

THE JOHNS HOPKINS HOSPITAL

JOB DESCRIPTION

Job Title:	Nurse Clinician I Nurse Clinician IM	DSM Code:	366400/366300 (PACE)/362600 (PACE Non-Holiday) 366900 (NON-PACE)/362500 (PACE Non-Holiday)
Department: Nursing		Pay Grade:	RE, RI, RJ, RV, RW
Functional Unit	Varies	Date Prepared:	2010
		Updated	December, 2014
<input checked="" type="checkbox"/> Exempt		<input type="checkbox"/> Non-Exempt	<input type="checkbox"/> Bargaining Unit

POSITION SUMMARY:

- The Nurse Clinician I is responsible for:
- .Coordinating care for assigned patients on a shift to promote the achievement of clinical outcomes.
 - .Providing evidence-based patient care based on the nursing process policy, procedures, and protocols of the Johns Hopkins Hospital.
 - .Working collaboratively with a multidisciplinary health care team to optimize team performance.
 - .Participating and promoting quality clinical improvement on unit by supporting departmental and hospital safety standards.
 - .Practicing responsible cost-effective use of resources.

COMPETENCIES:

A. Education	Baccalaureate degree, in nursing from an accredited School of Nursing. Applicants with an Associate Degree in nursing may be considered, per nursing guidelines.
B. Knowledge	Knowledge of nursing process; social, behavioral, biological, and physical science. Knowledge of current health care environment.
C. Skills	Ability to analyze data to synthesize and summarize information and to make judgments regarding patient care. Demonstrated commitment to service excellence. Highly effective verbal communication and interpersonal skills to establish working relationships. Ability to use a computer keyboard to input and obtain data.
D. Required Licensure, Certification, Etc.	Current registered nurse license in the state of Maryland.
E. Work Experience	Nurse Clinician I - None.
	Nurse Clinician IM - Twelve months of experience as a registered nurse.
F. Machines, Tools, Equipment	General physiologic monitoring and patient care equipment such as defibrillator and glucometer monitor.

DIMENSIONS:

A. Budget Responsibility	Requires effective use of resources and cost awareness.
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B. Authority/Decision Making Level	Accountable for own decisions regarding patient care.
C. Supervisory Responsibility	Delegates and assigns tasks, and provides support to other team members.

PROBLEM SOLVING:	
	Identifies impending changes in patient condition; identifies performance issues. Notifies appropriate individuals.
INFORMATION MANAGEMENT	
	Analyzes patient care data to deliver and evaluate care.
WORKING CONDITIONS:	
	<p>Possible exposure to communicable diseases, hazardous materials, radiation, and pharmacological agents.</p> <p>Work requires standing and/or walking for extended periods of time.</p> <p>Work requires lifting 35lbs without assistance, unless special accommodations are in place. When lifting weight above 35 lbs assistance or assistive lifting devices should be used.</p> <p>Work may require contact with aggressive and/or combative patients</p> <p>Work requires manual dexterity and hand-eye coordination to perform patient care procedures.</p> <p>Employees in this position will be required to adhere to work availability and unit scheduling requirements. This may include, but is not limited to shift work, availability status, enhanced pay shifts and on call.</p>

Approvals:

Name: _____ x

Name (Compensation) _____ x _____

This document is intended to describe the general nature and level of work being performed by people assigned to this classification. It is not to be construed as an exhaustive list of all job duties performed by personnel so classified.

**THE JOHNS HOPKINS HOSPITAL
ESSENTIAL JOB FUNCTIONS**

Employee Name:		DSM Code:	366400/366300 (PACE)/362600 (PACE Non-Holiday)
Job Title:	Nurse Clinician I		366900 (NON-PACE)/362500 (PACE Non-Holiday)
	Nurse Clinician IM	Pay Grade:	RE, RI, RJ, RV, RW
Department:	Nursing	Date Prepared:	2010
Functional Unit:	Varies		
Manager Name:			

Directions: Give rating of 0, 1, 2, 3, or 4 for each Essential Function and Service Standard

- . A rating of 0 indicates that the employee does not met overall job expectations as defined in the essential job functions, service standards and related measures;
- . A rating of 1 indicates that the employee needs improvement performing overall job expectations.
- . A rating of 2 indicates that the employee fully meets expectations of overall job expectations.
- . A rating of 3 indicates that the employee consistently exceeds the expectations of the job standards.
- . A rating of 4 indicates that the majority of the employee's work was exceptional in all areas of responsibility.

Add all scores to determine the Overall Performance Score. Transfer the Overall Performance Score to the Performance Review Summary Sheet.

The sum of the scores determines the Overall Performance Level.

Asterisks (*) indicate those performance standards and/or essential functions that must be met by the end of orientation.

Directions:

Give a rating of 0 (zero) or SIP (Satisfactory in Progress) for each Essential Function and Service Standard.

.A rating of 0 (zero) indicates that the employee is not meeting overall job expectations as defined in the essential job functions, service standards and related measures at the end of orientation.

A rating of SIP indicates that the employee is performing overall job expectations at a proficient level.

AGE OF PATIENTS SERVED: NEONATE PEDIATRIC ADOLESCENT ADULT GERIATRIC

NURSE CLINICIAN I, IM (Effective 1/1/11)

Clinical Practice (Focuses on the interaction between the nurse and patients; relates to the application of nursing knowledge and skill to the delivery of individual or population-based patient care.)WEIGHT 40%			
I. Clinical Care Competencies	Weight	Enter Score Below 0,1,2,3,4	Weighted Score
A. Safely and independently completes patient assignments. (Skills and knowledge are current and appropriate to patient population served.)*	.05	0	0.00
B. Effectively uses evidence based practice standards.	.05	0	0.00

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C. Evaluates effectiveness of clinical interventions. *	.05	0	0.00
D. Makes appropriate changes in the plan of care.	.05	0	0.00
E. Provides adequate education to prepare patient/family for next level of care or discharge.*	.05	0	0.00
SUBTOTAL			0.00
II. Problem Solving/Critical Thinking			
A. Synthesizes patient data and uses appropriate resources to initiate plan.*	.05	0	0.00
B. Takes ownership to address problems as they occur and communicates unresolved issues to appropriate personnel.*	.03	0	0.00
C. Makes sound and timely clinical decisions.	.03	0	0.00
D. Uses the appropriate Service Recovery methods to acknowledge and respond to unmet expectations of patients and other customers.*	.02	0	0.00
E. Uses time and resources wisely and in a manner that reflects awareness of fiscal responsibility.*	.02	0	0.00
SUBTOTAL			0.00
LEADERSHIP (Focuses on the interaction between the nurse, patients, and providers of care and service; relates to activities that involve the performance of multiple customers, group to achieve work goals. WEIGHT 30%)			
I. Accountability/Personal Effectiveness			
A. Pursues work with energy, drive and a results oriented focus.	.02		0.00
B. Arrives on time, as scheduled, and prepared to begin work. (Adheres to scheduling and on-call guidelines.)*	.02		0.00
C. Delegates effectively and monitors completion of assigned tasks.	.02		0.00
D. Seeks quality educational experiences and integrates new learning into nursing practice.	.02		0.00
E. Willingly learns and adapts to changes in work environment (e.g. new technology, procedures, and protocols.)*	.02		0.00
F. Treats hospital and customer resources and property with respect.*	.02		0.00
SUBTOTAL			0.00
II. Collaboration/Teamwork			
A. Collaborates with patient, family, and health-care team to provide patient care in a healing and caring manner. *	.02		0.00
B. Demonstrates flexibility by balancing unit needs with personal preferences.	.02		0.00
C. Works effectively to achieve goals of all constituencies (patient/family, unit, department, institution, community). (Provides input into and supports activities that promote unit operations.)*	.01		0.00
D. Acknowledges others' work-related performance and accomplishments.	.01		0.00

