

Peer Evaluation Form (To be used for annual review and PAS)

Name: Nikki Simon Date: _____

Please answer the following questions on a 1-10 scale as demonstrated below. Statements supporting the score must accompany each evaluation criteria. Nurse characteristics identified in the Synergy Model are used to rate the applicant. Definitions of each nurse characteristic are at the end of this form.

1. How would you rate your peer in the area of "clinical judgment?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
She is very proactive to any problems that could arise in her pts.

2. How would you rate your peer in the area of "advocacy and moral agency?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
She is a strong voice for her pts.

3. How would you rate your peer in the area of "caring practices?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
She is very thorough at addressing her pts needs and concerns

4. How would you rate your peer in the area of "collaboration?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
She works as a strong team member to other RN's, tech, and other members of the healthcare team.

5. How would you rate your peer in the area of "systems thinking?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

She is great at understanding McKeeseon and how things work around the unit.

6. How would you rate your peer in the area of "response to diversity?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

She understands that we all are diverse and is just very pleasant with everybody.

7. How would you rate your peer in the area of "facilitation of learning?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

She is open to learning to become better at her career.

8. How would you rate your peer in the area of "clinical inquiry?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

She is a great at questioning any clinical problem to her pt and helps to resolve the issues as a team.

Definitions of Nurse Characteristics:

Clinical Judgment: Clinical reasoning, which includes clinical decision-making, critical thinking, and a global grasp of the situation, coupled with nursing skills acquired through a process of integrating formal and informal experiential knowledge and evidence-based guidelines.

Advocacy and Moral Agency: Working on another's behalf and representing the concerns of the patient/family and nursing staff; serving as a moral agent in identifying and helping to resolve ethical and clinical concerns within and outside the clinical setting.

Caring Practices: Nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering. Includes, but is not limited to, vigilance, engagement, and responsiveness of caregivers, including family and health care personnel.

Collaboration: Working with others (patients, families, health care providers) in a way that promotes/encourages each person's contributions toward achieving optimal/realistic patient/family goals. Involves intra- and inter-disciplinary work with colleagues and community.

Systems Thinking: Body of knowledge and tools that allow the nurse to manage whatever environmental and system resources exist for the patient/family and staff, within or across health care and non-health care systems.


Response to Diversity: The sensitivity to recognize, appreciate, and incorporate differences into the provision of care. Differences may include, but are not limited to, cultural differences, spiritual beliefs, gender, race, ethnicity, lifestyle, socioeconomic status, age, and values.

Facilitation of Learning: The ability to facilitate learning for patients/families, nursing staff, other members of the health care team, and community. Includes both formal and informal facilitation of learning.

Clinical Inquiry: the ongoing process of questioning and evaluating practice and providing informed practice. Creating practice changes through research utilization and experiential learning.

Total score: _____

Additional comments:

Signature of reviewer: 
Date: 8-7-14

Submit peer review to the applicant's nurse manager. After reviewing the validity, the manager will discuss with the candidate. Peer reviews will be place in the nurse's portfolio.

Thompsonhealth

Peer Evaluation Form (To be used for annual review and PAS)

Name: Nikki Simon Date: 8 8 14

Please answer the following questions on a 1-10 scale as demonstrated below. Statements supporting the score must accompany each evaluation criteria. Nurse characteristics identified in the Synergy Model are used to rate the applicant. Definitions of each nurse characteristic are at the end of this form.

1. How would you rate your peer in the area of "clinical judgment?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
VERY GOOD AT HER JOB

2. How would you rate your peer in the area of "advocacy and moral agency?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

3. How would you rate your peer in the area of "caring practices?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent
EXCELLENT AT THE PT RESIDUALS

4. How would you rate your peer in the area of "collaboration?"

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

5. How would you rate your peer in the area of “systems thinking?”

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

6. How would you rate your peer in the area of “response to diversity?”

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

7. How would you rate your peer in the area of “facilitation of learning?”

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

8. How would you rate your peer in the area of “clinical inquiry?”

1 2 3 4 5 6 7 8 9 10
Poor Good Excellent

Definitions of Nurse Characteristics:

Clinical Judgment: Clinical reasoning, which includes clinical decision-making, critical thinking, and a global grasp of the situation, coupled with nursing skills acquired through a process of integrating formal and informal experiential knowledge and evidence-based guidelines.

