

Total possible = 420 points (100%)			
Needed to pass= 357 points (85%)			
	Advanced	Competent	Needs Improvement
	20	10	5
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: ☐ Respectful interprofessional communication ☐ Just culture ☐ Safeguards against lateral and workplace violence ☐ 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 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: ☐ Define how leaders are involved in activities that support shared leader and care team member decision making. ☐ Provide examples of unit councils, interprofessional team meetings, etc.	<i>There is a formal shared governance process and structure in place for nurses and leaders 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 leaders are developing a shared governance structure; however, it is not yet in place.</i>

4. What is the unit's vision statement? □ Describe processes the unit employs 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>
5. What are the types of recognition or awards provided to nurses?	<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>	<i>The organization provides 4-5 opportunities for nurses to achieve recognition for performance or outcomes.</i>	<i>There is no reward or recognition designated for nursing performance or outcomes.</i>
6. Retention rate for nurses on the unit: - Yearly rate _____% □ Elaborate on efforts to recruit and retain nurses in the specialty area of orthopaedics. □ Identify reasons orthopaedic nurses leave unit positions: interest in other specialties, geographical move, professional advancement, better opportunities, etc.	<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 opportunities for professional growth.</i>	<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>	<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>
7. Describe how nurses participate in teams that promote positive change (e.g., Magnet stories, examples of nurse physician collaboration, interprofessional problem solving). Elaborate on the outcomes that have been measured related to these efforts.	<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>	<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>	<i>The unit has identified opportunities for improvement and is in the process of implementing practice changes. Outcomes are not yet available.</i>
Section Score:			

Professional Development:			
1. Discuss how professional education related to orthopaedics is supported for nurses. ☐ Are nurses encouraged to obtain BSN education? How so?	<i>Professional education is provided for nurses through orthopaedic updates, journal clubs, in services, orthopaedic nursing review courses, etc. The organization provides time off or financial assistance for professional education hours.</i>	<i>The organization provides time off or financial assistance for professional education.</i>	<i>Nurses obtain professional education through outside resources and there is no financial assistance or time off provided.</i>
2. Percentage of unit RNs that are current members of a professional nursing organization: ☐ National Association of Orthopaedic Nurses (NAON) ____% ☐ Other Professional Nursing Organization ____%	<i>NAON members over 40%</i>	<i>NAON members 20-40%</i>	<i>NAON members 0-20%</i>
3. Orthopaedic Nursing Certification ☐ Percentage of nurses practicing Orthopaedic nursing 2 years or more? ____% ☐ Percentage of RNs currently certified for Orthopaedic Nurse Certified (ONC) or other credential (e.g., ONC-A) through the Orthopaedic Nurses Certification Board (ONCB)? ____%	<i>% Orthopaedic Nurse Certified (ONC) or other ONCB credential over 40%</i>	<i>% Orthopaedic Nurse Certified (ONC) or other ONCB 20-40%</i>	<i>% Orthopaedic Nurse Certified (ONC) or other ONCB credential 0-20%</i>

4. Describe and provide documented evidence that the following elements are in place: □ Support is provided for nurses to attend conferences outside the organization, including NAON's Annual Congress □ Membership in professional nursing organizations is supported for nurses at every level, including but not limited to NAON. □ Career ladder of program(s) meets the intent of professional development. □ Support is provided for lifelong learning and/or higher education. 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.	<i>Description addresses each of the four elements in this criterion. Evidence that the element is in place is provided. The nurse's narrative includes comprehensive description of two of the requested examples.</i>	<i>Description addresses at least two of the four elements in this criterion. Evidence that the element is in place is provided. The nurse's narrative includes comprehensive description of two of the requested examples.</i>	<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>
5. Provide narratives written by direct care nurses who have increased their nursing competence after orientation to facilitate professional development. This narrative should include a description regarding how the activity(ies) led to professional development.	<i>Narrative includes four or more descriptions of professional development activities (e.g., use of a career ladder, research activities, mentoring, quality provement, projects, development of patient education materials, providing staff education opportunities).</i>	<i>Narrative includes one to three descriptions of professional development activities (e.g., use of a career ladder, research activities, mentoring, quality provement projects, development of patient education materials, providing staff education opportunities).</i>	<i>Opportunities to facilitate professional development are being identified but are not yet in place.</i>
Section Score			

