

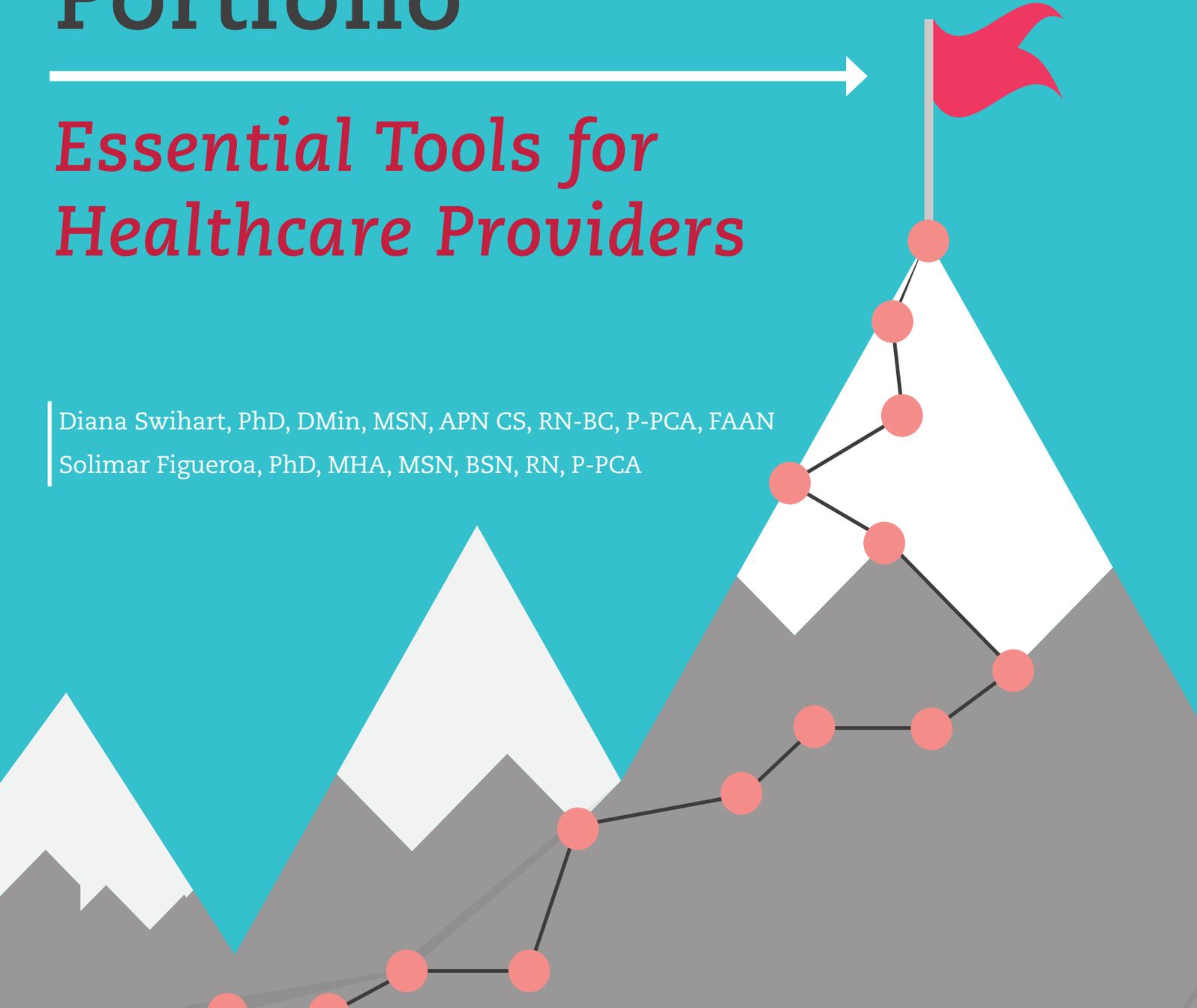
# Building Your Professional Portfolio



## *Essential Tools for Healthcare Providers*

Diana Swihart, PhD, DMin, MSN, APN CS, RN-BC, P-PCA, FAAN

Solimar Figueroa, PhD, MHA, MSN, BSN, RN, P-PCA



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# Dedication

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*To my beloved husband, son, and daughter-in-law. YOU are MY story and always shall be.  
In you, God continually blesses me. I could not do this work without you.*

— Diana Swihart

*To my dearest agape,  
You are yesterday, today, and forever.*

— Solimar Figueroa

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I would also like to acknowledge the many others who have contributed their ideas and thoughts through the countless classes, seminars, lectures, and discussions I have experienced over the years. I write from their influence and want to recognize their contributions as well. Though their names are too numerous to list, many can be found in this work and in the extended bibliography. To each and every one of you, thank you.

