

## Guidelines for Advanced Practice Nursing Role Self-Assessment Using Benner's Novice to Expert Model

- Refer to the below guidelines to help you do the following:
- ✓ Analyze your new role
  - ✓ Monitor your clinical development throughout orientation and beyond
  - ✓ Validate your feelings and needs, particularly if you are in the novice stage
  - ✓ Complete the APN Orientation Self-Assessment included in this section

Stage	Description of Clinical Stage of Development	Emotional Feelings	Educational Needs
<b>Novice</b>	<p>Acquires rules for determining clinical actions</p> <p>Relies on rules, guidelines, and standards, rather than experience-based knowledge</p>	<p>Excited about learning the new role</p> <p>Possibly overwhelmed by most clinical situations, while adjusting to a new patient care provider role</p> <p>Concerned about missing something</p>	<p>Basic advanced practice guidelines of health care</p> <p>Ways to deconstruct tasks into context-free features</p> <p>One-on-one expert support (e.g., a mentor to validate understanding of care parameters and patient outcomes).</p>
<b>Advanced Beginner</b>	<p>Begins to increase skill performance but still relies on external standards, guidelines, and input</p> <p>Focuses on the moment, rather than the broader pictures</p> <p>Begins to organize and prioritize to accomplish all tasks</p> <p>Begins to recognize situational elements that differ from skill elements</p>	<p>Overwhelmed by the required knowledge and complexity of skills</p> <p>May become frustrated and have concerns about competence</p> <p>Becomes concerned with completing all of the ordered treatment and procedures, with highest priority given to a planned schedule</p> <p>Feels like a marginal team member and becomes reliant on others' judgment</p>	<p>A mentor who can provide a safe environment to ask questions and increase confidence, enhance communication, validate clinical judgment, and provide coaching about appropriate interventions</p> <p>Help to see the broader picture</p>
<b>Competent</b>	<p>Begins to increase clinical understanding/management, organizational ability, skills, and ability to anticipate patient trajectories</p> <p>Relies less on others' opinions for direction</p> <p>Becomes more active team</p>	<p>May describe this time as a roller coaster with both nerve-wracking times and good experiences</p> <p>Engages in increased risk taking, responsibility, and accountability assists movement to next stage; if not, stagnation and role</p>	<p>Experiential learning opportunities for further development</p> <p>To learn that there are limits to scientific knowledge, and begin to question the system</p> <p>Opportunities for</p>

	<p>member with increased comfort level in communicating with physicians</p>	<p>questioning with regression may develop</p> <p>May feel frightened about coping as learner feels greater responsibility for actions</p> <p>Experiences increased stress accompanying ethical questioning</p>	<p>involvement in problem solving and change are important</p> <p>Ongoing education is very important to foster continued growth and understanding of changes in the field and to ensure clinical currency</p>
<b>Proficient</b>	<p>Demonstrates practical grasp of clinical situations, with use of intuition</p> <p>Finds that actions become easier and less stressful</p> <p>Becomes more flexible, responsible, and appropriately involved with all team members</p> <p>Becomes excellent patient educator</p>	<p>Emotional attunement to various situations</p> <p>Decreased stress as the necessary actions to achieve outcomes are more apparent</p> <p>Increased satisfaction as a result of improved competence and comfort level with role</p>	<p>Small group educational opportunities to broaden perspectives and care expectations for clinical situations</p> <p>Problem-based learning with multiple perspectives in addressing patient care</p>
<b>Expert</b>	<p>Has a grasp of clinical situations</p> <p>Reads and recognizes a situation and its changing relevance, and can shift perspective accordingly</p> <p>Is a remarkably skilled, fluid performer/clinician who sees the big picture</p> <p>Uses increased intuitive links between recognizing salient issues and responding</p> <p>Uses the team and technology, and integrates theoretical and practical knowledge</p>	<p>Possibly frustrated due to lack of acknowledgment and accommodation</p> <p>If part of an organization geared toward minimum expectations, may experience additional frustration</p>	<p>Integration of theoretical and practical knowledge</p> <p>Positive mentoring relationships with others</p> <p>A voice in change to improve patient care and the broader health care system</p>

Source: Latham, C.L., & Fahey, L.J. (2006). Syllabus selections: Innovative learning activities. *Journal of Nursing Education, 45*(1), 44-48.

## APN Orientation Self-Assessment

Complete the following during your first week of orientation to help you better assess your perspectives on your new role. Highly recommended for novice APNs and optional for expert APNs.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Unit/Area: \_\_\_\_\_

1. What areas of your career do you most want to focus and further develop?
2. What do you look forward to most about your new job?
3. What do you fear the most about your new job?
4. What do you most hope to gain from your orientation experience?
5. Adapting to a new position/work setting is stressful and overwhelming. List three ways in which you cope with excessive stress.
6. What are your goals and objectives for your first, second, and third months in orientation as well as the remainder of your first year?