



City of Milwaukee Health Department

Public Health Nursing Career Ladder

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City of Milwaukee Health Department

Public Health Nursing Career Ladder

841 North Broadway Ave, Milwaukee, WI 53202

Phone: 286-3754 Fax: 286-0000

Website

city.milwaukee.gov/Health

Introduction

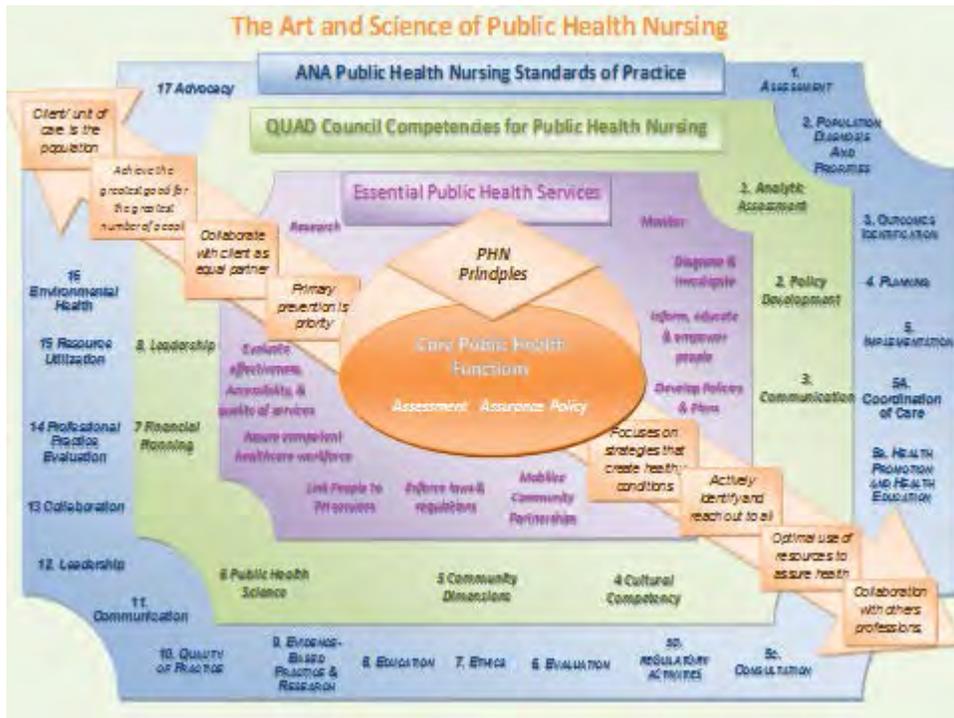
Public health nursing is defined as “the practice of promoting and protecting the health of populations using knowledge from nursing, social, and public health sciences. ” (American Public Health Association, Public Health Nursing Section, 1996). Public Health Nurses comprise the largest section of the professional public health workforce, serving in many different roles and on the front-lines. Public health nurses have an essential role and responsibility in improving quality of health, delivery of essential services and promoting health equity.

Public health nurses recognize the complexity of public health issues and the dynamic nature of health—including cultural, environmental, historical, physical, and social factors. A schematic representation of the definition and role of Public Health Nursing is represented below (Figure 1). With a scope of practice that encompasses community building, health promotion, policy reform and risk reduction, public health nurses are equipped to address multiple determinants of health and participate fully in the challenges of attaining and maintaining population health. “Applying their clinical knowledge and expertise in health care, public health nurses assess the potential or actual assets, needs, opportunities, and inequities of individuals, families, and populations and translate this assessment into action for public good.” (Association of Public Health Nurses).

Since 1912, public health nurses have been serving the City of Milwaukee. The City of Milwaukee acknowledges and celebrates their impact on the community. The City of Milwaukee Health Department (MHD) is committed to the recruitment and retention of public health nurses resulting in a system that recognizes accomplishments in public health nursing and compensates public health nurses at their clinical level of practice.

The Public Health Nursing Career Ladder (PHNCL) provides a structure for promoting excellence by aligning individual competencies with core public health functions, standards of practice, and MHD’s mission, vision, values and objectives. Utilization of the PHNCL benefits both the Public Health Nurse (PHN) and the organization by establishing clear performance expectations which leads to improved public health outcomes. A PHN must complete the Public Health Nurse Career Ladder Performance Appraisal (PHNCL PA) on an annual and probationary basis in order to maintain their current level, or to advance. This manual contains the information and materials needed for the advancement and maintenance process.

Figure 1. The Art and Science of Public Health Nursing



Levin, P. (2015). Embracing the Value of Public Health Nursing: A Call to action.

Acknowledgements

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In addition, thank you to Mayor Tom Barrett and the City of Milwaukee Common Council for advocating for Public Health Nurses and supporting their contributions to the health of our community.

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Implementation Memo:

The PHN Career Ladder will be implemented at the Milwaukee Health Department as of Pay Period 1, 2016.

PHNCL Initial Tier Placement guidelines are as follows:

- 1. New Hires:** PHNs hired after Pay Period 1, 2016 will be assigned to a PHN Tier based on their training and previous experience. Placement is done in consultation with the Director of Nursing and Human Resources. PHNCL PAs will be completed at the end of the probationary period and annually thereafter.
- 2. PHNs on probation:** Probationary PHNs will be placed on the PHNCL on Pay Period 1, 2016 in consultation with the Director of Nursing and Human Resources. PHNCL PAs will be completed at the end of the probationary period and annually thereafter.
- 3. PHNs:** All PHNs past their probationary period will complete a PHNCL PA and will be placed at a PHN tier level as of Pay Period 1, 2016. Director of Nursing will oversee and review the initial placement and implementation of the PHNCL. PHNCL PAs completed after Pay Period 1, 2016 will provide retroactive Increment salary increases. In addition to documenting two proficiencies for each competency, during the initial PHN placement, PHNs will justify their tier placement based on the definitions of PHN 1 through PHN 4. The written justification initial tier placement should be attached to the PHNCL PA. The tier placement will be discussed and determined at the initial PHNCL PA meeting with the evaluator. The Director of Nursing will oversee and review the initial placement and implementation of the PHNCL.

Public Health Nursing Career Ladder

Effective Date: Pay Period 1, 2016

Program area:

The policy, procedures and evaluation materials included in this document apply to the following positions: Director of Nursing, Operations Manager, Public Health Nurse Supervisor, Program Coordinator, Nurse Practitioner, Public Health Nurse Coordinator, and Public Health Nurse (PHN). In addition, any City of Milwaukee Health Department (MHD) employee who has Registered Nurse (RN) licensure is included in and will be evaluated using the criteria measures included in the Public Health Nursing Career Ladder (PHNCL).

Purpose:

The PHNCL is a standardized system of behavioral and performance benchmarks which provides a process for objective evaluation, career growth, personal development and appropriate compensation for the PHN.

Policy:

It is the policy of the Milwaukee Health Department that all PHNs will participate in the PHNCL process. The PHNCL is a continuous process which begins with performance planning (i.e. setting reasonable performance expectations and standards), followed by routine coaching and counseling (i.e. providing constructive feedback, guidance and assistance to improve PHN performance), culminating in performance evaluation and appraisal (measuring the PHN's performance, skills, abilities, and training needs). The MHD PHNCL model is a blending of Patricia Benner's *From Novice to Expert* and other nationally recognized components including: *The Standards of PHN Practice* (American Nursing Association), the Core Competences for Public Health Nursing, the Ten Essential Public Health Services, the Eight Principles of Public Health Nursing Practice, Core Public Health Functions, and Healthy People 2020. The PHNCL delineates 8 Tiers of PHN expertise, within tier 2-8. The PHN tier definitions are as follows:

PHN 1 (novice/beginner level) (PHN)

The PHN 1, or entry level PHN, is focused on competency building and skills development in public health nursing. The PHN 1 participates in a structured environment under supervision using context free rules (a prescribed framework) to guide practice. The PHN 1 uses basic nursing knowledge to provide safe client care while gaining public health experience. As experience is gained, the PHN 1 is learning to perform the full scope of public health nursing duties. With at least one year of public health nursing experience and successful completion of the training and orientation plan, the PHN 1 is eligible to be promoted to PHN 2.

PHN 2 (competent level) (PHN)

The PHN 2 has one or more years of public health nursing experience and has successfully completed PHN probation. The PHN 2 is competent and assumes broad responsibilities requiring increased autonomy and professional judgment. The PHN 2 is focused on expanding skills; integrating experience-based and

theoretical knowledge into practice. The PHN 2 consistently provides effective care, becoming adept in handling complex clients or situations. The PHN 2 assumes a beginning leadership role while continuing to seek mentoring and guidance. A minimum of three years as a PHN 2 is required before becoming eligible to advance to PHN 3.

PHN 3 (Proficient level) (PHN)

The PHN 3 has three or more years of public health nursing experience and is eligible to apply for a PHN coordinator position. The PHN 3 is a confident, highly skilled public health nurse who draws on experience, intuition and abstract thinking to guide practice. The PHN 3 has an emerging leadership style and is expected to assume the demands of being a mentor and/or preceptor. The PHN 3 has become proficient in negotiating the public health system, using an interdisciplinary approach to maximize the delivery of quality care.

PHN 4 (expert level) (PHN Coordinator)

The PHN 4, or expert level, is the most independent and autonomous public health nurse. The PHN 4 has well-developed Public Health expertise; is a recognized leader and a resource. The PHN 4 has a truly expanded role beyond the expectation of direct client care, using garnered experience to advocate for superlative public health nursing practice. The PHN 4 is actively involved in the community and promotes the field of Public Health Nursing, both internally and externally. The PHN 4 is the highest non-management level on the Nursing Career Ladder.

PHN 4* Nurse Practitioner, Sexually Transmitted Disease (STD) Clinic

The Nurse Practitioner (NP) is an integral member of the STD clinical team, providing state-of-the-art STD medical services and clinical training to practicing health care providers in the region. The NP's scope of practice includes the blending of nursing and medical services for individuals, families and groups. This includes individual clients and the impact of their behaviors on the health of the community. In the MHD STD clinic, the NP oversees and guides the practice of STD PHNs who staff the clinic, as well as acting as a preceptor for Advance Practice Nurses, medical students and medical residents. The NP diagnoses and treats sexually transmitted diseases based on national STD guidelines provided by the Center for Disease Control (CDC) and MHD medical orders. The NP works with the MHD Medical/Associate Medical Director in the interpretation and updating of the MHD STD Medical Orders. The NP must meet all regulatory requirements for certification and education for the State of Wisconsin.

PHN 5 Management (Program Coordinator)

The PHN 5 coordinates the daily operation of a MHD program and is responsible for coordinating/managing a professional and/or non-professional support staff. The duties of the PHN 5 directly support the delivery of services to individuals, families and communities. The responsibilities include examining health data and analyzing delivery of services to ensure individual, family and community health needs are addressed and program objectives are met. The PHN 5 also assumes a role in the training and professional development of staff and assumes a leadership role in involving other community partners in planning, coordinating, implementing and evaluating health services. The PHN 5 may accept a leadership role in projects such as continuous quality improvement (CQI) processes or workgroups and may support a program manager in ongoing program implementation, development and evaluation.

PHN 6 Management (PHN Supervisor/ Program Manager)

The PHN 6 is given an array of program implementation, management and/or supervisory duties which include responsibility for clinical services, home visiting, and community-based and population-focused programs. These responsibilities may include: implementation and oversight of health services; program and budget development; establishing and managing community relations; coordination of activities with other governmental and/or community organizations; providing professional expertise; establish timelines and work plans; assuring the integrity of program data collection; and presenting

recommendations on policy issues. The PHN 6 leads and provides primary oversight of staff including orientation and staff development.

PHN 7 Senior Management (Division Manager)

The PHN 7 may oversee more than one public health program, or a group of staff within a larger health center. PHN 7 is distinguished by its role in assisting with and sharing responsibility for the development and implementation of health programs and integration of nursing activities with overall divisional goals and objectives. At the PHN 7 level, administrative/managerial roles are the primary focus. The PHN 7 assists with the responsibilities of planning, organizing, directing, coordinating, and evaluating the overall division programs. In the absence of the Division Director, PHN 7 has full responsibility for the ongoing operation of the Division.

PHN 8 Senior Management (Director of Nursing)

PHN 8 is the executive/senior management and leadership level of Public Health Nursing at the Milwaukee Health Department. The Director of Nursing participates in all planning and decision making activities at MHD which affect nursing operations and services. The Director of Nursing is focused on leadership and managerial responsibilities, upholds the mission and philosophy of public health nursing, formulates divisional policy, and develops and evaluates nursing services essential to the achievement of departmental objectives. The PHN 8 has full responsibility for the development of nursing policies to ensure safe, efficient, and effective nursing practice. The PHN 8 is a Transformation Nursing Leader, program innovator, a facilitator of excellence initiatives, and is a change agent for public health nursing. The PHN 8 is a recognized public health leader in the community; advising and serving on multiple coalitions and boards (State and Local Nursing Boards, nursing colleges, and other advisory boards).

The PHNCL PA is done on an annual basis and includes a six month probationary review for newly hired PHNs. The purpose of the six month probationary review is to assure that the PHN can satisfactorily fulfill the demands of the position. A PHN hired at MHD will receive an initial placement on the PHNCL in consultation with the Director of Nursing (DON) and Human Resources. PHNs transferring within the department will remain at their current tier and increment level, and have 1 year to meet job specific expectations.

Movement on the PHNCL or incrementally within a Tier is a combination of:

- Demonstration of competency in Business Practices, Professional Conduct and Work Expectation and Core and Technical Competencies
- Achievement of goals
- Attainment of Continuing Education
- MHD experience

Increment level advancement will result in a 2% salary increase. Tier level advancement will result in a 5% promotional increase. PHNs at the maximum of the pay range at Tier 2 will not be eligible for a salary increase; the next salary increase will only occur with Tier advancement. PHNs at the maximum of the pay range for Tier 3 and 4 are eligible to receive a 2% non-pensionable lump sum increase annually. The DON will review and determine eligibility for special attainment pay for a Master's Degree or nursing-practice related certification which will result in an additional \$30 biweekly. These certifications must be maintained in order to continue to receive the associated increment.

The PHNCL PA findings and recommendations will be used to determine compensatory increases in pay. In addition, the PHNs work performance should be continually monitored and measured against the department's policies, procedures, work rules, and performance standards. PHN and supervisor will meet monthly to discuss work performance and progress on the PHNCL. A supervisor may evaluate a PHN with performance issues more frequently. Objective evaluation will be used to complete the PHNCL PA and will determine eligibility for increased compensation and career ladder advancement. Conversely, PHNCL PA scores below 3 may result in an Employee Job Improvement Plan (EJIP) or

disciplinary action. A PHN may initiate an appeal of the PHNCL PA. If the PHN's appeal is successful, any compensatory increases will be retroactive.

Objectives:

The Public Health Nurse Career Ladder Performance Appraisal (PHNCL PA) objectives are to:

- Provide each PHN a clear direction and developmental coaching
- Empower PHNs to achieve organizational and professional nursing goals
- Develop a well-motivated and competent workforce
- Assess and provide feedback regarding PHN's performance
- Provide a fair, objective assessment related to compensation
- Improve communication between staff and management
- Increase PHN retention & decrease the expenses associated with hiring and training new PHNs
- Provide a system of PHN recognition
- Define levels of PHN competency
- Provide a tool for PHN recruitment
- Maximize efficiency through effective utilization of each PHN's skills
- Foster professional development
- Provide a path for professional development, including movement into management and other leadership positions
- Increase job satisfaction and improve morale
- Develop individual competence leading to increased overall MHD effectiveness and improved public health outcomes

Responsible Parties:

Director of Nursing

- Support and promote the PHNCL insuring that policies and objectives are effectively implemented
- Create an environment to ensure that the performance evaluation process is an open, two-way discussion between PHN and Evaluators about the PHN's performance
- Develop/modify internal nursing goals resulting from performance appraisal findings
- Assure performance appraisals are conducted routinely and uniformly with PHNs
- Annually assesses and evaluates the PHNCL including recommendations for appropriate changes
- Motivate managers to conduct effective and objective performance appraisals
- Support PHNs if they request the presence of a nurse manager or the DON during the performance appraisal meeting
- Evaluate and lead appraisal meetings for PHNs in the appeal process
- Responsible for the final PHNCL PA evaluation and approval

Evaluators (Supervisors/Coordinators)

- Directly supervises PHN in daily operations
- Conduct performance appraisals in a respectful and confidential manner
- Allow adequate time to prepare for the PHN's PHNCL PA ensuring the appraisal meetings are fair and productive
- Review the PHN's previous year's PHNCL PA and other supporting documentation in preparation for the appraisal
- Link performance appraisal discussions and content to identified departmental and division goals
- Use the performance assessment tools correctly
- Ensure ongoing feedback and documentation during the appraisal period so evaluation is accurate
- Coach and assist PHNs in personal and professional development and performance improvement
- Identify actions a PHN could take to improve performance; consider the PHN's future potential for development or advancement
- Be equitable, honest, and consistent
- Provide feedback on performance management and appraisal activities
- Consult other supervisors, managers, and coordinators with whom the PHN routinely interacts.
- Supervisors without nursing licensure must consult with the Director of Nursing (DON) to identify a nurse leader (PHN 5-8) to participate in and review the PHNCL PA process

Public Health Nurses

- Follow timeline and guidelines of PHNCL PA
- Is responsible for a complete, honest and thoughtful assessment of their job performance over the course of the evaluation period
- Is responsible for maintaining supportive documentation for the PHNCL PA including documentation of continuing education units (CEUs)
- Actively participate in discussion during the PHNCL PA meeting
- Provide and receive feedback in a respectful and professional manner
- Prepare to review any topics of interest such as career plans, personal development goals, or possible changes in the work plan for the upcoming appraisal cycle
- Follow the Appeals Process or chain of command in addressing concerns about individual performance evaluations
- Make suggestions for improving the PHNCL to the Evaluator

Procedure:

The PHNCL PA procedure has four major components: General Guidelines for completing the PHNCL PA tool, Guidelines for PHNCL PA Meeting, Guidelines for Appraisal Findings and Recommendations, and Guidelines for the Appeal Process. In addition to the four major components, a timeline of the PHNCL PA can be found below.

