

PROFESSIONAL ADVANCEMENT PROGRAM

	Level 1 Entry Level	Level 2 Competent Clinician	Level 3 Advanced Clinician	Level 4 Clinical Expert/Scholar
General Description	The entry level clinician is new to the profession and generally at the beginning stage of his/her career. An entry level clinician is expected to function under the guidance of a preceptor and may be at this level between 3 to 9 months from date of hire depending on the area of practice and the complexity of the orientation requirements.	The competent clinician has acquired the knowledge and competence necessary to perform his/her job; He/she, functions independently using sound professional judgment and critical thinking, takes care of and accepts accountability for a group of patients, is able to organize daily activities, and establish priorities.	The advanced clinician has in-depth knowledge and advanced experience in taking care of a patient population with varying levels of complexity; participates actively in the development of others and in the improvement of care and services throughout the service area; values the contribution of peers and other disciplines; and serves as resource to others.	The clinical expert or scholar is recognized as expert in area of specialty as well as leader in organizational efforts to strengthen systems that support patient care services. He/she seeks out new information and share knowledge within the hospital and with other professionals outside the organization. He/she serves as expert resource to others through consultation, teaching and/or research.
Academic Requirements and Experience	Minimum: Associate Degree in field of practice, or Diploma in Nursing; Licensure or Certificate if applicable	Academic entry requirements, plus: Complete and maintain job competencies and expectations	Bachelor's Degree or 3 years of experience, plus: Employed in area of practice or specialty for at least 3 years	Advanced degree and/or certification in area of specialty.
Supporting Documents	Required at entry - submitted to HR: <ul style="list-style-type: none"> • License • Applicable Certificates 	Required for advancement to Level 2 - submitted to HR: <ul style="list-style-type: none"> • Probationary Evaluation • Completed Orientation Competencies 	Submit to Review Committee: <ul style="list-style-type: none"> • Manager recommendation • Two (2) Peer Recommendations • One (1) Exemplar • Level 3 Requirements as specified in the *Assessment Criteria 	Submit to Review Committee: <ul style="list-style-type: none"> • Manager recommendation • Two (2) Peer Recommendations • One (1) Exemplar • Level 4 Requirement as specified in the *Assessment Criteria

* *The Professional Advancement Assessment Criteria is a tool which assesses the applicant's accomplishments, including involvement in organizational and professional activities such as quality improvement, continuing education, preceptorship, presentations, organizational projects, and other leadership opportunities.*

Professional Advancement: Specific Descriptions of Levels of Practice

Elements of Practice	Level 1 Entry Level	Level 2 Competent Clinician	Level 3 Advanced Clinician	Level 4 Clinical Expert/Scholar
<p>1. Clinical Knowledge and Competency</p>	<ul style="list-style-type: none"> • Understands role and scope of practice • Has baseline knowledge required in the area of practice and begins to integrate theoretical knowledge to practical experience • Recognizes own personal mastery and need for learning • Carries out patient care functions safely under the guidance of preceptor 	<ul style="list-style-type: none"> • Has knowledge and competency necessary to perform clinical skills and interventions for patient care • Demonstrates clinical competency using the process of assessment, problem identification, care planning, implementation and evaluation of care • Recognizes and sets priorities and organizes patient care assignments • Practices according to accepted guidelines and standards of care • Seeks out and utilizes resources to validate own knowledge 	<ul style="list-style-type: none"> • Has advanced knowledge and competency to perform clinical skills and interventions for patient care • Shares knowledge and expertise with others • Demonstrates spirit of inquiry and critical thinking as it relates to patient care by seeking answers to "why", assists others to practice and think critically • Acts as resource to colleagues and other disciplines in area of specialty • Performs, coordinates and meets multiple patient care needs and requests • Demonstrates independent 	<ul style="list-style-type: none"> • Has expert knowledge and competency to perform clinical skills and interventions for patient care • Recognized as expert in area of practice • Continually searches for new knowledge and shares knowledge and expertise to others. • Implements innovative approaches and new ways of resolving issues • Serves as resource in area of specialty and leads others in setting guidelines, standards of practice and applying best practices • Demonstrates

