evidence in clinical practice and quality improvement, as well as active participation in the conduct of research.</p>	Patient, Nurse, & System	Facilitation of Learning, Clinical Inquiry, Collaboration, Systems Thinking	<ul style="list-style-type: none"> • Assesses availability of EBP/research mentors, courses • Discusses EBP/research with Unit/System Practice Councils • Discusses EBP/research with peers • Identifies current research/EBP projects 	<ul style="list-style-type: none"> • Assesses research/EBP infrastructure and funding • Assesses institution for culture of inquiry
<p>G. Ethical Decision-Making, Moral Agency and Advocacy Competency: Identifying, articulating, and taking action on ethical concerns at the patient, family, health care provider, system, community, and public policy levels.</p>	Patient, Nurse, & System	Clinical Inquiry, Advocacy, Moral Agency, Response to Diversity, Collaboration, Facilitation of Learning	<ul style="list-style-type: none"> • Identifies ethical dilemmas in the clinical setting • Analyzes situation from nurses' perspective • Understand ethical principles that apply 	<ul style="list-style-type: none"> • Member of the Ethics committee • Member of the Institutional Review Board • Analyzes situation from perspective of scientific advances, cost, clinical effectiveness, patient and family values and preferences, and other external influences.

Reference: <http://nacns.org/professional-resources/practice-and-cns-role/cns-competencies/core-competencies/>

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