Finally, I would like to give special thanks to Dr. Ruth Politi, a brilliant researcher, educator, and friend who has allowed me to sound off ideas and questions as I explored the role of portfolios in academia and the potential they offer faculty, students, and employers. Her insight and counsel are deeply appreciated.

*Diana Swihart, PhD, DMin, MSN, APN CS, RN-BC, P-PCA, FAAN*

*February 2019*

Diana, I salute you for your tenacity of purpose. I am forever grateful. Daghang Salamat! (In English, many thanks! It is Cebuano dialect, one of the many dialects of my home in the Philippines.)

*Solimar Figueroa, PhD, MHA, MSN, BSN, RN, P-PCA*

*February 2019*

# About the Authors

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**Diana Swihart, PhD, DMin, MSN, APN, CS, RN-BC, P-PCA, FAAN**, the CEO & Managing Partner of the American Academy for Preceptor Advancement, enjoys many roles in her professional career and practices in widely diverse clinical and nonclinical settings. An author, speaker, researcher, educator, mentor, and consultant, she holds graduate degrees in nursing and leadership and doctorates in theology and ministry. She has published and spoken on a number of topics related to nursing, shared governance, competency assessment, continuing nursing education, nursing and servant leadership, new employee orientation, professional nurse development, building effective preceptorships, and evidence-based practice in clinical settings.

During her career, Dr. Swihart has served as an American Nurses Credentialing Center (ANCC) Magnet Recognition Program® appraiser, a treasurer for the National Nursing Staff Development Organization (now Association for Nursing Professional Development, ANPD), and a commissioner on ANCC's Commission on Accreditation. She currently serves as a Consulting Partner with the Forum for Shared Governance. In 2015, she was inducted into the American Academy of Nursing for her work in preceptor specialty practice and certification.

**Solimar Figueroa, PhD, MHA, MSN, BSN, RN, P-PCA**, brings more than 30 years of experience to her professional nursing practice. Now a Clinical Educator II, her practice has brought her to the Philippines, Kingdom of Saudi Arabia, Michigan, and the state of Florida. Dr. Figueroa's experience includes the position of an operating room nurse, operating room in charge, director of nursing, chief nursing officer, assistant director of nursing, and clinical educator. She also serves continually as a preceptor and mentor, roles that are very close to her heart.

Currently, Dr. Figueroa is a clinical nurse educator/preceptor liaison at Baptist Health South Florida. She has presented nationally on the "Married State Preceptorship Model," a one-on-one precepting model she developed for new nurse's transitioning into practice. Her model was published in *The Journal of Continuing Education in Nursing*. She is also an ANCC appraiser. Her doctorate is in Nursing, and her masters is in Nursing and Healthcare Administration.

# Preface

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Goals, qualifications, lived experiences, and acquired wisdom are often abstract and difficult to communicate. The French novelist Antoine de Saint-Exupéry once said, “A rock pile ceases to be a rock pile the moment a single man contemplates it, bearing within him the image of a cathedral.” The rocks in the pile of a life—your artifacts—represent the knowledge, skills, abilities, ideas, and accomplishments of transition you engage in as you grow personally, academically, and professionally. Your portfolio, a type of cathedral, houses those items of evidence you collect as you journey into ever increasing personal mastery and professional maturity.

The purpose of this book is to provide portfolio authors—and those who WANT to be portfolio authors—with many of the essential tools, ideas, and practical approaches for developing or redesigning an effective and efficient Master portfolio that can be adapted for unique purposes and target audiences. In this book, you will find a compilation of information and tools to help you identify, collect, and showcase your artifacts and reflective narratives in whichever format you choose.

Let’s take a closer look and see what’s here.

## Organization

This work is organized into nine chapters, with strategic and tactical processes for building your own Master portfolio and adapting it as needed (e.g., for an interview or performance review). This book explores the evolving processes and decisions folded into building portfolios. It contains a plethora of forms and strategies to help guide you along your journey of self-discovery and creative demonstrations of your successes, challenges, and achievements. Each chapter begins with an encouraging quote and concludes with a brief conclusion.

Chapter 1 explains the concept behind building your own portfolio for today’s complex academic and work environments. It looks at the purpose and types of portfolios you can explore, defines some terms, and briefly presents the benefits of building, managing, and sustaining a portfolio that is all about YOU!

Chapter 2 describes a basic conceptual framework for portfolios and discusses where the Master portfolio comes from. Examples of portfolio models, formats, and approaches to identifying the best model for your portfolio are provided to help you begin building yours.

Chapter 3 explores reflective practices through narratives and analyses to help you connect your artifacts in a meaningful and purposeful way that will speak to your target audience.

