

ASSOCIATE PERFORMANCE ASSESSMENT FORM

ASSOCIATE NAME: Adrian Horden

DEPT. NAME: Nursing CURRENT JOB TITLE: Clinical Nurse Educator/MPD

DATE OF LAST ASSESSMENT: New hire to this position DUE DATE OF THIS ASSESSMENT:

EVALUATOR'S NAME & TITLE: Hazel P. Robertshaw, RN, Ph.D VP Patient Care Services/CNO, Thompson Hospital

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.

1. 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.

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

- ✓ Telemetry course and credentialing process revision
- Introduction of education using simulation
- Active member Education Council
- Core Measures Education
- Bringing Education to the point of care
- Implemented "I clickers"
- Introduction of Buzzy
- Established as focal point for student liaison with Schools of Nursing
- ACLS and BLS instructor

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: Adrian has established herself as a focal point for education within the department of nursing. Her open, beguiling approach has won over a number of the most challenging associates and her teamwork skills are exemplary		

CUSTOMER SERVICE: CARES VALUES COMMITMENT, ACTIONS, RESPECT, EXCELLENCE, SERVICE	<input checked="" type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Focuses on understanding, meeting, and exceeding customer expectations.	Specific Examples/Comments: Demonstrates the CARES values on a daily basis. Is an exceptional role model for all Associates.		

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: Adrian is committed to advancing her own and others learning. Her enthusiasm and energy have revitalized the bedside nurses commitment to ongoing education. Over the next six months she will have the opportunity to set our new graduates on a lifelong learning path that will serve this organization and the profession well for a bright future.		

RESOURCEFULNESS/ RESULTS /OUTCOMES	<input checked="" type="checkbox"/> Exceptionally Developed	<input 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: Has demonstrated innovation in practice. She will be instrumental in assisting the department of nursing achieve its mission, vision and goals. Adrian is outcomes driven. I feel that she is overwhelmed by the volume of work that has come her way. This is not criticism; just that as a single point of contact with so much going I worry that she will be pulled in too many directions. We need to work together to ensure a clear focus and direction for education so that the overwhelming need does not consume her.		

ATTITUDE/ PERSONAL ACCOUNTABILITY/ INITIATIVE	<input checked="" type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Takes responsibility for own work in completing tasks and projects.	Specific Examples/Comments: Adrian has a strong sense of personal accountability. She regularly demonstrates initiative and		

Maintains confidentiality of information.	can be relied upon to drive a project to completion. She has a strong work ethic and is committed to achieving her goals. She has a great sense of humor and is a delight to work with.
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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>Advanced Practice Skills/Research: Integrates advanced knowledge into educational endeavors, focusing on the development of critical thinking skills in nurses. Consistently role models for expert clinical practice. Expands the scientific base of nursing practice through the identification of research opportunities. Applies EBP/research and a broad range of theories to clinical practice and teaching. Critically analyzes current nursing research methods and results for utilization in the expansion and improvement of patient care and patient outcomes.</p>	<ul style="list-style-type: none"> Ensures nursing associates have the knowledge and skills required to be successful lifelong learners Uses the evidence base to ensure educational opportunities provide for improved patient outcomes Identifies research opportunities 	<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input checked="" type="checkbox"/> Other: feedback	<input type="checkbox"/> Exceptionally <input checked="" type="checkbox"/> Fully <input type="checkbox"/> Opportunity
<p>Education: Develops and evaluates innovative approaches to education, including simulation. Provides a mixture of didactic and hands on experiential learning opportunities. Develops and supports a robust New Graduate Program. Participates in orientation, preceptorship and evaluation of new associates.</p>	<ul style="list-style-type: none"> Active member of the Education Council Promotes practice through educational opportunities for staff Develops and implements innovative approaches to education 	<input type="checkbox"/> Return Demo <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Audit <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Exceptionally <input type="checkbox"/> Fully <input type="checkbox"/> Opportunity
<p>Leadership: Serves as a role model for clinical expertise. Networks and participates in professional initiatives. Leads assigned projects. Serves as a change agent, provides situational support and guidance to nursing staff and develops relationships that promote the professional development of nurses. Is a mentor, coach, role model and teacher. Serves as a consultant, collaborating with managers in identifying learning needs and remedial interventions for staff nurses.</p>	<ul style="list-style-type: none"> Excellent role model for staff Works collegially with all departments Coaches all associates in the use of information technology Leads assigned projects and serves as a change agent Troubleshoots problems and recommends solutions 	<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

Consultation: In conjunction with nurse managers and staff nurses, plans, implements and evaluates changes in practice. Serves as the Magnet Project Director.	<ul style="list-style-type: none"> • Works collegially with VP Patient Care Services and the Shared Governance Councils on the development of new policies and procedures regarding education. • Collaborates with all nurses and leadership to ensure successful Magnet redesignation. 	<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
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PART D- AGE SPECIFIC COMPETENCIES: (Refer to Age Specific Competency Tool)

PART E-COMPLETION OF ANNUAL REQUIREMENTS:

- TED Book Post-test ___/___/___
- Education Record (see attached)
- Health Update - Questionnaire and PPD (completion card attached)
- CPR (if applicable) completed on: ___/___/___ completed
- OSHA Retraining (if applicable) BBP
- Fire Safety date ___/___/___
- CEUs –
- Other _____
- Confidentiality Statement (see attached)
- Annual Department Specific Competencies- see attached
- Reviewed Associate Handbook and/or updates

PART F - ASSESSMENT SUMMARY: Use this section to provide a summary of the Associate's overall performance (refer to Developmental Continuum Key on page 1).

OVERALL ASSESSMENT SUMMARY	<input checked="" type="checkbox"/> Exceptionally Developed	<input type="checkbox"/> Fully Developed	<input type="checkbox"/> Opportunity for Further Development
Comments: Adrian you are an exceptional educator. You are a wonderful addition to the leadership team. In a short period of time you have completely revitalized nursing education here at FFTH. I am delighted with your attitude, enthusiasm and drive. I am sure that our future is bright and our patients and associates will benefit greatly from your focused approach to education. Just be careful that you stay focused on your goals for the first year and don't take on too much otherwise you run the risk of becoming overwhelmed and less effective.			

PART G - GOALS & OBJECTIVES: - Together, with the Associate, identify 3-5 specific objectives and areas for competency development that contribute to the organization/department's overall strategic intents.



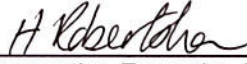
OBJECTIVE & ACTION(S) REQUIRED	OUTCOME TARGET(S)	RESOURCES	TIME FRAME

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PART H: EDUCATIONAL/DEVELOPMENTAL NEEDS: Together, with the Associate, identify a minimum of 1 educational/developmental opportunity for the upcoming year.

1. Attend regional Magnet forum
2. Attend National Magnet Conference

Associate Comments:

Signatures:		6/1/11		6/1/11
Evaluator		Date	Associate	Date
				6/1/11
Director		Date	Respective Executive Director/ Vice President/President	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.

Completes for January, 2011

- ✓ Implemented DEFINITY poster training to ED nurses
- ✓ Created Telemetry Course
- ✓ Created new RRT PowerPoint
- ✓ Created RRT flow sheet for Dr/education council review
- ✓ Created online Educational Needs Assessment survey

Completes for February 2011

- ✓ CODE BLUE medication PowerPoint
- ✓ Implemented "Rhythm of the Week"
- ✓ Created Excel spreadsheet for tracking MAGNET pathways
- ✓ ACLS instructor training
- ✓ Simulation training c Roberts Wesleyan
- ✓ Individualized training sessions with Melanie Martin
- ✓ Created mandatory list of competencies and taught FP nurses how to use Nursing Spectrum

Completes for March 2011

- ✓ iClicker training
- ✓ FLCC post-conferences on ABGs
- ✓ Completed First Five Minutes training
- ✓ Created Buzzy poster board with in-service
- ✓ Taught Telemetry course and credentialed using iClickers (eight students)- saved 16 hours of credentialing/resources by using iClickers
- ✓ Completed NICHE LTP program

Completes for April 2011

- ✓ Spoke/taught at six nursing retreats
- ✓ Mock code in Cardiac Rehab
- ✓ Completed AHA NIH stroke training (7.25hrs)
- ✓ Completed GRN NICHE training (20 hours)
- ✓ Taught first ACLS review course
- ✓ Taught Code Blue/Code 15/RRT at skills day
- ✓ RRT form implemented and placed on floors

Completes for May 2011

- ✓ BLS instructor training
- ✓ Completed Educational Application for Telemetry course
- ✓ Worked with Sue Hohm to create standardized code med sheet for code carts
- ✓ Mock code 313 (RN)
- ✓ Completed NIH Protecting Human Participants training/certificate for research
- ✓ Mock Code x 2 The Pines
- ✓ Taught first CPR/BLS course

June 2011
Core measures education