TIMELINE OF PHNCL PA

- **Four weeks prior to the meeting date (Eleven months after previous appraisal):** PHNs and evaluators should schedule their PHNCL PA meeting.
- **Two week prior to meeting date:** PHNs will give Evaluator the completed appraisal tool with supporting documents for review. Evaluator begins to prepare for PHNCL PA meeting.
- **Appraisal Meeting:** PHNs and evaluators will review performance, goals and make goals for the following year.
- **Within five business days after the meeting:** PHN will sign the original PHNCL PA document.
- **Within 30 Days of Initiation of the Appeal Process:** Final appeal meeting is completed.
- **When completed:** Signed PHNCL PA's will be copied and distributed to the PHN, their Supervisor, Human Resource Department, Payroll and the DON where they will be retained in a locked area.
- **Within 2 Pay Periods of PHNCL PA approval for Tier Advancement or Increment Increase:** PHN will receive compensatory increases.

A. GUIDELINES FOR COMPLETING THE PHNCL PA TOOL

PHNs and evaluators should refer to Appendix C to understand PHNCL PA scoring guidelines. PHN and Evaluators should also learn how their Tier classification relates to the different performance measures including Business Practices Expectations, Professional Conduct and Work Expectations, the Core and Technical Competency Grid, Continuing Education Requirements and Job Specific Competencies.

COMPLETING THE PHNCL PA TOOL

SECTION 1: PHN AND EVALUATOR INFORMATION

Complete this section including all the information requested. Type or print clearly.

PHN Name:

Enter the PHN's name in the space provided.

PHN Employee ID Number:

This is a unique number assigned to each employee at time of hire. Check with the MHD payroll if you do not have the number on file.

Current PHN Tier and Title:

Enter PHN's current Tier and Title.

Department/Division:

Enter the department/division name plus the program, if needed.

Direct Supervisor/Supervisor Title:

Enter the name and title of the PHN's direct supervisor.

Evaluator/Evaluator Title:

Enter the name and title of the evaluator.

Other Evaluators:

Enter the name and title of other evaluators (if applicable).

Time Period of Evaluation:

Enter the time period of this performance appraisal.

Type of Evaluation:

Check type of evaluation, or provide an alternative under *Other*.

Date of Evaluation:

Enter date of the Appraisal Meeting.

SECTION 2: BUSINESS PRACTICE EXPECTATIONS

Business Practice expectations are the fundamental core values that maximize efficiency and optimize long term success. Component Definitions and supporting MHD policies are found in the Appendix D.

Business Practice Expectations consist of:

- E-Mail and Computer Usage
- Documentation
- Productivity/Planning/Organizing
- Time Management and Quality
- Accountability

Business Practice Scoring:

- **PHN Rating/Evaluator Rating:**
The PHN and Evaluator will provide a Likert Score from 1 to 5 for each component. See Appendix C for scoring guidelines.
- **Total Score of Columns:**
Total the scores and enter that value in the space provided.
- **Average Score:**
The total score is divided by the number of components assessed to obtain the average score.
- **Evaluator Final Score:**
Evaluator enters the Final Score in the box provided. This is the score that the PHN and evaluator discuss during the PHNCL PA meeting.
- The Evaluator's Final Score will be documented under Section 7 of the PHNCL PA form

Business Practice Comments:

Evaluator comments and examples must be provided to support a score of 5, 2, or 1. Scores of 4 or 3 do not require explanation, but comments or examples may be included for clarification and to facilitate discussion.

SECTION 3: PROFESSIONAL CONDUCT AND WORK EXPECTATIONS

Milwaukee Health Department expects PHNs to conduct themselves in a professional manner. Component Definitions and supporting MHD policies are found in the Appendix E.

Professional Conduct and Work Expectations consist of:

- Communication/Interpersonal Skills
- Reliability
- Professional Conduct/Appearance
- Nursing Expertise/Judgment
- Adaptability

Professional Conduct and Work Expectations Scoring:

- **PHN Rating/Evaluator Rating:**
The PHN and Evaluator will provide a Likert Score from 1 to 5 for each component. See Appendix C for scoring guidelines.
- **Total Score of Columns:**
Total the scores and enter that value in the space provided.
- **Average Score:**
The total score is divided by the number of components assessed to obtain the average score.
- **Evaluator Final Score:**
Evaluator enters the Final Score in the box provided. This is the score that the PHN and evaluator discuss during the PHNCL PA meeting.
- The Evaluator’s Final Score will be documented under Section 7 of the PHNCL PA form

Professional Conduct and Work Expectations Comments:

Evaluator comments and examples must be provided to support a score of 5, 2, or 1. Scores of 4 or 3 do not require explanation, but comments or examples may be included for clarification and to facilitate discussion.

SECTION 4: CORE AND TECHNICAL COMPETENCIES

The Core and Technical Competency Grid details the proficiencies for nursing competency at each Tier of nursing practice. Tier definitions are found at the beginning of the Core and Technical Competency Grid, Appendix F. The proficiencies for each Tier are listed as check boxes within the Core and Technical Competency Grid. Proficiencies (knowledge, skills and behaviors) are cumulative; when mastered, they are expected to be maintained throughout the PHN’s career. The Grid is found in Appendix F. The Core and Technical Competencies are:

- Critical Thinking
- Professional Development
- Communication
- Leadership
- Cultural Competency
- Ethics
- Nursing Process
- Quality Improvement
- Community Dimensions of Practice

Job Specific Expectations:

If appropriate, the PHN and supervisor are encouraged to develop additional competencies to reflect program specific responsibilities and duties.

Scoring Core and Technical Competencies and Job Specific Expectations:

- **PHN Rating/Evaluator Rating:** The PHN and Evaluator will provide a Likert Score from 1 to 5 for each component. See Appendix C for scoring guidelines.
- **Total Score of Columns:** Total the scores and enter that value in the space provided.
- **Average Score:** The total score is divided by the number of competencies assessed to obtain the average score.
- **Evaluator Final Score:** Evaluator enters the Final Score in the box provided. This is the score that the PHN and evaluator discuss during the PHNCL PA meeting.
- The Evaluator's Final Score will be documented in Section 7 on the PHNCL PA form

Core and Technical Competencies Evidence and Comments:

- PHNs should discuss the proficiencies expected of a given position and/or address questions they have prior to the appraisal meeting.
- Newly hired PHN 1 at the six month probationary review will provide a written narrative for each competency, documenting achievement of 50% of the proficiencies within each competency
- Probationary PHN 1 at the one year review will provide a written narrative documenting achievement of the proficiencies not addressed during probationary review
- Newly hired PHNs 2, 3, 4, 4* at the six month probationary review will provide a written narrative for each competency documenting achievement of one of the proficiencies within each competency
- Probationary PHNs 2, 3, 4, 4* at the one year review will provide a written narrative documenting achievement of the proficiencies not addressed during probationary review
- Probationary PHNs 5, 6, 7, 8 at the six month probationary review will provide written narrative or other evidence documenting progress towards competencies
- Probationary PHNs 5, 6, 7, 8 at the one year review will provide a written narrative documenting achievement of a minimum of one proficiency within each competency and agreed upon job specific expectations
- PHN 2, 3, 4, 4* (regularly appointed) will provide examples of achievement for a **minimum of two proficiencies** (not previously addressed in prior PHNCL PA's) **per competency** within their current Tier
- It should be noted that at Tier 3 and higher, all proficiencies within a given competency are not applicable for every nursing position. Prior to the evaluation period, the PHN and Evaluator will determine what proficiencies, at Tier 3 or higher, are applicable for the annual PHNCL PA
- It should also be noted that one narrative (i.e. an interaction with a family or client) can include examples of multiple proficiencies
- The PHN will record the proficiencies they are addressing in their examples/narratives
- PHNs are strongly encouraged to provide examples for additional proficiencies within their current tier if they desire to move more quickly on the PHNCL.

SECTION 5: DEVELOPMENTAL GOALS

This section should summarize the goals and objectives the PHN attained during the current evaluation period, as well as delineate the goals for next evaluation period.

Section 5A:

PHN completes this section prior to the appraisal meeting. Skip Section 5A when completing the PHNCL PA for the first time.

Goals:

Goals from the previous year's PHNCL PA are recorded in this column.

Actions steps that lead to achieved goal:

PHN lists the steps/actions taken to achieve the goal(s).

Areas of Growth or Opportunities for Development:

PHN self-assesses and documents areas of growth and/or opportunities for development (trainings, etc.) pertinent to the goal.

Scoring Goals:

- Evaluator reviews this section prior to the appraisal meeting to determine if the goals have been met
- Evaluator summarizes this section by marking if the Developmental Goals have been met or not met, and transfers summary to Section 8 of the PHNCL PA

Section 5B:

PHN and Evaluator mutually agree upon goals for next evaluation period.

Goals:

Goals are written using the S.M.A.R.T. goal model (see Appendix G for writing SMART goals).

Action Steps:

PHN and Evaluator create action steps that provide a pathway for goal completion including additional education and training.

Evaluation Criteria:

PHN and Evaluator create measurable action steps demonstrating successful completion of each goal.

Estimated Completion Date:

PHN and Evaluator agree upon a reasonable completion date for each goal.

SECTION 6: CONTINUING EDUCATION REQUIREMENT

This section documents the completion of 10 Continuing Education Units (CEUs), higher education course work or equivalent per appraisal year. Non-accredited CEU and higher education course work must be preapproved by supervisor and/or DON prior to PHNCL PA. Evidence of CEU attainment is met by attaching documentation/certificates or receipt of a final course grade (grade must be C or above, or passing equivalent).

To be eligible for an annual pay increase, PHNs are required to obtain 10 CEUs or equivalent per appraisal year. For newly-hired PHNs, the first year's continuing education requirement will be met through successful completion of the MHD PHN orientation. An equivalent to the CEU requirement can be met through enrollment in a DON approved seminar, workshop, training, higher education or certificate program. The MHD offers PHNs 16 hours of paid educational time per year to meet the continuing education requirement.

This section will be summarized by CEU Requirement met or not met, and the summary transferred to Section 8 of the PHNCL PA.

SECTION 7: PUBLIC HEALTH NURSE PERFORMANCE APPRAISAL SCORING SUMMARY

The final scores from the Business Practice Expectations (Section 2), Professional Conduct and Work Expectations (Section 3), and Core and Technical Competencies (Section 4) will be recorded. Total the scores and divide by three to obtain the Final PHNCL PA Score.

SECTION 8: APPRAISAL SUMMARY

Demonstrated Progress on Previously Identified Goals:

Evaluator assesses for progress made on goals from the previous year. Evaluator marks *yes* if progress was made or *no* if progress was not made. Note: Skip this requirement if this is the PHN's first PHNCL PA.

Demonstrated Progress on Previously Identified Areas of Growth/Opportunities:

Evaluator assesses for progress made on areas of growth or opportunities from the previous year. Evaluator marks *yes* if progress was made or *no* if progress was not made. Note: Skip this requirement if this is the PHN's first PHNCL PA.

Continuing Education Requirements Met:

PHNs submits CEUs or equivalent at time of meeting. Evaluator verifies completion of continuing education requirements. Evaluator marks *yes* if met or *no* if not met.

Each of the PHNCL Categories of Performance are ≥ 3 :

Evaluator reviews PHNCL Categories of Performance (Business Practice Expectations, Professional Conduct and Work Expectations and Core and Technical Competencies). The final scores from each of the aforementioned categories (documented in Section 7) must be greater than or equal to three (3) for a PHN to be eligible for an increment level increase or greater than 4 to be eligible for Tier advancement. Evaluator marks *yes* if met or *no* if not met.

Final PHN Performance Appraisal Score from Section 7:

Evaluator records the Final PHNCL PA Score in this area.

All Performance Requirements for Advancement Met:

Evaluator determines if PHN meets performance requirements. Evaluator marks *yes* if met or *no* if not met.

Evaluator Comments:

Evaluator may enter additional comments. Additional pages may be attached to the form.

PHN Comments:

The PHN may enter any additional comments here. The PHN should be given time following the appraisal meeting to prepare these comments. Additional pages may be attached to the form.

Attached Documents:

PHN or Evaluator mark if CEUs or other documentation are attached to the PHNCL PA.

SECTION 9: ACKNOWLEDGEMENT

At conclusion of PHNCL PA meeting, the PHN is provided a copy of the completed PHNCL PA. The PHN has up to 5 business days to sign the original PHNCL PA Acknowledgement section and mark one of the three boxes:

- I agree with the findings of the PHNCL PA
- I disagree with the findings of the PHNCL PA
- I disagree with the findings of the PHNCL PA and will pursue the appeal process

During the five business days the PHN can meet with a nurse leader (i.e. PHN 5-8) to discuss the evaluation or start the appeal process.

SECTION 10: PHNCL PA FINDINGS AND RECOMMENDATIONS

Evaluator checks appropriate recommendation box(es). DON reviews, signs, and forwards to Commissioner of Health for final approval and signature. Evaluator will mark one of the following:

- PHN has successfully completed probationary period and should be granted regular appointment to the position.
- PHN probationary period should be extended for another _____ days.
- PHN should remain at the current PHN tier with a 2% salary increment increase effective _____ (date).
- PHN should remain at the current PHN tier without a salary increment increase effective _____ (date).
- PHN should be promoted to PHN tier _____ with a 5% promotional increase effective _____ (date).
- PHN has reached the top salary of tier 3-8. PHN should be acknowledged for successful performance with a 2% non-pensionable compensatory lump sum.
- A corrective action plan should be created for the opportunities identified
- A PHN job improvement plan should be created / extended to address the performance issue(s).

B. GUIDELINES FOR THE PHNCL PA MEETING

The PHNCL PA meeting is conducted with the Evaluator and the PHN. Evaluator completes the PHNCL PA prior to or during the course of the meeting. The meeting covers each portion of the PHNCL PA and reflects PHN's performance over the evaluation period. After the meeting, the PHN has five business days to review and sign the PHNCL PA.

PHN and Supervisor will meet monthly to discuss PHN's PHNCL progress. Additional meetings may be requested during the evaluation period to review performance goals and to prepare for the next PHNCL PA.

1. Rights of PHNs

PHNs have the right to:

- A confidential PHNCL PA
- A private meeting location with the evaluator
- A face-to-face meeting

- A supportive meeting that enhances practice and performance
- Respectful communication
- Request a nurse leader (i.e. PHN 5-8) to participate in this meeting
- Ask questions and present input
- Five business days to respond to the appraisal after the meeting
- A copy of the signed appraisal

2. PHNCL PA Meeting

One month before due date for PHNCL PA

- Supervisor sets date for appraisal meeting in conjunction with PHN
- PHN completes self-appraisal tool including:
 - Section 1: PHN and Evaluator Information
 - Section 2: Business Practice Expectations
 - Section 3: Professional Conduct and Work Expectations
 - Section 4: Core and Technical Competencies
 - Section 5: Developmental Goals (Section A)
 - Section 6: Continuing Education Unit Requirement

Two weeks prior to PHNCL PA

- PHN provides supervisor completed self-appraisal tool and supporting documentation
- Evaluator reviews, scores and documents on the PHNCL PA (can be completed prior to meeting or during meeting):
 - Section 1: PHN and Evaluator Information
 - Section 2: Business Practice Expectations
 - Section 3: Professional Conduct and Work Expectations
 - Section 4: Core and Technical Competencies
 - Section 5: Developmental Goals (Section A)
 - Section 6: Continuing Education Unit Requirement

Day of PHNCL PA Meeting

- PHN and Evaluator will review, discuss and may modify Sections 1-6
 - Discussions will focus on proficiencies met, opportunities for growth and development and plans for addressing any challenges
- Evaluator will determine final scores for Sections 2-4
- Evaluator will review and rate Section 5-6 as met or not met
- Evaluator completes:
 - Section 7: Public Health Nurse Performance Appraisal Scoring Summary
 - Section 8: Appraisal Summary
- Evaluator and PHN will refer to Guidelines for completing PHNCL PA tool for Section 9

After the meeting

Evaluator will send completed and signed PHNCL PA to DON for review and signature. DON will sign and forward documents to Commissioner of Health for approval and signature. After signatures are obtained, PHNCL PA will be forwarded to Payroll.

