

Framework Nursing Behaviors

DOMAIN: Clinical Skills and Knowledge

		A	C	D	E	F - for Master's prepared RNs
NURSING PROCESS	Assessment	Performs assessment and identifies appropriate nursing diagnosis and/or patient care standard with assistance	Independently and completely performs focused assessment to provide most effective patient care for a given patient population	Independently and consistently performs individualized assessment when caring for all patients, including those with complex pathophysiological and psychosocial needs	Exhibits highly developed assessment abilities that exemplify a comprehensive understanding of the total patient/family situation	Demonstrates mastery of advanced assessment with diverse populations. Is able to coach and teach advanced assessment Incorporates the perceptions and understandings of the distinct health needs of vulnerable and at risk patients and families in planning
	Nursing Diagnosis	Recognizes data and identifies obvious nursing diagnoses	Prioritizes key nursing diagnoses to address physical and psychosocial/emotional areas	Individualizes nursing diagnoses based on assessment data	Individualizes nursing diagnoses based on assessment data and integrates that with the diagnoses & priorities of other disciplines in order to provide holistic care	Based upon patient story, mutually identifies needs and optimizes solutions through mobilization of resources, incorporating and promoting evidence based practice
	Planning / Implementation / Evaluation	Practice is guided primarily by policies, procedures, and standards	Practice is driven by theory and experience	Practice relies on previous experience for focused analysis of problems and solutions with individual patient modification in order to meet outcomes	Practice is driven by an intuitive base and is self-directed, flexible, and innovative	Practice is driven by evidence and patient outcomes based on the patient population and allows for critical evaluation of work in the field
		Identifies expected outcomes and nursing interventions to meet identified diagnoses and maintain standards of clinical practice Evaluates patients based on basic standards	Develops, implements, and evaluates plan of care that recognizes subtle changes in patient's condition and adapts plan as needed	Accommodates unplanned events and evaluates/responds appropriately with speed, efficiency, flexibility, and confidence	Is consistently effective in providing holistic care to ensure positive change even in the most challenging patient care situations	Builds and leads collaborative interprofessional groups in designing and implementing innovative solutions that address system problems and patient care issues*** Anticipates complex patient population needs and is able to modify or tailor solutions based on these needs

Clinical Skills and Knowledge Domain continued on next page...

		A	C	D	E	F – for Master’s prepared RNs
NURSING PROCESS	Technology	Utilizes standard unit technology and with assistance uses advanced technology as appropriate	Utilizes standard unit technology and uses advanced technology as appropriate	Becomes expert and resource for use of standard unit technology and advanced technology as appropriate	Takes a leadership role in evaluating technology and its potential for use	Models the active use of technology and supports engaging others in its use through teaching/coaching competencies Applies logical, critical and creative thinking to a range of clinical challenges modeling this behavior to colleagues
		Utilizes computer correctly for basic functions, including: <ul style="list-style-type: none"> • Email • Electronic Medical Record • Electronic medication-related technology • Mandatory Programs/Competencies • Policies and procedures 	Utilizes computer for basic functions as well as reference on patient conditions and treatment	Becomes resource for use of computer	Able to conduct literature search through library functions – CINAHL, Cochrane, Medline, PubMed	Routinely utilizes evidence based practice databases, monitoring and synthesizing data
	Patient / Family Education	With assistance, identifies basic patient/family learning needs	Accurately assesses patient/family’s readiness to learn, organizes and executes individualized teaching plan, evaluates patient’s understanding and modifies approach as necessary	Identifies learning needs of designated populations Works collaboratively to develop strategies to meet learning needs Seeks out challenging patient/family education opportunities	Anticipates patient/family learning needs and utilizes a variety of teaching strategies appropriate to the patient’s needs Serves as expert resource and facilitates other staff in improving patient education	Focuses on patient/family behavioral change; evaluates effectiveness of behavioral change/modification Involved in or develops evidence based educational resources to advance patient and family education
		Initiates teaching using patient teaching protocols, patient care standards and critical paths	Seeks out additional patient education resources beyond unit	Revises and develops patient education materials	Collaborates with other disciplines to develop and/or implement patient/family teaching programs	Constantly evaluates policies/procedures/protocols, related to patient/family outcomes for effectiveness
Policy/ Procedure/ Protocols	Identifies location of and utilizes hospital policies and unit procedures and protocols	Demonstrates ease in application of hospital policies and unit procedures and protocols	Teaches and functions as a resource in the application of hospital policies, and unit procedures and protocols	Researches, revises, and develops hospital policies and unit procedures and protocols utilizing appropriate channels and resources***	Constantly evaluating policies, procedures, and protocols, related to patient/family outcomes for effectiveness Understands policy, organization and economics of health care***	

