

**The Methodist Hospital
Texas Medical Center
Houston, Texas**

**Nursing Clinical Career Progression Model ã (NCCPM)
Model Design and Implementation Guidelines**

I. Executive Summary

In the 21st Century, Nursing leaders are faced with issues that make planning for the future of the profession most challenging. These issues include: aging faculty in schools of nursing, increasing enrollment, competition for talent, regulatory and safety constraints, an aging nursing workforce nearing retirement, and an ever increasing aging and complex patient population. The cumulative and lasting effect of these variables create the context for a national issue: maintaining an adequate supply of high performing nurses.

The Methodist Hospital is an urban, tertiary, academic health center, licensed for 1200 beds located in the Texas Medical Center, Houston, Texas. Methodist is the primary adult teaching facility for the Baylor College of Medicine. Methodist was recognized by the American Nurses Credentialing Center with Magnet status in 2002.

At The Methodist Hospital, Nursing leaders have worked over the past five years to create an environment where the leadership, art and science of nursing flourishes, nursing standards are clear, and nurses feel valued and respected. A key system, designed to reinforce behavior and progressively move nursing to greater accountability for professional practice and complex patient care, was missing. The existing Clinical Ladder was obsolete and did little to shape performance.

The Clinical Ladder concept was re-born through what Methodist calls the Nursing Clinical Career Progression Model©. The NCCPM, a competency based, differentiated practice model, is intended to focus the current and future work of nursing to create meaningful challenges and opportunity for growth in the profession.

Although clinical ladder design is not new to nursing, the standard concept has been reshaped to encompass a higher set of expectations and added performance criteria at each level. Given our current challenge for resources we are reminded that one of the keys to effective nurse recruitment and retention is providing the opportunity for career growth and meaningful work. At Methodist, the Nursing Clinical Career Progression Model (NCCPM) provides a dynamic, stretch model to move nursing to the next generation of professional practice.

The model was also designed to consider the unique incentives of each generation currently employed in nursing, from the Millennium to the Baby Boomers. The NCCPM is a unique model, founded in the Novice to Expert philosophy, built on a Pay for Performance compensation strategy. The model has five job descriptions that detail key accountabilities, and requires performance, education and experience to advance. The NCPPM is the next generation competency based, behavior-oriented, "Clinical Ladder."

The Design Team was lead by Senior Vice President and Chief Nursing Executive, Pamela Klauer Triolo, PhD, RN, FAAN, and composed of individuals with various backgrounds and expertise. Contributors include: Ann Scanlon-McGinity, PhD, RN, Tricia Lewis, MS, RN, CNAA, Johnnie Leonard, MSN, RN, CEN, Jan Keller, MS, RN, CRNH, Gretchen Sump-Mills, RN, Mary Shepherd, RN, Rocky Hanak, RN, Angela Green, RN, MBA and Kim Bernal, MA. Margaret Eaton, RN, VP of Human Resources, Yvonne Laing, and Director of Compensation provided Human Resources support. Together, the team worked to design and implement a vehicle for advancement that would meet our goal of developing capacity for the future of nursing.

For additional information regarding this Model, please contact Kim Bernal via telephone 713-441-4507, or email: kbernal@tmh.tmc.edu.

II. Introduction

A. Goals of the Nursing Clinical Career Progression Model

- Serve as a catalyst for the growth and development of professional nursing.
- Recruit, reward and retain high quality nurses who are committed to value-driven behavior and living the leadership, art and science of nursing.

B. Principles of the Model

Over-Arching Key Principles:

- Methodist Hospital Values
- Relationship Centered Care
- Accountability Model /Competency Based
- Differentiated Practice
- Leadership, Art and Science of Nursing
- Novice to Expert
- Pay for Performance
- Stretch
- Dynamic versus Static

C. Description of the Model

The NCCPM has 5 levels, each with distinct position descriptions (Appendix X) and key accountabilities that increase in complexity as the levels progress. The model is a differentiated practice model that means that a distinctive level of education is required for new graduate hires as well as nurses who wish to be placed in levels 4 and 5. The NCCPM is dynamic in that if a nurse does not meet performance criteria for a given period, they may be placed in a lower level in the model and the opportunity for salary increase is voided. The levels are briefly described in the following chart:

