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| Total possible = 420 points (100%) | | | |
| Needed to pass= 357 points (85%) | | | |
| | Advanced | Competent | Needs Improvement |
| | 20 | 10 | 5 |
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| Nursing Leadership: | | | |
| 1. Describe the roles, qualifications and educational preparation for nursing leaders: Nurse Manager, Clinical Leaders, Charge Nurse, Education Coordinator, and other leadership positions. | <i>Description outlines expectation and standard level of educational preparation and leadership development in order to qualify for nursing leadership roles.</i> | <i>There is a consistent process of defining, preparing and developing nurses for nursing leadership roles.</i> | <i>There is opportunity to better support the roles and educational preparation required of nurse leaders.</i> |
| 2. Discuss specific examples that support a healthy work environment through: <input type="checkbox"/> Respectful inter-professional communication. <input type="checkbox"/> Just culture <input type="checkbox"/> Safeguards against lateral and workplace violence <input type="checkbox"/> Elements of work/life balance in practice | <i>Description includes multiple strategies that demonstrate a culture of mutual respect, professional responsibility, ethical behavior and support for a healthy work environment.</i> | <i>Description includes evidence of a culture of mutual respect, professional responsibility, ethical behavior and support for a healthy work environment in some, but not all examples of areas requested.</i> | <i>A culture of mutual respect, professional responsibility, ethical behavior and support for a healthy work environment is not evident from the examples provided.</i> |
| 3. Shared Governance: <input type="checkbox"/> Define how leaders are involved in activities that support shared leader and care team member decision-making. <input type="checkbox"/> Provide examples of unit councils, interdisciplinary team meetings, etc. | <i>There is a formal shared governance process and structure in place for nurses and leadership to participate collaboratively in decisions affecting the unit.</i> | <i>Staff meetings are used on a regular basis to allow shared decision making.</i> | <i>Unit leadership is developing a shared governance structure, however it is not yet in place.</i> |
| 4. What is the unit's vision statement? <input type="checkbox"/> Describe processes the unit employs that are related to the vision. | <i>Examples provided illustrate nursing's impact on moving the unit and organizational vision forward.</i> | <i>The unit processes described are in line with unit and organizational vision.</i> | <i>The contribution of nursing impact on the mission, has not yet been addressed or realized.</i> |

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| <p>5. What are the types of recognition or awards provided to nurses?</p> | <p><i>The Organization provides at least one Orthopaedic -specific award or recognition on a regular basis. The organization provides 4-5 opportunities for nurses to achieve recognition for performance or outcomes.</i></p> | <p><i>The organization provides 4-5 opportunities for nurses to achieve recognition for performance or outcomes.</i></p> | <p><i>There is no reward or recognition designated for nursing performance or outcomes.</i></p> |
| <p>6. Retention rate for nurses on the unit: - Yearly rate _____%</p> <p><input type="checkbox"/> Elaborate on efforts to recruit and retain nurses in the specialty area of Orthopaedics.</p> <p><input type="checkbox"/> Identify reasons orthopaedic nurses leave unit positions: interest in other specialties, geographical move, professional advancement, better opportunities, etc.</p> | <p><i>Narrative outlines a consistent formal process that incorporates nursing staff in interviewing and choosing qualified nurses. The majority of reasons for attrition are attributable to opprtunities for professional growth.</i></p> | <p><i>Narrative discusses an informal process for involving nursing staff in the selection of new team members. Reasons for attrition are distributed among personal reasons and professional opportunities.</i></p> | <p><i>Nursing staff are not included in the selection process for new team members. Reasons nurses leave are overwhelmingly related to seeking positions outside of the unit.</i></p> |
| <p>7. Describe how nurses participate in teams that promote positive change, for example: magnet stories, examples of nurse physician collaboration, inter-professional problem solving. Elaborate on the outcomes that have been measured related to these efforts.</p> | <p><i>Description includes four or more examples of how nurses have implemented practice change to improve patient outcomes. Outcomes are provided to illustrate the effect of these efforts.</i></p> | <p><i>Description includes one to three examples of how nurses have implemented practice change to improve patient outcomes. Outcomes are provided to illustrate the effect of these efforts.</i></p> | <p><i>The unit has identified opportunities for improvement and is in the process of implementing practicee changes. Outcomes are not yeet available.</i></p> |