C. GUIDELINES FOR PROBATIONARY REVIEW, INCREMENT AND TIER ADVANCEMENT

1. Criteria for Six-Month Probationary Review for PHN 1

- PHN provides a written narrative for each competency, documenting achievement of 50% of the proficiencies within each competency and is prepared to discuss achievements with supervisor
- PHN is prepared to discuss any proficiencies that have not yet been met
- PHN and evaluator develop a plan for meeting the remaining proficiencies prior to the PHNCL PA
- PHN identifies and discusses at least two areas in the PHNCL that are currently challenging, and develops a plan for addressing identified challenges
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations

2. Criteria for Tier Advancement with Compensatory Increase for PHN 1

- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN meets CE requirement (probationary PHN fulfills through completion of orientation process)
- For each competency, PHN provides a written narrative documenting achievement of the proficiencies not addressed during probationary review
- PHN identifies the proficiencies addressed in each narrative and is prepared to discuss them
- PHN discusses two challenging areas identified at 6 month appraisal and notes progress
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations
- DON approval required for Tier advancement

3. Criteria for Six-Month Probationary Review for PHN2, PHN3, PHN4, PHN4*

- PHN provides a written narrative for each competency documenting achievement of one of the proficiencies within each competency
- PHN is prepared to discuss any proficiencies that have not yet been met
- PHN and evaluator develop a plan for meeting the remaining proficiencies prior to the PHNCL PA
- PHN identifies and discusses at least two areas in the PHNCL that are currently challenging, and develops a plan for addressing identified challenges
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations

4. Criteria for First Year Probationary Review for PHN2, PHN3, PHN4, PHN4*

- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN meets CE requirement (probationary PHN fulfills through completion of orientation process)
- For each competency, PHN provides a written narrative documenting achievement of the proficiencies not addressed during probationary review
- PHN identifies the proficiencies addressed in each narrative and is prepared to discuss them

- PHN discusses two challenging areas identified at 6 month appraisal and notes progress
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations

5. Criteria for Six-Month Probationary Review for PHN5, PHN6, PHN7, PHN8

- PHN provide written narrative or other evidence documenting progress towards competencies
- PHN is prepared to discuss any proficiencies that have not yet been met
- PHN and evaluator develop a plan for meeting the remaining proficiencies prior to the PHNCL PA
- PHN identifies and discusses at least two areas in the PHNCL that are currently challenging, and develops a plan for addressing identified challenges
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations

6. Criteria for First Year Probationary Review for PHN5, PHN6, PHN7, PHN8

- PHN provides a written narrative documenting achievement of a minimum of one proficiency within each competency and agreed upon job specific expectations
- PHN participates in annual PHNCL PA meeting
- PHN meets CE requirement (probationary PHN fulfills through completion of orientation process)
- For each competency, PHN provides a written narrative documenting achievement of the proficiencies not addressed during probationary review
- PHN identifies the proficiencies addressed in each narrative and is prepared to discuss them
- PHN discusses two challenging areas identified at 6 month appraisal and notes progress
- PHN and supervisor discuss PHN progress and/or issues related to job specific expectations

7. Criteria for Increment Salary Increase for PHN 2, PHN 3 and PHN 4

- PHN is not seeking Tier advancement
- PHN has not reached the maximum of the pay range in current tier
- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN must provide evidence for meeting a minimum of two proficiencies within each competency (contained in the Core and Technical Competency Grid) and provide evidence for meeting job specific expectations
- PHN achieves performance Likert score of 3 or higher on all areas of PHNCL PA
- PHN meets CE requirement (probationary PHN fulfills through completion of orientation process)

8. Criteria for Increment Salary Increase for Management and PHN 4 * Nurse Practitioner -PHN 5, PHN 6, PHN 7 and PHN 8

- PHN has not reached the maximum of the pay range in current tier
- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN meets all job specific expectations

- PHN must provide evidence for meeting a minimum of one proficiency within each competency (contained in the Core and Technical Competency Grid) and provide evidence for meeting job specific expectations
- PHN achieves performance Likert score of 3 or higher on all areas of PHNCL PA
- PHN meets CE requirement

9. Criteria for Non-Pensionable Compensatory Lump Sum for PHN 3 - PHN 8

- Non pensionable compensatory lump sum recognizing successful performance
- Ineligible for any further compensation related to PHNCL tier advancement
- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN achieves performance Likert score of 3 or higher on all areas of PHNCL PA
- PHN meets CE requirement
- PHN must have been in the maximum of the pay range for the tier for the entire 12 month review period

10. Tier Advancement with Compensatory Increase for PHN 2

- PHN completes annual PHNCL PA
- PHN participates in annual PHNCL PA meeting
- PHN achieves performance Likert score greater than 4 on all areas of PHNCL PA
- PHN seeking tier advancement must provide evidence for meeting all proficiencies within each competency (contained in the Core and Technical Competency Grid) and provide evidence for meeting all job specific expectations
- PHN meets CE requirement
- PHN meets minimal years of service for Tier level
- DON approval required for Tier advancement

11. Corrective Actions:

- Evaluator may initiate corrective action if PHN scores a 1 or 2 on any component of the PHNCL PA
- Evaluator initiates Employee Job Improvement Plan (EJIP) or disciplinary action.
- Refer to Appendix H for guidance on EJIP or corrective actions

D. GUIDELINES FOR APPEAL PROCESS

The appeal process can be initiated by any PHN who believes his or her performance appraisal is unfair or inaccurate by using the Appeal PHNCL PA procedure.

Appealable Matters:

- The findings of an individual PHNCL PA may be challenged. The PHN must identify which assessment(s) or item(s) they are challenging as well as provide a rationale and supporting documentation to justify amending the finding
- The finding of the PHNCL PA including eligibility for Tier advancement or increment level increase may be challenged

Non-Appealable Matters:

- The PHN disagrees with the Evaluator assigned to perform the assessment
- A PHN fails to provide the required documents in support of the PHNCL PA

Appeal Request:

The PHN has 5 business days from the date of the PHNCL PA review meeting to submit a written appeal request. The request may be submitted via email to their direct supervisor and DON. The request must specify the following:

- The specific item(s) being appealed
- The reason the PHN believes they were evaluated incorrectly including supporting documentation.
- Nonspecific requests for appeal, or appeals that do not provide documentation in support of the appeal will be dismissed. Late appeal requests will not be accepted.

Appeal Review Meeting:

- An appeal review meeting is held within 5 business days of receipt of the appeal request.
- The meeting is conducted with the DON. The supervisor is also permitted to attend.
- The DON and PHN will discuss the documented concerns regarding the PHNCL PA. If someone other than the supervisor/director performed the assessment for which the PHN is challenging, that person must be present at the meeting to discuss the appeal of the PHNCL PA.
- Based on the discussion and documentation the DON considers the concerns and determines whether or not to change the appraisal or assessment findings. The DON provides a written determination of the appeal to the employee.

Nursing Definitions

General Definitions

1. **Accountability:** Assures that effective controls are developed and maintained to ensure the integrity of the division. Holds self and others liable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are high-quality, timely, and cost-effective. Monitors and evaluates activities and plans, focuses on results and measuring attainment of outcomes.
2. **Adaptability:** Acclimates to change and different ways of doing things positively; does not shy away from addressing setbacks or ambiguity; deals effectively with a variety of people and situations; appropriately adjusts one's thinking or approach as the situation changes.

3. **Advocacy:** The act of pleading or arguing in favor of a cause, idea, or policy on someone else's behalf, with a focus on developing the community, system, individual, or family's capacity to plead their own cause or act on their own behalf.
4. **Assessment:** A systematic, dynamic process by which the PHN, through interaction with the client, family, groups, communities, populations and healthcare providers, collects and analyzes data. Assessment may include the following dimensions: physical, psychological, sociocultural, spiritual, cognitive, functional abilities, developmental, economic and lifestyle.
5. **Assurance:** Making certain that services necessary to achieve agreed-upon goals are provided, by encouraging actions by other entities (private or public), by requiring such action through regulation, or by providing services directly.
6. **Autonomy:** The capacity of a nurse to determine her or his own actions through independent choice, including demonstration of competence, within the full scope of nursing practice.
7. **Bachelors of Science in Nursing:** An academic degree awarded on satisfactory completion of a 4-year course of study in a college or university. The recipient is eligible to take the national certifying examination to become a registered nurse. A BSN degree is a prerequisite to advancement in nursing education and advancement in many systems and institutions that employ nurses.
8. **Coalition Building** is the ability to engage other divisions, departments, agencies, advocates and the public to achieve common goals.
9. **Code of Ethics:** A list of provisions that makes explicit the primary goals, values, and obligations of the nursing profession and expresses its values, duties, and commitments to the society of which it is a part. In the United States, nurses abide by and adhere to the Code of Ethics for Nurses. (ANA, 2001).
10. **Collaborations:** A professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party; and the advantages of such a relationship.
11. **Communication:** PHN communication is the expressive and receptive interchange of information in a variety of formats. Effective communication is clear, concise, respectful, culturally relevant and timely. It is conducted professionally and legally, in an ethically responsible manner
12. **Communication Skills:** The ability to engage others through communication that is clear, unambiguous, transparent, and consistent with the department's vision, mission, and values is an essential to the PHN's and the division's success and influences nearly every aspect of the work performed. The communication assessment evaluates a nurse's customer service, interpersonal, written and oral communications skills.
13. **Community Based Organizations:** Private nonprofit organizations or other types of groups that work within a community for the improvement of some aspect of that community.
14. **Community Dimensions of Practice:** Community Dimensions of Practice is the establishment and utilization of community assets and resources to promote health and to deliver care. The public health nurse builds, engages, and maintains a broad range of collaborative and negotiated relationships to achieve positive public health outcomes.
15. **Competency:** Competencies are observable behaviors or a set of behaviors that represent organizational values on how work should be performed. Competencies are the skills required to perform a PHN's essential job duties.
16. **Continuing Education:** Those systematic professional learning experiences designed to augment the knowledge, skills, and attitudes of PHNs, and therefore enrich PHNs contributions to quality care and to their pursuit of professional career goals. (American Nursing Association, ANA, 2000).
17. **Core Values:** Core values are fundamental expectations for performance and behavior that when adequately performed create a foundation for long term success.

18. **Creativity and Innovation:** Applies creative problem-solving skills to his/her work to develop solutions to problems; recognizes and demonstrates the value in taking “smart” risks and learning from mistakes; develops multiple alternatives and understands the feasibility of each; effectively shares and implements his/her ideas.
19. **Critical Thinking:** Critical thinking in Public Health Nursing is purposeful, informed, outcome focused thinking that includes clinical reasoning, and clinical judgment. It applies logic, intuition and creativity, is grounded in specific knowledge, skills, and experience with a focus on safety and quality. Critical thinking is guided by standards, policies, ethics, and laws. It carefully applies the nursing process across the spectrum of individuals, families, populations, and key stakeholders.
20. **Cultural Competency:** Is an examinations of one’s own attitude and values, and the acquisition of the values, knowledge, skills, and attributes that will allow an individual to work in cross-cultural situations. The public health Nurse utilizes appropriate methods for interacting sensitively, effectively, and professionally with diverse populations in the community and workplace. Diversity includes but is not limited to language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, and historical experience.
21. **Customer Service:** Understands that all PHN’s have external and/or internal customers that they provide services and information to; honors all of the department’s commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable customer service.
22. **Decision Making:** Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.
23. **Determinants of Health:** Social, economic, and healthcare factors that affect health and well-being independently; and in conjunction with each other, at the population or community level. Comprehensive factors involve relevant social, economic, environmental, behavioral, political, health and health-care indicators that describe the essential features of a social structure and system and the processes through which change occurs.
24. **Diagnosis:** A clinical judgment about the client’s response to actual or potential health conditions or needs. The diagnosis provides the basis for determination of a plan to achieve expected outcomes. PHNs utilize nursing and medical diagnoses depending upon educational and clinical preparation and legal authority
25. **Ecological Perspective:** A viewpoint that emphasizes the linkages and relationships among multiple factors or determinants affecting health.
26. **Environmental Health:** Those aspects of human health, including quality of life, that are determined by physical, chemical, biological, social and psychological processes in the environment. It also refers to the theory and practice of assessing, correcting, controlling, and preventing those factors in the environment that can potentially adversely affect the health of the present and future generations.
27. **Epidemiology:** The study of the distribution of determinants and antecedents of health and disease in human populations. The ultimate goal is to identify the underlying causes of a disease and then to apply findings to disease preventions and health promotion.
28. **Ethics:** PHN ethics is a structural examination of public health nurses code of conduct, which is specified in the Code of Ethics for Nurses with Interpretive Statements (ANA, 2001) and the Principles of Ethical Practice of Public Health (Public Health Leadership Society, 2002). It involves treating people with respect, keeping commitments, inspiring the trust of others, working with integrity, ethically, and upholding organizational values. The public health nurses uses these considerations to deliver programs and services in a manner that preserves, promotes, and protects the autonomy, beliefs, dignity, values, and rights of diverse individuals, communities, and populations.
29. **Evaluation:** The process of determining the progress toward attainment of expected outcomes, including the effectiveness of care.
30. **Evidence Based Practice:** An approach to public health practice in which the public health nurse is aware of the evidence in support of his or her clinical practice, and the strength of that evidence.

31. **Implementation:** Activities the PHN employs to achieve the plan, these activities may include teaching, monitoring, providing, counseling, delegating, and coordinating.
32. **Initiative:** Proactively identifies ways to contribute to the Department's or Division's goals and missions; achieves results without needing reminders from others; identifies and takes action to address problems and opportunities.
33. **Interdisciplinary Team:** A group of individuals who rely on each other's overlapping skills and discipline-based knowledge to achieve synergistic effects whereby outcomes are enhanced and more comprehensive than the simple aggregation of each individual member's efforts.
34. **Interpersonal Skills/Teamwork:** Contributes to a positive and supportive work environment. Cooperates with others to accomplish common goals; works with others within and across the department/division/program to achieve shared goals; treats others with dignity and respect and maintains a friendly demeanor; values the contributions of others.
35. **Judgment:** Analyzes problems by evaluating available information and resources; develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or City of Milwaukee.
36. **Leadership:** PHN leadership is the expected level of performance that integrates knowledge, skills, abilities, and judgment in the profession and practice setting. Leadership includes leading one's self, others, and the organization. Public health nurses influence, motivates, and empower other to contribute toward the health of the community.
37. **Leading Change:** The ability to bring about strategic change, both within and outside the division in a continuously changing environment. It is striving to improve customer service and program performance with the basic government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity, and persistence, even under adversity.
38. **Leading People:** The ability to lead people toward meeting the division's vision, mission, and goals. The ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
39. **Likert Scale:** A method of ascribing quantitative values to qualitative statements, allowing for statistical analysis. As used in the PHNCL PA a numerical value from 1 to 5 is assigned for each of the Business Practice Expectations, Professional Conduct and Work Expectations and each of the Core and Technical Competencies. The use of a Likert scale allows for an average score to be calculated for each of these components. (www.BusinessDictionary.com) For purposed of the MHD PHNCL PA the following Likert scores will be used:

Rating Scores:

- 1=Performance does not meet expectations
- 2=Performance partially meets expectations
- 3=Performance meets expectations
- 4=Performance sometimes exceeds expectations
- 5=Performance consistently exceeds expectations

40. **Management/Leadership Skills:** Management and leadership skills are those essential skills needed to guide the work of others as well as drive the performance of the division.
41. **Negotiation and Influence:** Effectively represents his/her position on issues to gain support and buy-in from others; generates multiple alternatives to a problem to meet the needs of other stakeholders; works to achieve win-win outcomes that others can accept; appropriately utilizes settlement strategies, such as compromise.
42. **Nursing:** The protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.
43. **Nurse Practitioner/Graduate-level prepared specialty nurse:** A registered nurse prepared at the master's or doctoral educational level who has advanced knowledge, skills, abilities and judgment associated with one or more nursing specialties and is functioning in an advanced level as designated by elements of their position.

44. **Nursing Process:** The Public Health Nursing Process is a decision-making approach utilizing critical thinking skills to provide comprehensive, holistic, client/family/community-based care. “The nursing process is cyclical and dynamic; interpersonal and collaborative; and universally applicable” (ANA, 2010). The five steps of the public health nursing process are:
- Assessment
 - Diagnosis
 - Plan/Goal/Outcome
 - Implementation
 - Evaluation
45. **Oral Communication:** Verbally communicates ideas and issues in a clear and convincing manner as appropriate to the audience. Seeks feedback to determine that understanding has occurred. Recognizes impact of own non-verbal signals on others and demonstrates positive non-verbal behavior (e.g., eye contact, facial expressions, gestures and posture).
46. **Orientation:** The standardized process of giving PHNs training and information about their role at the Milwaukee Health Department. (Merriam Webster)
47. **Outcomes:** Long term objectives that define optimal, measurable future levels of health status; maximum acceptable levels of disease, injury, or dysfunction; or prevalence of risk factors.
48. **Partnering:** Developing networks and building alliances; collaborating across boundaries to build strategic relationships and achieve common goals.
49. **Performance Appraisal:** Performance appraisal is the review of performance evaluation findings at set intervals in order to monitor PHN performance and growth over time. Performance appraisal results will determine the PHN’s eligibility for career ladder tier advancement and/or increment increases. A Performance Appraisal is comprised of a self and evaluator assessment including the following components: Business Practice Expectations, Professional Conduct and Work Expectations, Core and Technical Competencies, Goal Development and accrual of Continuing Education Units.
50. **Performance Evaluation:** Performance evaluation is the objective assessment of PHN performance or behavior to a defined standard or benchmark. Evaluation may include observational assessment, technical skill assessment or portfolio review.
51. **Plan:** A comprehensive outline of the components that need to be addressed to attain expected outcomes.
52. **Planning & Organizing** – Establishes priorities and work sequences to coordinate efforts, maintain work flow and meet deadlines; ensures sufficient functioning through smooth interface with related processes.
53. **Policy Development:** An application of comprehensive public health scientific knowledge for decision-making. Policy development includes a systematic course of action to establish priorities; determine effective strategies and interventions; and use community resources, including regulation and law, to achieve the community’s goals.
54. **Population:** Those living in a specific geographic area (e.g. a neighborhood, community, city, or county) or those in a particular group (e.g. racial, ethnic, age) who experience a disproportionate burden of poor health outcomes.
55. **Population Focused:** An approach to health care that addresses the population level of the ecological model.
56. **Probation (Probationary Period)- PENDING DEFINITION)**
57. **Professional Boundaries:** Professional boundaries separate the therapeutic behavior of the nurse from any behavior, well intentioned or not, that could lessen the benefit of care to people, families and communities. Boundaries give each person a sense of legitimate control in a relationship. Professional boundaries are the limits to the relationship of a nurse and a person in their care which allow for a safe, therapeutic connection between the nurse and that person (and their nominated partners, family and friends).
58. **Professional Development:** PHN professional development is continuous reflective, formal, and informal learning. It enables public health nurses to develop, maintain, and strengthen competence, enhance professional nursing practice, and support achievement of career goals. It improves the nurses’ ability to function, contribute and adapt to the dynamic environment of public health.

