

UPMC
Nursing

Pathways to Excellence



Message from the Chief Nursing Officer

Twenty-five years ago, the United States was in the midst of a tremendous nursing shortage. Researchers from the American Academy of Nursing asked why some hospitals had problems with turnover while others did not. They studied 165 hospitals and found that certain hospitals, even in the midst of great turmoil, did not have issues with turnover because they had three important environmental characteristics: strong nursing leadership, professional practice, and professional development. This research became the foundation for Magnet recognition and the formula for creating cultures of excellence.¹

Over the years, research has demonstrated that true Magnet environments have higher patient satisfaction, lower patient morbidity and mortality, lower turnover, and higher staff satisfaction.^{2,3,4} To create these cultures, leaders built important infrastructure to support the business of patient care and the professional practice of nurses. They made value-driven, disciplined decisions that supported two vital concepts: every decision put the well-being of patients first, and the best nurses create the best patient care.

At UPMC, we are in the process of multiple strategic initiatives designed to support environments where nurses thrive. Since they involve systemic changes and cultural shifts, they don't happen overnight. But we have several large initiatives under way that will come to fruition in the next few months:

1. Nursing Clinical Career Pathway, our new career pathway featured in this issue.
2. New student and graduate nurse programs to increase the pipeline and ease entry into the profession.

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Message from the President, Hospital and Community Services Division

No matter what we call it — career ladder, pathway — what we are trying to create at a system level are healthy work environments where nurses can actualize their full potential and deliver the finest patient care.

Most important is the individual role you play at the unit level in creating healthy work environments. Retention is a local issue, so local that it is found not only at the hospital and unit level, but at the level of our shift. Creating healthy relationships with colleagues, physicians, patients, and families is essential to superb patient care and can be as simple as remembering to do the following things: treat everyone with respect, remember, they could be a member of your family; say "thank you" for support or a job well done; ask once, no one likes to be asked hundreds of times for the same information; be a team member and help each other; and finally, remember how it felt to be a student or a new graduate and step up to the plate and mentor. People are our most important asset. Engaged and present nurses create the finest patient experience.

Elizabeth Concordia
Executive Vice President, UPMC
President, Hospital and Community Services Division

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UPMC Nursing Vision

UPMC Nursing will create the best patient experience, nationally and internationally, through the selection, development, retention, and reward of the highest-performing nurses, while creating systems and programs that create consistency and excellence in patient care.

3. Professional development to create new programs to support nurses in their career growth through education cohorts and other benefits.
4. Leadership, in particular development of unit leaders, those individuals vital to a healthy workforce, and analysis of the role of unit leaders.
5. Forecasting the flow of nurses in western Pennsylvania around graduations and retirements, while predicting the need for nurses.

The teams addressing these initiatives are anchored by a chief nursing officer, a Human Resources executive, and a president, and are designed to reinvent and revitalize nursing at UPMC.

There are formulas for creating cultures of excellence. From simple things like recipes to sophisticated research guidelines, protocols, and evidence-based practice — these formulas achieve results. We are using these formulas, rooted in 25 years of research, and hope that you will be a part of the journey and the results.



Pamela Klauer Triolo, PhD, RN, FAAN
UPMC Chief Nursing Officer

¹ McClure, M., Poulin, M., Slovic, M., & Wandelt, M. (1983). *Magnet Hospitals: Attraction and Retention of Professional Nurses*. Kansas City, MO: American Academy of Nursing.

² Havens, D. (2001). *Unpublished raw data*.

³ Havens, D. & Aiken, L. (1999). *Shaping Systems to Promote Desired Outcomes: The Magnet Hospital Model*.

⁴ Scott, J., Sochalski, J., & Aiken, L. (1999). *Review of Magnet Hospital Research: Findings and Implications for Professional Nursing Practice*. *Journal of Nursing Administration*, 29(1), 9-19.

UPMC Nursing Clinical Career Pathway

At UPMC, we believe that all nurses have leadership potential — transformational leaders develop healthy relationships to influence patient care and create work environments where nurses thrive.

In creating cultures of excellence, one of the building blocks for nurses to realize their full potential is in a professional practice environment where nurses are developed and rewarded to achieve their highest potential. For this reason, UPMC Nursing, in conjunction with Human Resources, is developing the UPMC Nursing Clinical Career Pathway — a new performance management program based on the pathway format. The goal of the Nursing Clinical Career Pathway is to hardwire a culture of superb professional practice and patient care excellence with career choices, while rewarding nurses who live and practice the values with a flexible compensation strategy. The Clinical Career Pathway transforms the traditional nursing career ladder into a futuristic career pathway.