			learning in meeting own learning needs	independent learning in meeting own learning needs and spirit of inquiry
<p>2. Clinician-Patient Relationship</p> <p><i>(May not apply to staff with no interaction with patients or family)</i></p>	<ul style="list-style-type: none"> • Demonstrates care and concern for patient and families • Begins to identify the role and importance of patient and family in the patient care experience 	<ul style="list-style-type: none"> • Identifies patient learning needs and limitations • Provides patient education based on learning needs. • Encourages patient participation in his own recovery and rehabilitation • Provides emotional and informational support to patient and family 	<ul style="list-style-type: none"> • Involves patient and family in discussing and deciding different options of care and treatment • Anticipates patient learning needs and uses different modalities for teaching • Builds and maintains a therapeutic environment for the patient 	<ul style="list-style-type: none"> • Maximizes the patient and family participation and control of own care and recovery • Recognizes the patient's interpretation of his/her own illness and condition • "Senses" patient's strength, desire and ability to improve and mobilizes these forces to help patient recover
<p>3. Teamwork and Collaboration</p>	<ul style="list-style-type: none"> • Understands the functions of the healthcare team • Begins to integrate self as member of the healthcare team teamwork and collaboration with other staff 	<ul style="list-style-type: none"> • Cope with organizational changes and departmental changes • Serves as preceptor, coach, and role model for new staff • Contributes as a member of the healthcare team 	<ul style="list-style-type: none"> • Cope and assist others to cope with organizational and departmental changes • Builds and maintains positive team spirit • Serves as preceptor, coach, mentor and role model for staff, peers and others • Participates in Committees, task forces, group projects and performance improvement activities 	<ul style="list-style-type: none"> • Leads departmental or organizational projects including, but not limited to: quality improvement initiatives, systems changes, new practices, and other organizational projects • Serves as preceptor, coach, mentor and role model for staff, peers and others

<p>4. Professional Responsibilities and Involvement in Professional Activities</p>	<ul style="list-style-type: none"> • Understands scope of practice and code of professional ethics 	<ul style="list-style-type: none"> • Functions within scope of practice and code of professional ethics • Maintains licensure and complies with continuing education requirements • Understands the functions of professional organizations, licensure boards and accrediting bodies such as JCAHO 	<ul style="list-style-type: none"> • Member of a professional organization • Participates in presenting, coordinating and organizing continuing education activities such as platform and poster presentations sponsored by professional organizations 	<ul style="list-style-type: none"> • Involved in professional organizations such as: attending meetings, awareness of professional issues, holding office, membership in a committee, or participation in other activities of the organization. • Initiates, conducts or presents research projects
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PROFESSIONAL LADDER ASSESSMENT CRITERIA

For Level 3 and Level 4

	CRITERIA	Level 3	Level 4
<p>Clinical Knowledge and Critical Thinking Through Clinical Narrative</p> <p>A clinical narrative or exemplar is a story by a clinician that describes a significant clinical situation reflecting his or her own clinical practice or analyzes a particular situation and serves as a model of excellence in clinical practice</p>	<p>Review of Clinical Narrative contains the following:</p> <ul style="list-style-type: none"> • A significant incident or situation (Detailed description of what happened) • The context of the incident (e.g. shift, time of day, staff resources) • Why the incident is "critical" or "significant" • What the concerns were at the time • What the practitioner was thinking about as it was taking place • What the practitioner was feeling during and after the incident • What, if anything, was found demanding about the situation • Did the clinician's intervention make a difference? <p>Clinical Knowledge and Critical Thinking applied through:</p> <ul style="list-style-type: none"> • Assessment • Problem identification • Care planning • Implementation of treatment and Intervention • Evaluation <p>Clinician-Patient-Team Relationship</p> <ul style="list-style-type: none"> • Patient - Family - Team Involvement 	<p>All applicants must submit an exemplar that meets the stated criteria</p>	<p>All applicants must submit an exemplar that meets the stated criteria</p>

<p>Leadership and Scholarly Work</p> <p><i>Leadership is the art of influencing and directing people in such a way that will win confidence, respect and cooperation in achieving common objectives.</i></p> <p><i>Scholarly work is achieved through the spirit of inquiry, knowledge building and imparting knowledge and expertise to others.</i></p>	<ul style="list-style-type: none"> • Lead or chair a committee or task force • Initiate and complete a major project. • Initiate research activity as a principal investigator or co-investigator • Participate in formal research activity, such as: review literature, collect data, interview subjects. • Publish research study in a professional publication or newsletter • Present continuing education offering or lecture to a national or international audience • Present continuing education or in-service class to hospital-wide audience • Present continuing education or in-service class to staff within the unit or department • Develop and present a poster at a professional conference • Teach an academic or clinical course in area of specialty • Develop, reviews and recommends changes to policies and procedures. 	<p>All applicants for Level 3 must submit a portfolio that meets a minimum of 3 criteria in this category</p>	<p>All applicants for Level 4 must submit a portfolio that meets a minimum of 4 criteria in this category</p>
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Teaching, Precepting, Mentoring, Coaching and Other Activities

Precepting involves an organized instructional program in which preceptors facilitate the integration of newly employed staff into their roles and responsibilities in the work setting.

Mentoring aims at long term acquisition of skills in a developing career.

Coaching aims at immediate improvement of performance and skills by a form of tutoring or instructing

Preceptor

- Participates in Preceptor Training Program
- Identifies goals/objectives for orientation based on learning needs
- Integrates orientee to the department/unit
- Plans orientee’s assignments based on patient needs
- Acts as role model by demonstrating professional behavior
- Acts as a clinical resource and support to orientee
- Provides feedback to the orientee, manager or director
- Identifies problems and refers them to the manager

Mentor

- Identify and understand skills, need, values, interests
- Evaluate options and plan strategies to achieve goals
- Recommend opportunities strategies for career direction
- Identify resources to help with specific problems
- Help mentee develop professional and resource links

Coaching (applies to preceptor and mentoring roles)

- Help to clarify performance goals and development needs
- Teach necessary skills
- Reinforce effective performance
- Identify and recommend behaviors that need improvement
- Serves as role model to demonstrate professional behaviors

All applicants for Level 3 must submit a portfolio that meets a minimum of 3 criteria in the Preceptor category

All applicants for Level 4 must submit a portfolio that meets a minimum of 6 criteria in the Preceptor, Mentor, or Coaching category

<p>Involvement in Performance Improvement, Committees and Continuing Education</p>	<p>Participation in Performance Improvement or research</p> <ul style="list-style-type: none"> • Develops monitors • Performs data collection • Analyzes, evaluates data • Makes recommendations for change and presents to staff <p>Participation in a Committee or Task Force</p> <ul style="list-style-type: none"> • Demonstrates teamwork • Understands the functions and the expected task of the committee or task force. • Participates in committee work or activities in the unit, service area, or in collaboration with other disciplines. • Active member of a committee that meets regularly <p>Participation in Continuing Education</p> <ul style="list-style-type: none"> • Completes continuing education requirements in specialty • Attends full day workshop • Attends in-service programs and other learning activities relevant to area of practice • Completes advanced degree 	<p>All applicants for Level 3 must submit a portfolio that meets a minimum of 6 criteria in this category</p>	<p>All Applicants for Level 4 must submit a portfolio that meets a minimum of 10 criteria in this category</p>
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<p>Other Professional and Community Activities, and Achievements</p>	<p>Professional Organization</p> <ul style="list-style-type: none"> • Member of a professional organization • Attends professional organization meetings regularly <p>Community Involvement</p> <ul style="list-style-type: none"> • Participates in a health -related community project. • Initiates and/or leads a health - related community project. <p>Other Achievements, Honors, and Recognitions</p> <ul style="list-style-type: none"> • ACLS certified • Instructor for BLS • Received official recognition from an organization or a government entity. Name or type of award received: • Other awards/recognition <p>Advanced Education or Advanced Certificate</p>	<p>All applicants for Level 3 must submit a portfolio that meets a minimum of 2 criteria in this category</p>	<p>All applicants for Level 4 must submit a portfolio that meets a minimum of 3 criteria in this category</p>
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