59. **Professionalism:** Thinks carefully about the likely effects on others of one's words, actions, appearance, and mode of behavior. Selects the words or actions most likely to have the desired effect on the individual or group in Question. Adheres to city, department and division policies, procedures and rules. Demonstrates enthusiasm for and commitment to the position and accepts responsibility for personal actions.
60. **Proficiencies:** PHN knowledge, skills or behaviors as defined in the PHN Core and Technical Competency Grid, unique to each PHN tier.
61. **Quality:** The degree to which public health services for clients, families, and populations increase the likelihood of desired outcomes and are consistent with current professional knowledge.
62. **Quality Improvement:** Quality Improvement in public health is the continuous assessment of policies, programs, services, and research in order to improve conditions, and optimize health outcomes for individuals and the community. Public health nurses apply evidence-based research, creativity and innovative solutions to achieve excellence in nursing practice.
63. **Registered Nurse:** An individual registered or licensed by a state, commonwealth, territory, government, or other regulatory body to practice as a registered nurse.
64. **Regular Appointment: (PENDING DEFINITION)**
65. **Scope of Nursing Practice:** The description of the *who, what, where, when, why* and *how* of nursing practice that addresses the range of nursing practice activities common to all registered nurses. When considered in conjunction with the Standards of Professional Nursing Practice and the Code of Ethic for Nurses, comprehensively describes the competent level of nursing common to all registered nurses.
66. **Self-assessment:** Self-assessment is an objective evaluation of individual achievement, for the PHN AP it includes an assessment of nursing knowledge, skills and abilities. The PHN AP also includes an objective evaluation of Business Practice Expectations and Professional Conduct/Work Expectations.
67. **Stakeholder(s):** A person or organization that has a legitimate interest in what the public health entity does.
68. **Standards of Professional Nursing Practice:** Authoritative statements of the duties that all registered nurses, regardless of role, population, or specialty, are expected to perform competently.
69. **Surveillance:** The systematic collection, analysis, interpretation, and dissemination of data to assist in the planning, implementation, and evaluation of public health interventions and programs.
70. **Teaching/Mentoring:** Enhances the capabilities of the organization by openly and effectively sharing his/her subject matter expertise with others; supports a continuous learning environment by preserving and compiling intellectual capital which can be used by others within his/her work group, department and City entities, as appropriate.
71. **Transformation Nursing Leader:** One who leads in order to meet the demands of the future; creates the vision and provides the resources to achieve that vision; communicates the need for change and understands MHD's and PHNs role in the change process; requires vision, influence, clinical knowledge, and a strong expertise relating to professional nursing practice.
72. **Written Communication:** The ability to communicate ideas, thoughts, and facts in writing. The ability/skill in using correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.

Core and Technical Competency Definitions

Critical Thinking

Critical thinking in Public Health Nursing is purposeful, informed, outcome-focused thinking that includes clinical reasoning and clinical judgment. It applies logic, intuition and creativity, is grounded in specific knowledge, skills and experience with a focus on safety and quality. Critical thinking is guided by standards, policies, ethics and laws. It carefully applies the nursing process across the spectrum of individuals, families, populations, and key stakeholders.

Professional Development

PHN professional development is continuous reflective, formal and informal learning. It enables public health nurses to develop, maintain and strengthen competence, enhance professional nursing practice, and support achievement of career goals. It improves the nurse's ability to function, contribute and adapt to the dynamic environment of public health.

Communication

PHN Communication is the expressive and receptive interchange of information in a variety of formats. Effective communication is clear, concise, respectful, culturally relevant and timely. It is conducted professionally and legally, in an ethically responsible manner.

Leadership

PHN Leadership is the expected level of performance that integrates knowledge, skills, abilities and judgment in the profession and practice setting. Leadership includes leading one's self, others, and the organization. Public health nurses influence, motivate and empower others to contribute towards the health of the community.

Cultural Competency

Cultural competency is an examination of one's own attitude and values, and the acquisition of the values, knowledge, skills and attributes that will allow an individual to work in cross-cultural situations. The public health nurse utilizes appropriate methods for interacting sensitively, effectively, and professionally with diverse populations in the community and workplace. Diversity includes but is not limited to language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities and historical experience.

Ethics

PHN Ethics is a structural examination of a public health nurse's code of conduct, which is specified in the *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2001) and the *Principles of Ethical Practice of Public Health* (Public Health Leadership Society, 2002). It involves treating people with respect, keeping commitments, inspiring the trust of others, working ethically and with integrity, and upholding organizational values. The public health nurse uses these considerations to deliver programs and services in a manner that preserves, promotes and protects the autonomy, beliefs, dignity, values and rights of diverse individuals, communities and populations.

Nursing Process

The Public Health Nursing Process is a decision-making approach utilizing critical thinking skills and an ecological perspective to provide comprehensive, holistic, client/family/community-based care. "The nursing process is cyclical and dynamic; interpersonal and collaborative; and universally applicable" (ANA, 2010). The five steps of the public health nursing process are: Assessment, Diagnosis, Plan/Goal/Outcome, Implementation and Evaluation.

Quality Improvement

Quality improvement in public health is the continuous assessment of policies, programs, services, and research in order to improve conditions and optimize health outcomes for individuals and the community. Public health nurses apply evidence-based research, creativity and innovative solutions to achieve excellence in nursing practice.

Community Dimensions of Practice

Community Dimensions of Practice is the establishment and utilization of community assets and resources to promote health and to deliver care. The public health nurse builds, engages and maintains a broad range of collaborative and negotiated relationships to achieve positive public health outcomes.

Job Specific Expectations

Job expectations identified by the PHN's supervisor that is unique to the position. There can be one or two job expectations identified.

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Legal Authority

1. Wisconsin state statutes related to Nursing Practice
2. Chapter 440 - Department of safety and professional services
3. Chapter 441 – Wisconsin Board of Nursing
4. Wisconsin Administrative Code
5. Wisconsin Board of Nursing
6. Chapter N 6 - Standards of practice for registered nurses and licensed practical nurses
7. Chapter N 7 - Rules of conduct

Approved by:

<hr/> <i>Commissioner of Health</i> <i>Date</i>		<hr/> <i>Director of Nursing</i> <i>Date</i>	
Original Effective Date:11/1/13		Review Periodicity: Annual	
Date	Changes Made		Reviewed By

**Reviewed
/Updated:**

APPENDIX A: PHNCL TIPS AND CHECK LIST

Tips for preparing for a Public Health Nurse Performance Appraisal

- Don't wait until a week or two before your appraisal to think about how to prepare for your review. Look ahead at the criteria for the level you wish to advance to. Think about what you already do to meet the criteria. Are there any criteria where you need to strengthen your practice? What can you do to advance your performance in these areas?
- During the year, keep a record or file folder with documentation on how you met criteria.
- Use the technical and core competency grid, look to the level you are applying for and keep notes on things you did that are examples of how you met specific criteria
- Make copies of documentation or forms that demonstrate technical or core competencies (be sure to block out any patient identifiers)
- Certificates or documentation of continuing education
- Articles or information you shared with staff
- Materials from projects or committee participation
- Ask for peer input on how you met certain criteria such as being an advocate for change, fostering teamwork etc.

Date	Timeline	Step	Done
	During the evaluation period	Non-accredited CEU and higher education course work must have been preapproved by supervisor and/or DON prior to PHNCL PA.	<input type="checkbox"/>
	During the evaluation period	PHN should keep a folder of documentation of CEUs, certificates, documentation to support technical and core competencies, and materials from projects and committees.	<input type="checkbox"/>
	During the evaluation period (For Tier 3 and 4 PHNs only)	PHNs at Tier 3 & 4 and their evaluator determines the proficiencies within each competency (contained in the Core and Technical Competency Grid) that apply to their job description	<input type="checkbox"/>
	Four weeks prior to evaluation (eleven months after previous evaluation)	PHN and evaluators schedule the evaluation meeting	<input type="checkbox"/>
	Two weeks prior to meeting date	PHNs give evaluators the completed portion of their evaluation tool	<input type="checkbox"/>
	Appraisal meeting	PHNs and evaluators will review performance goals and make goals the following year	<input type="checkbox"/>
	Five business days after the appraisal meeting	PHN has five business days to review and sign PHNCL PA. Appeal process must be started during this time. PHN will be notified of level and/or tier advancement	<input type="checkbox"/>
	Thirty days after appraisal meeting	The final appeal meeting is completed	<input type="checkbox"/>
	During the evaluation period	Supervisors and PHN will hold monthly check-in meetings to monitor progress of goals and other requirements of the PHNCL	<input type="checkbox"/>

APPENDIX B: PUBLIC HEALTH NURSE CAREER LADDER PERFORMANCE APPRAISAL

Section 1: PHN & Evaluator Information

Print clearly or type on form.

PHN Name:		
<u>PHN Employee ID#:</u>	<u>Current PHN Tier/Title:</u>	<u>Department/Division:</u>
<u>Direct Supervisor:</u>	<u>Evaluator:</u>	<u>Other Evaluators:</u>
<u>Direct Supervisor Title:</u>	<u>Evaluator's Title:</u>	
<u>Time Period of Evaluation:</u>	<u>Type of Evaluation:</u>	<u>Date of Evaluation:</u>
	<input type="radio"/> Annual <input type="radio"/> Probation <input type="radio"/> Other _____	

Section 2: Business Practice Expectations

It is acknowledged that while nursing skill underlies nursing practice there are some general business practices all PHNs are expected to perform. Please provide a rating for each of the Business Practice Expectation components listed below. See Appendices for scoring guidelines.

Business Practice Expectations						PHN Self-Assessment Score (1-5)	Evaluator Score (1-5)
	1	2	3	4	5		
E-mail and Computer Usage	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Documentation	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Productivity/Planning Organizing	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Time Management and Quality	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Accountability	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Total Score: Business Practice Expectations							
Average Score: Business Practice Expectations							
Evaluator Final Score							
Evaluator Comments							

Section 3: Professional Conduct and Work Expectations

PHNs at all levels have a responsibility to always conduct themselves in a professional manner, fully complying with the expectations listed below. Please provide a rating for each of the Professional Conduct and Work Expectations components. See Appendices for scoring guidelines.

General Workplace Expectations						PHN Self-Assessment Score (1-5)	Evaluator Score (1-5)
	1	2	3	4	5		
Communications/interpersonal Skills	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Reliability	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Professional Conduct/ Appearance	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Nursing Expertise/Judgement	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Adaptability	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Partially meets expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Sometimes Exceeds Expectations	<input type="checkbox"/> Consistently Exceeds Expectations		
Total Score: Professional Conduct and Work Expectations							
Average Score: Professional Conduct and Work Expectations							
Evaluator Final Score							
Evaluator Comments							

Section 4: Core and Technical Competencies

Provide written evidence to support achievement of two or more proficiencies for each competency at the PHN tier being assessed. Include enough detail and specific activities to clearly demonstrate and support your self-assessment score. Proficiencies can be found as bullet points in the Core and Technical Competency Grid. Please provide a rating for each of the Core and Technical Competencies components listed below. See Appendices for scoring guidelines.

PHNCL Categories of Performance	PHN Score	Evaluator Score
Competency 1: Critical Thinking		
Competency 2: Professional Development		
Competency 3: Communication		
Competency 4: Leadership		
Competency 5: Cultural Competency		
Competency 6: Ethics		
Competency 7: Nursing Process		
Competency 8: Quality Improvement		
Competency 9: Community Dimensions of Practice		
Job Specific Expectations (if applicable):		
Total Score (add scores of above categories)		
Average Score (divide total score by number of categories to obtain average)		
Evaluator Final Score		

Core and Technical Competencies Evidence and Comments

Competency 1: Critical Thinking	PHN's Evidence:
	Evaluator's Comments:
Competency 2: Professional Development	PHN's Evidence:
	Evaluator's Comments:
Competency 3: Communication	PHN's Evidence:
	Evaluator's Comments:
Competency 4: Leadership	PHN's Evidence:
	Evaluator's Comments:
Competency 5: Cultural Competency	PHN's Evidence:
	Evaluator's Comments:
Competency 6: Ethics	PHN's Evidence:
	Evaluator's Comments:
Competency 7: Nursing Process	PHN's Evidence:
	Evaluator's Comments:
Competency 8: Quality Improvement	PHN's Evidence:
	Evaluator's Comments:
Competency 9: Community Dimensions of Practice	PHN's Evidence:
	Evaluator's Comments:
Job Specific Expectations (if applicable)	PHN's Evidence:
	Evaluator's Comments:

Section 5: Developmental Goals

The following items reflect the PHN's goals set during discussion with the evaluator.

A. Goals attained during this evaluation period

Goals	Actions steps that lead to achieved goal	Areas of growth or opportunities for development
1.		
2.		
3.		

B. Goals established for the next evaluation period.

Goals	Action Steps	Evaluation Criteria	Estimated Completion Date
1.	1.	1.	
	2.	2.	
	3.	3.	
2.	1.	1.	
	2.	2.	

	3.		3.
3.	1.		1.
	2.		2.
	3.		3.

Developmental Goals: Met _____ Not Met _____

Explanation if Developmental Goals Not Met:

Section 6: Continuing Education Requirement

PHNs are required to obtain 10 Continuing Education Units (CEUs) or equivalent per appraisal year. For newly-hired PHNs, the first year's continuing education requirement will be met through successful completion of the MHD PHN orientation.

Please provide written documentation, or attach, evidence of CEU or equivalent:

Continuing Education Requirement: Met _____ Not Met _____

Section 7: Public Health Nurse Performance Appraisal Scoring Summary

The final scores from the Business Practice Expectations (Section 2), Professional Conduct and Work Expectations (Section 3), and Core and Technical Competencies (Section 4) will be recorded. Total the scores and divide by three to obtain the Final PHNCL PA Score.

PHNCL Categories of Performance	Final Scores
Business Practice Expectations	
Professional Conduct and Work Expectations	
Core and Technical Competencies	
Total	
Performance Score (Total of above 3 scores, divided by 3 to obtain the average)	

Section 8: Appraisal Findings Summary

Evaluators will review the PHNCL PA Tool to determine if all requirements are met.

Performance Requirements	Yes	No
Demonstrated Progress on Previously Identified Goals: (This box will not be checked if it is PHN's first appraisal)		
Demonstrated Progress on Previously Identified Areas of Growth/Opportunities: (This box will not be checked if it is PHN's first appraisal)		
Continuing Education Requirements Met		

Each of the PHNCL Categories of Performance are ≥ 3 :		
Final PHN Performance Appraisal Score from Section 7:		
All Performance Appraisal Requirements Met		

EVALUATOR COMMENTS:

PHN COMMENTS:

ATTACH STANDARDS, COMMENTS, CERTIFICATES OF CEU COMPLETION OR OTHER DOCUMENTATION, IF SPACE PROVIDED IS INSUFFICIENT AND CHECK BOX TO THE RIGHT IF MATERIALS ARE ATTACHED.

Section 9: Acknowledgement

PHN Signature verifies that this evaluation has been reviewed with PHN but does not necessarily imply agreement. After original approval, changes to ratings must be initialed and dated by all parties.

Acknowledgement and Signatures

I agree with the findings of the PHNCL PA
 I disagree with the findings of the PHNCL PA

- I disagree with the findings of the PHNCL PA and will pursue the appeal process

_____	_____
PHN Signature	Date
_____	_____
Evaluator Signature/Title	Date
_____	_____
PHN Leader Signature/Title (if applicable)	Date

Section 10: PHNCL PA Findings and Recommendations

Evaluator checks appropriate recommendation box(es). DON reviews, signs, and forwards to Commissioner of Health for final approval and signature.

Recommendations

Having reviewed the performance appraisal findings, the following recommendation(s) are *(check all that apply)*:

- PHN has successfully completed probationary period and should be granted permanent appointment to the position.
- PHN probationary period should be extended for another _____ days.
- PHN should remain at the current PHN tier with a 2% salary increment increase effective _____ (date).
- PHN should remain at the current PHN tier without a salary increment increase effective _____ (date).
- PHN should be promoted to PHN tier _____ with a 5% promotional increase effective _____ (date).
- PHN has reached the top salary of tier 3-8. PHN should be acknowledged for successful performance with a 2% non-pensionable compensatory lump sum.
- A corrective action plan should be created for the opportunities identified
- A PHN job improvement plan should be created / extended to address the performance issue(s).

_____	_____
Evaluator Signature	Date

Director of Nursing Signature

Date

Commissioner of Health

Date

APPENDIX D: BUSINESS PRACTICES EXPECTATIONS

Delivery of high quality public health services is a key goal for the City of Milwaukee Health Department (MHD). It is acknowledged that while nursing skill underlies our practice there are some general business practices that all PHNs are expected to perform in order to provide care in an efficient and effective manner. In order to maximize resources and continue to offer care to vulnerable populations, it is essential that PHNs perform in ways which document and assure the continuance of services. The following business practices are expected of all PHNs.

E-mail and Computer Usage

It is expected that PHNs have the ability to access information via MHD servers and the internet that will enhance and clarify their practice. PHNs should have an ability to access e-mail and respond as necessary to internal and external colleagues. PHNs who are unable to perform basic computer usage tasks should contact their supervisor for information on training and support. It is expected that PHNs will conform to all MHD policies regarding appropriate use of the internet and computer resources.

Documentation

Documentation of service is a critical component of providing high quality PHN care. Client records are the means of documenting service including all components of the nursing process, and providing visit information for billing and data collection. PHNs are expected to comply with all Health Record, Privacy and Documentation policies, and will complete documentation accurately, ethically, legibly and in a timely manner in accordance with the Documentation Policy. State and federal laws address privacy concerns and scope of practice, and it is expected that staff are familiar with laws that apply to nursing practice.

Productivity, Planning & Organizing

PHNs are expected to be familiar with the productivity goals and expectations of their programs, and will meet stated minimum goals. If there is a lack of clarity regarding specific goal expectations, PHNs will consult with their supervisors. PHNs will prioritize assignments based on program needs, risk assessments, work protocols and deadlines. PHNs will plan and organize activities to maximize productivity.

Time Management and Quality of Work

PHNs are expected to perform their duties in a manner that is consistent with MHD standards and program objectives, including time management skills. Nursing services should be carried out responsibly, accurately, effectively and timely. PHNs are expected to keep their supervisor informed of progress, concerns and issues. PHNs should consistently follow division policies and procedures.

Summary

Providing health care in an environment of limited resources and heightened need is a balance between efficient use of resources and successful strategies for validating effectiveness. All PHNs are responsible for contributing to the overall effectiveness of MHD. Effective and efficient business practices help assure our ability to offer ongoing services to the citizens of Milwaukee.

APPENDIX E: PROFESSIONAL CONDUCT AND WORK EXPECTATIONS

PHN practice uses a client centered service model, carried out in a variety working conditions, environments and with a diverse population. PHNs are expected to maintain professional conduct and meet work expectations at all times, adhering to city, department and division policies, procedures and rules. PHNs are mindful of the likely effects of language, actions, appearance, and behavior on others. PHNs accept responsibility for personal actions and demonstrate enthusiasm for and commitment to Public Health Nursing. PHNs will comply with the following professional conduct and work expectations.