Advocacy and Moral Agency: Working on another’s behalf and representing the concerns of the patient/family and nursing staff; serving as a moral agent in identifying and helping to resolve ethical and clinical concerns within and outside the clinical setting.

Caring Practices: Nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering. Includes, but is not limited to, vigilance, engagement, and responsiveness of caregivers, including family and health care personnel.

Collaboration: Working with others (patients, families, health care providers) in a way that promotes/encourages each person's contributions toward achieving optimal/realistic patient/family goals. Involves intra- and inter-disciplinary work with colleagues and community.

Systems Thinking: Body of knowledge and tools that allow the nurse to manage whatever environmental and system resources exist for the patient/family and staff, within or across health care and non-health care systems.

Response to Diversity: The sensitivity to recognize, appreciate, and incorporate differences into the provision of care. Differences may include, but are not limited to, cultural differences, spiritual beliefs, gender, race, ethnicity, lifestyle, socioeconomic status, age, and values.

Facilitation of Learning: The ability to facilitate learning for patients/families, nursing staff, other members of the health care team, and community. Includes both formal and informal facilitation of learning.

Clinical Inquiry: the ongoing process of questioning and evaluating practice and providing informed practice. Creating practice changes through research utilization and experiential learning.

Total score: 50

Additional comments:

I AM NOT ABLE TO ANSWER ALL OF THIS
RN EVAL FORM DUE TO ONLY BEING
TECH HERE AT FFTH.

Signature of reviewer: 
Date: 8/8/14

Submit peer review to the applicant's nurse manager. After reviewing the validity, the manager will discuss with the candidate. Peer reviews will be place in the nurse's portfolio.

ANNUAL SELF-ASSESSMENT FORM

ASSOCIATE NAME: Nicole Simon CURRENT JOB TITLE: RN

DATE OF LAST EVALUATION: 4/23/13 DATE OF THIS EVALUATION: 4/23/14

EVALUATOR'S NAME & TITLE: _____

This form is to be completed by an Associate after considering the supervisor's comments from the previous review (if applicable), personal career goals, and the department's strategic goals. Please feel free to use additional space or pages as necessary.

1. List goals that were established in your last review stating whether or not they have been met. If not completed, comment on progress to date.

attend more Thompson wavy sessions - met
 improve IV skills - met & ongoing, getting better each day
 improve acuties - met, do every night

2. List additional accomplishments during the last review period that were beyond the established goals.

improved communication, ACLS certification, went back to school for MSNE

3. Comment on how your job has changed over the last review period.

taking on a greater leadership role personally
 oriented as nurse

4. Indicate where you have made the most progress in your work this year.

communication w/ other staff, leadership skills,
 overall clinical skills

5. Where do you think you need to/would like to make any improvements during the upcoming year?

get med surg certified, continue to improve clinical skills

6. How do you plan to make these improvements?

attend classes, ask questions to experienced nurses
 look to others for guidance

7. List and/or attach any process improvements (DIGs, JDIs, Focused Studies, etc.) and recognitions sent and received (Cheers for Peers, Drops for Your Bucket) during the last review period. (A list of recognitions sent and received can be found under CARESCount > Recognition Center > Activities History.)

8. Do you have any ideas for process improvements (DIGs, JDIs, etc.) for the next year? Do you know of an Associate who should be recognized with a Cheer for Peer or Drop for Your Bucket or a department that deserves a RANSAC?

all of the night staff deserves recognition for covering holes & great teamwork
 (R. Backus, B. Hartson, S. Joyet, S. Woodard, S. Billok, J. Pratt, J. Hedger, D. Reynolds, J. Thompson, A. Libby)

9. What suggestions do you have as to how your supervisors, co-workers, and/or others can support you in your present job and with future career goals?

continue to be available to me for questions, continue to assist me in improving my skills
 give me greater leadership roles

10. List 3-5 goals that you propose for the coming year.

1. Medsurg certification
 2. 3 Thompson wavy sessions
 3. 100% attendance

11. Please indicate any other specific areas that you wish to discuss during your performance assessment meeting.

advancing my position (i.e. greater leadership role)

ASSOCIATE PERFORMANCE ASSESSMENT FORMASSOCIATE NAME: Nicole Simon, RNDEPT. NAME: 3 West CURRENT JOB TITLE: RNDATE OF LAST ASSESSMENT: April 23, 2013 DUE DATE OF THIS ASSESSMENT: April 2014EVALUATOR'S NAME & TITLE: Jessica Schojan, RN, Charge Nurse

PART A – ACCOMPLISHMENTS: Use the following two boxes to document the Associate's accomplishments during this last review period. Use additional space or pages as needed. Also, please feel free to attach the individual's self-assessment documentation, performance feedback tools used or career planning worksheet.

List the goals that were established in the Associate's last review stating whether or not they have been met. If not completed, comment on progress to date.

1. Attend more Thompson Way sessions- met
2. Improve IV skills- met and ongoing
3. Improve acuities- ongoing

4. List additional accomplishments during the review period that were beyond the established goals.

Developmental Continuum Key:

Exceptionally Developed: Viewed as the consummate professional by others in this area. S/he is viewed as a towering strength in a particular area being evaluated and can teach others. Exudes positive influence.

Fully Developed: Accurately and efficiently completes tasks in a timely manner. May benefit from occasional guidance, supervision or direction.

Opportunity for Further Development: May demonstrate strength in a particular area and the strength can be developed further **OR** demonstrates inconsistent performance and requires

more guidance than would be expected based on level of education and on the job training received.

PART B.1 - ORGANIZATIONAL COMPETENCIES FOR ALL ASSOCIATES: This section contains five areas of competencies with examples of criteria and behaviors to assist you in assessing an individual's performance for the past year. For additional examples of behaviors, refer to the Associate's job family competency model found in the Performance Management Supervisor Guide. Please review these areas, then use the ratings: Opportunity for Further Development, Fully Developed, and Exceptionally Developed for each competency area.

INTERACTION WITH OTHERS/TEAMWORK	<input checked="" type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Flexible and willing to listen to ideas that are different from his/her own in order to promote understanding. Uses effective listening, verbal, and written skills to provide necessary information clearly and in a timely fashion.	Specific Examples/Comments: Nikki gets her work done and documents in a timely fashion. Her documentation is thorough. She communicates well with her peers and the doctors.		

CUSTOMER SERVICE: CARES VALUES COMMITMENT, ACTIONS, RESPECT, EXCELLENCE, SERVICE	Exceptionally Developed	<input checked="" type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Focuses on understanding, meeting, and exceeding customer expectations.	Specific Examples/Comments: Nikki upholds the CARES values and makes sure to do what is right for the patient. "Nikki has less patience with confused patients".		

KNOWLEDGE/ CONTINUOUS LEARNING	<input checked="" type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Demonstrates the appropriate knowledge and skills related to the functional area and exhibits commitment to developing personal abilities.	Specific Examples/Comments: Nikki gets her education done on time. She is competent in her skills as an RN. She has improved her IV skills and gained confidence in her RN role.		

RESOURCEFULNESS/ RESULTS /OUTCOMES	<input type="checkbox"/> Exceptionally Developed	<input checked="" type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Uses available resources to assist in day-to-day operations and to produce quality products/services that contribute to Thompson's mission, strategic goals and objectives.	Specific Examples/Comments: Nikki needs to attend staff meetings and Thompson Way sessions to remain current on the changes in the health system and unit. "Nikki has watched one Thompson Way session on the intranet and attended a couple staff meetings"		

ATTITUDE/ PERSONAL ACCOUNTABILITY/ INITIATIVE	<input type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input checked="" type="checkbox"/> Opportunity for Further Development
Takes responsibility for own work in completing tasks and projects. Maintains confidentiality of information.	Specific Examples/Comments: Nikki has had 6 call ins this last year. This is in violation of 3.04 in the associate handbook. Nikki does maintain confidentiality at all times.		

PART C- JOB SPECIFIC PERFORMANCE STANDARDS: The supervisor identifies applicable performance standards that fall outside of the organizational competency models but are necessary for someone to successfully perform a particular job. In addition, refer to department/unit specific competency checklist(s) as an assessment tool.

CRITICAL JOB RESPONSIBILITIES OR CORPORATE GOALS	SPECIFIC, OBSERVABLE SKILLS/OUTCOME	ASSESSMENT METHOD(S)	DEVELOPMENT LEVEL
<p>Thompson Way participation (DIGs, JDIs, Cheers for Peers, Drops for Your Bucket, etc.)</p> <p>Ideas for future process improvements and/or recognitions.</p>		<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input type="checkbox"/> Other: specify	<input type="checkbox"/> Exceptionally <input checked="" type="checkbox"/> Fully <input type="checkbox"/> Opportunity
<p>The nurse demonstrates a knowledge base of scientific principles of nursing practice that guide judgment and critical thinking skills within the framework of the nursing process</p>	<ul style="list-style-type: none"> • performs/documents a holistic assessment of patient's status, inclusive of age-specific needs; uses as a basis for nursing diagnosis and interventions • recognizes clinical changes in patient care situations and responds and intervenes appropriately • critically analyzes the treatment plan for appropriate orders/interventions • collaborates and consults with clinical experts and peers to validate/review clinical decision making • collaborates for an appropriate discharge plan and identifies needed referrals <p>identifies patient/family learning needs; develops teaching plans, documents appropriately</p>	<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input type="checkbox"/> Other: specify	<input checked="" type="checkbox"/> Exceptionally <input type="checkbox"/> Fully <input type="checkbox"/> Opportunity

<p>Provides care in a safe manner; cognizant of costs and use of resources</p>	<ul style="list-style-type: none"> demonstrates ability to perform clinical technical skills and to utilize equipment safely administers medications and treatments in a safe manner, always adhering to policy/ procedure documentation and implementation of the plan of care ensures the safety of the patient; i.e., fall prevention strategies 	<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input type="checkbox"/> Other: specify	<input type="checkbox"/> Exceptionally <input type="checkbox"/> Fully <input type="checkbox"/> Opportunity
<p>A therapeutic relationship is established with the patient and patient's family to ensure delivery of family centered care.</p> <p>The nurses' decisions and actions on behalf of patients are determined in an ethical manner</p>	<ul style="list-style-type: none"> demonstrates aware-ness of the boundaries of the therapeutic relationship provides guidance, support and empathy in assisting patients/ families in coping with facets of illness/ hospitalization demonstrates an awareness and acts on situations that present for patient advocacy 	<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input type="checkbox"/> Other: specify	<input type="checkbox"/> Exceptionally <input type="checkbox"/> Fully <input checked="" type="checkbox"/> Opportunity- develop more patience with confused patients consistently

PART D- AGE SPECIFIC COMPETENCIES: (Refer to Age Specific Competency Tool)

PART E-COMPLETION OF ANNUAL REQUIREMENTS:

- Fire Safety Training ___/___/___
- Privacy, Security & You ___/___/___
- TED Book Post-test ___/___/___
- Understanding Corporate Compliance ___/___/___
- Bloodborne Pathogens (only required for Clinical Associates) ___/___/___
- Abuse Prevention (only required for CCC Associates) ___/___/___
- Education Record
- Health Update - Questionnaire and PPD (completion card attached)
- CPR (if applicable) completed on: ___/___/___
- CEUs
- Other _____
- Confidentiality Statement
- Annual Department Specific Competencies
- Reviewed Associate Handbook and/or updates

Signatures:

<i>Evaluator</i>	<i>Date</i>	<i>Associate *</i>	<i>Date</i>
Director	Date	Respective Executive Director/ <i>Vice President/President</i>	Date

*Signature indicates that the evaluation has been discussed and does not necessarily signify concurrence. Additional responses to this review may be made on an attached sheet.