By now you may be wondering what a pathway is and what it means to you. The guiding principles in the creation of this pathway are to lead the nation in developing a dynamic, inclusive, stretch model that rewards performance while differentiating practice through position descriptions along the novice to expert continuum, and allowing for flexibility to meet patient care needs and life choices.

Career Ladder	Nursing Clinical Career Pathway
Traditional, slow, hierarchical progress	Contemporary, potentially quick progress
Singular path upward, in a prescribed stepped progression	Multiple paths
Move up or stop moving	Move faster, slower, change direction – customizable
Minimal work-life balance	Career-life fit
Assumes nurses needs are constant over time	Adjusts as the nurse's needs change over time

The Nursing Clinical Career Pathway will replace the current Clinical Advancement Program (CAP) and Procedural Advancement Program (PAP) with one inclusive pathway comprising six levels of nursing, each with specific performance, education, and experience requirements. These mirror the new Magnet Elements.

At each level there are defined behaviors in five theme areas:

1. transformational leadership
2. exemplary professional practice
3. healthy workforce
4. quality and innovation
5. learning architect

Behavioral thematic areas and focus

Transformational leadership is the fundamental driver of professional nursing practice and is essential to creating cultures of excellence. Transformational leaders create environments and cultures where nurses thrive and patients and families come first. Transformational nurses role model and teach exemplary professional practice and healthy work environment while continuously seeking to improve quality, and create cultures of learning. All nurses have leadership potential. Leadership is achieved through relationships founded in respect and inclusion with patients and families, colleagues, and others. Transformational leaders maximize the potential of all partners in care through trusting relationships by aligning values to achieve common goals and create exemplary patient experiences. The three areas of focus under transformational leadership are change and transition management, leading and developing others, and strategic planning.

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Exemplary professional practice is another element of the American Nurses Credentialing Center's new model for Magnet recognition. This section outlines the application of the nurse's role with patients, families, communities, and the interdisciplinary team. The two areas of focus are reflective practice and relationship-based care.

Reflective practice channels the nursing experience in a holistic framework of thinking. It is focused, mindful, engaged, and constantly considers the dynamics of individual patient experiences. Reflective practice requires that nurses apply the four patterns of knowing: empirical (didactic learning), aesthetic (through context), personal (through experience), and ethical or moral.

Relationship-based care (RBC) is a patient care delivery model that unites the patient, family, and entire care team as partners in the health care experience and the healing process. It is holistic in focus, and considers not only the physical, but also the psychological, spiritual, and emotional needs of patients and families. The foundation of RBC is relationships, providing a framework that transforms our organizational culture to one in which the holistic relationships with patients, families, colleagues, and self become the overarching goal. It is the catalyst to transform UPMC organizational culture by further enhancing a caring and healing environment. At UPMC, this type of care is known as UPMC Care.

Healthy work environment consists of highly engaged nurses who are physically, emotionally, and spiritually at peak performance at every age of their career lifetime. In this environment, nurses are tending to themselves and others, embodying authentic self-esteem and pride.

One area of focus for this section includes building and mending relationships, which is the ability to develop and maintain working relationships with various people internally and externally. The next focus is on the cultural and social environment in which a person works and the people with whom they interact. In this behavioral area there is attention and support surrounding cultural intelligence, horizontal violence, and impairment. Work-life balance is the next area in the healthy work environment section. This relates to nurses maintaining a conscious balance between work and personal life so that one doesn't dominate the other. Finding balance is about making clear choices that support your core values, beliefs, or feelings that are important enough to drive your decisions about how you behave. The last two sections are the physical plant, the infrastructure that keeps the facility clean, safe, and comfortable; and healthy behaviors and coping skills.

Learning architect is active involvement in the planning, design, and oversight of continuous learning, and fostering environments where learning and innovation thrive on a local and global professional level. Nurses are actively pursuing self learning, engaging in the development of others, sharing knowledge, providing continuous feedback, and incorporating best practices to ensure a continuous learning environment for students, professional nurses, and patients.

The two areas of focus here are: generativity and knowledge sharing. Generativity occurs when one derives satisfaction in caring for, and contributing to, the next generation, creates continuity and grants autonomy. Finding gratification and joy in the growth and development of others, creating a legacy in his or her own image, linking generations, and granting opportunities for autonomy and freedom are essential behaviors in this area. The second section, knowledge sharing, is an activity through which information, skills, or expertise is exchanged among friends or members of a family, a community, or an organization. Knowledge sharing embodies the essence of nurses as teachers who strive to make

a positive impact on the lives of patients and novice nurses through education, training, and support.