		A	C	D	E	F – for Master’s prepared RNs
NURSING PROCESS	Promoting Culture of Safety	Adheres to hospital policies related to medication safety: <ul style="list-style-type: none"> • Order writing conventions • Correct administration considerations • Double checks and other established policies and practices 	Identifies and intervenes when there are concerns related to medication safety, providing feedback to staff members involved	Unit expert and resource on medications applicable to their unit/clinical setting	Advocates for culture of safety through knowledge, problem solving, and system changes***	Understands the unique and cumulative effects of care (setting, circumstances, contexts, environments) and care delivery processes on outcomes --- with a goal of improving the health and safety of patients and providers through the provision of quality healthcare***
	Promoting Culture of Safety	Familiar with and follows standards related to patient and staff safety	Anticipates and intervenes related to patient and staff safety	Facilitates others related to patient and staff safety; actively works toward prevention of potential injury		
	Documentation	Admission assessment, flow sheets, MARs, and other applicable documentation forms are completed in a timely manner according to policy with minimal guidance	Consults documentation to identify trends in patient status and enhance continuity of assessment and ongoing nursing care	Involved in ongoing quality monitoring of documentation of nursing care and patient outcome	Participates in the development of documentation tools, standards, and/or policy***	Mentors others in the use of documentation tools that are evidence based and patient centered and include possible interventions, goals, and patient/family education based on the patient’s story***

DOMAIN: Therapeutic Relationships

An intentional interactive relationship with patients and families that is caring, clear, has boundaries, positive, and professional. It encompasses the philosophy of the institution, empowerment of the care givers and empowerment of the patient/family.

	A	C	D	E	F- for Master's prepared RNs
Therapeutic Communication	Recognizes how the nurse: patient/family relationship impacts the patient experience	Possesses clarity on one's own values and how they affect interactions, relationships and boundary setting	Consistently role models individualized therapeutic communication based on patient and family needs	Intuitively uses expert therapeutic communication with patient/family	Intuitively uses self in the therapeutic relationship as a means to enhance care
	Introduces self as a Registered Nurse and describes role Consistently wears identification Establishes open communication	Individualizes communication based on assessment of the patients and families	Initiates consultation/ leadership with the healthcare team to share and promote collaborative approach to patient and family care	Shares and promotes collaborative approach to patient and family care	Provides consultation/ leadership with the healthcare team. Has collaborative mentoring relationships that actively engage others
Empowerment – Nurse, Patient, Family	Recognizes the need for patient and family to participate in care Seeks help as appropriate to assess readiness for participation in care	Incorporates patient/family in planning and implementing care	Invites patients and families to actively participate in plan of care to foster growth and competence	Maximizes patient/family participation in decision making and goal setting along the continuum of care	Actively empowers colleagues and advocates for patients and families in decision-making and goal-setting
Compassion	Actively listens to patient/family concerns in a respectful manner Shows kindness and caring with patients/ families	Demonstrates empathy in interactions with patient/families	Plans and provides nursing care that promotes intentional caring	Intuitive understanding of patient/family experience and is proactive in providing creative approaches to optimize comfort and support	Same expectations as Level E
Advocacy and Ethics	Recognizes, respects, and supports patient/family rights and maintains confidentiality	Mobilizes appropriate resources in response to situations that have the potential to negatively impact patient/family outcomes	Challenges situations and/ or decisions that obstruct positive patient outcomes and works to reduce barriers	Challenges and adapts systems to maximize the benefits for patient care	Advocates for patient and family concerns by collaboratively working with the multidisciplinary healthcare team
	Aware of UMHS patient rights and responsibility	Recognizes ethical issues/ seeks assistance in addressing them	Anticipates patient/family needs		
Valuing of Diversity with Patients and Family	Aware of and values the diversity in patient and families	Seeks to learn about and optimize the unique contribution inherent in the diversity and culture of each individual	Demonstrates actions that incorporate the rich traditions, beliefs, and values of patients and families	Embraces visible and invisible diversity; seeks out perspectives from those of different backgrounds and cultures	Same expectations as Level E
	Begins to incorporate diversity considerations in patient care			Integrates understandings of populations into patient care	

Note: *Bolded behaviors within the domains denote behaviors that also apply to the "Contribution" domain* ***Relates to contributions outside of one's home unit

DOMAIN: Professional Relationships

An intentional interactive relationship with the health care team that is marked by mutual regard, trust, and active engagement.