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E. Appropriately accepts additional responsibilities and tries to make others' jobs easier.	.02		0.00
F. Demonstrates tolerance and respect for others using courtesy and caring behaviors. (Recognizes and respects cultural differences.)*	.02		0.00
G. Anticipates needs of others. Initiates action to meet those needs.*	.02		0.00
SUBTOTAL			0.00
III. Communication			
A. Maintains confidentiality per clinical and hospital operational standards.*	.01		0.00
B. Listens actively to opinions, ideas and feelings expressed by others and responds in a courteous and tactful manner.*	.01		0.00
C. Provides appropriate information/feedback in a timely, professional, and accurate manner.*	.01		0.00
D. Documents according to unit/departmental/institutional standards.*	.01		0.00
E. Follows unit, departmental and organizational chains of command.	.02		0.00
SUBTOTAL			0.00
RESOURCES AND SYSTEMS (Focuses on the interactions between the nurse, patient and the organization; relates to activities that produce effective and efficient resource use and system functions.) WEIGHT 10%			
I. Performance Improvement/Safety/Quality Improvement			
A. Practices and supports a safe working environment in compliance with safety guidelines.*	.02		0.00
B. Suggests and strives to implement ways to improve performance (personal, unit, departmental, or institutional).	.01		0.00
C. Successfully completes all annual safety and educational requirements on time.*	.02		0.00
D. Reports actual or potential adverse situations appropriately.*	.02		0.00
E. Presents a positive image of Johns Hopkins through professional appearance and behavior.*	.02		0.00
F. Applies a scientific basis/EBP approach towards nursing practice. *	.01		0.00
SUBTOTAL			0.00
GOAL ACHIEVEMENT - WEIGHT 20%			
I. Goals			
Goals are achieved within an agreed upon time frame, with manager approved modifications incorporated as necessary.	.20		0.00
TOTAL			100.0%
			0.00

Goals cont.

Optional: In the next 12 months, what goals will you set or projects will you complete to:

.Show you care about your co-workers?

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- . Help people on your unit feel recognized and valued?
- . Create an environment of engagement on your unit?
- . Help co-workers learn and grow?
- . Contribute to quality improvement efforts both intra-departmentally and inter-departmentally?

Asterisks () indicate those performance standards and/or essential functions that must be met by the end of orientation.*

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Evaluator Worksheet

Clinical			Score
I. Clinical Care Competencies	A.		
	B.		
	C.		
	D.		
	E.		
II. Problem Solving/Critical Thinking	A.		
	B.		

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Evaluator Worksheet

C.		
D.		
E.		
Leadership		Score
I. Accountability/ Personal Effectiveness		
A.		
B.		
C.		
D.		
E.		

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Evaluator Worksheet

	F.		
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Evaluator Worksheet

II. Collaboration/ Teamwork	A.		
	B.		
	C.		
	D.		
	E.		
	F.		
	G.		
Leadership (cont.)			Score

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III. Communication	A.		
	B.		
	C.		
	D.		
	E.		

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Evaluator Worksheet

Resources and Systems			Score
I. Performance Improvement/ Safety/Quality Improvement	A.		
	B.		
	C.		
	D.		
	E.		
Goal Achievement			Score
	A.		

OVERALL TOTAL SCORE		Score
Clinical Total Score		
Leadership Total Score		
Resources and Systems Total Score		
Goal Achievement Total Score		

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OVERALL TOTAL SCORE	
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*Items met at proficient level or above	Y/N
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PERFORMANCE GOALS

Employee Name:
Job Title:
Department:
Manager Name:

Date of Last Review:
Review Period:
From: **To:**

<p>Month For Progress Check#1 Actual Date: Employee Signature</p> <p style="text-align: center;">x</p> <p>Manager Signature:</p> <p style="text-align: center;">x</p>	<p>Month For Progress Check#2 Actual Date: Employee Signature</p> <p style="text-align: center;">x</p> <p>Manager Signature:</p> <p style="text-align: center;">x</p>	<p>Month For Progress Check#3 Actual Date: Employee Signature</p> <p style="text-align: center;">x</p> <p>Manager Signature:</p> <p style="text-align: center;">x</p>
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Essential Job Function and Standard #	Performance Goals and Competencies to be Developed (Knowledge, Skills, Behaviors)	Actions Plans to Achieve Goals and/or Develop Competencies	SUPPORT NEEDED from Manager	Progress Checks Summary of Accomplishments (Date All Entries)

JOB DESCRIPTION -- PERFORMANCE REVIEW

SUMMARY SHEET

THE JOHNS HOPKINS HEALTH SYSTEM CORPORATION/ THE JOHNS HOPKINS HOSPITAL

Employee Name: _____
 Job Title: _____
 Department: _____ CC# _____
 Manager's Name: _____

Check one:
 Initial Assessment Review / Date _____
 Mid- Year Progress Check / Date _____
 Annual Performance Check / Date _____
 Review Period (Dates Covered) From: _____ To: _____

Overall Performance		Points	Overall Performance Levels
Rating	Score		
0		Up to and including .99	Employee <i>DOES NOT MEET</i> minimum job requirements.
1		Above .99, up to and including 1.90	Employee <i>NEEDS IMPROVEMENT</i> performing overall job standards.
2		Above 1.90, up to and including 2.90	Employee <i>fully MET EXPECTATIONS</i> of the established job standards.
3		Above 2.90, up to and including 3.85	Employee <i>consistently EXCEEDED EXPECTATIONS</i> of the established job standards.
4		3.86 and above	<i>Majority of</i> the employee's work was consistently <i>EXCEPTIONAL</i> in all areas of responsibility.

Annual Performance Management Process:

- **Submit an ISR Lite to ISR Central to process the review in SAP.**
- **Maintain a copy of the following documents in your departmental file:**
 - Performance Management Review
 - Employee Educational Record (updated)
 - Age-Specific criteria Documents (as applicable)
 - Skills Checklist (as applicable)

Job Requirements:

- | | | | | |
|----|-----------------------|-----------|----------|-----------|
| 1) | Conflict of Interest | Yes _____ | No _____ | N/A _____ |
| 2) | HIPAA | Yes _____ | No _____ | N/A _____ |
| 3) | TB Test | Yes _____ | No _____ | N/A _____ |
| 4) | Fire Safety | Yes _____ | No _____ | N/A _____ |
| 5) | Blood Borne Pathogens | Yes _____ | No _____ | N/A _____ |
| 6) | Infection Control | Yes _____ | No _____ | N/A _____ |

Evaluator's Name: _____
 Evaluator's Signature: _____
 Management Signature: _____
 (if applicable)
 Employee's Signature: _____
Performance Review Completion Date: _____