Personal mastery examples and legal and ethical considerations related to privacy, confidentiality, and disclosures offer guidance on how to protect your content and yourself when selecting your artifacts and reflections.

Chapter 4 focuses on collecting your artifacts and quality evidence. When and where do you start? What gaps, opportunities, and challenges do you want to explore when selecting your stories? How do you tell your story? Organization and presentation are critical components of any portfolio. The PEAKS model for collecting and choosing artifacts is presented, along with some forms to help you organize and manage your content.

Chapter 5 describes the process of bringing your portfolio together for self-determination, and writing your own personal mission and vision statements to assist you with your academic and professional goals, to help you communicate competence, and to engage in career planning. Five exemplars from various fields offer ideas on some of the ways that others have created and used their portfolios.

Chapter 6 discusses how to make your connections through narratives and exemplars, such as by keeping your materials current and writing narratives about how you learned from assessments and feedback. These connections are critical for powering up your career, communicating your effectiveness and competence during interviews and evaluations, and sharing your reflections and exemplars with your target audience.

Chapter 7 discusses how to evaluate and manage your Professional portfolio. What quality evidence will you include for evaluation and assessment by your target audience, whether peers, preceptors, colleagues, leaders, or YOU (self-evaluation)? A rubric is provided to help you organize, evaluate, and manage your artifacts and reflections to best represent your stories, your goals, challenges, and achievements.

Chapter 8 relates three case studies of different types and approaches to portfolio building contributed by experts in U.S. and global communities: teaching portfolios for nurse educators, upside-down portfolios for interviews and career planning, and Professional portfolios for clinical nurse leaders.

Chapter 9 offers a bit of shared wisdom, recommendations, and tips for success from multiple sources, including three exemplars from experts in the importance of portfolios for high-reliability organizations, nurse residency programs, and advanced practice providers.

The information presented in *Building Your Professional Portfolio* reflects the research and opinions of its authors, contributors, and advisors. Because of ongoing research and improvements in complex adaptive systems, academia, and professional mandates related to the value and use of portfolios in communicating competence and achievement, this information, these tools, and their applications are constantly shifting, changing, and evolving. Therefore, we have provided you with some definitions, a variety of models and tools, and multiple approaches to

building a Master portfolio as a repository of YOU—your stories, artifacts, reflections, and progress through school and work.

Whether you create just one Master portfolio or extract the artifacts and reflections to design portfolios for unique target audiences and specific purposes, it is now and always will be about YOU—the portfolio author, the master of your own destiny—and how you present yourself. Share only what you are comfortable sharing, and do so with integrity and honesty. It is the authors' sincere hope that you will find the tools and support you need in this work to help you tell YOUR story in YOUR way for whatever purpose YOU choose. Celebrate yourself and all you have accomplished through your portfolio.

—*Diana Swihart and Solimar Figueroa*



# The Importance of a Professional Portfolio

*When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one that has opened for us.*

— Alexander Graham Bell

A portfolio is not a new concept or construct. A review of available literature offers varied resources on building portfolios for personal, academic, and professional purposes (see bibliography). Many of these resources offer similar recommendations, describing the value and applications of portfolios in multiple venues. All recognize the importance of portfolios for personal and professional development and advancement. Let's take a closer look and see why.

## Purpose and Types of Portfolios

*Portfolios* are a visual way for us to look at all of the doors we have encountered in our lives and the many paths we have chosen—to celebrate the successes we have enjoyed, learn from our challenges, and enthusiastically anticipate whatever comes next. Each one is a collection of exemplars, artifacts, and other evidences organized in an electronic or hard-copy binder, for example, for a specific purpose or audience. Each person will build his or her portfolio based on its intended purpose, whether personal, academic, or professional advancement. Creating a Master portfolio that can be adapted when needed can provide a foundation for extracting whatever artifacts are required for specifically targeted audiences (e.g., new hire or career advancement). They showcase one's knowledge, skills, experiences, and accomplishments related to selected goals or objectives. Portfolios are NOT prescriptive; they are fluid and dynamic, providing past and present evidences (*artifacts*) demonstrating competence and competency related to experience, professional practices, processes, quality, and relationships.