	A	C	D	E	F - for Master's prepared RNs
Collaboration with the Health Care Team	Recognizes role of each member of the health care team that includes the patient/family	Initiates, recognizes and values professional collaborative communication and the positive effect on patient outcomes	Is sought out by members of the multi-disciplinary health care team	Through shared values and a clear professional identity, demonstrates and role models an inter-disciplinary collaborative approach to patient care	Works both autonomously and collaboratively as a primary nurse to promote: <ul style="list-style-type: none"> ● care planning ● efficient provision of care ● evaluation of care
	Aware of importance of team collaboration and with guidance begins to initiate collaborative communication	Identifies and utilizes collaborative resources that support continuity of care	Frequently initiates consultations with health care team	Participates and/or leads team care conference	Builds and leads collaborative interprofessional teams
	Initiates referrals	Monitors referrals			
	Recognizes the impact of one's behavior on others		Actively collaborates with health care team in delivering care Recognizes need and calls for team conference Acts as resource to nursing and health care team		Actively navigates and integrates care services across the healthcare system***
Valuing Teams/ Teamwork	Identifies self as member of nursing and health care teams Begins to generate trust, respect, and compassion within the workgroup Takes responsibility for developing beginning team relationships	Functions as an independent and supportive team member Provides assistance to others Demonstrates empathy and compassion in interactions with team members	Fosters mutual regard, respect, and trust Demonstrates flexibility Creates conditions and relationships that promote creative, innovative, and positive processes and outcomes Role models behaviors that demonstrate compassion and caring	Demonstrates team values that orient people to care about performance and success of others	Actively works to establish a healthy, collaborative work environment
	Seeks assistance with resolving conflict Meets professional commitments consistently Asks for and accepts help when needed Acknowledges when conflict exists	Approaches conflict situations in a constructive manner	Fosters other's development of conflict resolution skills Demonstrates active engagement to enhance patient care and promote a positive workplace	Recognizes value of conflict in individual and organization learning and growth	
Valuing of Diversity in Team	Aware of and values diversity in all members of the health care team Recognizes own biases and begins to demonstrate empathy as a member of the health care team	Seeks to learn about and optimize the unique contribution inherent in the diversity and culture of each individual on the health care team	Role models and helps to establish group norms that promote valuing of all health care team members	Depends on diversity of workforce to enrich and build great places to work	A leader in integrating diversity in the practice setting

Professional Relationships Domain continued on next page...

Note: *Bolded behaviors within the domains denote behaviors that also apply to the "Contribution" domain* ***Relates to contributions outside of one's home unit

	A	C	D	E	F - for Master's prepared RNs
Delegation	<p>Functions as part of nursing team; able to describe and begin to use 5 Rights of Delegation when delegating to UAP:</p> <ul style="list-style-type: none"> • Right task • Right circumstances • Right person • Right communication • Right supervision and evaluation <p>Recognizes value of nurse-to-nurse delegation</p>	<p>Readily able to delegate to UAP according to the 5 Rights of Delegation</p> <p>Facilitates continuity of care and nursing work flow through nurse-to-nurse delegation</p>	<p>Recognizes and values inter-dependent relationships</p> <p>Recognizes strengths of other team members that would benefit the patient and the team – aligns skill sets of individual nurses/UAP to specific patients</p> <p>Successfully organizes and coordinates multiple activities, requests, and needs</p> <p>Develops work processes that maximize team work</p>	<p>Adaptable, flexible, and consistently effective in delegation</p> <p>Demonstrates foresight in anticipating and planning to meet patient and family concerns</p>	<p>Assists in the development of colleagues with the evaluation of effective workflow and processes</p> <p>Collaboration with team that creates solution to issues regarding delegation</p>

DOMAIN: Professional Development

Committed to the professional development of self and others.