LEVEL IN MODEL	DESCRIPTION
Clinical Apprentice	Designed primarily for new RN's as a residency or supportive system for one year though the nurse may progress to the next level after 6 months. All new hires, until they complete orientation and are a full partner in care, are placed in Clinical Apprentice. BSN is required for non-Methodist employees who enter as new graduates.
Clinical Colleague	Requires a minimum of one year's experience and practices nursing as a full partner on the multidisciplinary team.
Clinical Mentor	Expert preceptor, teacher with highly developed clinical skills; role model, proactively coordinates care delivery, active professionally and leads in shared governance, resource nurse.
Clinical Leader	Critically analyzes findings from symptom assessment tools to proactively plan, provide and document comprehensive care. Participates in professional nursing activities; leads in shared governance; evidence based practice; BSN required.
Clinical Expert	Nursing expert, advanced assessment skills, provides evidence-based clinical practice, routinely integrates innovative care processes into daily work; may serve as Adjunct Clinical Faculty; goal to achieve 1-2 per unit. 25% research; 25% education; 50% patient care. Masters or doctoral degree in nursing required.

D. Cultural Cornerstones:

Values:

Methodist adopted a set of values over two years ago called, ICARE. The values are Integrity, Compassion, Accountability, Respect, and Excellence. Staff is surveyed annually for their personal values, current cultural values, and preferred cultural values. In surveys of nursing staff, accountability was the one value that transcended their personal values, their beliefs about the current culture, and their vision for the preferred culture. These results signaled the readiness for an accountability model with clearly defined expectations of behavior. The NCCPM is composed of five distinct job descriptions with specific performance requirements.

Philosophy of Nursing:

The Methodist philosophy is that professional nursing is the practice of Leadership, Art and Science. The belief is that all nurses have leadership potential and can actualize this potential through daily patient decisions as well as through the shared governance model. Education is encouraged as well as evidence-based practice. And the art of nursing revolves around Relationship Centered Care.

Pay for Performance:

In April of 2001, when faced with the need to do a market driven correction in pay, an analysis of the relationship between pay and performance was conducted on all nurses. The current salary, years of experience, and performance rating were reviewed and statistically analyzed. Bar graphs were constructed that illustrated there was *little correlation* between pay and performance. All nurses were then reviewed from the perspective of current salary, compensation ratio (how their salary compared to market), years of experience and performance. Salary increases were given based upon a decision-making matrix. The across the board market increase became a thing of the past. All adjustments in salary, merit or market driven, became based on the Pay for Performance philosophy.

American Nurses Credentialing Center (ANCC) Magnet Criteria:

Woven through the new clinical ladder are the criteria that explicitly describe the qualities of Magnet nurses and the Forces of Magnetism.

Differentiated Practice:

In April of 2003, Methodist began hiring only student professional nurses who were in BSN programs. In July of 2003, Methodist began only hiring BSN prepared new graduates. Though experienced nurses are still hired at Methodist without a BSN, progression in the model requires a BSN to achieve Clinical Leader status, and a Masters in Nursing is required to achieve Clinical Expert status.

E. Model Principles

The NCCPM was designed to raise the performance bar without penalizing existing staff, to increase the number of BSN prepared nurses in the institution, and to provide an incentive to existing staff to acquire further education. Placement in the model is based on three things: Experience, performance, and education. Although progression in the model is self-initiated, progression potential is capped for nurses who are not BSN prepared.

Design principles of the model include: Horizontal versus vertical growth or promotion, the Novice to Expert philosophy, stretch, career lifetime, and dynamic.

Horizontal growth: The model is designed to reward expert clinical care at the bedside. In the past, one of the few ways nurses were able to advance in responsibilities and pay was to move into management. The model is designed to keep talent at the side of the patient and reward that talent. Pay in the model begins to encroach on management pay midway through the model. Nurses are promoted to levels based on performance, experience and education.

Novice to Expert philosophy: The model is clearly based on the Benner Novice to Expert philosophy. The five job descriptions are: Clinical Apprentice, for the new graduate, a nurse new to a specialty area or the level of care; Clinical Colleague, designed for the solid citizen who is a full partner in care. This nurse can be from 1 year of experience to 30 years. Clinical Mentor is the third job description and requires that the nurse exemplify excellent preceptor skills, active involvement in professional nursing, leadership in shared governance, superb relationships with patients, physicians, and a wonderful role model in nursing. The Clinical Leader is the next level, requires a BSN, superb clinical skills, evidence-based autonomous practice, highly developed assessment abilities, excellent clinical instruction skills and leadership in clinical and professional performance. The final level is Clinical Expert, which is the Masters-prepared, unit based advanced practice nurse. The job is divided into 50% clinical, 25% education and 25% research. This role is expected to also serve as adjunct clinical faculty for schools of nursing.