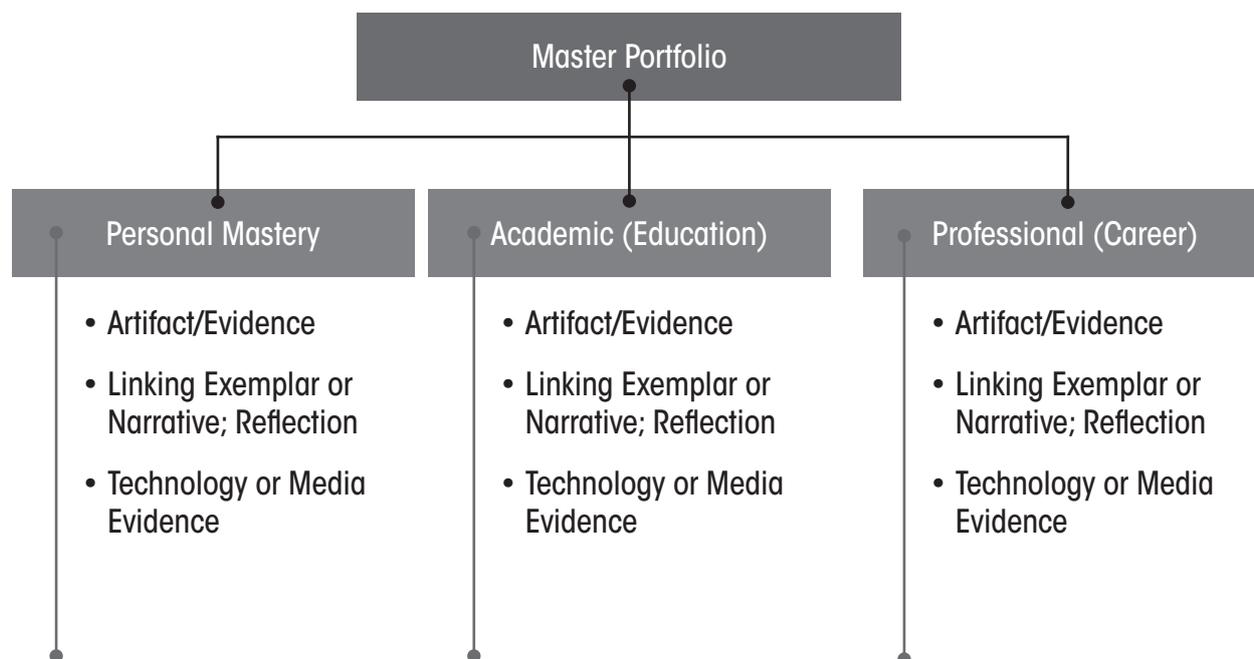
The purpose of this work is to bring together some of the best practices, exemplars, and tools for developing a *Master portfolio* that can be adapted for three areas to create multiple types of portfolios as needed: (a) personal mastery; (b) academia; and (c) professional, or career, applications (see Figure 1.1, Types of Portfolios). The emphasis, however, will be on selecting the artifacts, evidences, and reflections needed to build the *Professional portfolio*.

as academics and faculty, researchers, administrators, human resources personnel, regulatory agencies, accreditation specialists, preceptors and mentors, consultants, safety managers, or performance evaluators. The benefits of building portfolios to fit your needs now and in the future apply to whichever journey you take in your personal or professional life.

## **Benefits: Building, Managing, and Sustaining a Portfolio Is All About YOU!**

The primary purpose of a Master portfolio is to document, categorize, and showcase your knowledge, skills, and abilities (KSA); growth; and progress as an individual, as a student, and as a professional. This is especially critical for healthcare providers and students learning and working in increasingly complex communities of education and practice. Building your portfolio invites you to engage creatively throughout the process to do the following:

- Establish a strategic record of personal, academic, and professional activities and accomplishments over time
- Guide critical decisions related to your personal choices and volunteer activities, goals for education and training, and professional opportunities
- Tangibly demonstrate learning and KSAs in specific areas of study and practice
- Validate and improve competence through narratives that connect reflective practice to practice standards and advance relevant and purposeful competencies through continual professional development (Wright, 2015)
- Provide more detailed exemplars for performance-based interviews, applications for employment, scholarships, grants, bonuses, or promotions
- Speak to specific qualifications required for various positions when entering academia or the workforce and for transitioning into new roles
- Document required artifacts to illustrate portfolio-based competencies assessments for regulatory agencies, accreditations, performance appraisals or evaluations, or certifications (e.g., VA Nursing Professional Standards Board reviews, American Nurses Credentialing Center certification renewals, American Academy for Preceptor Advancement certifications for Preceptor Specialists)
- Explore and map the quality, safety, and expansiveness of personal mastery, academic progress, and professional development (e.g., serving on various committees, projects and task force groups, and interprofessional collaborative teams, completing preceptorships and mentorships)
- Guide academic and career planning (e.g., artifacts for progressive career ladders)
- Reflect on personal growth and development acquired through study, work, and applications of knowledge to meeting personal goals and gaining wisdom (e.g., enhances critical thinking skills and abilities to safely engage in complex projects or activities)

**Figure 2.1:** Conceptual framework for a Master portfolio

## Portfolio Models and Formats

Portfolios require interactive, consistent, and careful development. They help you own yourself and your stories. Through a Master portfolio, you can explore your personal and professional journeys over time, consider and write new goals, take controlled risks, and plan your studies and career more strategically. To be successful, you as the portfolio author will want to develop your skills in generating and applying quality evidence that communicates how your lived experiences, education, and practice correspond to your personal and professional standards. This will require careful consideration of the forms your evidence takes when creating your portfolio.