Commitment to Excellence:			
1. Provide current data on two leading quality indicators of patient outcomes. ☐ Describe how nursing has impacted these outcomes with the interprofessional team ☐ Give examples of how outcome data are used for decision making and improving care process.	<i>Data for two quality indicators and the relationship of nursing to their achievement are provided to address 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>	<i>Data for two quality indicators and the relationship of nursing to their achievement are provided to address 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>	<i>Using outcome data for decision making and care improvement requires further development.</i>
2. Describe how nurses on the unit are informed of new policy or procedure changes and evidence-based practice (EBP) or clinical practice guidelines (CPGs). ☐ Outline methods used for nurses to receive and understand changes.	<i>Description illustrates 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, eLearning, in services, conference participation, and interprofessional meetings.</i>	<i>Description illustrates one to two methods used to update and inform nurses about current EBP and CPGs.</i>	<i>EBP and CPGs are updated in response to clinical or quality issues and are not</i>
3. Describe how new knowledge is translated from evidence-based research into bedside/unit practice.	<i>Description illustrates the current process that outlines how best practices, current evidence and research is disseminated and put into action (e.g., journal clubs, staff-driven performance improvement projects, poster presentations and innovation projects). Provide at least two examples of how evidence from current research has been used to change practice.</i>	<i>A process is being developed to disseminate evidence and assist nurses to be involved in evidence-based practice changes. Example of a planned practice change is provided.</i>	<i>A system is not yet developed to disseminate evidence and assist nurses to be involved in evidence-based practice changes.</i>

4. Describe how the unit responds to discharge disposition challenges that may be less than optimal for the patient's recovery.	<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>	<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>	<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>
5. Identify community settings or programs in which nurses have participated to promote health in the community (e.g., bone health screening, health fairs, community education of fall prevention, Fit to a T or other organized presentations).	<i>Nurses are regularly involved in community health education efforts. Response includes a list of community programs in which orthopaedic nurses have been involved in the past 3 years.</i>	<i>Strategies to enhance nursing involvement in community programs is underway. Examples of planned activities are provided.</i>	<i>Opportunities for community health involvement are yet to be identified.</i>
Section Score			

Knowledge and Competency:			
1. Orientation of new orthopaedic nurses: □ Describe the unit's orientation plan for new hires and transfers. □ Detail the initial training that the nursing staff receives during the onboarding, or orientation process: □ Outline the training matrix/competency checklist used with nurses when they first are hired into the unit. You may upload a blank example of your onboarding documentation used as evidence to support this.	<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>	<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>	<i>The orientation plan continues to be in development.</i>
2. What is the time frame allotted for the new nurse to complete their orientation track? □ What is the process followed if the nurse fails to successfully complete the onboarding process? □ How is orthopaedic nursing certification (ONC, ONC-A) or other appropriate certification introduced in the training and preparation of the nurse?	<i>Specific timeframes apply for the completion of goals for the competent practice of orthopaedic nursing. This includes a unit goal for specialty nursing certification.</i>	<i>Specific timeframes apply 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>	<i>A formalized plan for assisting nurses to successfully complete orientation milestones and set goals is being developed.</i>

3. Staffing patterns, use of float staff: ☐ Outline how staffing needs are flexed to accommodate the needs of the orthopaedic patient population. ☐ Does this unit utilize 'float nurses' or contract nurses? ☐ If so, how are float nurses prepared to work on this unit?	<i>Description includes a formalized structure to determine staffing to meet patient needs with consideration of patient acuity, staff mix, admissions/discharge/transfer impact.</i> <i>A method of determining use of float nurses and their orientation to specialized care with appropriate oversight is defined.</i>	<i>Description includes a formalized structure to determine staffing to meet patient needs with consideration of patient acuity, staff mix, admissions/discharge/transfer impact.</i> <i>A method of determining use of float nurses competent in the care of orthopaedic patients needs to be defined.</i>	<i>A formalized structure for staffing plans is in development.</i>
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4. Describe ongoing education to maintain the unit's identified orthopaedic nursing competencies (e.g., skills fairs, competency demonstrations, inter-professional updates, review courses). You may upload a blank example of your ongoing documentation used as evidence to support this.	<i>Description includes three or more examples of educational activities nurses complete to maintain competency. Competencies are evaluated yearly with oversight from nurse educator or leader.</i>	<i>A yearly competency, self-assessment is completed. Unclear; does this mean there is no other evidence of educational activities?</i>	<i>A method of assessing competency is not currently in place.</i>
5. Identify one or two areas the unit is addressing for knowledge/competency needs. What is currently being done to meet that need? Supporting documentation should be uploaded.	<i>Two areas of knowledge/competency needs are addressed with comprehensive plans of how to meet the need. Documentation to support the answer is complete.</i>	<i>One area of knowledge/competency need is addressed. Documentation lacking detail.</i>	<i>Areas for knowledge/competency needs are not identified.</i>

Section Score

Total Score for entire Application