Stretch Model: The model was designed as a stretch model to stretch and pull nursing into the future. The design team felt that nursing staff members collectively were not practicing many of the complex behaviors that were needed by patients. The model was designed as a career model to build capacity for the future. When first launched, only the first three models of the level were populated since the Design Team did not believe that many more than a handful of nurses met the criteria for the top two levels.

Dynamic: The design principle, “dynamic” means that a nurse can move forward and backward in the model. Promotions in the model beginning with the Mentor level result in a 5% increase in pay. If a nurse no longer wants to meet the expectations of the job description at a certain level, they can move back in the model. Also, if a nurse does not perform at the level of the job expectations, the Nursing Director will move the nurse back in the model. Five percent of their current pay is then reduced. Clinical ladders of the past were not dynamic and nurses often held a status for life, regardless of performance. This model was designed to provide rewards and consequences for performance.

Job Descriptions

Clinical Apprentice

JOB SUMMARY

- The Staff Nurse Clinical Apprentice is the first position in the Career Progression Model and practices nursing at the entry level with the guidance and support of preceptors, Clinical Development Specialists, and other structured support systems in the career pathway.
- This position provides support to the beginning nurse during the first year of their career, though the nurse may progress to the next level of the Career Progression Model after six months of successful practice.
- Demonstrates the behaviors associated with the Leadership, Art, and Science of Nursing at the entry level of the Novice to Expert continuum.
- Practices within the framework of Relationship Centered Care while living the values of the Methodist Hospital: Integrity, Compassion, Accountability, Respect and Excellence.

PATIENT AGE GROUP SERVED

- Based on patient population.

DUTIES AND RESPONSIBILITIES

1. Art: Nursing Process – Assessment, Planning, Implementation, Evaluation.

- Applies basic nursing knowledge and skills using the nursing process, with minimal assistance from the experienced registered nurse, to meet the clinical, psychosocial and spiritual needs of the patient and family.
- Sets priorities according to the needs of the patient.
- Accurately and timely documents the nursing process at the entry level.
- Correlates basic theory to clinical nursing concepts as the basis for critical thinking application.
- Performs unit-based skills with minimal assistance and independently seeks opportunities to enhance clinical skills.
- Accepts assignments to gradually increase patient caseload and/or complexity (optimal patient load for assigned unit).
- Develops and discusses the plan of care for the shift with the patient and family.

2. Science: Professional Activity, Continuous Learner – Informal, Formal

- Demonstrates continuous learning and growth; actively seeks educational opportunities, both formal and informal.
- Accepts constructive feedback and modifies behavior accordingly.
- Seeks assistance from the experienced registered nurse when necessary.

3. Science: Clinical Practice Improvement and Research

- Begins to apply results of performance improvement initiatives to daily work, such as policy/procedure updates, reviewing professional literature, and attending professional meetings.

4. Art: Image, Communication – Verbal, Non-Verbal, Written, and Listening

- Presents a polished, professional image at work and professional meetings/events.
- Demonstrates fundamental, effective communication (verbal, non-verbal and written) and listening skills with patients and families.
- Effectively communicates patient needs to the healthcare team.

5. Art: Teacher – Staff, Patient/Family

- Provides teaching to patients and families to prepare them for the hospital stay.

- Provides discharge instructions to patients and families with minimal assistance and documents accordingly.

6. Leadership: Teamwork, Shared Governance

- Aware of the team member role and responds willingly to a co-worker's request for assistance.
- Serves as an active participant in shared governance at the unit level.

7. Art: Living the Values

- Builds relationships with patients, families, staff, students and physicians that demonstrate the ICARE and Service Pride values.
- Supports Patient Rights.

8. Art: Safety

- Follows all safety rules while on the job.
- Reports "near misses" as well as errors and accidents promptly.
- Communicates with peers and management regarding any hazards identified in the workplace.

9. Performs Other Duties as Assigned

- Performs other duties as assigned.