Communication/ Interpersonal Skills

Each PHN contributes to a positive and supportive work environment. PHNs cooperate with others to accomplish common goals, and work together to achieve shared goals. Communication and actions are expected to be respectful and professional at all times. Interactions with clients, co-workers, outside agencies, supervisors and visitors should demonstrate respect for each individual. PHNs will listen effectively and demonstrate a willingness to help. PHNs are expected to observe all confidentiality safeguards required by Department policies and in accordance with State and Federal privacy laws.

Reliability

PHNs are expected to be regular in attendance. Unscheduled and frequent absences adversely affect the ability of MHD to provide quality service to clients. PHNs are expected to be ready to begin and end work on schedule. Arriving late or leaving earlier than the scheduled work times must be approved in advance by the appropriate supervisor.

Professional Conduct

The PHN thinks carefully about how speech, actions, appearance and behavior affect others. The PHN adheres to city and department procedures and rules. The PHN accepts responsibility for personal actions. PHNs are expected to conduct themselves in a safe, professional and efficient manner. They are expected to treat others respectfully, and with integrity and honesty. PHNs are expected to maintain appropriate professional boundaries with clients.

Nursing Expertise/Judgment

Public Health Nurses apply specialized knowledge, skills and judgment to attain positive outcomes. Understanding and applying core public health concepts and nursing ethics is essential. The PHN should be familiar with relevant ordinances, statutes and policy and procedures regarding nursing practice. PHNs should be familiar with key program references and data sources, and accurately interpret qualitative and quantitative data.

Nursing Judgment involves the analysis of problems by evaluating available information and resources; this includes developing effective, viable solutions which help drive healthy client outcomes and increase the effectiveness of MHD programs. The PHN analyzes problems effectively and makes appropriate decisions in a timely manner. The PHN is flexible and able to develop a feasible and effective solution based on available information. PHNs use established evidence-based standards to solve problems and respond to recurring problems by investigating underlying causes and taking steps to eliminate them. PHNs make realistic predictions of the amount of time a task will take and accurately identify what activities are within the nurse's scope of practice and authority. The PHN is able to assess the situation and modify the approach as new information becomes available.

Adaptability

PHNs adapt positively to change. They deal effectively with a variety of people and situations, and appropriately adapting their thinking or approach. They adjust schedules, tasks, and priorities when necessary. They recognize when changing expectations require new approaches and take the necessary steps to meet them. PHNs work through setbacks and ambiguous situations by systematically evaluating options and establishing appropriate action plans. They understand changing needs and priorities and effectively adapt their behavior even when under stress or pressure. They readily accept new technology and use it to continually improve efficiency or the quality of their nursing practice.

SUMMARY

PHNs are committed, skilled professionals whose goal is to improve the health of City of Milwaukee residents. As representatives of MHD, PHNs at all levels have a responsibility to conduct themselves in a professional manner.

APPENDIX F: CORE AND TECHNICAL COMPETENCY GRID

PHN Tier Definitions

PHN1 (novice/beginner) (PHN)

The PHN 1, or entry level PHN, is focused on competency building and skills development in public health nursing. The PHN 1 participates in a structured environment under supervision using a prescribed framework to guide practice. The PHN 1 uses basic nursing knowledge to provide safe client care while gaining public health experience. As experience is gained, the PHN 1 is learning to perform the full scope of public health nursing duties. With at least one year of public health nursing experience and successful completion of the training and orientation plan, the PHN 1 is eligible to be promoted to PHN 2.

PHN2 (competent level) (PHN)

The PHN 2 has one or more years of public health nursing experience and has successfully completed PHN probation. The PHN 2 is competent and assumes broad responsibilities requiring increased autonomy and professional judgment. The PHN 2 is focused on expanding skills; integrating experience-based and theoretical knowledge into practice. The PHN 2 consistently provides effective care, becoming adept in handling complex clients or situations. The PHN 2 assumes a beginning leadership role while continuing to seek mentoring and guidance. A minimum of three years as a PHN 2 is required before becoming eligible to advance to PHN 3.

(*) Applies to Nurse Practitioner only

PHN3 (Proficient level) (PHN)

The PHN 3 has three or more years of public health nursing experience and is eligible to apply for a PHN coordinator position. The PHN 3 is a confident, highly skilled public health nurse who draws on experience, intuition and abstract thinking to guide practice. The PHN 3 has an emerging leadership style and is expected to assume the demands of being a mentor and/or preceptor. The PHN 3 has become proficient in negotiating the public health system, using an interdisciplinary approach to maximize the delivery of quality care. A minimum of three years as a PHN 3 is required before becoming eligible to advance to PHN 4.

PHN4 (expert level) (PHN Coordinator)

The PHN 4, or expert level, is the most independent and autonomous public health nurse. The PHN 4 has well-developed Public Health expertise; is a recognized leader and a resource. The PHN 4 has a truly expanded role beyond the expectation of direct client care, using garnered experience to advocate for superlative public health nursing practice. The PHN 4 is actively involved in the community and promotes the field of Public Health Nursing, both internally and externally. The PHN 4 is the highest non-management level on the Nursing Career Ladder.

PHN 4* Nurse Practitioner (STD)

The Nurse Practitioner (NP) is an integral member of the STD clinical team, providing state-of-the-art STD medical services and clinical training to practicing health care providers in the region. The NP's scope of practice includes the blending of nursing and medical services for individuals, families and groups. This includes individual clients and the impact of their behaviors on the health of the community. In the MHD STD clinic, the NP oversees and guides the practice of STD PHNs who staff the clinic, as well as acting as a preceptor for Advance Practice Nurses, medical students and medical residents. The NP diagnoses and treats sexually transmitted diseases based on national STD guidelines provided by the Center for Disease Control (CDC) and MHD medical orders. The NP works with the MHD

(* Applies to Nurse Practitioner only)

Medical/Associate Medical Director in the interpretation and updating of the MHD STD Medical Orders. The NP must meet all regulatory requirements for certification and education for the State of Wisconsin.

PHN5 Management (Program Coordinator)

The PHN 5 coordinates the daily operation of a MHD program and is responsible for coordinating/managing a professional and/or non-professional support staff. The duties of the PHN 5 directly support the delivery of services to individuals, families and communities. The responsibilities include examining health data and analyzing delivery of services to ensure individual, family and community health needs are addressed and program objectives are met. The PHN 5 also assumes a role in the training and professional development of staff and assumes a leadership role in involving other community partners in planning, coordinating, implementing and evaluating health services. The PHN 5 may accept a leadership role in projects such as continuous quality improvement (CQI) processes or workgroups and may support a program manager in ongoing program implementation, development and evaluation.

PHN6 Management (PHN Supervisor/ Program Manager)

The PHN 6 is given an array of program implementation, management and/or supervisory duties which include responsibility for clinical services, home visiting, and community-based and population-focused programs. These responsibilities may include: implementation and oversight of health services; program and budget development; establishing and managing community relations; coordination of activities with other governmental and/or community organizations; providing professional expertise; establish timelines and work plans; assuring the integrity of program data collection; and presenting recommendations on policy issues. The PHN 6 leads and provides primary oversight of staff including orientation and staff development.

(*) Applies to Nurse Practitioner only

PHN7 Senior Management (Division Manager)

The PHN 7 may oversee more than one public health program, or a group of staff within a larger health center. PHN 7 is distinguished by its role in assisting with and sharing responsibility for the development and implementation of health programs and integration of nursing activities with overall divisional goals and objectives. At the PHN 7 level, administrative/managerial roles are the primary focus. The PHN 7 assists with the responsibilities of planning, organizing, directing, coordinating, and evaluating the overall division programs. PHN 7 may assume responsibility for the ongoing operation of the Division in the absence of the Division Director.

PHN8 Senior Management (Director of Nursing)

PHN 8 is the executive/senior management and leadership level of Public Health Nursing at the Milwaukee Health Department. The Director of Nursing (DON) is the highest nursing authority at the Milwaukee Health Department. The DON participates in all planning and decision making activities at MHD which affect nursing operations and services. The DON is focused on leadership and managerial responsibilities, upholds the mission and philosophy of public health nursing, formulates divisional policy, and develops and evaluates nursing services essential to the achievement of departmental objectives. The PHN 8 has full responsibility for the development of nursing policies to ensure safe, efficient, and effective nursing practice. The PHN 8 is a Transformation Nursing Leader, program innovator, a facilitator of excellence initiatives, and is a change agent for public health nursing. The PHN 8 is a recognized public health leader in the community; advising and serving on multiple coalitions and boards (State and Local Nursing Boards, nursing colleges, and other advisory boards).

(*) Applies to Nurse Practitioner only

Core and Technical Competency Grid

Competency 1: Critical Thinking

Critical thinking in Public Health Nursing is purposeful, informed, outcome-focused thinking that includes clinical reasoning and clinical judgment. It applies logic, intuition and creativity, is grounded in specific knowledge, skills and experience with a focus on safety and quality. Critical thinking is guided by standards, policies, ethics and laws. It carefully applies the nursing process across the spectrum of individuals, families, populations, and key stakeholders.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Assess the client’s available resources to achieve desired outcomes <input type="checkbox"/> Uses current practice standards, evidence-based research, statutes, rules and regulations to inform practice <input type="checkbox"/> Is flexible <input type="checkbox"/> Carefully weighs consequences of contemplated action <input type="checkbox"/> Is a keen observer of people, events and environment; prioritizes observations to help guide practice <input type="checkbox"/> Is logical, data-based and rational <input type="checkbox"/> Asks questions; looks for reasons, explanations, and meaning; seeks new information to broaden 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses and prioritizes information to develop an efficient and effective plan of action <input type="checkbox"/> Critically evaluates public health issues that are presented by the media <input type="checkbox"/> Utilizes community assets and resources to promote health and deliver care <input type="checkbox"/> Modifies practice when necessary to promote positive interactions around clients, populations, providers and technology <input type="checkbox"/> Identifies internal and external factors affecting public health nursing practice and services <input type="checkbox"/> Proactively identifies service opportunities and trends 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies actual or potential risks to the population’s health and safety, as well as barriers to health, i.e. interpersonal, systematic or environmental circumstances <input type="checkbox"/> Identifies the population or client’s needs, safety, complexity and desired outcomes when considering resource allocation and when delegating tasks <input type="checkbox"/> Confidently trouble shoots and effectively solves problems using experience, intuition and abstract thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of public health data and information; analyzes it using evidence-based and problem solving techniques from nursing, public health and other disciplines <input type="checkbox"/> Derives comprehensive population diagnoses and priorities based on assessment data <input type="checkbox"/> *Critically analyzes data and evidence for improving advanced nursing practice <input type="checkbox"/> *Translates research and other forms of knowledge to improve practice processes and outcomes <input type="checkbox"/> *Develops new practice approaches based on the integration of research,

(*) Applies to Nurse Practitioner only

<p>understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is self-directed, self-disciplined, and accepts accountability. Stays on task even if difficult 	<p>then capitalizes on them</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates problems and threats and takes preventative action <input type="checkbox"/> Is decisive, doesn't procrastinate on decisions <input type="checkbox"/> Effectively prioritizes and handles multiple tasks <input type="checkbox"/> Offers creative solutions and approaches; comes up with practical, useful ideas <input type="checkbox"/> Self-Aware: Recognizes the limits of personal viewpoints <input type="checkbox"/> Uses evidence when making decisions and evaluating resources <input type="checkbox"/> Is flexible and varies approach with situations 		<p>theory and practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Uses best available evidence to continuously improve quality of clinical practice <input type="checkbox"/> *Evaluates the relationship among access, cost, quality, and safety and their influence on health care <input type="checkbox"/> *Anticipates variations in practice and is proactive in implementing interventions to ensure quality
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates capacity for critical thinking <input type="checkbox"/> Engage staff and others in decision-making <input type="checkbox"/> Promote decisions that are client- centered <input type="checkbox"/> Prioritizes data collection activities based on immediate or anticipated needs <input type="checkbox"/> Acquires knowledge and skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts the delivery of public health nursing care considering changes in the public health system, and the larger social, political and economic environment <input type="checkbox"/> Designs program guidelines, activities and procedures that maximize availability, accessibility, acceptability and quality of public health 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies program and policy options and writes clear and concise policy statements <input type="checkbox"/> Uses epidemiological surveillance methods in community outreach, screening and case finding <input type="checkbox"/> Utilizes current techniques and technology in decision analysis and health planning <input type="checkbox"/> Prioritizes data collection 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses conflict resolution skills among populations, providers, and other stakeholders to ensure the safety and guard the best interests of the population and to preserve the professional integrity of the nurse. <input type="checkbox"/> Identifies, interprets, implements public health

(*) Applies to Nurse Practitioner only

<p>appropriate to the specialty area, practice setting, role or situation</p>	<p>services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and utilizes current relevant scientific health information <input type="checkbox"/> Prioritizes data collection activities based on immediate or anticipated needs <input type="checkbox"/> Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances <input type="checkbox"/> Acquires knowledge and skills appropriate to the specialty area, practice setting, role or situation <input type="checkbox"/> Optimizes fiscal resource allocation to support current and potential objectives and initiatives 	<p>activities based on immediate or anticipated needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances <input type="checkbox"/> Acquires knowledge and skills appropriate to the specialty area, practice setting, role or situation <input type="checkbox"/> Optimizes fiscal resource allocation to support current and potential objectives and initiatives 	<p>laws, regulations and policies related to patient care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes data collection activities based on immediate or anticipated needs <input type="checkbox"/> Acquires knowledge and skills appropriate to the specialty area, practice setting, role or situation. <input type="checkbox"/> Optimizes fiscal resource allocation to support current and potential objectives and initiatives
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Competency 2: Public Health Nursing (PHN) Professional Development

PHN professional development is continuous reflective, formal and informal life-long learning. It enables public health nurses to develop, maintain and strengthen competence, enhance professional nursing practice, and support achievement of career goals. It improves the nurse’s ability to function, contribute and adapt to the dynamic environment of public health.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
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(*) Applies to Nurse Practitioner only

<ul style="list-style-type: none"> <input type="checkbox"/> Completes PHN orientation <input type="checkbox"/> Applies public health nursing practices and standards <input type="checkbox"/> Identifies nursing professional development goals, i.e. Begins PHN portfolio <input type="checkbox"/> Assesses personal strengths and areas for improvement related to nursing role <input type="checkbox"/> Is open to and respectful of feedback from community, colleagues, management and others related to nursing role <input type="checkbox"/> Practices self-care; uses constructive outlets to help relieve tension and frustration <input type="checkbox"/> Works with management and staff to self-evaluate performance and to develop plans to improve performance as appropriate <input type="checkbox"/> Participates in MHD committees 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops plan for professional nursing development; builds upon strengths and addresses areas for improvement <input type="checkbox"/> Participates in suggested opportunities for continuous learning, i.e. formal education, attending continuing education offerings, reading professional literature, and engaging in other activities that develop new knowledge and skills <input type="checkbox"/> Seeks latest PHN standards and best practice <input type="checkbox"/> Evidence of achieving nursing professional development goals, i.e. maintaining a portfolio <input type="checkbox"/> Seeks feedback from community, colleagues, management and others related to nursing role 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks personal opportunities for continuous learning <input type="checkbox"/> Seeks continuous learning opportunities for others <input type="checkbox"/> Seeks membership in professional organization(s) and participates in internal/external committees <input type="checkbox"/> Advocates for adaption of latest and emerging PHN standards and best practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively participates in professional organization(s), internal/external committees <input type="checkbox"/> Actively participates in submitting abstracts and/or creating and giving presentations relating to public health issues <input type="checkbox"/> Advocates for and encourages the professional development of peer PHNs <input type="checkbox"/> *Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains professional competence by pursuing opportunities for continuous learning, attending continuing 	<ul style="list-style-type: none"> <input type="checkbox"/> Assumes responsibility for own professional development by pursuing education, participating in 	<ul style="list-style-type: none"> <input type="checkbox"/> Support and encourage others to participate in professional development opportunities <input type="checkbox"/> Create an environment in 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in at least one professional organization(s) <input type="checkbox"/> Demonstrates a commitment to lifelong learning

(*) Applies to Nurse Practitioner only

<p>education offerings, reading professional literature, and engaging in other activities which develop new knowledge and skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in research and demonstration projects that seek to improve the health of individuals and populations, and determine new ways to address health issues <input type="checkbox"/> Maintain knowledge of current nursing practice laws and the roles of function of interdisciplinary team <input type="checkbox"/> Learn from setbacks and failures as well as successes <input type="checkbox"/> Promotes education of the learners to meet their professional developmental needs 	<p>professional committees and work groups and contributing to a work environment where continual improvements in practice are pursued</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks professional certification in the area of expertise when available <input type="checkbox"/> Coach others in developing their own career plans <input type="checkbox"/> Participates in strategic planning and quality initiatives <input type="checkbox"/> Promotes education of the learners to meet their professional developmental needs. <input type="checkbox"/> Learn from setbacks and failures as well as successes 	<p>which professional and personal growth is an expectation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate federal and state laws and regulations that affect the provision of public health (reform, malpractice/negligence, reimbursement) <input type="checkbox"/> Advances Public Health Nursing through writing, publishing, presenting and participating with professional interdisciplinary and multidisciplinary audiences, and through participating in nursing and professional development organizations <input type="checkbox"/> Demonstrates a commitment to lifelong learning <input type="checkbox"/> Learn from setbacks and failures as well as successes 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures compliance with the State Practice Act, State board of Nursing regulations, regulatory agency standards and polices of the organization <input type="checkbox"/> Educate team members on legislative and regulatory process and methods for influencing both <input type="checkbox"/> Interpret impact of state and federal legislation on nursing <input type="checkbox"/> Considers the economic impact of the learning activities and organizational changes. <input type="checkbox"/> Contributes to the design, development, implementation, and evaluation of educational programs, including orientation, continuing education and other professional development programs <input type="checkbox"/> Learn from setbacks and failures as well as successes
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(*) Applies to Nurse Practitioner only