Section Score

| Professional Development: | | | |
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| <p>1. Discuss how professional education related to Orthopaedics is supported for nurses.</p> | <p><i>Professional education is provided for nurses through orthopaedic updates, journal clubs, inservices, orthopaedic nursing review courses, etc. The organization provides time off or financial assistance for professional education hours.</i></p> | <p><i>The organization provides time off or financial assistance for professional education.</i></p> | <p><i>Nurses obtain professional education through outside resources and there is no financial assistance or time off provide.</i></p> |
| <p>2. Percentage of unit RNs that are current members of a Professional Nursing Organization: <input type="checkbox"/> National Association of Orthopaedic Nurses (NAON) _____% <input type="checkbox"/> Other Professional Nursing Organization _____%</p> | <p><i>NAON members over 40%</i></p> | <p><i>NAON members 20-40%</i></p> | <p><i>NAON members 0-20%</i></p> |
| <p>3. Orthopaedic Nursing Certification <input type="checkbox"/> Percentage of nurses practicing Orthopaedic nursing 2 years or more? _____% <input type="checkbox"/> Percentage of RNs currently certified for Orthopaedic Nursing Certification (ONC) through the Orthopaedic Nursing Certification Board (ONCB)? _____%</p> | <p><i>% ONC Board certified over 40%</i></p> | <p><i>% ONC Board certified 20-40%</i></p> | <p><i>% ONC Board certified 0-20%</i></p> |

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| <p>4. Describe and provide documented evidence that the following elements are in place:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support is provided for nurses to attend conferences outside of the organization including NAON's Annual Congress. <input type="checkbox"/> Membership in professional nursing organizations is supported for nurses at every level including but not limited to NAON. <input type="checkbox"/> Career ladder of program(s) meets the intent of professional development. <input type="checkbox"/> Support is provided for lifelong learning and/or higher education. <p>Provide a narrative written by a direct care nurse who took advantage of one of the selected opportunities. Include a description of the opportunity and the date(s) occurred.</p> | <p><i>Description addresses each of the four elements requested in the question. Evidence that the element is in place is provided. The Nurse's narrative includes comprehensive description of two of the requested examples.</i></p> | <p><i>Description addresses at least two of the four elements requested in the question. Evidence that the element is in place is provided. The Nurse's narrative includes comprehensive description of two of the requested examples.</i></p> | <p><i>Description addresses one to two of the four elements requested in the question. Evidence that the element is in place is provided. The Nurse's narrative includes comprehensive description of one to two of the requested examples.</i></p> |
| <p>5. Provide narratives written by direct care nurses who have increased their nursing competence level post-orientation to facilitate professional development.</p> <p>This narrative should include a description regarding how the activity(ies) led to professional development.</p> | <p><i>Narrative includes four or more descriptions of professional development activities - for example: use of a career ladder, research activities, mentoring, quality improvement projects, development of patient education materials, providing staff education opportunities.</i></p> | <p><i>Narrative includes one to three descriptions of professional development activities - for example: use of a career ladder, research activities, mentoring, quality improvement projects, development of patient education materials, providing staff education opportunities.</i></p> | <p><i>Opportunities to facilitate professional development are being identified and are not yet in place.</i></p> |
| <p>Section Score</p> | | | |

| Commitment to Excellence: | | | |
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| <p>1. Provide current data on 2 leading Quality indicators of patient outcomes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how nursing has impacted these outcomes with the inter-professional team <input type="checkbox"/> Give examples of how outcome data is used for decision-making and improving care process. | <p><i>Data for 2 Quality indicators and the relationship of nursing to their achievement is outlined by addressing at least three of the following : care improvements, patient/family engagement, ensuring safety, using outcome data for practice change, care coordination or other initiative.</i></p> | <p><i>Data for 2 Quality indicators and the relationship of nursing to their achievement is outlined by addressing one to two of the following : care improvements, patient/family engagement, ensuring safety, using outcome data for practice change, care coordination, or other initiative.</i></p> | <p><i>Using outcome data for decision making and care improvement requires further development.</i></p> |
| <p>2. Describe how nurses on the unit are informed of new policy or procedure changes and Evidence Based Practice (EBP) or Cliniccal Practice Guidelines (CPGs).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline methods used for nurses to receive and understand changes. | <p><i>Description illustrates that nurses are involved in communication of EBP and CPGs through multiple channels. At least three examples are discussed such as: regulatory certification preparation, onsite education, e-learning, inservices, conference participation, and interprofessional meetings.</i></p> | <p><i>Description illustrates one to two methods used to update and inform nurses about current EBP and CPGs.</i></p> | <p><i>EBP and CPGs are updated in response to clinical or quality issues and are not</i></p> |
| <p>3. Describe how new knowledge is translated from evidence-based research into bedside/unit practice.</p> | <p><i>Description includes a process in place that outlines how best practices, current evidence and research is disseminated and put into action. For example: Journal Clubs, Staff driven performance improvement projects, poster presentations and innovation projects, etc. Provide at least two examples of how evidence, best practices or research have been used to change practice.</i></p> | <p><i>A process is being developed to disseminate evidence and assist nurses to be involved in evidence-based research practice changes. Example of a planned practice change is provided.</i></p> | <p><i>A system is not yet developed to disseminate evidence and assist nurses to be involved in evidence-based research practice changes.</i></p> |