EDUCATION REQUIREMENTS

- Graduation from an accredited School of Nursing.
- BSN required for new graduates
- Experienced nurses without BSN, one year experience in lieu of education.

EXPERIENCE REQUIREMENTS

- Student nurse work experience preferred.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED

- Current Texas temporary permit, or Registered Nurse with current Texas license.

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

PHYSICAL REQUIREMENTS

- See attached Activity Checklist.

WORKING ENVIRONMENT

- Varies

Clinical Colleague

JOB SUMMARY

- The Staff Nurse Clinical Colleague is the second position in the Career Progression Model and has completed his/her initial period as a graduate nurse and is able to function with minimal supervision.
- He/she is committed to lifelong learning and continues to actively develop basic skills and abilities.
- Demonstrates the behaviors associated with the Leadership, Art, and Science of Nursing at the second level of the Novice to Expert continuum.
- Practices within the framework of Relationship Centered Care while living the values of the Methodist Hospital: Integrity, Compassion, Accountability, Respect and Excellence.

PATIENT AGE GROUP SERVED

- Based on patient population.

DUTIES AND RESPONSIBILITIES

1. Art: Nursing Process – Assessment, Planning, Implementation, Evaluation.

- Applies basic nursing knowledge and skills to meet the clinical, psycho-social and spiritual needs of patients & families & assumes accountability for personal professional practice that achieves high quality patient outcomes.
- Active problem solver.
- Demonstrates critical thinking.
- Practices and documents the nursing process at the novice level, reflecting the age specific needs of the patient population.
- Routinely uses symptom assessment tools and follows protocols.
- Develops and discusses the plan of care for the shift with the patient and the multidisciplinary team and considers patient and family needs when scheduling procedures and medications.
- Identifies core patient needs.

2. Science: Professional Activity, Continuous Learner – Informal, Formal

- Demonstrates continuous learning and growth; actively seeks educational opportunities, both formal and informal.
- Incorporates feedback into performance improvement.

3. Science: Clinical Practice Improvement and Research

- Begins to apply evidence-based practice to daily work, such as reviewing the professional literature and attending professional meetings and sharing with colleagues.

4. Art: Image, Communication – Verbal, Non-Verbal, Written, Listening

- Presents a polished, professional image at work and professional meetings/events.
- Demonstrates fundamental, effective communication (verbal, non-verbal and written) and listening skills.
- Participates in communication with the patient and family regarding goals of care on admission, milestones during hospitalization, and discharge planning.

5. Art: Teacher – Staff, Patient/Family

- Provides detailed and appropriate teaching to patients and families to prepare them for the hospital stay and a successful transition to home or other care facility.

6. Leadership: Teamwork, Shared Governance

- Works as a team member.
- Responds willingly to colleagues needs for assistance and partnership.
- Serves as an active participant in unit based shared governance.

7. Art: Living the Values

- Builds relationships with patients, families, staff, students and physicians that demonstrate the ICARE and Service Pride values.
- Explains and supports Patient Rights.

8. Art: Safety

- Follows all safety rules while on the job.
- Reports “near misses” as well as errors and accidents promptly.
- Corrects minor safety hazards.
- Communicates with peers and management regarding any hazards identified in the workplace.

9. Performs Other Duties as Assigned

- Performs other duties as assigned.

EDUCATION REQUIREMENTS

- Graduation from an accredited School of Nursing.
- BSN preferred.

EXPERIENCE REQUIREMENTS

- At least six months experience required.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED

- Registered Nurse with current Texas license.

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

PHYSICAL REQUIREMENTS

- See attached Activity Checklist.

WORKING ENVIRONMENT

- Varies.

JOB SUMMARY

- The Staff Nurse, Clinical Mentor is the third position in the Career Progression Model and is experienced in a clinical specialty area and site of practice.
- He/she is an expert preceptor and teacher, committed to lifelong learning and the development of not only students, but staff, patients, and families.
- Demonstrates the behaviors associated with the Leadership, Art, and Science of Nursing at the third level of the Novice to Expert continuum.
- Practices within the framework of Relationship Centered Care while living the values of the Methodist Hospital: Integrity, Compassion, Accountability, Respect and Excellence.

PATIENT AGE GROUP SERVED

- Based on patient population.