Quality and innovation is the last thematic area. This includes proactive involvement in evidence-based practices, research, and quality improvement to study, change, or improve processes and outcomes to patient care, as well as ensuring that the right patient gets the right care at the right time in the right way, every time. This area of focus includes research, quality improvement, and evidence-based practice.

UPMC Nursing is working with Human Resources to incorporate the five behavioral thematic areas into nursing job descriptions, performance evaluations, and competencies. We also are partnering in the development of an innovative compensation strategy called mass career customization.

This innovative compensation strategy is a flexible, but systematic model that:

- provides systematic structure to match work expectations and life needs with appropriate compensation
- acknowledges the changing expectations of the workforce and the work environment
- provides a framework to keep employees engaged and connected to the work
- incorporates a systematic structure to match work expectations and life needs with appropriate compensation
- acknowledges the changing expectations of the workforce and the work environment
- provides a competitive advantage to companies who value talent

In summary

We are continuing to finalize all aspects of the UPMC Clinical Career Pathway. More information will be shared in various venues as the program rolls out this winter

We hope that you share our excitement in the development of a program that is leading the nation in a culture of excellence that affords you flexibility in a lifelong career at UPMC.

To learn more about the Clinical Career Pathway concept visit the Continuous Learning section of this newsletter for suggested reading.

UPMC
Nursing

Clinical Career
Pathway feedback

If you have comments about the Nursing Clinical Career Pathway, e-mail us at nursingclinicalcareerpathway@upmc.edu.

Please note that you will not receive a response to your e-mail; however, your comments will help us adapt the model and create new questions and answers.

UPMC Clinical Career Pathway Q&A

How will the UPMC Nursing Clinical Career Pathway be different than CAP and PAP?

- Consists of one program: inclusive, rewards clinical care delivery regardless of site.
- Offers six levels.
- Rewards performance, expertise, education, and experience.
- Offers flexibility and choices.
- Integrates work expectations with nurse choices about worked hours, schedule, and other factors.
- Rewards nurses for responding to the changing performance expectations of physicians, patients, families, and students.
- Rewards what we value at UPMC: exemplary patient care, healthy workforce, leadership, learning, generativity, excellence, and teamwork.
- Promotions will be based on job descriptions, performance evaluations, and peer review.
- Model is evidence- and best practice-based.

Will there be educational requirements for advancement?

- Progression will be based on performance and expertise, not on education alone.
- Educational requirements will be based on the expectations and performance requirements of the specific position.
- As nurses progress on the pathway, they will be rewarded for further education.
- New roles for advanced practice nurses in clinical areas require master's and potentially doctoral study.
- Education requirements are essential for nurses to potentially serve as clinical faculty, act as preceptors, and support research and evidence-based practice.
- When a degree is required, progression will not occur until the degree is earned.

Why should there be educational requirements for progression?

- Research has demonstrated that higher education levels of nurses correlate with lower mortality and morbidity, as well as greater patient satisfaction.
- State regulations require that nurses who precept BSN students be prepared at the BSN level.
- Hospitals on the Magnet journey are supported by a higher percentage of baccalaureate-prepared nurses as well as a complement of advanced practice nurses.
- ANA resolution "RN + 10" may impact education requirements with state regulations and nurses should be rewarded for further education.

How will roles in the new model be created and evaluated?

For each level, RN1 to RN6, job descriptions will be created that use the philosophy of "novice to expert" to describe increasing levels of performance in the five behavioral areas:

1. transformational leadership
2. exemplary professional practice
3. healthy workforce
4. quality and innovation
5. learning architect

Entry and progression in the model will be based on the strategic needs of the unit and position availability, as well as the RN's ability and commitment to meet the expectations of the role.

How can the new model provide flexibility and choices as my career aspirations and life needs change?

The innovative compensation strategy is a flexible but systematic compensation model that:

- provides systematic structure to match work expectations and life needs with appropriate compensation
- acknowledges the changing expectations of the workforce and the work environment

what's
new

New UPMC Nursing policy

A new UPMC Nursing policy became effective Sept. 16, 2008. This policy, UPMC Nursing Consecutive Working Hours (HS-NA0412), will change operational practices to support the evidence that correlates patient safety and quality patient care with staff fatigue. It states that "Employees should not be scheduled to work more than 12.5 consecutive hours in a 24-hour period or over 60 hours in a seven-day period." The policy covers all UPMC Nursing employees who provide direct or indirect patient care services.