Once you have created a Master portfolio, sometimes called a Working portfolio, to maximize the benefits discussed in Chapter 1, it is important to identify the specific purpose or target audience in your planning. The most common portfolio types/models extracted from a Master portfolio are

**Figure 3.4:** Legal and ethical considerations for portfolios

	Description	Examples
Privacy	Protect the identities of those included in your portfolio; de-identify sensitive information, especially when artifacts are case studies or personnel records; remove or change all identifying features where appropriate. <b>Exception:</b> reference letters, signed testimonials, performance assessments, other documents with a name and title of the preparer may be added to your portfolio.	Personal identification numbers and identifiers, such as proper names, places, and details or information about situations or events to which you have access but that you do not have permission to share or reference in your portfolio
Confidentiality	Keep information or identities secret or private; use codes or tags to help identify sensitive artifacts that may be open or closed for disclosure.	Personal or professional codes of ethics or conduct Employee performance appraisals or evaluations
Disclosures	Protect yourself! Any artifact included in a portfolio or submitted for academic or professional reasons may be accessed by others; someone else may take some of your documents for various reasons or share them with unintended audiences.	Studies, reports, or projects submitted for academic credit Freedom of information requests/applications Subpoenas Case studies recorded

## Conclusion

When beginning to build your portfolio, create a Master portfolio from which excerpts or artifacts can be drawn to develop topic-specific ones for target audiences. For example, a Professional portfolio would include artifacts that address the stated qualifications and position or role-specific expectations that address the stated qualifications and position or role-specific expectations to help guide new hires or employees transitioning into a new role or position. The reflective narratives provide important context and examples of competencies and performance outcomes that might be requested during a performance-based interview.

# 4

## Collecting Artifacts and Quality Evidence

*Contributor: Jose Irizarry, MSN-ED, BSN, RN, P-PCA, Clinical Educator/Preceptor Specialist Advanced; Baptist Health South Hospital, Florida*

*The nature of a portfolio is that it's always a work in progress.*

*— Mom, Inc., Chronicle Books*

### When and Where to Start?

Start from where you are at this moment. Henry Van Dyke, an American author, educator, and clergyman, once said, "Some succeed because they are destined to, but most succeed because they are determined to." Determine NOW to begin building your Master portfolio with everything you have in your files, boxes, desks, or wherever your certificates, photos, records, journals, case studies, articles, and other documents from school and work currently reside. These items all provide the evidence of your growth and development as a person and as a professional. Let's begin with gaps, opportunities, and challenges with which you may already be struggling as you build your portfolio.

### Gaps, Opportunities, and Challenges

When developing a portfolio, it is important to recognize the skills and abilities you already possess when seeking opportunities in school or at work. You develop critical thinking by reflecting on and learning from past experiences. You become more analytical, which allows you to perform safely and make accurate personal and clinical judgments. Reflect upon clinical events or skills you found challenging during your learning and practice processes. Create a journal of your reflections, and analyze them to determine whether you have improved or advanced your knowledge, skills, and abilities (KSA) in your school or work activities. Are you more confident in taking risks or embracing opportunities, (seeking a job promotion or returning to school to get that next level of education you always wanted)?

When preparing your portfolio, ensure that you have evidence of your continuing education certificates and descriptions of how the learning was applied to your practice. What was the

**Figure 5.1:** Categories of artifacts for PEAKS success

Category	Description	Sample artifacts (items of evidence)
Bio stats	Artifacts that give basic information about you (e.g., a passport or a document showing that you have security clearance)	Résumé or CV; personal history; hobbies and extracurricular activities; passport, work permits, and visas; evidence of foreign travel and languages; contact information (phone number, email, physical address, credentials, etc.); website address/printout of homepage; business cards past and present; health records; attendance records or letters commending you for attendance and timeliness; letters of introduction or recommendations from peers, faculty, employers, colleagues, and others; professional photo of self; military service, honors; sports affiliations and honors; security clearances; list of references
Targeted task skills	Evidence of competency; skills you have mastered for performing specific tasks	Artifacts showing written and oral communication skills; writing sample with highly favorable handwritten comments; samples of articles, chapters, or books you have published; still photos from a video or presentation you made; evidence of competence in more than one language; project or work samples demonstrating or illustrating a competency (remove proprietary information); evidence of computer and other technical skills
People skills	Evidence of your ability to work effectively with other such as your ability to manage conflict equitably, to interact and collaborate with many different people with tact and skill, to be an effective team member, and to lead with responsible intention, compassion, and accountability (e.g., evidence of intent-based leadership style)	Leadership activities; evidence of appointments to leadership positions; commendations for your leadership skills; evidence that you were elected to a position by your peers (e.g., project team members or shared governance council members); evidence of effectiveness as a team member (e.g., favorable peer reviews); management experience; organizational affiliations and positions held; letters announcing your promotion or new assignment; evidence of interest in and exposure to more than one culture; proof of cultural sensitivity and competence



## Exemplar: Competency-based portfolio for performance reviews

Babo and Villaverde (2013) described how a portfolio was used to complete an annual performance review for a school principal's evaluation in a Texas school district. The Administrative Portfolio Appraisal System (APAS) was the process for performance evaluations of school administrators. The portfolio was structured with four key components: (a) self-assessment, (b) evaluation, (c) refocusing and planning, and (d) knowledgeable practice. The APAS process gave the school district a detailed, comprehensive development plan for administrators. They identified their own development goals and established a trusting relationship with the school district personnel. The APAS facilitated open, honest communication and shared vision between school administrators and leaders of the Texas school district.

The content of this competency-based portfolio for school principals focuses on leadership qualities related to culture, curriculum development, assessment of student learning needs, operational management, organizational structure, and servant leadership. Suggested artifacts include the following:

- Selected school curriculum
- Faculty meeting minutes
- Data of school goals and outcomes
- Standards for assessment of student performance
- Newsletters
- Attendance sheets for faculty and Parent-Teacher Association (PTA) meetings

# 7

## Evaluating and Managing Your Professional Portfolio

*We judge ourselves by what we feel capable of doing; others judge us by what we have done.*

— Henry Wadsworth Longfellow

When evaluating and managing your portfolio and before entering into an actual interview, begin testing it by sharing it with someone, perhaps your preceptor or mentor, a colleague, or faculty member. Ask for constructive feedback with suggestions for improvement. Take your portfolio into a simulated interview, and practice responding to some of the sample performance-based interview (PBI) questions provided in Chapter 6 while displaying artifacts from your portfolio. Your goal: to improve the quality and functionality of your focused portfolio.

Generally, neither your Master portfolio nor any portfolio you create for personal mastery will need this level of assessment, review, and improvement—YOU are the target audience. However, you will want to refine and practice using the evidence you include in an Academic or Professional portfolio. As the portfolio author, you choose what feedback or suggestions you want to keep, revise, or discard. Whatever you do, to be successful, you must be comfortable enough with your portfolio to navigate your artifacts (items of evidence) and narratives during an interview or appraisal, if either is part of the process.

You might want to review all of your artifacts and reflections quarterly to ensure that they are current and relevant, to generate new artifacts for any new achievements, and to add reflective narratives to record any new challenges and insights you may have experienced. Reflect on what you have learned and achieved between the time you review your portfolio and when you last did so. How have you grown personally and professionally? Although some people only do this annually, it is easy to lose sight of important events and outcomes unless you return to your portfolio—at least your Master portfolio—more frequently.

Evaluate your portfolio to determine what stays, what needs to be added, and what needs to be archived or discarded. Is your current model or format still working for you? Are there other ways to organize your artifacts and narratives? For example, perhaps you began collecting your documents, notes, training PowerPoint programs, references, and other important items in OneNote (a Microsoft Office product). OneNote is a digital notebook that allows you to organize and manage your work (e.g., artifacts and narratives) in a basic ePortfolio format. It is

**Figure 7.6:** Portfolio assessment rubric

<b>Standard criteria:</b> Include SPECIFIC COMMENTS for each criterion selected.			
<b>Applied:</b> Demonstration of ALL required elements, with additional evidence beyond listed requirements.			
<b>Emerging:</b> Demonstration of ACCEPTABLE required elements.			
<b>Developing:</b> INADEQUATE/INCOMPLETE demonstration of required elements, but can improve.			
OVERALL PRESENTATION			
	Applied	Emerging	Developing
Organization/presentation			
Table of contents (TOC)			
Order as reflected in the TOC (arranged in sequence)			
Presentation of print materials (type of paper, dividers, tabs)			
Articulation (grammar, punctuation, spelling)			
Neatness			
Clear, fluid, dynamic, completeness, and quality			
Artifacts (Items of Evidence)			
	Applied	Emerging	Developing
Cover letter			
Résumé/CV			
Philosophy, values, beliefs, personal mission and vision statements			
Performance evaluation			



# Case Studies and More Tools

*Everything should be made as simple as possible, but not simpler.*

— Albert Einstein

This chapter will present three case studies and more tools to give you an idea of what others are doing and how you might consider developing your portfolio.

## Case Study 1: Teaching Portfolios for Nurse Educators

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The purpose of this case study is to introduce nurse educators to the merit and use of a Teaching portfolio and to shed light on what to choose and document as teaching performance. Faculty members are held accountable for providing evidence about the quality of their teaching. Documenting teaching practices in a Teaching portfolio serves to provide evidence of teaching effectiveness by presenting the outcomes of good teaching.

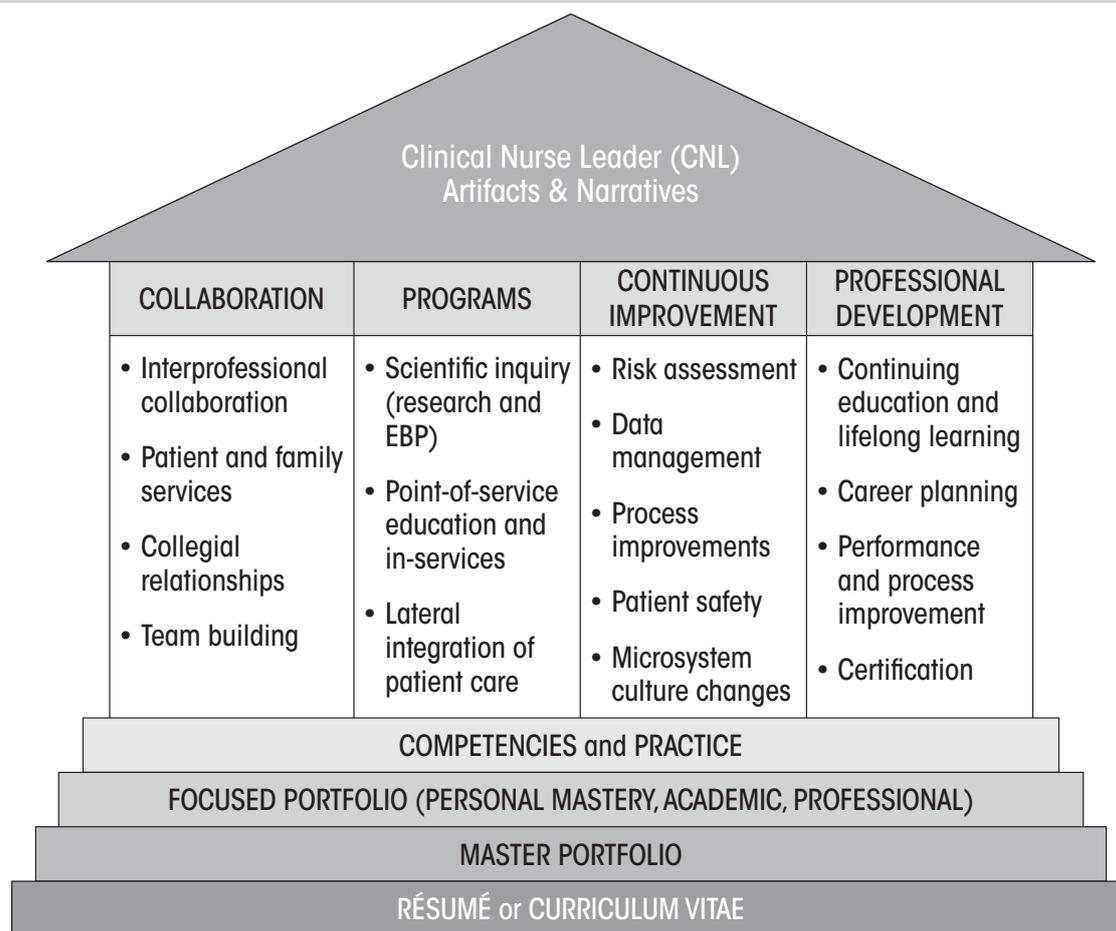
Teaching portfolios are like fingerprints: they humanize the person preparing the portfolio and reflect the nature of the educator's discipline. Consequently, thoughtful gathering of documents and material is necessary in serving the purpose of the Teaching portfolio and indicating the unique nature of nursing education.

Teaching portfolios serve two major purposes: a developmental purpose and an evaluative purpose. Key concerns relate to how to document teaching performance and what to include in a Teaching portfolio. Most agree that there is no single way to prepare it. However, it principally encompasses three main areas: namely, teaching practices that demonstrate products of effective teaching, material from oneself, and data from others.

Getting started with material gathering is the most difficult yet basic step in preparing the Teaching portfolio. One needs to be careful not to carry out exhaustive compilation of all documents and material related to teaching performance. Deciding on select teaching activities and evidence of their effectiveness is critical.

Nurse educators are under increasing pressure to improve the quality of their teaching. They are asked to provide evidence of their teaching competence and effectiveness to maintain their

**Figure 8.13:** Building a CNL portfolio



We understand the importance of the relationship between Professional portfolios and regulatory agency requirements ensuring CNLs practice in accordance with professional competency standards. Figure 8.14 gives an example of the types of competencies we collect artifacts to support and write narratives to provide context and meaning when creating our portfolios. By building a basic infrastructure, such as a conceptual framework for our Professional portfolios, and integrating our professional standards into the context for our artifacts and narratives, we can successfully create a well-designed, highly functional, and more valuable print and/or ePortfolio that supports whatever position or role we enter into in our professional and academic roles. The standards give us specific concepts for designing, collecting, and selecting the quality evidence we need for interviews, performance appraisals, competency assessments, or promotions.

We recommend this process for CNLs working in organizations that have professional career ladders, such as leadership development and advancement programs, or quality and patient safety positions. The content of your Master portfolio (everything but the kitchen sink ... unless you need to show you can operate one safely) preserves all of your data and documents in an organized, cohesive, and manageable repository. These can be archived and retrieved for future use whenever the need arises or a new purpose is identified for a target audience.

**Figure 8.14:** Sample CNL standards (dimensions) for creating artifacts and narratives to demonstrate competency

CNL STANDARDS (DIMENSIONS) FOR CREATING ARTIFACTS AND NARRATIVES TO DEMONSTRATE COMPETENCY					
<b>SCOPE:</b> <i>The CNL executes position responsibilities that demonstrate leadership, experience, and creative approaches in the management of complex patient care.</i>					
PERFORMANCE EVALUATION FUNCTIONS					
1. <b>Unsatisfactory</b>	Has not met all criteria				
2. <b>Low satisfactory</b>	Has met all criteria, but at times performance is marginal				
3. <b>Satisfactory</b>	Has met all criteria, at times exceeds expectations				
4. <b>Highly satisfactory</b>	Has met all criteria, usually exceeds expectations				
5. <b>Outstanding</b>	Has met all criteria, consistently exceeds expectations to an exceptional degree				
STANDARDS/DIMENSION REQUIREMENTS					
<b>PRACTICE:</b> Provides leadership in the application of the nursing process to client care, and to organizational processes and/or systems, improving outcomes at the program or service level.					
CRITERIA	1	2	3	4	5
Demonstrates leadership in the development of care models for effective, safe, efficient, evidence-based nursing care. Leads the care coordination of a group of complex patients using the model.					
Uses evidence-based nursing practice to develop a plan of care based on the assessed needs of the patient and family. Provides direct patient care using the nursing process.					
Provides patient education, including symptom management and monitoring, health promotion, maintenance strategies, and self-care.					
Recognizes differences in patient responses to illness and therapies related to an individual's cultural, ethnic, socioeconomic, linguistic, religious, and lifestyle preferences.					
Demonstrates clinical expertise in symptom management, pain control, and comfort measures.					
Demonstrates knowledge of age-specific care for the young adult, middle adult, and older adult. Nursing measures are appropriate for age-specific care requirements.					
Provides oversight of nursing staff clinical care to ensure effective outcomes in complex patient populations.					
Develops and applies nursing standards and guidelines to clinical practice and measures impact for improved patient outcomes. Uses patient outcome data to measure achievement of clinical outcomes.					
Delegates, oversees, and evaluates the performance of others in the delivery of nursing interventions in collaboration with the nurse manager.					

# Appendix A: Bibliography

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# Building Your Professional Portfolio

## Essential Tools for Healthcare Providers

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Portfolios are a visual way to look at all the career experiences nurses have encountered in their lives and across the many paths they have chosen—to celebrate the successes, to learn from challenges, and to enthusiastically anticipate whatever comes next.

Creating a master portfolio that can be adapted when needed can provide a foundation for extracting whatever artifacts are required for specifically targeted audiences. They showcase your knowledge, skills, experiences, and accomplishments related to selected goals or objectives. Portfolios are fluid and dynamic, providing past and present evidence (artifacts) demonstrating competence and competency related to experience, professional practices, processes, quality, and relationships.

When building your master portfolio this book will help you answer the question of when and where do you start? What gaps, opportunities, and challenges do you want to explore when selecting your stories? How do you tell your story?

This resource will help you:

- Explore the evolving processes and decisions folded into building portfolios.
- Look at the purpose and types of portfolios, terms, definition, and the benefits of building, managing, and sustaining a portfolio.
- Connect your artifacts and experience in a meaningful and purposeful way that will speak to your target audience.
- Construct your own personal mission and vision statements to assist you with your academic and professional goals.

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