DUTIES AND RESPONSIBILITIES

1. Art: Nursing Process – Assessment, Planning, Implementation, Evaluation.

- Conducts thorough assessments (physical, psychosocial and spiritual).
- Demonstrates highly developed clinical assessment, documentation, and analytical skills.
- Routinely uses symptom assessment tools to elicit, resolve, and document patient symptoms using palliative care principals.
- Coordinates with the care team to meet core patient needs.

2. Science: Professional Activity, Continuous Learner – Informal, Formal

- Seeks new learning opportunities through health care journals, professional organizations, formal and informal education, and freely shares new knowledge with partners in care.
- Identifies an area for clinical certification and describes a plan to achieve certification within one year.
- Belongs to at least one professional organization.

3. Science: Clinical Practice Improvement and Research

- Consistently applies knowledge from complex clinical situations to improve practice, and shares clinical practice improvements with team members.
- Reads and discusses the professional literature and considers application to practice.
- Discusses goals of care with other staff, including physicians, to improve the quality of care.

4. Art: Image, Communication – Verbal, Non-Verbal, Written, Listening

- Applies Verbal and Non-verbal communication skills that demonstrate respect for all age groups and cultures, with patients, families, and the healthcare team.
- Grows healthy relationships with physicians, staff, patients, families, and other team members.
- Leads by example by presenting a polished and professional image at work and professional meetings/events.
- Participates as part of the interdisciplinary team, promoting communication with the patient and family regarding goals of care on admission, milestones during hospitalization, and discharge planning.

5. Art: Teacher – Staff, Patient/Family

- Serves as a thorough teacher to clinical staff & students by demonstrating skilled & compassionate direct patient care in specified clinical setting.
- Expertly guides the patient & family along the continuum of care in concert with other members of the health care team.
- Routinely precepts new employees and student nurses.
- Presents at unit meetings & prepares posters for unit.
- Develops presentations.
- Serves as a trainer in “train the trainer” educational tactics.

6. Leadership: Teamwork, Shared Governance

- Active participant in unit-based nursing governance council.

7. Art: Living the Values

- Fosters relationships with patients, families, clinical staff, students, and physicians that demonstrate living the ICARE and Service Pride values.
- Explains and supports Patient Rights.

8. Art: Safety

- Follows all safety rules while on the job.
- Reports “near misses” as well as errors and accidents promptly and corrects minor safety hazards.
- Assists management with identifying potential safety problems and/or resolving safety outcomes.
- Communicates with peers and management regarding any hazards identified in the workplace.

9. Performs Other Duties as Assigned

- Performs other duties as assigned.

EDUCATION REQUIREMENTS

- Graduation from an accredited School of Nursing.
- BSN preferred.

EXPERIENCE REQUIREMENTS

- Minimum of 3 years experience in the relevant specialty area.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED

- Registered Nurse with current Texas license.

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

PHYSICAL REQUIREMENTS

- See attached Activity Checklist.

WORKING ENVIRONMENT

- Varies.

JOB SUMMARY

- The Staff Nurse Clinical Leader is the fourth position in the Career Progression Model.
- This nurse is not only is a expert preceptor and teacher, but routinely incorporates skills and abilities in areas such as palliative care, end-of-life care, pain management, patient education, physician communication, care management, crisis intervention, and nurse to nurse referral.
- Demonstrates the behaviors associated with the Leadership, Art, and Science of Nursing at the fourth level of the Novice to Expert continuum.
- Practices within the framework of Relationship Centered Care while living the values of the Methodist Hospital: Integrity, Compassion, Accountability, Respect and Excellence.

PATIENT AGE GROUP SERVED

- Based on patient population.

DUTIES AND RESPONSIBILITIES

1. Art: Nursing Process – Assessment, Planning, Implementation, Evaluation.

- Conducts comprehensive assessments (physical, psychosocial and spiritual).
- Demonstrates advanced clinical assessment, documentation and analytical skills.
- Critically analyzes findings from symptom assessment tools to proactively provide, and document comprehensive care.
- When appropriate to the clinical setting, provides personal and successful interdisciplinary support to the patient and family to ensure full team participation in symptom management and end-of-life care.
- Applies data driven clinical intuition to proactively meet core patient care needs.

2. Science: Professional Activity, Continuous Learner – Informal, Formal

- Seeks new learning opportunities through health care journals, professional organizations, formal and informal education, and freely shares new knowledge with partners in care.
- Serves as a Resource Nurse in an appropriate category (Pain, Palliative Care, Research, etc.).
- Active in at least one professional organization.

