Clinical Nurse Specialist Orientation: A New Framework Emerged from Regional Collaboration
March 10, 2017

Disclosure
We have no conflicts of interest in relation to this presentation.
Objectives
The learner will be able to:
- Identify the key tenets of the conceptual framework to orient a CNS
- Identify the components of the CNS tool
- Discuss application of the framework
- Provide feedback on the strengths and weaknesses of the proposed approach

Situation
- The Chesapeake Bay Affiliate of the National Association of Clinical Nurse Specialists (CBANACNS) identified that CNS orientation was inconsistent across Maryland
  - A workgroup was commissioned to
    * Develop a structured yet flexible approach
    * Design it to meet organization- and CNS-specific needs

Background
- Review of the literature found framework needs to be
  - Flexible, self-paced, individualized
  - Be applicable to orientation and ongoing competency evaluation
- Limited literature on best practices
Assessment

• The workgroup evaluated existing practices
• Key tenets were identified to fulfill needs across all types of facilities:
  – Experience
  – Competence
  – Scope: Advanced Practice
  – Regulatory Readiness

Conceptual Framework

• The Joint Commission
• Donna Wright’s Model
• Benner’s Model: Novice to Expert
• NACNS Core Competencies
• NACNS Spheres of Influence
• APRN Competencies (Harrist & Spross)
• Synergy Model

Key Tenet: Scope

• NACNS Core Competencies
Key Tenet: Experience

• Tracks to match level of experience

Key Tenet: Competence

• Learner-centered validation

Key Tenet: Regulatory Readiness

• Meet recommendations from The Joint Commission to document orientation
  – Method of Validation
  – Verification by Validator
  – Date of Verification
Assessment

• The prototype:
  – Included tracks based on experience
    • Offered an opportunity to self-assess
    • Based on individual’s expertise as a CNS
  – Characterized core competencies of the CNS
    • Specific to the spheres of influence

Assessment

• The prototype:
  – Addressed learner-centered validation methods
  – Integrated regulatory requirements
  – Allowed flexibility to customize content
  – Usable for ongoing evaluation/development

Example

Research Competency:

The work of thorough and systematic inquiry. Includes the search for, interpretation, and use of evidence in clinical practice and quality improvement, as well as active participation in the conduct of research.
**Example**

<table>
<thead>
<tr>
<th>Behavioral Statement</th>
<th>Sphere of Influence</th>
<th>Nurse Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.III.1 Participates in conduct of or implementation of research which may include one or more of the following: F. III 1 a. Identification of questions for clinical inquiry F. III 1 b. Conduct of literature reviews F. III 1 c. Study design and implementation F. III 1 d. Data collection F. III 1 e. Data analysis F. III 1 f. Dissemination of findings</td>
<td>Patient, Nurse &amp; System</td>
<td>Facilitation of Learning, Clinical Inquiry, Collaboration, Systems Thinking</td>
</tr>
</tbody>
</table>

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**Example**

**Self-Assessment (Select one with exemplar)**

**Novice/Advanced Beginner/Competent**

- Participates in a research project
- Identifies a question for research
- Conducts literature reviews
- Collects data during a research study
- Participates in data analysis of research results
- Contributes to dissemination efforts: posters, manuscript preparation, podium presentation
- Completes research ethics education

**Proficient/Expert**

- Principal Investigator on a research project
- Designs and implements research
- Garners IRB approval for research studies
- Leads data collection during a research study
- Leads data analysis of research results
- Leads dissemination efforts: posters, manuscript preparation, podium presentation
- Member of the Institutional Review Board
Recommendations

• Feedback
  – Supervisors
  – CNS group at each facility
• Revise as needed
  – Maintain broad applicability
  – Ability to tailor to facility needs

Implications for Future Practice

• Adoption of framework in different settings
• Use for goal-setting for professional development

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Chesapeake Bay Affiliate of the National Association of Clinical Nurse Specialists
website: www.cbanacns.org
References