To learn more, visit the policy section of Infonet to locate UPMC Nursing Consecutive Working Hours (HS-NA0412), or contact your supervisor.

did you
know?

Nursing Grand Rounds

UPMC Center for Nursing Excellence and Innovation hosts monthly Nursing Grand Rounds, presenting topics that span clinical knowledge to professional development. They are held on the first Thursday of every month from noon to 1 p.m. Our nurses may attend the live presentation, view it simultaneously from their work computer, or view the archived presentation at a later date through Infonet.

Nursing Grand Rounds provides viewers 1 continuing education (CE) credit from the Pennsylvania State Nurses Association, once you complete and submit the evaluation and quiz. Viewing these monthly grand rounds will substantially contribute to the required CE credits for your licensure.

To learn more about the Clinical Career Pathway, view Grand Rounds presentation "Creating Cultures of Excellence in Professional Practice: New Generation Career Ladders," in the Grand Rounds archive on Infonet (<http://nursing.infonetupmc.com/GrandRounds.htm>).

Financial health and you

Open enrollment is a good time to look at your financial health, make changes, and add or revamp options including flexible spending accounts (FSAs).

In mid-October, all eligible full-time, flex full-time, job-share, and regular part-time staff were mailed a letter and brochure about *MyFlex Advantage* — UPMC Health Plan's new flexible spending account program. Beginning Jan. 1, 2009, UPMC's flexible spending accounts (FSAs) will be administered by UPMC Health Plan.

With the FSA program, you can save money from each paycheck on a pretax basis and then use those funds for your out-of-pocket expenses. You are able to set up separate accounts for health care, qualified child care, and commuter parking expenses. Taking advantage of an FSA has many important benefits.

Flexible spending accounts are funded through pretax payroll deductions. This reduces your taxable income while funding an account for you to pay for eligible expenses. With a health care FSA, you can use pretax dollars to pay for your and your eligible family members' health care expenses (prescription, physician and dental copayments, deductibles, and over-the-counter medications), even if you do not enroll in medical coverage through UPMC.

To learn more about *MyFlex Advantage*, please log in to My HUB and select the Human Resources tab. You will find the *MyFlex Advantage* link under My Benefits.

Continuous learning

Relationship-Based Care

Creative Health Care Management Inc. 2008
Mary Koloroutis, Editor

Becoming a Reflective Practitioner

Blackwell Publishing, 2004
Christopher Johns

Mass Career Customization

Harvard Business School Press, 2007
Cathleen Benko and Anne Weisberg

Effectiveness of a Clinical Ladder Program

JONA, Vol. 35, November 2005
Karen Drenkard and Ellen Swartwout

Career Progression Model Recognizes Professional Development

Critical Care Nurse, Vol. 24, No. 2, April 2004
Marilyn Patterson

A Clinical Advancement Process Revisited: A Descriptive Study

MEDSURG Nursing, Vol. 16, No. 3, June 2007
Cynthia Ward and Cynthia Goodrich

Center for Creative Leadership

www.ccl.org/leadership/newsletter/2005/JANissue.aspx

In the Spotlight

Donna Klaput Gardner, RN, MSN, CNE, was awarded the 2008 Professional Nursing Award from the Navy Nurse Corps Association. This association, a nonprofit national organization, was established in 1987 and is dedicated to bringing Navy nurses together. This award is given in recognition of one's significant contributions to nursing service, nursing practice, history, or research that brings honor or recognition to the Navy Nurse Corps or the Navy Nurse Corps Association. Ms. Gardner is a faculty member in the RN Program at UPMC St. Margaret School of Nursing.

Pamela Klauer Triolo, PhD, RN, FAAN, UPMC chief nursing officer, and Gail Wolf, RN, DNS, FAAN, professor of nursing, University of Pittsburgh School of Nursing, have been awarded the American Nurses Credentialing Center (ANCC) 2008 President's Award for their longstanding, exemplary service and support to the organization. By embracing the ANCC's mission and vision, this duo developed a new model for the Magnet recognition program, focusing on a brilliant configuration of the Forces of Magnetism and measurement of patient care outcomes. ANCC, which confers Magnet designation for health care organizations, is the world's largest nurse credentialing organization, and a subsidiary of the American Nurses Association.

did you know?

Continuing education

Continuing education enhances your skills and professional career. To learn about advanced degree options visit www.upmcnurses.com and select Career Opportunities. Here you will find information about the schools in our region along with corresponding contact information.

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