	A	C	D	E	F – for Master's prepared RNs
Self	<p>Engages in self-assessment related to orientation and ongoing learning needs and seeks out unit resources to assist in meeting needs</p>	<p>Sets goals for knowledge/ skill enhancement within the practice setting</p>	<p>Sets goals for knowledge/ skill enhancement within and beyond the practice setting***</p>	<p>Sets goals in self-directed manner and actively seeks out opportunities for knowledge/ skill enhancement within and beyond the practice setting***</p>	<p>Evidence of advancing professional identity at state, regional, national, international levels***</p>
Self	<p>Completes mandatory/ competency requirements during orientation and annually</p>	<p>Seeks out additional learning experiences within practice area:</p> <ul style="list-style-type: none"> • Unit specific certifications • Consultation with experts • Inservices/rounds • Collaborating with multidisciplinary team 	<p>Attends inservice(s)/CE within and beyond practice area***</p>	<p>Evidence of advancing professional identity (at least one):</p> <ul style="list-style-type: none"> • Certification in specialty (ACCN, ANCC Specialty Areas) • Active participation in Professional organization (i.e.: clinical specialty organizations, UMPNC, MNA, ANA) • Active membership/ leadership role in institutional groups related to nursing*** 	<p>Pursues learning as a journey of ongoing personal development and excellence in and beyond chosen discipline</p> <p>Maintains certification in area of specialty</p>

Professional Development Domain continued on next page...

	A	C	D	E	F – for Master’s prepared RNs
Contribution to Others	With guidance, provides respectful feedback to preceptors, peers, and Manager related to orientation and initial learning experience	Participates in peer feedback Expands knowledge of the feedback process: <ul style="list-style-type: none"> • Formal training • Authentic, accountable, respectful, relevant to clinical performance • Identifiable/attribution 	Shares in/contributes to others knowledge/skill development in practice setting; examples include: <ul style="list-style-type: none"> • Conducts inservices • Develops staff education tools • Acts as interdisciplinary clinical resource and informal mentor 	Works to create and sustain a culture that is supportive and rewards and recognizes professionalism	Builds and supports a mentoring culture Contributes to the knowledge base of the healthcare system
		Contributes to others knowledge and skill development in practice setting May act as preceptor of new and present staff when applicable Utilizes own knowledge/skills to improve professional development environment on the unit	Takes a leadership role in building and maintaining an environment where all team members thrive Recognizes professional strengths in others and builds upon them	Mentors nurse colleagues in achievement of Professional Development Framework progression Acts as a clinical resource/ liaison beyond the unit setting***	Assumes the role of working collaboratively or supporting and guiding colleagues*** Uses awareness built through pursuit of new knowledge to support or formulate novel approaches to care and/or provision of care

DOMAIN: Advancing Evidence Based Practice Through Innovation and Research

Demonstrates ongoing innovation by reviewing, critiquing, and applying evidence to practice by applying performance improvement methodologies.

	A	C	D	E	F – for Master’s prepared RNs
Evidence Based Practice and Research		Demonstrates an awareness of current literature in area of practice journal club, inservices, etc.	Conducts literature search for evidence based articles related to area of practice	Implements change in practice for a population of patients based on the application of current research findings and evaluates effectiveness of practice changes.	Actively uses skills related to data collection and analysis to inform decisions and guide practice changes
	<p>Participates in unit/area based Continuous Quality Improvement projects</p> <p>Has knowledge of and supports established nursing improvement projects/endeavors in practice setting</p>	<p>Identifies individual patient problems which require investigation</p> <p>Identifies areas for creative improvement in practice setting and seeks out resources and avenues to address them (unit practice council, content experts, etc.)</p>	Takes on leadership role in relation to innovations/improvements in practice setting	<p>Makes recommendation for changes in practice based on findings</p> <p>Shares findings of Continuous Quality Improvement projects, such as:</p> <ul style="list-style-type: none"> • Unit presentation • Rounds • Poster • Publishing <p>Partners with CNS or other unit/area lead on Improvement Initiatives to implement and evaluate a change in practice</p> <p>Independently seeks out opportunities to share information and influence evidence based nursing practice***</p> <p>Evaluates effectiveness of innovation/practice challenges</p>	<p>Leads unit/area based and/or institutional CQI projects</p> <p>Leads change in practice, based on best practices/evidence, to improve quality outcomes</p> <p>Consistently role models and infuses evidence based knowledge into practice</p> <p>Fosters intellectual inquiry and knowledge development</p> <p>Reads and critiques (generically) evidence based articles related to area of practice – shares relevant findings in efforts to improve health care</p>