Competency 3: Communication

PHN Communication is the expressive and receptive interchange of information in a variety of formats. Effective communication is clear, concise, respectful, culturally relevant and timely. It is conducted professionally and legally, in an ethically responsible manner.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates information in a timely manner <input type="checkbox"/> Follows documentation policy and procedures. <input type="checkbox"/> Assesses the health literacy of the clients served <input type="checkbox"/> Communicates effectively in writing, orally, and when using electronic media <input type="checkbox"/> Communicates in a respectful, culturally responsive and relevant manner <input type="checkbox"/> Listens respectfully and promotes the expression of diverse opinions and perspectives <input type="checkbox"/> Uses a variety of methods to disseminate health information <input type="checkbox"/> Recognizes the potential impact of communicating health information on the well-being of the client. <input type="checkbox"/> Recognizes that the comprehension of individuals, families and groups may vary 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts communications to the health literacy of the client <input type="checkbox"/> Conveys information in communication formats that promote accuracy, evidence based practice, and awareness of health literacy <input type="checkbox"/> Articulates current PHN role within assigned program to internal and external audiences <input type="checkbox"/> Utilizes a variety of formats to communicate facts, ideas and skills that promote positive health outcomes <input type="checkbox"/> Solicits input from clients and peers when planning and delivering health care <input type="checkbox"/> Assesses and employs clients' and peers' preferred method of communication <input type="checkbox"/> Incorporates evidence-based communication techniques including therapeutic communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides honest and constructive feedback to others <input type="checkbox"/> Articulates the role of public health nursing to internal and external audiences <input type="checkbox"/> Applies group process and negotiation techniques (conflict resolution, active listening and risk communication) with individuals, families, groups and committees along with other colleagues <input type="checkbox"/> Demonstrates system level thinking and communication skills <input type="checkbox"/> Contributes own professional perspective with the inter-professional team and public health partners <input type="checkbox"/> Mentors others in presentation and communication skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates that a variety of approaches are considered and used to disseminate public health information <input type="checkbox"/> Communicates the role of public health within the overall health system <input type="checkbox"/> Interprets and communicates programmatic information for use by professional and lay audiences <input type="checkbox"/> Disseminates demographic, statistical, programmatic and scientific information for use by professional and lay audiences <input type="checkbox"/> *Communicates practice knowledge effectively (orally and in writing)

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<p>with health condition, current situation and well-being</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes communication style should be congruent with information that is being imparted 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates clearly, effectively and articulately when conducting interviews and assessments <input type="checkbox"/> Maintains communication with other providers throughout the health care system to optimize the referral process <input type="checkbox"/> Conveys information to public health partners, ensuring accurate and evidence-based communication 		
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with community groups, partners, and inter-professional teams <input type="checkbox"/> Provides training, orientation and education to staff <input type="checkbox"/> Creates a climate of mutual respect and understanding <input type="checkbox"/> Communicates thoroughly, promptly and respectfully to staff regarding performance issues <input type="checkbox"/> Performs performance appraisals with an attitude of professional respect and with 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains effective communication with individuals, staff, management, members of the community, members of professional organizations, and other pertinent constituencies <input type="checkbox"/> Assesses the health literacy of communities/populations served <input type="checkbox"/> Advocates for public health programs and resources <input type="checkbox"/> Solicits input from appropriate individuals and 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with systems leaders and key stakeholders <input type="checkbox"/> Communicates effectively as member or leader of internal and external inter-professional teams <input type="checkbox"/> Solicits input from organizational partners and stakeholders when planning health care programs <input type="checkbox"/> Presents health information to multiple audiences, including to community and professional groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes systems level methods to widely disseminate public health information tailored to varying audiences <input type="checkbox"/> Communications are characterized by critical thinking and decision making at the systems level <input type="checkbox"/> Presents health information to multiple audiences, as well as to a variety of organizations <input type="checkbox"/> Ensures system/organizational

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<p>a goal of maximizing staff effectiveness and success</p>	<p>constituencies to aid in decision making and program planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains open communication across departments and disciplines <input type="checkbox"/> Maintains open communication with community stakeholders <input type="checkbox"/> Provides training, orientation and education to staff <input type="checkbox"/> Communicates thoroughly, promptly and respectfully to staff regarding performance issues <input type="checkbox"/> Creates a climate of mutual respect and understanding <input type="checkbox"/> Performs performance appraisals with an attitude of professional respect and with a goal of maximizing staff effectiveness and success 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides training and education to staff, students and other health and human service professionals in the community regarding public health practices <input type="checkbox"/> Uses the media, advanced technologies, and community networks to communicate information <input type="checkbox"/> Informs appropriate community stakeholders of program opportunities and benefits <input type="checkbox"/> Produce cogent and persuasive written materials to address nursing, health, and organizational issues appropriate to the audience <input type="checkbox"/> Communicates thoroughly, promptly and respectfully to staff regarding performance issues <input type="checkbox"/> Creates a climate of mutual respect and understanding <input type="checkbox"/> Performs performance appraisals with an attitude of professional respect and with a goal of maximizing staff effectiveness and success 	<p>capacity to articulate the role of public health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strives for consistency in articulating the mission <input type="checkbox"/> Promotes communication systems for an open and transparent organization <input type="checkbox"/> Creates a climate of mutual respect and understanding <input type="checkbox"/> Performs performance appraisals with an attitude of professional respect and with a goal of maximizing staff effectiveness and success <input type="checkbox"/> Uses the media, advanced technologies, and community networks to communicate information <input type="checkbox"/> Informs appropriate community stakeholders of nursing opportunities and benefits <input type="checkbox"/> Produce cogent and persuasive written materials to address nursing, health, and organizational issues appropriate to the audience
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(*) Applies to Nurse Practitioner only

Competency 4: Leadership

PHN Leadership is the expected level of performance that integrates knowledge, skills, abilities and judgment in the profession and practice setting. Leadership includes leading one's self, others, and the organization. Public health nurses influence, motivate and empower others to contribute towards the health of the community.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in continuing education opportunities <input type="checkbox"/> Treats colleagues with respect, trust and dignity <input type="checkbox"/> Contributes toward a positive and culturally responsive work environment <input type="checkbox"/> Participates/interacts constructively with others <input type="checkbox"/> Assesses quality of personal PHN practice; builds upon strengths and identifies opportunities for improvement <input type="checkbox"/> Participates in quality improvement (QI) initiatives <input type="checkbox"/> Participates in internal Health Department committees 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses strengths and weakness within practice and program and advocates for appropriate change <input type="checkbox"/> Promotes a positive and culturally responsive work environment <input type="checkbox"/> Begins to develop mentoring capabilities under supervision <input type="checkbox"/> Has an accurate picture of strengths and weaknesses and is willing to improve; does an honest self-assessment <input type="checkbox"/> Admits personal mistakes, learns from them, and moves on to correct the situation <input type="checkbox"/> Is able to inspire and motivate people; sparks others to take action 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional organizations <input type="checkbox"/> Assesses strengths and weakness within MHD and advocates for appropriate change <input type="checkbox"/> Mentors colleagues in the acquisition of public health knowledge, skills, abilities and judgment <input type="checkbox"/> Supports quality improvement processes within the health department <input type="checkbox"/> Identifies and works toward eliminating barriers that affect service delivery <input type="checkbox"/> Is inspirational; helps people to see the importance of what they are doing 	<ul style="list-style-type: none"> <input type="checkbox"/> Works to promote strengths & address opportunities for improvement in programs, organizations and community <input type="checkbox"/> Assesses quality of PHN practice and facilitates QI projects <input type="checkbox"/> Oversees the nursing care given by others while retaining accountability for the quality of public health nursing care <input type="checkbox"/> Seeks ways to advance nursing autonomy and accountability <input type="checkbox"/> Provides direction to enhance the effectiveness of the inter-professional team <input type="checkbox"/> Models expert practice <input type="checkbox"/> *Participates as a team leader in the provision of health and medical care <input type="checkbox"/> *Assumes complex and advanced leadership roles to initiate and guide change

(*) Applies to Nurse Practitioner only

			<input type="checkbox"/> *Fosters collaboration with multiple stakeholders to improve health care <input type="checkbox"/> *Advocates for improved access, quality and cost effective health care
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Management:

PHN5	PHN6	PHN7	PHN8
<input type="checkbox"/> Plans and implements training and provides technical assistance and nursing consultation to health department staff, health providers, policy makers and personnel in other community and governmental agencies and organizations <input type="checkbox"/> Provides leadership and acts as a liaison with other community agencies and professionals, advocates on behalf of vulnerable individuals and populations, participates in assessing and evaluating health care services to ensure that people are informed of available programs and services and are assisted in the utilization of those services	<input type="checkbox"/> Delegates responsibilities appropriate to the licensure, education and experience of the staff <input type="checkbox"/> Develops, implements, and evaluates systems and processes that complement the overall system for performance improvement <input type="checkbox"/> Makes presentations to key policy makers, health care professionals, specific populations, funding sources and more general audiences in order to raise awareness and/or secure collaboration and funding <input type="checkbox"/> Plans and implements training and provides technical assistance and nursing consultation to Health Department staff,	<input type="checkbox"/> Demonstrates support of the Public health mission by protecting and promoting the health of all residents, implementing primary prevention strategies that prevent health problems from starting spreading or progressing <input type="checkbox"/> Participates in department and possibly community emergency response trainings and drills and support of disaster preparedness <input type="checkbox"/> Plans and implements training and provides technical assistance and nursing consultation to Health Department staff, health providers, policy makers and personnel in other community and governmental agencies	<input type="checkbox"/> Uses the legal and political systems to effect change <input type="checkbox"/> Contributes to development, implementation and monitoring of organizational performance standards <input type="checkbox"/> Influences the decision making bodies to maintain and improve quality nursing <input type="checkbox"/> Facilitates organization change and individual role redefinition <input type="checkbox"/> Demonstrate reflective leadership and visionary thinking on issues that impact the organization <input type="checkbox"/> Conduct periodic organizational assessments to identify succession planning <input type="checkbox"/> Provides nursing consultation to health department staff, health providers, policy

(*) Applies to Nurse Practitioner only

<ul style="list-style-type: none"> <input type="checkbox"/> Participates in quality management activities using quality improvement and evaluation approaches <input type="checkbox"/> Performs in a manner consistent with MHD's productivity goals <input type="checkbox"/> Helps create key values and shared vision and uses these principles to guide action <input type="checkbox"/> Understands MHD as one organization within a dynamic system <input type="checkbox"/> Exhibits creativity and flexibility and supports staff through times of change <input type="checkbox"/> Mentors colleagues, other PHNs, students and others as appropriate <input type="checkbox"/> Engages in team work as a team player and team builder <input type="checkbox"/> Works to create and maintain healthy work environments 	<p>health providers, policy makers and personnel in other community and governmental agencies and organizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies internal and external issues that may impact delivery of public health services <input type="checkbox"/> Adapts leadership style to situational needs <input type="checkbox"/> Serves as a change agent, assisting others in understanding the importance, necessity, impact, and process of change <input type="checkbox"/> Serves as a professional role model and mentor <input type="checkbox"/> Creates and communicates a clear vision, associated goals, and a plan to implement and measure progress <input type="checkbox"/> Works to create and maintain healthy work environments <input type="checkbox"/> Exhibits creativity and flexibility and supports staff through times of change <input type="checkbox"/> Mentors colleagues, other PHNs, students and others as appropriate 	<p>and organizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides learning environment leading to organization capacity building <input type="checkbox"/> Designs and negotiates organizational acceptance of appropriate roles for the utilization of all staff <input type="checkbox"/> Serves in key roles in the work setting by participating on committees, councils, and administrative teams <input type="checkbox"/> Influences the decision making bodies to maintain and improve quality nursing <input type="checkbox"/> Provides guidance, resources, and knowledge for professional growth of others <input type="checkbox"/> Mentors colleagues, other PHNs, students and others as appropriate <input type="checkbox"/> Exhibits creativity and flexibility and supports staff through times of change <input type="checkbox"/> Works to create and maintain healthy work environments 	<p>makers and personnel in other community and governmental agencies and organizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a mechanism that provide identification of staff with leadership potential <input type="checkbox"/> Mentors colleagues, other PHNs, students and others as appropriate <input type="checkbox"/> Assures that protocols or guidelines reflect evidence-based practice, including accepted changes in case management, and addressing emerging problems <input type="checkbox"/> Promotes the integration of clinical, human resource and financial data to support and enhance decision making <input type="checkbox"/> Participates on multi-professional teams that contribute to role development and, directly or indirectly, advance PHN practice and PHN services <input type="checkbox"/> Develops partnerships and coalitions with other to enhance health care through inter-professional activities such as education, consultations, program management and administration
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(*) Applies to Nurse Practitioner only

			<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates skill in advocating before providers, public representatives and decision makers, and other stakeholders<input type="checkbox"/> Exhibits creativity and flexibility and supports staff through times of change<input type="checkbox"/> Works to create and maintain healthy work environments
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(* Applies to Nurse Practitioner only)

Competency 5: Cultural Competency

Cultural competency is an examination of one’s own attitude and values, and the acquisition of the values, knowledge, skills and attributes that will allow an individual to work in cross-cultural situations. The public health nurse utilizes appropriate methods for interacting sensitively, effectively, and professionally with diverse populations in the community and workplace. Diversity includes but is not limited to language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities and historical experience.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes diversity as it relates to PHN practice and the community <input type="checkbox"/> Employs culturally competent public health nursing interventions <input type="checkbox"/> Communicates effectively with diverse populations <input type="checkbox"/> Applies culturally relevant and appropriate holistic approaches <input type="checkbox"/> Shows tolerance for different viewpoints; questions how own viewpoints influence thinking <input type="checkbox"/> Makes appropriate use of interpretation services <input type="checkbox"/> Respects cultural differences among colleagues and coworkers <input type="checkbox"/> Advocates for clients to be treated in a culturally 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains how diversity affects nursing process <input type="checkbox"/> Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services <input type="checkbox"/> Is Flexible; develops and adapts approaches to problems that take into account cultural differences <input type="checkbox"/> Accounts for diversity when planning and implementing nursing process <input type="checkbox"/> Implements programs and services in a culturally and ethically sensitive manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Educates others on providing culturally competent care <input type="checkbox"/> Leverages the unique talents and viewpoints of others <input type="checkbox"/> Models culturally competent care 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates diversity when adapting and evaluating nursing process, public health programs and policies <input type="checkbox"/> Demonstrates an understanding of the dynamic forces contributing to cultural diversity and the impact of those forces on public health issues <input type="checkbox"/> *Provides client centered care recognizing cultural diversity <input type="checkbox"/> *Incorporates the client’s cultural and spiritual preferences, values and beliefs into health care

(*) Applies to Nurse Practitioner only

competent manner			
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Management:

PHN5	PHN6	PHN7	PHN8
<input type="checkbox"/> Promotes a culturally competent and diverse workforce <input type="checkbox"/> Ensures culturally competent care by PHN's <input type="checkbox"/> Utilizes appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences <input type="checkbox"/> Takes into account cultural and language factors when working with staff from various cultural groups <input type="checkbox"/> Communicates program and public health issues clearly to all pertinent staff <input type="checkbox"/> Demonstrates respect for diversity in all interactions as reflected in such behaviors as cultural, ethnic and generational sensitivity	<input type="checkbox"/> Develops and adapts approaches to problems that take into account cultural differences <input type="checkbox"/> Demonstrates an understanding of the dynamic forces contributing to cultural diversity and the impact of those forces on public health issues <input type="checkbox"/> Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services <input type="checkbox"/> Promotes a culturally competent and diverse workforce <input type="checkbox"/> Defines expected outcomes in terms of values, ethical considerations, environment, or situation, considering associated risks, benefits and costs, and current scientific evidence <input type="checkbox"/> Demonstrates respect for diversity in all interactions as	<input type="checkbox"/> Promotes a culturally competent and diverse workforce <input type="checkbox"/> Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services <input type="checkbox"/> Includes members of cultural and/or ethnic communities in planning and evaluating programs impacting those communities <input type="checkbox"/> Includes members of cultural and/or ethnic communities in planning and evaluating programs impacting those communities <input type="checkbox"/> Defines expected outcomes in terms of values, ethical considerations, environment, or situation, considering associated risks, benefits and costs, and current scientific evidence <input type="checkbox"/> Demonstrates respect for diversity in all interactions as	<input type="checkbox"/> Advocates for culturally competent Public Health policies <input type="checkbox"/> Promotes a culturally competent and diverse workforce <input type="checkbox"/> Defines expected outcomes in terms of values, ethical considerations, environment, or situation, considering associated risks, benefits and costs, and current scientific evidence <input type="checkbox"/> Demonstrates respect for diversity in all interactions as reflected in such behaviors as cultural, ethnic and generational sensitivity

(*) Applies to Nurse Practitioner only

	reflected in such behaviors as cultural, ethnic and generational sensitivity <input type="checkbox"/> Takes into account cultural and language factors when working with staff from various cultural groups	reflected in such behaviors as cultural, ethnic and generational sensitivity	
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(* Applies to Nurse Practitioner only)

Competency 6: Ethics

PHN Ethics is a structural examination of a public health nurse's code of conduct, which is specified in the *Code of Ethics for Nurses with Interpretive Statements* and the *Principles of Ethical Practice of Public Health*. It involves treating people with respect, keeping commitments, inspiring the trust of others, working ethically and with integrity, and upholding organizational values. The public health nurse uses these considerations to deliver programs and services in a manner that preserves, promotes and protects the autonomy, beliefs, dignity, values and rights of diverse individuals, communities and populations.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands and complies with the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles of Ethical Practice of Public Health</i> <input type="checkbox"/> Delivers care that preserves autonomy, dignity, rights, values and beliefs of clients <input type="checkbox"/> Upholds confidentiality within legal and regulatory parameters <input type="checkbox"/> Learns the importance of professional boundaries <input type="checkbox"/> Assists clients in self-determined and informed decision making <input type="checkbox"/> Reports activities that are inconsistent with accepted standards of practice, illegal, unethical, or reflective of impaired practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates observations and concerns to appropriate agencies or decision making personnel <input type="checkbox"/> Advocates for equitable client care <input type="checkbox"/> Collaborates with others to advocate for the protection of the health, safety and rights of individuals and groups <input type="checkbox"/> Advocates and works to eliminate individual/client's health care disparities <input type="checkbox"/> Demonstrates and maintains professional boundaries and works to promote client's autonomy 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and supports resolution of ethical issues <input type="checkbox"/> Models, advocates and takes action to promote ethical PHN practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates and leads PHNs through the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles of Ethical Practice of Public Health</i> <input type="checkbox"/> Demonstrates a commitment to resolving issues and barriers that contribute to health inequalities in the community at large <input type="checkbox"/> *Integrates ethical principles in decision making <input type="checkbox"/> *Evaluates the ethical consequences of decisions