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| <p>4. Describe how the unit responds to discharge disposition challenges that may be less than optimal for the patient's recovery.</p> | <p><i>Description provides an example of a challenging patient scenario in which Patient Education, Patient Engagement, Family/Care Partner involvement, Interdisciplinary team communication and care planning were implemented to optimize discharge outcome.</i></p> | <p><i>Description provides an example of a challenging patient scenario that resulted in a positive outcome. Detail of how this was achieved does not include all areas requested in the scenario example.</i></p> | <p><i>Description provides an example of a challenging patient scenario that resulted in a positive outcome. Detail of how this was achieved does not include the role of the patient/care partner in the patient scenario.</i></p> |
| <p>5. Identify community settings or programs in which nurses have participated to promote health in the community For example: Bone health screening, health fairs, community education of fall prevention, Fit to a T or other organized presentations, etc.</p> | <p><i>Nurses are regularly involved in community health education efforts. Response includes a listing of community programs in which Orthopaedic nurses have been involved in the past 3 years</i></p> | <p><i>Strategies to enhance nursing involvement in community programs is underway. Examples of planned activities are provided.</i></p> | <p><i>Opportunities for community health involvement are yet to be identified.</i></p> |
| <p>Section Score</p> | | | |

| Knowledge and Competency: | | | |
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| <p>1. Orientation of new Orthopaedic nurses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the unit's orientation plan for new hires and transfers. <input type="checkbox"/> Detail the initial training that the nursing staff receives during the onboarding, or orientation process: <input type="checkbox"/> Outline the training matrix/competency checklist nurses are trained to when they first are hired into the unit. <p>You may upload a blank example of your onboarding documentation used as evidence to support this.</p> | <p><i>There is a structured orientation plan in place for both new nurses and nurses new to the unit. All elements of the question are addressed.</i></p> | <p><i>There is a developed orientation plan in place for both new nurses and nurses new to the unit. All elements of the question are not addressed.</i></p> | <p><i>The orientation plan continues to be in development.</i></p> |
| <p>2. What is the time frame allotted for the new nurse to complete their orientation track?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the process followed if the nurse fails to successfully complete the onboarding process <input type="checkbox"/> How is certification with the ONC, or other appropriate certification, worked in to the training and preparation of the nurse? | <p><i>There are specific timeframes in place for the completion of goals for the competent practice of Orthopaedic nursing. This includes a goal for specialty nursing certification.</i></p> | <p><i>There are specific timeframes in place for the completion of goals for the competent practice of Orthopaedic nursing. The goal to obtain specialty nursing certification is determined by the individual nurse.</i></p> | <p><i>A formalized plan for assisting nurses to successfully complete orientation milestones and set goals is being developed.</i></p> |
| <p>3. Staffing patterns, use of float staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline how staffing needs are flexed to accommodate the needs of the Orthopaedic patient population. <input type="checkbox"/> Does this unit utilize 'float nurses' or contract nurses? <input type="checkbox"/> How are float nurses prepared to work on this unit? | <p><i>Description includes a formalized structure to determine staffing to meet the needs of patients taking into account patient acuity, staff mix, admissions/discharge/transfer impact.</i></p> <p><i>A method of determining the utilization of float nurses and orienting them to specialized care, and providing oversight is defined.</i></p> | <p><i>Description includes a formalized structure to determine staffing to meet the needs of patients taking into account patient acuity, staff mix, admissions/discharge/transfer impact.</i></p> <p><i>A method of determining the utilization of float nurses adept in the care of Orthopaedic patients needs to be defined.</i></p> | <p><i>A formalized structure for staffing plans is in process of development.</i></p> |

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| <p>4. Describe ongoing education to maintain the unit's identified orthopaedic nursing competencies: For example- skills fairs, competency demonstrations, inter-professional updates, review courses etc. You may upload a blank example of your ongoing documentation used as evidence to support this.</p> | <p><i>Description includes 3 or more examples of educational activities nurses complete to maintain competency. Competencies are evaluated yearly with oversight from nurse educator or leader.</i></p> | <p><i>A yearly competency, self assessment is completed.</i></p> | <p><i>A method of assessing competency is not currently in place.</i></p> |
| <p>5. Please identify one or two areas that your unit is addressing for knowledge/competency needs, and what you are currently doing to meet that need? Please upload any documentation to support your answer.</p> | <p><i>Two areas of competency needs are addressed with comprehensive plans of how to meet the need. Documentation to support the answer is complete.</i></p> | <p><i>One area of competency need is addressed. Documentation lacking detail.</i></p> | <p><i>Areas for competency needs are not identified.</i></p> |
| <p>Section Score</p> | | | |
| <p>Total Score for entire Application</p> | | | |