3. Science: Clinical Practice Improvement and Research

- Discusses evidence-based practice, national best practices and independently identifies and applies opportunities for clinical practice improvement.
- Actively participates and contributes ideas in the Research Clinical council initiatives.
- Studies the professional literature & is active in relevant professional groups.
- Exchanges knowledge with other staff, including physicians, to improve the quality of care.

4. Art: Image, Communication – Verbal, Non-Verbal, Written, Listening

- Applies and coaches verbal and non-verbal communication skills that demonstrate respect for all age groups and cultures, with patients, families, and the healthcare team.
- Grows and nurtures healthy relationships with physicians, patients, families, & team members.
- Leads by example by presenting a polished & professional image at work and professional meetings/events.
- Consistently coordinates the interdisciplinary team, facilitating communication with the patient and family regarding goals of care on admission, milestones during hospitalization, & discharge planning.
- Serves as a liaison between team members (including physicians, OT, PT, etc.) to ensure that two-way communication occurs concerning patient & family needs & team member expectations.
- Utilizes a wide range of conflict management techniques.
- Leads personal & team member intervention in physical & psychosocial crises, (i.e., critical incident debriefing, root cause analysis).

5. Art: Teacher – Staff, Patient/Family

- Applies extensive nursing knowledge and serves as a master teacher to clinical staff and students by demonstrating advanced knowledge and skills in direct patient care.
- Provides and documents extensive patient education including providing handouts on topics as appropriate to care, i.e. new medications, procedures, disease specific information, and discharge guidelines.
- Presents at unit meetings, prepares posters for unit advancement, and submits to professional meetings.

6. Leadership: Teamwork, Shared Governance

- May lead a unit based governing council, and/or belong to a hospital council.
- Serves on a nursing or hospital committee or task force.

7. Art: Living the Values

- Fosters relationships with patients, families, clinical staff, students, and physicians that demonstrate living the ICARE and Service Pride values.
- Explains and supports Patient Rights.

8. Art: Safety

- Follows all safety rules while on the job.
- Reports “near misses” as well as errors and accidents promptly and corrects minor safety hazards.
- Assists management with identifying potential safety problems and/or resolving safety outcomes.
- Communicates with peers and management regarding any hazards identified in the workplace.

9. Performs Other Duties as Assigned

- Performs other duties as assigned.

EDUCATION REQUIREMENTS

- Graduated from an accredited School of Nursing.
- BSN required.

EXPERIENCE REQUIREMENTS

- Minimum of 3 years experience in the relevant specialty area and site of care within a tertiary, academic health care center.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED

- Registered Nurse with current Texas license.
- Specialty Certification required.

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

PHYSICAL REQUIREMENTS

- See attached Activity Checklist.

WORKING ENVIRONMENT

- Varies.

JOB SUMMARY

- The Unit Based Advanced Practice Nurse, or Clinical Nurse Expert, is the highest level of clinical nursing in the Career Progression Model.
- Has extensive nursing knowledge regarding specialized patient populations and applies this at the unit level.
- Evaluates the plan of care and initiates standardized plan of care options (evidenced-based/nursing research) to ensure optimal patient outcomes.
- Demonstrates strategic planning for nursing and organizes multidisciplinary teams to serve patients across the continuum of care and the trajectory of illness.
- Serves as an expert teacher for patients and clinical staff. Initiates referrals and utilizes both internal and external resources to provide comprehensive care to patients/families.
- Independently serves as a facilitator in the role of design, implementation, and continuity of the unit governance councils.
- Identifies and implements research opportunities, interprets research findings, and applies research to the work environment.
- The Clinical Nurse Expert is a leader, role model, and change agent for clinical staff. The Clinical Nurse Expert demonstrates the highest behaviors associated with the Leadership, Art, and Science of Nursing and educates others on the behaviors of the Novice to Expert continuum.
- Mentors others within the framework of Relationship Centered Care while living the values of The Methodist Hospital: Integrity, Compassion, Accountability, Respect and Excellence.

PATIENT AGE GROUP SERVED

- Based on patient population.

