# Clinical Career Ladder Level 3 Evaluation Document

Instructions: Document the specific behavior that meets each requirement. Mark an “X” in the YES column if team member has met the requirement with a specific demonstrated behavior. Mark an “X” in the NO column if the team members has not met the requirement with a demonstrated behavior.

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| Category | Behaviors: Indicate if Clinician 3 is meeting Clinician 3 expectations. | YES | NO |
| RBC: Self and Colleagues | Self: Demonstrates care of self through practices that support personal well-being, personal safety and injury prevention. |  |  |
| Click or tap here to enter text. |
| Colleague: Supports healthy work environment by demonstrating respectful verbal and non- verbal communication with all team members. *Does not gossip or engage in gossip. Shares criticism constructively and privately. Resolves differences 1:1.* |  |  |
| Click or tap here to enter text. |
| Demonstrates continuous improvement of communication skills. Seeks coaching for help with challenging communication. *Addresses behavior that does not support respectful environment.* |  |  |
| Click or tap here to enter text. |
| RBC: Patient and Families | Demonstrates caring behaviors to develop therapeutic relationships *and serves as a resource for others.* |  |  |
| Click or tap here to enter text. |
| Demonstrates cultural humility by delivering culturally competent care using resources to meet unique needs of the patient/family. Recognizes situations in which personal bias may influence action *and serves as a resource for others.* |  |  |
| Click or tap here to enter text. |
| Assesses impact of family dynamics and social determinants of health. Includes the patient/family in the goal setting/planning/implementation and delivery of care to achieve desired outcomes. *Coaches others in strategies for patient/family inclusion.* |  |  |
| Click or tap here to enter text. |
| Provides education based on unique learning needs assessment (values, beliefs, barriers, health literacy, and engagement in care of self). Uses teach-back to determine effectiveness and modifies strategies as needed. *Serves as resource to others for patients/families with challenging learning needs.* |  |  |
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|  | Advocates for compassionate, responsible, and appropriate use of interventions to minimize unwarranted or unwanted treatment and patient/family suffering, or both*. Serves as a resource for others.* |  |  |
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| Click or tap here to enter text. |
| Expert Caring | Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. *Serves as a resource and coaches others to develop assessment skills.* |  |  |
| Click or tap here to enter text. |
| Identifies ethical situations and *initiates resources as appropriate to address*. Recognizes situations in which personal bias may influence action. Integrates principles of social justice into all aspects of nursing practice. |  |  |
| Click or tap here to enter text. |
| Plans, coordinates and prioritizes patient care activities considering patients' unique needs and desired outcomes in collaboration with inter-professional team including consult recommendations and escalation as needed. |  |  |
| Click or tap here to enter text. |
| Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates flexibility in time management *to manage changing priorities*. Coaches and supports others to plan, coordinate and prioritize. |  |  |
| Click or tap here to enter text. |
| Delegates appropriately (see [ANA/NCSBN joint position statement](https://www.ncsbn.org/Delegation_joint_statement_NCSBN-ANA.pdf)) and respectfully,  *coaching others to optimize delegation*. |  |  |
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| Maintains safety and continuity of care by *role modeling and coaching use of* methods such as documentation, hand-off tools/processes, etc. |  |  |
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| Empowered Leaders | Actively participates (attends meetings, reviews minute and provides constructive feedback, helps with pre-work or follow up work) in Nursing Professional governance at the local and/or regional level *and leads or coaches’ colleagues’ participation at local and/or regional level. Coaches’ others in understanding of NPGO structure.* |  | | |  | |
| Click or tap here to enter text. |
| Uses practice setting shared decision-making processes to engage in discussion and activities related to area goals. *Participates in problem solving activities.* |  | | |  | |
| Click or tap here to enter text. |
| Quality Achievement | Adheres to nursing documentation guidelines *and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Identifies practice gaps in local area.* |  | | |  | |
| Click or tap here to enter text. |
| Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns. |  | | |  | |
| Click or tap here to enter text. |
| *Coaches others in understanding of* area and organization quality metrics/outcomes and improvement activities. *Participates in problem solving activities*. |  | | |  | |
| Click or tap here to enter text. |
| Incorporates evidence and nursing research when initiating changes and improving quality in nursing practice. Participates in validating adherence to standard work, provides feedback, *and uses findings to assess area trends*. |  | | |  | |
| Click or tap here to enter text. |
| Lifelong Learning | *Holds BSN Degree or is actively enrolled in an accredited BSN program.* |  |  |  |  |  |
| Click or tap here to enter text. |
| *Has achieved and maintains professional certification.* |  |  |  |  |  |
| Click or tap here to enter text. |
| *Maintains membership in an external professional organization.* |  |  |  |  |  |
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| *Coaches others in understanding of* local and organizational. PD goals for BSN and professional certification. |  | | |  | |
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| Seeks internal and external experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or performance improvement. *Shares educational findings, experiences, and ideas with peers through Nursing Professional governance meetings, presentations and other appropriate venues.*  *Coaches/support others* in continuing education participation. |  |  |
| Click or tap here to enter text. |
| Promotes welcoming environment and supports assimilation. Precepts (as applicable) nurses and team members. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. *Role models and serves as coach for preceptors. Identifies challenging orientees and collaboratively develops interventions*. |  |  |
| Click or tap here to enter text. |
| Innovation | Demonstrates competent use of technology in the delivery of patient care *and serves as resource and provides trouble shooting support to others.* |  |  |
| Click or tap here to enter text. |
| Demonstrates knowledge of evidence-based clinical resources *and coaches others to find and employ resources. Identifies needs for additional resources*. |  |  |
| Click or tap here to enter text. |
| *Actively supports area* nursing research at UVA (as applicable). |  |  |
| Click or tap here to enter text. |
| Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. *Uses positive communication and role modeling to promote understanding of change to colleagues.* |  |  |
| Click or tap here to enter text. |

# RN Team Member Signature: Date:

Nurse Manager Signature: Date: