**Clinical Career Ladder Level 5 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 5 is meeting Clinician 5 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. *Coaches’ others on expected behaviors demonstrated through the ASPIRE values.* |  |  |
| 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*.* Coaches’ others to address disrespectful behavior. *Addresses disrespectful behavior of others utilizing the ASPIRE values.* |  |  |
| Click or tap here to enter text. |
| **RBC: Patient and Families** | Demonstrates caring behaviors to develop therapeutic relationships. *Leads and coaches’ others on caring behaviors demonstrated through the ASPIRE values.* |  |  |
| 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. *Leads and* facilitates communication to appropriate care team members when this care is compromise. |  |  |
| 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 and actively participates in development and/or promotion of structures/processes for improvement. *Develops structures/processes for improvement.* |  |  |
| 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.  *Participates in the development of new standardized teaching materials adhering to policy*. |  |  |
| Click or tap here to enter text. |
| Uses patient experience and quality data as available to evaluate patient perception of communication, inclusion and education*. Collaborates with Leadership teams in developing initiatives to improve patient experience.* |  |  |
| Click or tap here to enter text. |
| 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.Coaches’ others in difficult situations*. Addresses behaviors of others not reflective of the ASPIRE values.* |  |  |
| 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*.* Synthesizes complex assessment skills/tools and partners with experts to evaluate/enhance patient assessment. *Coaches and provides mentorship to others to enhance patient 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*. Develops and* facilitates communication with and provides support to team members to address. |  |  |
| 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 and time management to manage changing priorities. Proactively initiates area efforts to improve planning, coordination and prioritizing. *Coaches’ others to improve planning, coordination and prioritizing.* |  |  |
| 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. |  |  |
| Click or tap here to enter text. |
| Maintains safety and continuity of care by role modeling and coaching use of methods such as documentation, hand-off tools/processes, etc. Evaluates processes of *area practices and develops initiatives/processes to improve outcomes.* |  |  |
| Click or tap here to enter text. |
| **Empowered Leaders** | Actively participates (attends meetings, reviews meeting minutes 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. Actively facilitates communication with other practice areas and leaders. Coaches’ others in understanding of NPGO structure and facilitates communication between local and central Nursing Professional governance work. |  |  |
| Click or tap here to enter text. |
| Uses practice setting shared decision-making processes to engage in discussion and activities related to area goals. Identifies barriers and *develops* problem solving activities. Partners with area leaders to *develop and* *communicate* goals. |  |  |
| 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. Partners with other areas to assist with system improvements. (Change agent/spread). Participates in development and implementation of structures/processes that promote optimal use of documentation system*. Actively participates in dissemination and communication of structures and processes.* |  |  |
| 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. Identifies area safety trends and barriers and leads problem solving activities. Identifies area safety trends and barriers and leads problem solving activities. Partners with area leaders to develop and implement safety solutions and evaluate process and outcomes. *Actively participations in dissemination and communication of safety solutions.* |  |  |
| 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, and leads standard work development across like areas. Partners with area leaders to determine meaning and priorities based on data analysis and organizational imperatives. *Actively participations in dissemination and communication of standard works, EBP initiatives, PI, QI, and research.* |  |  |
| Click or tap here to enter text. |
| **Lifelong Learning** | Holds BSN degree.  *Promotes and* supports colleagues in achieving BSN degree. |  |  |
| Click or tap here to enter text. |
| Has achieved and maintains own professional certification*, and actively promotes professional certification of colleagues.* |  |  |
| Click or tap here to enter text. |
| Maintains membership in an external professional nursing organization and shares information with colleagues. *Communicates EBP initiatives from professional nursing organization and strives to implement in clinical work environment.* |  |  |
| Click or tap here to enter text. |
| Coaches’ others in understandingof local and organizational professional development goals for BSN and professional certification. *Coaches other on process for achieving advanced degrees and professional certification.* |  |  |
| Click or tap here to enter text. |
| 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’ others and develops learning opportunities. Identifies knowledge gaps and teaches/coordinates continuing education opportunities to address those gaps.* |  |  |
| 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 *and coaches’ others to identify* 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. Participates in education of others in implementation of new technology as applicable.Participates *in the development and dissemination of* education of others in implementation of new technology as applicable. |  |  |
| Click or tap here to enter text. |
| Demonstrates knowledge evidence-based of clinical resources and coaches’ others to find and employ resources*.* Identifies needs for additional resources and participates in development *and dissemination/communication of new resources.* |  |  |
| Click or tap here to enter text. |
| Verbalizes understanding of steps to become involved in nursing research at UVA Community Health. *Leads and/or participates in a nursing research study.* |  |  |
| 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. *Actively addresses colleagues demonstrating resistance to change.* |  |  |
| Click or tap here to enter text. |

# RN Team Member Signature: Date:

Nurse Manager Signature: Date: