

## SELF-REPORTING TOOL: *Inpatient Areas*

**Subject's Name:** \_\_\_\_\_ **Evaluator's Name:** \_\_\_\_\_

**Requires Evaluation Descriptors (Quality & Effect on Team) for reference**

PLANNING & MANAGING CARE	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Addresses patient safety needs (ex: i.d. of correct patient, positioning, skin care, functioning monitor alarms, siderails, lab processing).	RN 1-4			
2. Applies age-specific/cultural considerations to care of patient.	RN 1-4			
3. Adjusts resources and/or decreases costs of patients' care.	RN 1-4			
4. Ensures or improves cost effectiveness (or cost/case) in your area (beyond what is expected of everyone).	RN 3-4			
5. Moves patients from one phase of care to another on pathway or care plan.	RN 1-4			
6. Applies evidence based learning to current clinical practice.	RN 2-4			
7. Manages complex clinical situations.	RN 2-4			

**It is required to describe specific example(s) for each Key Function. Please enter specific example(s) below:**

CONTINUUM OF CARE PLANNING Planning for discharge and/or transfer to the next level of care, i.e. beyond current unit: (ICU → floor)	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Identifies discharge/transfer needs and initiates plan for movement to next level of care.	RN 1-4			

2. Uses internal and external referrals and resources that support patients/families through continuum of care.	RN 1-4			
3. Acts to resolve systems breakdowns, knowledge and/or behavior issues that impact continuum of care needs.	RN 3-4			

**It is required to describe specific example(s) for each Key Function. Please enter specific example(s) below:**

PATIENT / FAMILY EDUCATION	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Incorporates a variety of resources to teach and support patient and family learning (ex: EZTV, pt ed materials, web sources, drawings, etc).	RN 1- 4			
2. Individualizes patient/family education for complex patients/families (ex: resistant, non-compliant, significant barriers to learning).	RN 3-4			
3. Led in development/revision/use of teaching tools/aids for specific population within the last year.	RN 4			

**It is required to describe specific example(s) for each Key Function. Please enter specific example(s) below:**

PROBLEM SOLVING	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Identifies and takes action to resolve pt safety related problems and other clinical issues.	RN 1-4			

2. Identifies and takes action to resolve systems (operational/workarounds) problems.	RN 1-4			
3. Actively participates in team/group problem solving.	RN 1-4			
4. Uses interdisciplinary approach to lead others in problem solving projects and evaluates outcomes using data.	RN 4			
5. Positively supports change.	RN 1-4			

**It is required to describe specific example(s) for each Key Function. Please enter specific example(s) below:**

COMMUNICATION & COLLABORATION	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Personal behavior positively influences environment and others (may include attendance, tardiness, team support).	RN 1-4			
2. Reviews patient record as part of overall assessment.	RN 1-4			
3. Participates in rounds with HCT to form plan of care/meet patient's needs.	RN 1-4			
4. Effectively communicates and collaborates with patients and families.	RN 1-4			
5. Effectively communicates and collaborates with staff and other HCT members.	RN 1-4			
6. Communicates positively and constructively in stressful situations.	RN 2-4			
7. Participates directly in and/or supports orientation of new staff.	RN 2-4			
8. Models and leads others in conflict resolution.	RN 3-4			

**It is required to describe specific example(s) for each Key Function. Please enter specific example(s) below:**

CONTINUOUS LEARNING	Job Description	Quality/ Expertise	Effect on Team	Specific /Example(s) recommended for <u>above level</u> criteria; especially in support of advancement
1. Provide to manager evidence of self-educational activities within timeframe designated by manager. *Total # of contact hours, courses taken, articles read/hours spent in self education.	RN 1-4			<p><b>RN 1</b>                      0hrs. = 1; &lt;5 hrs = 2; <b>5-9 hrs. = 3</b>;                      10-15 hrs = 4; &gt;15 hrs = 5</p> <p><b>RN 2</b>                      0hrs. = 1; &lt;10 hrs = 2; <b>10 - 14 hrs. = 3</b>;                      15 - 20 hrs = 4; &gt;20 hrs = 5</p> <p><b>RN 3</b>                      0-7 hrs. = 1; 8 – 14 hrs = 2; <b>15 - 19 hrs. = 3</b>;                      20-25 hrs = 4; &gt;25 hrs = 5</p> <p><b>RN 4</b>                      0-10 hrs. = 1; 11-19 hrs = 2; <b>20-24 hrs. = 3</b>;                      25-30 hrs = 4; &gt;30 hrs = 5</p>
2. Participates in quality improvement initiatives.	RN 2-4			
3. Leads quality improvement projects.	RN 4			
4. Participates in developing and/or revising evidence based practice guidelines.	RN 3-4			

5. Leads in the development and/or revision of evidence based practice guidelines.	RN 4			
6. Participated in scholarly/professional activities in the past year. Examples: formal presentations, publications, public policy issues, action, professional org. activities.	RN 4			
<p><b>*You must provide the requested information for EACH of the level-appropriate criteria above.</b></p>				
<p><b>Reminder:</b> Review your professional goals from last year and report your assessment of their achievement. Prepare your professional goals for next year and bring to the evaluation conference with your manager.</p>				

Evaluation Scoring Descriptors Effective May 2006

For each criterion, evaluator considers 2 dimensions and chooses **only 1 descriptor** for each:

- **How well** the subject performs this behavior, the quality or degree of expertise
- The subject's **effect of the team** when performing this behavior

Quality / Expertise		Effect on team	
<b>a</b>	<b>Does not perform</b>	<b>a</b>	<b>Unaware or ignores standards and/or direction</b>
<b>b</b>	<b>Performs inconsistently or not to standard</b>	<b>b</b>	<b>Requires much direction</b>
<b>c</b>	<b>Consistently competent</b> = performing to standard consistently	<b>c</b>	<b>Requires some support</b> = what would be expected of a new nurse within their first year
<b>d</b>	<b>Consistently proficient</b> = model performance exceeding standard with big picture view	<b>d</b>	<b>Performs independently</b>
<b>e</b>	<b>Consistently an expert</b> = exceptional, masterful performance, specialist	<b>e</b>	<b>Role model &amp; resource to others (beyond precepting)</b> = a positive example for others to try to meet; demonstrates knowledge & expertise that others recognize and go to (outside the preceptor relationship), personal behavior demonstrates interest in sharing knowledge/expertise with others
<u>Benner's definitions for above descriptors:</u> <ul style="list-style-type: none"> <li>• <b>Competent</b> = uses experience-based practical knowledge to apply this criteria appropriately and efficiently while mindful of goals</li> <li>• <b>Proficient</b> = has achieved a global "big picture" perspective, attends to total situation, proactive</li> <li>• <b>Expert</b> = highly skilled performance intuitively knowing what to do and expected results</li> </ul>		<b>f</b>	<b>Initiates informal coaching 1:1 with others (beyond precepting)</b> = Takes opportunities to share expertise with the intention of facilitating other's professional development <ul style="list-style-type: none"> <li>▪ Isn't waiting until asked (resource), sees a situation and spontaneously coaches</li> <li>▪ Not telling how, but uses questions, etc. to prompt critical thinking</li> <li>▪ Random, and persons and topics vary</li> </ul>
		<b>g</b>	<b>Facilitates improved group practice</b> = beyond 1:1 individual coaching, does something to improve the <u>practice group's</u> performance: <ul style="list-style-type: none"> <li>▪ In-service</li> <li>▪ Poster, posting, group email</li> <li>▪ Develop or update a standard, protocol, etc.</li> <li>▪ Debrief a critical incident for the benefit of the group present</li> </ul>
		<b>h</b>	<b>Formally mentors individuals &amp;/or groups by mutual agreement</b> = <p><i>Individual</i></p> <ul style="list-style-type: none"> <li>▪ Active, personal relationship by mutual agreement focused on specific personal &amp;/or professional goals</li> </ul> <p><i>Group</i></p> <ul style="list-style-type: none"> <li>▪ Commits to perform an operational or clinical activity or service for a group or practice area, e.g. chart rounds, competency training, review of policies, pathways, area super-user, etc.</li> </ul>

Instructions continued on next/back page

**As the evaluator**

- read each criteria- **even above level criteria**
- choose **the 1 descriptor** for each of the 2 dimensions that fits best with the subject's performance of that specific criteria
- **If above level criteria is not applicable, skip it, do not select any descriptors**

The selected descriptors eventually are tallied from all evaluation tools into overall key function scores related to the subject's RN level

**One specific example is required** for each key function: Planning & Managing Care, Patient/Family Ed, etc.

*For advancement evaluations only*: One specific example is required for each **RN 3-4 level criteria** in addition to key function examples

If one example will cover > 1 criteria or key function, you can refer to it rather than add another