(*) Applies to Nurse Practitioner only

<ul style="list-style-type: none"> <input type="checkbox"/> Maintains ethical standards of practice (Public Health Code of Ethics) in all interactions <input type="checkbox"/> Keeps commitments <input type="checkbox"/> Demonstrates actions which are congruent with words and plans <input type="checkbox"/> Works with integrity <input type="checkbox"/> Upholds organizational mission, vision, and values <input type="checkbox"/> Is credible and trustworthy <input type="checkbox"/> Accepts accountability and responsibility for own actions <input type="checkbox"/> Is a mandated reporter, and takes appropriate actions when necessary 			
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Integrate high ethical standards and core values into everyday work activities <input type="checkbox"/> Demonstrates a commitment to practicing self-care, managing stress, and connecting with self and others <input type="checkbox"/> Ensures the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Oversees that PHN care preserves autonomy, dignity, rights, values and beliefs of clients <input type="checkbox"/> Participates in strategies that promote ethical nursing practice <input type="checkbox"/> Resolves ethical issues that involve PHNs and clients <input type="checkbox"/> Advocate for best practice <input type="checkbox"/> Demonstrates a commitment 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the application of ethical principles to operation <input type="checkbox"/> Create an environment in which others and self are setting expectation and holding each other accountable with in the division <input type="checkbox"/> Demonstrates a commitment to practicing self-care, managing stress, and 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a culture of ethical standards within organizations and communities <input type="checkbox"/> Ensure that nurses are actively involved in decisions that affect their practice <input type="checkbox"/> Create an environment in which others and self are setting expectation and holding each other

(*) Applies to Nurse Practitioner only

<p><i>of Ethical Practice of Public Health is practiced by PHNs</i></p>	<p>to practicing self-care, managing stress, and connecting with self and others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles of Ethical Practice of Public Health</i> is practiced by PHNs 	<p>connecting with self and others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles of Ethical Practice of Public Health</i> is practiced by PHNs 	<p>accountable within the organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a commitment to practicing self-care, managing stress, and connecting with self and others <input type="checkbox"/> Maintains procedures to screen for potential or actual unethical behavior, commercial bias, and compromise of intellectual property rights or conflict of interests <input type="checkbox"/> Ensures the <i>Code of Ethics for Nurses with Interpretive Statements</i> and the <i>Principles of Ethical Practice of Public Health</i> is practiced by PHNs
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(*) Applies to Nurse Practitioner only

Competency 7: The Nursing Process

The Public Health Nursing Process is a decision-making approach utilizing critical thinking skills and an ecological perspective to provide comprehensive, holistic, client/family/community-based care. “The nursing process is cyclical and dynamic; interpersonal and collaborative; and universally applicable.” The five steps of the public health nursing process are: Assessment, Diagnosis, Plan/Goal/Outcome, Implementation and Evaluation.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes a health concern or issue <input type="checkbox"/> Collects comprehensive data in a systematic and on-going process honoring each person’s uniqueness <input type="checkbox"/> Begins to identify assets and resources that can be used for improving health <input type="checkbox"/> Assesses the effects of interactions among individuals, family, community, and social systems on health and illness <input type="checkbox"/> Performs and documents a systematic, holistic, client/family assessment, which may include client’s physical assessment, screenings, history, learning 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses holistic approach in identifying client’s health needs <input type="checkbox"/> Describes factors affecting the health of a community <input type="checkbox"/> Adapts assessment and data collection techniques to minimize barriers (i.e. cultural power, health literacy, socio-economic inequities and typical patterns of response) <input type="checkbox"/> Identifies relevant sources of public health data and information <input type="checkbox"/> Applies diagnosis- specific and/or experiential knowledge to expand assessment criteria <input type="checkbox"/> Reviews and interprets health history, diagnostic tests and 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes available data, information, and knowledge to identify patterns and variances <input type="checkbox"/> Conducts comprehensive, holistic, wellness and public health assessments using known or innovative evidence-based techniques, tools, experience and direct and indirect methods <input type="checkbox"/> Gathers data from multiple interdisciplinary sources <input type="checkbox"/> Mentors PHN’s on effective assessment techniques, and prioritization 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consults with public health professionals and other stakeholders in the assessment of data collection systems <input type="checkbox"/> Coordinates with the interdisciplinary team to determine the prescriptive needs and medical interventions necessary for serving populations <input type="checkbox"/> Assesses the effect of public health interaction among individuals, families, communities, and social systems on health promotion and disease prevention <input type="checkbox"/> *Obtain relevant health and medical history <input type="checkbox"/> *Perform physical exam

(*) Applies to Nurse Practitioner only

<p>needs and barriers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate evidence-based assessment techniques and tools <input type="checkbox"/> Prioritizes assessments and data collection of the client's immediate condition or the anticipated needs of the client or situation <input type="checkbox"/> Applies ethical, legal, and privacy guidelines and policies to the collection, maintenance, use, and dissemination of data and information <input type="checkbox"/> Recognizes the client as the authority of their own health by honoring their care preferences <input type="checkbox"/> Documents in a professional, accurate, legible, timely manner according to policy <input type="checkbox"/> Recognizes changes in client's status from previous assessment data and seeks guidance if necessary from coordinator, mentor, and supervisor for appropriate actions <input type="checkbox"/> Learns to adjust frequency, depth/focus of assessment as appropriate to client's status 	<p>procedures relevant to the client's current status and initiates appropriate action</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjusts frequency, depth/focus of assessment as appropriate to client's status 		<p>based on age and history</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Perform and/or order preventative and diagnostic procedures <input type="checkbox"/> *Identify health and medical risk factors
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(*) Applies to Nurse Practitioner only

<p><u>Diagnosis</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically appraises assessment data and formulates a nursing diagnosis based on the client's response to actual or potential health conditions or needs <input type="checkbox"/> Validates the diagnosis or issues with the client, family, population or other stakeholders when possible and appropriate <input type="checkbox"/> Identifies actual or potential risks to client's health and safety or barriers to health <input type="checkbox"/> Utilizes standardized classification systems and clinical decision support tools, when available, in identifying nursing diagnosis <input type="checkbox"/> Documents diagnosis or issues in a manner that facilitates the determination of expected outcome and plan <input type="checkbox"/> Learns to prioritize diagnoses based on health and safety needs of client 	<p><u>Diagnosis</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes complex data, experience and information obtained during interview, examination, and diagnostic process in formulating nursing diagnoses <input type="checkbox"/> Systematically compares and contrasts assessment data with normal and abnormal variations in formulating multiple nursing diagnoses <input type="checkbox"/> Prioritizes diagnoses based on health and safety needs of client 	<p><u>Diagnosis</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists staff in developing and maintaining competency in the nursing diagnostic process <input type="checkbox"/> Synthesizes assessment data and nursing experience using critical thinking and clinical judgment to formulate nursing diagnoses 	<p><u>Diagnosis</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies potential risks to client safety, autonomy and quality of care based on assessments across the client, nurse and system spheres of influence <input type="checkbox"/> Synthesizes assessment data, advanced knowledge and experience using critical thinking and clinical judgment to formulate nursing diagnoses <input type="checkbox"/> *Interpret appropriate diagnostic and lab tests, to facilitate diagnosis common, acute illnesses, injuries and stable chronic diseases <input type="checkbox"/> *Use critical thinking in the diagnostic process <input type="checkbox"/> *Synthesize and analyze collected data <input type="checkbox"/> *Formulate a differential diagnosis <input type="checkbox"/> *Establish priorities to meet the health and medical needs of the client, family or community
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(*) Applies to Nurse Practitioner only

<p><u>Plan/Goal/Outcome</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets measurable, achievable, short- and long-term goals with the client based upon a critical appraisal of assessment findings and diagnosis <input type="checkbox"/> Assesses and develops plans that direct interventions and activities <input type="checkbox"/> Consults with the interdisciplinary team when appropriate <input type="checkbox"/> Derives culturally appropriate plan of care and expected outcomes from the diagnosis <input type="checkbox"/> Involves client, family, and health care providers in formulating plan of care and expected outcomes when possible and appropriate <input type="checkbox"/> Documents expected outcomes as measurable goals, including a time estimate for attainment <input type="checkbox"/> Documents plan of care and expected outcomes using understandable language <input type="checkbox"/> Identifies goals that are SMART (specific, measurable, attainable, realistic, and timely) <input type="checkbox"/> Uses current statutes, rules and regulations, and 	<p><u>Plan/Goal/Outcome</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with client, public health team and other stakeholders in determining roles within the planning process <input type="checkbox"/> Modifies plan of care and expected outcomes according to changes in the client's status, client's response or evaluation of the situation <input type="checkbox"/> Develops an individualized, prioritized plan of care in partnership with the client <input type="checkbox"/> Modifies practice when necessary to promote positive interaction between clients, care providers, community partners, and technology <input type="checkbox"/> Develops flexible and creative approaches to manage challenging situations <input type="checkbox"/> Selects strategies to meet the multifaceted needs of complex clients 	<p><u>Plan/Goal/Outcome</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiates outcomes that require nursing interventions from those that require system-level interventions <input type="checkbox"/> Uses a population- based approach to develop strategies for health and wholeness across the lifespan <input type="checkbox"/> Integrates current and emerging trends, nursing research and public health data in the planning process <input type="checkbox"/> Designs strategies to meet the multifaceted needs of complex clients 	<p><u>Plan/Goal/Outcome</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates cost effective solutions, continuity and consistency of services, satisfaction of involved entities and the organization, and resolution of health concerns, into SMART goals and measurable outcomes <input type="checkbox"/> Develops expected outcomes that reflect a commitment to enhancing community assets and meeting needs <input type="checkbox"/> Leads the design and development of processes to address the identified nursing diagnosis or issues <input type="checkbox"/> Considers population beliefs and values, benefits and risks, costs, current scientific evidence, current social policies, and own expertise when formulating expected outcomes <input type="checkbox"/> * Establish an evidence-based, mutually acceptable, plan that maximizes health potential <input type="checkbox"/> *Prescribe or order appropriate interventions <input type="checkbox"/> *Develop a client education plan <input type="checkbox"/> *Recommend consultations or referrals
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(*) Applies to Nurse Practitioner only

<p>standards to guide the plan of care and expected outcomes</p> <p><u>Implementation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employs practices which restore, support, and promote health <input type="checkbox"/> Demonstrates caring behaviors towards others <input type="checkbox"/> Supports collaboration with clients, colleagues, organizations and community resources to implement care plan <input type="checkbox"/> Provides health teaching that addresses such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, and preventative self-care <input type="checkbox"/> Provides education to individuals, families, groups, and communities to promote knowledge, understanding and optimal functioning across the wellness-illness continuum <input type="checkbox"/> Provides, under medical order, specific pharmacological agents or treatments based on clinical indicators, the client's status and needs, and /or the results of diagnostic laboratory tests 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates the care of clients with use of system and community resources to assure successful health transitions, enhance delivery of care, and achieve optimal client outcomes <input type="checkbox"/> Takes into account other's concerns during change <input type="checkbox"/> Provides anticipatory guidance to individuals, families, groups, and communities to promote health and prevent or reduce the risk of health problems <input type="checkbox"/> Modifies delivery of health information resources based on feedback from clients and community partners <input type="checkbox"/> Effectively partners with community organizations and groups to facilitate client's participation in programs and services <input type="checkbox"/> Describes the structure, function and jurisdictional authority of the MHD within local, state and federal public health agencies <input type="checkbox"/> Collects specific information about situations that are 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to integrate evidence and PHN expertise in order to initiate interventions for goals identified in care plan <input type="checkbox"/> Evaluates health information resources for accuracy, clarity, quality, relevancy and readability <input type="checkbox"/> Provides professional opinion on programs, policies and service delivery <input type="checkbox"/> Synthesizes data from local, state, federal and other sources, in consultation with community and other public health system stakeholders in the implementation of the plan of care <input type="checkbox"/> Describes the MHD's impact on stakeholders with the community <input type="checkbox"/> Champions new and ongoing collaborative relationships to implement the plan <input type="checkbox"/> Advocates for needed resources to implement the plan <input type="checkbox"/> Incorporates new knowledge, research and strategies to initiate change in nursing care 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for effective data collection systems with public health professionals and other stakeholders <input type="checkbox"/> Modifies health information resources based on feedback from clients, community members, providers, stakeholders and others <input type="checkbox"/> Engages advocacy groups in health education and promotion activities <input type="checkbox"/> Provides expert testimony at the local, state, and federal levels on program and service delivery to at-risk populations <input type="checkbox"/> Monitors compliance and reporting systems for quality and appropriate use of resources <input type="checkbox"/> Collaborates in the development of public health laws, regulations and policies <input type="checkbox"/> Facilitates utilization of systems, organizations and community resources to implement the plan <input type="checkbox"/> Uses advanced communication skills to promote relationships
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(*) Applies to Nurse Practitioner only

<ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate teaching, learning methods, community resources and technology to deliver health promotion and disease prevention information <input type="checkbox"/> Uses evidence based health promotion and health education models that are appropriate for the situation as well as for the client's attitudes, beliefs, culture, values, spirituality, developmental level, learning needs, readiness to learn and ability to learn, language preference, health practices and socioeconomic status <input type="checkbox"/> Supports public health policies, programs and resources <input type="checkbox"/> Assists with addressing noncompliance with laws, regulations, and policies <input type="checkbox"/> Provides holistic care that addresses the needs of diverse clientele <input type="checkbox"/> Contributes in emergency preparedness and response efforts <input type="checkbox"/> Follows public health regulations and program requirements (i.e. case identification, surveillance, 	<p>reported to public health officials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates new knowledge and strategies into action plans to enhance implementation and modifies plan as needed <input type="checkbox"/> Assumes responsibility for the safe and efficient implementation of the plan <input type="checkbox"/> Manages client care in order to maximize independence and quality of life <input type="checkbox"/> Advocates for the delivery of respectful, dignified and humane care <input type="checkbox"/> Assists client in identifying options for alternative care 	<p>practices if desired outcomes are not achieved</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts surveillance, case finding, and other reporting functions with health professionals and other stakeholders 	<p>between nurses and clients to provide a context for open discussion of the client's experiences and to improve healthcare and consumer outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participates in the development and continuous improvement of systems that support the implementation of the plan <input type="checkbox"/> Promotes policies, programs, and services for attainment of the expected outcome <input type="checkbox"/> *Synthesizes clinical data, theoretical frameworks and evidence when providing consultation <input type="checkbox"/> *Prescribes evidence based treatments, therapies, and procedures considering the client's clinical indicators, comprehensive health care needs, and results of diagnostic & lab tests <input type="checkbox"/> *Prescribes pharmacologic agents based on a current knowledge of pharmacology & physiology <input type="checkbox"/> *Evaluates therapeutic and potential adverse effects of pharmacological & nonpharmacological treatments
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(*) Applies to Nurse Practitioner only

<p>contact investigation, mandatory reporting, etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with client and others to implement plan in a safe, realistic and timely manner <input type="checkbox"/> Documents implementation of plan, modifications, progress and outcomes <input type="checkbox"/> Promotes client's capacity for the optimal level of participation and problem-solving <input type="checkbox"/> Communicates with client, family, and other stakeholders while providing coordination of care services <input type="checkbox"/> Connects populations with needed services <input type="checkbox"/> Provides information about intended effects and potential adverse effects of intervention <input type="checkbox"/> Implements follow up on coordination of referrals and appropriate interventions as a member of the public health and nursing team <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses ongoing assessment data to revise the diagnosis, outcomes, plan, and 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with management and staff to evaluate <i>team</i> performance and to develop 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with management and staff to evaluate <i>program</i> performance and to develop 	<ul style="list-style-type: none"> <input type="checkbox"/> *Creates an individualized plan <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with management and staff to evaluate <i>department</i> performance and to develop plans to improve
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(*) Applies to Nurse Practitioner only

<p>implementation as needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disseminates the results to the client and others involved in accordance with city, state and federal regulations <input type="checkbox"/> Actively participates in debriefing sessions including after an emergency response <input type="checkbox"/> Collaborates with client and others involved in the evaluation process to assess the effectiveness of interventions <input type="checkbox"/> Evaluates and documents responses to interventions 	<p>plans to improve performance as appropriate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in evaluation by monitoring and assuring appropriate use of programs and services to minimize unnecessary burden on the client <input type="checkbox"/> Evaluates client specific factors that affected the attainment of outcomes <input type="checkbox"/> Adapts the plan of care to the trajectory of treatment according to the evaluation process <input type="checkbox"/> Evaluates the outcome of health promotion activities; recognizing the cyclical nature of the nursing process, pursues continuous improvement 	<p>plans to improve performance as appropriate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the accuracy of the diagnosis and the effectiveness of the interventions and other variables in relation to the attainment of expected outcomes <input type="checkbox"/> Develops a systematic, ongoing, criterion- based evaluation of the outcomes in relation to the structures and processes prescribed by the plan of care and the indicated timeline 	<p>performance as appropriate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews efficiency and effectiveness of data collections systems with public health professionals and other stakeholders; advocates for improvement <input type="checkbox"/> Evaluates system level factors that affect the attainment of outcomes <input type="checkbox"/> Uses the results of the evaluation to make and recommend process or structural changes including policy, procedure, or protocol revisions as appropriate <input type="checkbox"/> *Evaluates the effectiveness of the treatment plan <input type="checkbox"/> *Reassess and modifies the plan as necessary
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in planning evidence based health promotion programs and services based upon 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses health information retrieval systems, data collection processes and technology applications 	<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the development of population-focused plan for health related services or programs 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses technology to measure and retrieve data and to implement and enhance nursing practice