DUTIES AND RESPONSIBILITIES

1. Art: Nursing Process – Assessment, Planning, Implementation, Evaluation.

- Conducts and documents comprehensive assessments integrating multiple data sources.
- Routinely integrates palliative care and end of life care principles in daily practice.
- Expertly plans nursing care to not only meet the clinical, psychosocial and spiritual needs of the patient/family, but also improve the overall quality of care.
- Identifies and responds to symptoms and outcome patterns initiating clinical performance improvement tactics or teams.
- Applies national best practices to set the standards for patient care.

2. Science: Professional Activity, Continuous Learner – Informal, Formal

- Constantly seeks new learning opportunities through professional organizations, certification, formal and informal education, and freely shares new knowledge with care partners.
- Develops the Resource Nurse in an appropriate category (Pain, Palliative Care, Research, etc.).
- Active participant in professional nursing organizations & may hold a leadership position.

3. Science: Clinical Practice Improvement and Research

- Identifies research questions.
- Serves on research teams.
- Implements and applies research in clinical practice to improve care delivery and outcomes of care.
- Develops poster presentations and/or presents at local and/or national professional conferences.
- Submits abstracts for publication.
- Assists other staff to develop abstracts, presentations, and papers.
- Mentors Research Resource Nurses on the Unit.

4. Art: Image, Communication – Verbal, Non-Verbal, Written, Listening

- Applies excellent communication skills in negotiation, problem solving, and conflict management to work with physicians, nurses and other staff.
- Partners with and independently mentors clinical staff who are having difficulty demonstrating teamwork and/or effective communication skills.
- Leads by example by presenting a polished and professional image at work on at professional meetings/events.

5. Art: Teacher – Staff, Patient/Family

- Applies extensive nursing knowledge and serves as a master teacher to clinical staff and students by demonstrating advanced knowledge and skills in the direct patient care of specialized populations.
- Expertly guides the patient and family along the continuum of care in concert with other members of the health care team.
- Applies advanced nursing knowledge and serves as an expert teacher to clinical staff and students by demonstrating highly skilled and compassionate direct patient care of specialized patient populations.
- Expert teacher.
- May serve as an adjunct or joint faculty member.
- Routinely precepts staff and develop specialized education posters, programs and seminars.

6. Leadership: Teamwork, Shared Governance

- Demonstrates and supports teamwork between not only the clinical staff but involves the patient/family as partners in care.
- Independently serves as a leader/facilitator in the role of design, implementation, and continuity of a unit and or hospital nursing governance council.

7. Art: Living the Values

- Fosters relationships with patients, families, clinical staff, students, and physicians that demonstrate living the ICARE and Service Pride values.
- Explains and supports Patient Rights.

8. Art: Safety

- Follows all safety rules while on the job.
- Reports “near misses” as well as errors and accidents promptly and corrects minor safety hazards.
- Assists management with identifying potential safety problems and/or resolving safety outcomes.
- Communicates with peers and management regarding any hazards identified in the workplace.

9. Performs Other Duties as Assigned

- Performs other duties as assigned.

EDUCATION REQUIREMENTS

- MA or MS or PhD in Nursing.

EXPERIENCE REQUIREMENTS

- Graduation from an accredited School of Nursing.
- Obtained an advanced degree in nursing.
- Previous experience with patient population outcomes management and/or implementing nursing research and application to the work environment.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED

- Registered Nurse with current Texas license.
- Advanced Practice Nurse designation preferred.
- Specialty Certification required.

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

PHYSICAL REQUIREMENTS

- See attached Activity Checklist.

WORKING ENVIRONMENT

- Varies.

The Methodist Hospital
Texas Medical Center
Houston, Texas

Methodist Nursing Clinical Career Progression Model™

2003 Letter of Understanding

Welcome to the new Methodist Nursing Clinical Career Progression Model. This model is designed to shape excellence in nursing to meet patient care needs and reward high performance, education and experience.

By signing this letter of understanding, I acknowledge that I:

Received a copy of the position description for the (circle one):

- Clinical Colleague
- Clinical Mentor
- Clinical Leader
- Clinical Expert

Choose to meet and perform the key accountabilities as described within the position description.

Understand that, depending upon my performance, I may be moved to a higher or lower level in the model, with an appropriate salary adjustment. This adjustment will most likely occur at my annual review. All RN's will be reviewed in April/May of 2004 with adjustments occurring in July.

Nurses Name

Directors Name

Nurses Signature

Directors Signature

Date

Date