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<p>current assessments, identification of population specific and prioritized needs, and understanding of policy issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses health information retrieval systems, data collection processes and technology applications <input type="checkbox"/> Evaluates staff performance in an objective and equitable fashion <input type="checkbox"/> Applies the basic public health sciences including behavioral and social sciences, nursing, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases <input type="checkbox"/> Collects data in a systematic and ongoing process from a variety of sources <input type="checkbox"/> Documents relevant data in a retrievable format <input type="checkbox"/> Includes a time estimate for attainment of expected outcomes <input type="checkbox"/> Considers characteristics of the situation, priorities, and stakeholder interests when contributing to plan development <input type="checkbox"/> Implements plans in a safe and timely manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates staff performance in an objective and equitable fashion <input type="checkbox"/> Partners with populations, health professionals, and other stakeholders to attach meaning to collected data <input type="checkbox"/> Synthesizes evidence on risk behaviors, behavior change theories, health communication models, learning theories, motivational theories and other frameworks when designing health education materials and health promotion programs <input type="checkbox"/> Applies the basic public health sciences including behavioral and social sciences, nursing, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases <input type="checkbox"/> Generates proposals and reports in support of needed programs and services <input type="checkbox"/> Assesses specific department needs for information, training and program adaptations <input type="checkbox"/> Assesses clinic and field requirements for proper staffing and resource 	<p>based on an assessment and prioritization of determinants of health, health assets, concerns, needs and risks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes data and compiles reports for public health officials and other decision makers as required by law, regulation and policy <input type="checkbox"/> Collaborates with other professionals to design compliance and reporting systems <input type="checkbox"/> Uses the results of the evaluation analysis to recommend or make changes, including policy, procedure, and program or service revision <input type="checkbox"/> Partners with populations, health professionals, and other stakeholders to attach meaning to collected data <input type="checkbox"/> Assesses health status of specific populations using epidemiological information and current trend data <input type="checkbox"/> Identifies and defines health problems based on health status indicators, determinants of health and other contributing factors <input type="checkbox"/> Relates environmental and population surveillance data 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides evidence-based strategies, activities, and outcome measures including opportunities for ongoing advocacy and coalition building in the implementation of a plan that is specific to the population assets, collaborative needs, resources and concerns with measured outcomes <input type="checkbox"/> Educates affected populations on the development and application of relevant laws, regulations, and policies <input type="checkbox"/> Ensures compliance with practice guidelines, community standards of care, and Federal and State laws and regulations <input type="checkbox"/> Demonstrates an understanding of the historical development, structure and interaction of public health and other health care systems <input type="checkbox"/> Identifies the individual's and organization's responsibilities within the context of the Essential Services of Public Health, and Core Functions <input type="checkbox"/> Documents relevant data in a retrievable form <input type="checkbox"/> Includes a time estimate for
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(*) Applies to Nurse Practitioner only

	<p>allocation to address health needs of population</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in community assessment; can distinguish between quantitative and qualitative community assessment data; understands incidence and prevalence data, knows how to access basic community epidemiological data <input type="checkbox"/> Ensures a safe working environment by adhering to the standards <input type="checkbox"/> Defines, assesses and recognizes the health status of populations and individuals, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the delivery of health care <input type="checkbox"/> Uses research findings in the development of policies, plans, procedures, programs and guidelines for population care <input type="checkbox"/> Collects data in a systematic and ongoing process from a variety of sources <input type="checkbox"/> Documents relevant data in a retrievable format 	<p>to populations and individuals served</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtains and interprets information regarding risks and benefits to the community <input type="checkbox"/> Demonstrates a recognition of how the data illuminate ethical, political scientific, economic and overall public health issues <input type="checkbox"/> Monitors and assures compliance with contracts involving health districts and community agencies <input type="checkbox"/> Conducts program evaluation as needed to determine whether program goals and objectives have been met <input type="checkbox"/> Works with management and staff to evaluate individual and team performance and to develop plans to improve performance as appropriate <input type="checkbox"/> Evaluates the integrity and comparability of data <input type="checkbox"/> Identifies gaps and necessary mechanisms to resolve missing and insufficient data, information, and knowledge resources <input type="checkbox"/> Oversees the systematic and purposeful collection of data, information, and knowledge 	<p>attainment of expected outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revises outcomes based on changes in trends, evidence, or stakeholders expectations <input type="checkbox"/> Develops a plan considering characteristics of the situation, priorities, and stakeholder interests <input type="checkbox"/> Coordinates clinical, financial, technical, educational, and other resources and systems needed to implement plans <input type="checkbox"/> Implements plans in a safe and timely manner <input type="checkbox"/> Implements the plan using principals and concepts of quality, project, or systems management <input type="checkbox"/> Fosters organizational systems that support implementation of the plan <input type="checkbox"/> Evaluates the effectiveness of the planned strategies in relation to nurse sensitive indicators, stakeholder responses, and the attainment of expected outcomes
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(*) Applies to Nurse Practitioner only

	<ul style="list-style-type: none"> <input type="checkbox"/> Includes a time estimate for attainment of expected outcomes <input type="checkbox"/> Considers characteristics of the situation, priorities, and stakeholder interests when contributing to plan development <input type="checkbox"/> Implements plans in a safe and timely manner <input type="checkbox"/> Evaluates the effectiveness of the planned strategies in relation to nurse sensitive indicators, stakeholder responses, and the attainment of expected outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Documents relevant data in a retrievable format <input type="checkbox"/> Includes a time estimate for attainment of expected outcomes <input type="checkbox"/> Develops a plan considering characteristics of the situation, priorities, and stakeholder interests <input type="checkbox"/> Implements plans in a safe and timely manner <input type="checkbox"/> Provides leadership for the coordination of inter-professional teams, integrated programs, services, and/or public policy <input type="checkbox"/> Evaluates the effectiveness of the planned strategies in relation to nurse sensitive indicators, stakeholder responses, and the attainment of expected outcomes 	
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(*) Applies to Nurse Practitioner only

Competency 8: Quality Improvement

Quality improvement in public health is the continuous assessment of policies, programs, services, and research in order to improve conditions and optimize health outcomes for individuals and the community. Public health nurses apply evidence-based research, creativity and innovative solutions to achieve excellence in nursing practice.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Advocates for implementation of safe public health nursing practices <input type="checkbox"/> Participates in quality improvement <input type="checkbox"/> Participates in strategies to promote healthy communities <input type="checkbox"/> Seeks continuous improvement of individual communication styles <input type="checkbox"/> Evaluates personal practice and quality of nursing care rendered in relation to existing evidence <input type="checkbox"/> Participates in the formulation of evidence-based practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses creativity and innovation to enhance practice <input type="checkbox"/> Analyzes factors related to accessibility of services, population safety and program effectiveness <input type="checkbox"/> Incorporates evidence-based communication techniques, including collaborative and guiding skills, negotiation and conflict resolution, and knowledge of health literacy, to optimize health outcomes and produce effective relationships with individuals, families, groups, communities, populations, and professionals <input type="checkbox"/> Identifies aspects of practice important for quality monitoring <input type="checkbox"/> Implements new knowledge and quality 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements new knowledge and quality improvement activities to initiate changes in practice <input type="checkbox"/> Provides leadership in the design and implementation of quality improvements <input type="checkbox"/> Identifies opportunities for the use of research to enhance public health nursing practice <input type="checkbox"/> Participates in efforts to influence healthcare policy to increase access to care, improve quality of care provided, and ensure ethical and equitable provision of care <input type="checkbox"/> Mentors colleagues for the advancement of nursing practice, the profession and quality public health services <input type="checkbox"/> Uses evidence based indicators to monitor the quality and effectiveness of 	<ul style="list-style-type: none"> <input type="checkbox"/> Involves public health partners in identifying expected outcomes that are achievable through implementation of evidence-based practices <input type="checkbox"/> Analyzes program processes and systems for barriers to accessibility to services, population safety, program effectiveness and quality <input type="checkbox"/> Disseminates current evidence through presentations, publication, consultations and use of other media <input type="checkbox"/> *Applies skills in peer review to promote a culture of excellence

(*) Applies to Nurse Practitioner only

	<p>improvement activities to initiate changes in practice and the delivery of care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies opportunities for improvement in daily work routines <input type="checkbox"/> Formulates recommendations to improve public health nursing practice <input type="checkbox"/> Verbalizes MHD commitment to the QI process 	<p>nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes data for improving nursing practice and population outcomes <input type="checkbox"/> Formulates recommendations to improve population outcomes <input type="checkbox"/> Provides leadership in the design and implementation of quality improvement 	
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in management activities using quality improvement and evaluation approaches <input type="checkbox"/> Collaborates with nursing staff and other disciplines at all levels in the development, implementation, and evaluation of programs and services <input type="checkbox"/> Inspires and empowers staff in their efforts to improve the process by which client care is provided <input type="checkbox"/> Seeks ways to advance 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes data and information to identify opportunities for improving services using appropriate internal and external data <input type="checkbox"/> Participates in and/or leads efforts to reduce cost and unnecessary duplication <input type="checkbox"/> Evaluates and assesses for safe public nursing practice <input type="checkbox"/> Provides direction to enhance the effectiveness of the inter-professional team <input type="checkbox"/> Structures work setting to facilitate the staff nurse's 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops mechanisms to monitor and evaluate programs for their effectiveness and quality <input type="checkbox"/> Innovates to effect change in policies, programs and services based on existing evidence <input type="checkbox"/> Shares research activities and or findings with colleagues and community stake holders <input type="checkbox"/> Supports nurses in advocating for and implementing environmental principles in nursing practice and public 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements process to remove or reduce barriers and to enhance assets within program and organizational systems <input type="checkbox"/> Provides the vision and secures the necessary resources to ensure the organization's QI efforts are successful <input type="checkbox"/> Influences decision-making bodies to improve the professional practice environment and health outcomes

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<p>nursing autonomy and accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses creativity and innovation in nursing practice to improve care delivery and population outcomes 	<p>ability to undertake constructive action for improving care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses the results of quality improvement to initiate changes in public health nursing practice and in programs, policies and public health systems (supervisor) <input type="checkbox"/> Ensure staff is clinically competent and trained on their role <input type="checkbox"/> Assures that protocols or guidelines reflect evidence based practice, including changes in service delivery, and addressing emerging problems <input type="checkbox"/> Seeks ways to advance nursing autonomy and accountability <input type="checkbox"/> Uses creativity and innovation to improve nursing practice and population outcomes 	<p>health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in and/or leads efforts with the population and other professionals, organizations and stakeholders to evaluate policies, programs and services <input type="checkbox"/> Articulate the link between metrics and goals <input type="checkbox"/> Uses creativity and innovation in nursing practice to improve care delivery and population outcomes <input type="checkbox"/> Evaluates safety, effectiveness, availability, cost and benefits, efficiencies, and impact on practice when choosing practice option that would result in the same outcome <input type="checkbox"/> Seeks ways to advance nursing autonomy and accountability 	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts the delivery of public health nursing care in consideration of changes in the public health system, and the larger social, political and economic environment <input type="checkbox"/> Articulate the link between organizational metric and nation initiatives <input type="checkbox"/> Uses outcomes to demonstrate that programs are meeting their intended purpose and quality <input type="checkbox"/> Uses creativity and innovation in nursing practice to improve care delivery and population outcomes <input type="checkbox"/> Creates a supportive environment for nursing research, scholarly inquiry, generation of knowledge, and translation of research into practice <input type="checkbox"/> Seeks ways to advance nursing autonomy and accountability <input type="checkbox"/> Evaluates safety, effectiveness, availability, cost and benefits, efficiencies, and impact on practice when choosing practice option that would result in the same outcome
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Competency 9: Community Dimensions of Practice

Community Dimensions of Practice is the establishment and utilization of community assets and resources to promote health and to deliver care. The public health nurse builds, engages and maintains a broad range of collaborative and negotiated relationships to achieve positive public health outcomes.

Non-Management

PHN 1 (beginner)	PHN 2 (competent)	PHN 3 (proficient)	PHN 4 (expert)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulate public health policies and programs <input type="checkbox"/> Participates in activities that facilitate community involvement <input type="checkbox"/> Utilizes community assets and resources to promote health and to deliver care to individuals, families, and groups <input type="checkbox"/> Demonstrates a commitment to public health policies, programs, and resources <input type="checkbox"/> Assesses client's needs and available resources to achieve desired outcome <input type="checkbox"/> Assesses client's ability to access and effectively utilize resources <input type="checkbox"/> Utilizes organizational and community resources to formulate a coordinated plan of care <input type="checkbox"/> Partners with others to effect change and produce positive 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and promotes public health policies and programs <input type="checkbox"/> Contributes to an environment that is conducive to the clinical education of nursing students, other healthcare students, and other employees as appropriate <input type="checkbox"/> Identifies community partners to support PHN practice <input type="checkbox"/> Collaborates with community partners to promote programs and the health of individuals and families within the population <input type="checkbox"/> Formulates innovative solutions to address barriers that prevent utilization of resources <input type="checkbox"/> Applies group process and negotiation techniques with clients and colleagues 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates and develops linkages and relationships within the community <input type="checkbox"/> Maintains and advances public health partnerships <input type="checkbox"/> Uses group process to advance community involvement <input type="checkbox"/> Partners effectively with key stakeholders and groups in care delivery <input type="checkbox"/> Identifies opportunities for population-focused advocacy <input type="checkbox"/> Assists the population to become informed about the options, costs, risks and benefits of policies, programs and services 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates effectiveness of community partnerships and strives to improve community engagement <input type="checkbox"/> Formulates effective approaches to community and public health concerns that include effective resource utilization and improvement of quality

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<p>outcomes through the sharing of knowledge of the client and/or situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in team work and team building processes <input type="checkbox"/> Develops effective professional relationships with others on the public health team and in the community 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies stakeholders <input type="checkbox"/> Recognizes and utilizes community linkages and relationships to promote public health 		
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Management:

PHN5	PHN6	PHN7	PHN8
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks information/resources and employs interactive problem solving to generate potential solutions to problems <input type="checkbox"/> Demonstrates awareness of existing resources that have potential for improving health status of target populations <input type="checkbox"/> Demonstrates an understanding of the role of government in the delivery of public health services <input type="checkbox"/> Works with staff and organizations within areas of expertise in order to contribute to the overall effectiveness of public health delivery 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads in establishing, improving, and sustaining collaborative relationships to promote population health <input type="checkbox"/> Establishes effective professional relationships with others on the health care team, management team, and in the community <input type="checkbox"/> Demonstrates an understanding of the role of government in the delivery of public health services <input type="checkbox"/> Creates and maintains effective working relationships with external resources related to public health services <input type="checkbox"/> Collaborates with community 	<ul style="list-style-type: none"> <input type="checkbox"/> Negotiate for use of community assets <input type="checkbox"/> Identifies community assets and available resources <input type="checkbox"/> Utilizes leadership, team building, negotiation and conflict resolution skills to build community partnerships <input type="checkbox"/> Demonstrates an understanding of the role of government in the delivery of public health services <input type="checkbox"/> Identifies how public and private organizations operate within a community <input type="checkbox"/> Collaborates with administrative peers in determining the acquisition, allocation, and utilization of 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops collegial relationships and collaborates with community partners to promote the health of the population <input type="checkbox"/> Develops collegial relationships and collaborates with community partners to promote the role of PHN <input type="checkbox"/> Demonstrates an understanding of the role of government in the delivery of public health services <input type="checkbox"/> Collaborates with the human resources staff to develop and implement recruitment and retention programs for staff <input type="checkbox"/> Collaborates with schools of nursing, professional

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<ul style="list-style-type: none"> <input type="checkbox"/> Works with staff on areas of clinical practice that contribute to the overall effectiveness of service delivery <input type="checkbox"/> Communicates with health care providers and other stakeholders regarding services and the PHN role in the provision of care 	<p>partners to promote health care access</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperates with other organizations sponsoring complementary health initiatives in the community <input type="checkbox"/> Collaborates with, provides leadership to, and otherwise involves stakeholders and affected populations in assessing health needs of specific populations or geographic areas, and in developing strategies and specific programs to address public health issues and community needs <input type="checkbox"/> Collaborates with other providers of nursing/ client care within the delivery system for delivery of services <input type="checkbox"/> Provides support for colleagues in analyzing, planning, and evaluating programs <input type="checkbox"/> Communicates with health care providers and other stakeholders regarding services and the PHN role in the provision of care 	<p>organizational, fiscal and human resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assures diverse representation of external/internal stakeholders in group processes <input type="checkbox"/> Collaborates with, provides leadership to, and otherwise involves stakeholders and affected populations in assessing health needs of specific populations or geographic areas, and in developing strategies and specific programs to address public health issues and community needs <input type="checkbox"/> Assures representation from appropriate community stakeholders for health service planning efforts <input type="checkbox"/> Facilitates implementation of the organization vision through collaborative leadership <input type="checkbox"/> Identifies research issues at a community level <input type="checkbox"/> Validates issues, problem or trends with stakeholders and community partners <input type="checkbox"/> Communicates with health care providers and other stakeholders regarding services and the PHN role in 	<p>organizations and human resources to recruit and retain PHNs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Validates issues, problem or trends with stakeholders and community partners <input type="checkbox"/> Collaborates with, provides leadership to, and otherwise involves stakeholders and affected populations in assessing health needs of specific populations or geographic areas, and in developing strategies and specific programs to address public health issues and community needs <input type="checkbox"/> Involves stakeholders in decision making and negotiates role responsibilities <input type="checkbox"/> Communicates with health care providers and other stakeholders regarding services and the PHN role in the provision of care <input type="checkbox"/> Strives to resolve conflicting expectations from populations, providers, and other stakeholders to promote safety, guard their best interests, and to preserve the professional integrity of the PHN
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