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
<i>Clinical Care Competencies</i>	<i>Exemplars</i>		
A. Safely and independently completes patient assignments. (Skills and knowledge are current and appropriate to patient population served.)	<ul style="list-style-type: none"> • Usually requests assignments of high acuity or problematic patients and completes care and documentation requirements in a stellar manner. • Recognized as a unit resource for all disciplines and exemplifies ability to complete own assignments while still being a resource for others. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Manages assignments efficiently and effectively in accordance with standards of care. • Rarely requests assistance from others to manage standard patient assignments & can multi-task usual and customary clinical situations. • Helps others when asked for assistance. • Completes documentation per unit guidelines. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Frequently needs assistance to complete assignments. • Inconsistent ability to multi-task. • Documentation other incomplete or not timely. • Has had more than one error or preventable negative outcome in the past year. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
B. Effectively uses evidenced based practice standards.	<ul style="list-style-type: none"> • Independently researches the most current evidence to support or change unit practice and shares information with others. • Takes part in research/data collection. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Verbalizes and demonstrates the meaning and value of evidence-based practice (and able to obtain the most current information) • Applies evidence to practice. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Does not demonstrate understanding or applicability of evidence-based practice. • Cannot justify or state scientific rationale for nursing actions. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
C. Evaluates effectiveness of clinical interventions.	<ul style="list-style-type: none"> • Anticipates and/or intervenes to changes in patient's conditions and modifies plan of care accordingly. • Documents actions appropriately and guides peers in assessments & documentation per unit standards. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Assesses patient's response to interventions, communicates findings appropriately. Monitors and documents patient progress per unit standards. (i.e. chart audits and observation) <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Does not meet expectations for assessment and reevaluation of patient (i.e. does not assess or document patient's pain rating after giving a pain medication). <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
D. Makes appropriate changes in the plan of care.	<ul style="list-style-type: none"> • Based upon assessments and evaluation of patient status, makes recommendations to providers to change the plan of care. • Uses physician and nursing chain of command appropriately. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Appropriately adapts patient monitoring in response to warning signs or stabilization. • Initiates new care plans and revises nursing priorities to meet the changing patient needs. • Communicates to charge nurse or shift coordinator, uses nursing chain of command appropriately. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Does not accurately assess patient's changing needs. • Waits to be told what to do next with the patient. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Clinical Care Competencies		Exemplars	
E. Provides adequate education to prepare patient/family for the next level of care or discharge.	<ul style="list-style-type: none"> Obtains additional resources/handouts for patients and assesses appropriateness for unit standards of care. Develops additional patient/family educational resources. Supports peer by using specialty organization website, journals, Pubmed, etc. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Independently, consistently and in a timely manner assesses patient's ability to learn. Addresses and documents barriers to learning. Evaluates patient response to teaching and modifies plan of care accordingly. Consults with appropriate resources for complex or long range educational needs. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Requires guidance to assess patient's readiness to learn and develop a teaching plan. Cannot independently assess barriers to learning, nor revise plans appropriately. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Problem Solving/Critical Thinking Competencies		Exemplars	
A. Synthesizes patient data and uses appropriate resources to initiate a plan.	<ul style="list-style-type: none"> Practice reflects independent critical thinking abilities. Independently identifies and uses resources to initiate changes in plans of care. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Requires limited assistance to synthesize patient data. Rarely requires direction to identify and utilize resources to initiate plan of care. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Has difficulty identifying important patient care data. Often requires assistance to initiate a plan of care except for most basic situations. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
B. Takes ownership to address problems as they occur and communicates unresolved issues to appropriate personnel.	<ul style="list-style-type: none"> Independently identifies and addresses events requiring intervention as they occur. Is able to resolve most issues. Consistently follows proper nursing chain of command appropriately <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Able to identify problems; may need assistance to address or resolve typical events. Communicates unresolved issues to appropriate personnel in a timely manner. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Has difficulty identifying events requiring intervention. Once identified, inconsistently participates in the resolution of the event or communicates to the appropriate personnel. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
C. Makes sound and timely clinical decisions.	<ul style="list-style-type: none"> Seen as a resource by all team members for clinical decision making. Demonstrates critical thinking skills to anticipate clinical events. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Makes appropriate clinical decision in a timely manner. At times requires and appropriately seeks peer assistance and reassurance to validate decisions. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Has difficulty making timely clinical decisions. Needs frequent assistance and feedback before proceeding with care. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Problem Solving/Critical Thinking Competencies		Exemplars	
D. Uses appropriate Service Recovery methods to acknowledge and respond to the unmet expectations of patients and other customers.	<ul style="list-style-type: none"> Asks customer what can be done to improve the situation and facilitates service recovery to the fullest extent possible. Anticipates negative situations and identifies solutions to avoid adverse outcomes. Frequently cited by patients and staff for superior customer service skills. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Communicates appropriate level of respect and apologizes to customers for unmet expectations. Notifies involved Manager or Charge Nurse to follow up on customer complaint. With guidance, facilitates service recovery of typical situations. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Blames others and does not accept responsibility to seek solutions for unmet patient expectations. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
E. Uses time and resources wisely in a manner that reflects awareness of fiscal responsibility.	<ul style="list-style-type: none"> Maintains a project to work on during times of low acuity and low census. Uses downtime to provide incidental teaching/mentoring of less knowledgeable or experienced staff. Participates in unit or departmental special projects. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Practices good time management by working effectively and efficiently. Demonstrates cost effective and careful use of supplies and equipment. Helps others complete their work when own work is completed. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Inefficient use of downtime; may take additional break time when own work is complete, rather than helping others. Often takes excessive time to complete routine tasks. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Accountability/Personnel Effectiveness Competencies		Exemplars	
A. Pursues work with energy, drive, and a results oriented focus.	<ul style="list-style-type: none"> Acknowledged as a resource person on the unit. Completes even the most difficult task on time and often early. Demonstrates the ability to interact proactively with team members to facilitate patient care goals. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> consistently completes own assignment - Assists co-workers when own assignment is complete. Helps facilitate a smooth shift transition - Communicates unresolved clinical issues. Anticipates needs of next shift. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Inconsistently completes assignment by the end of the shift. Often does not communicate unresolved clinical issues for the next nurse. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
B. Arrives on time as scheduled and prepared to begin work. (Adheres to scheduling and on-call guidelines.)	<ul style="list-style-type: none"> Holds others accountable by consistently documenting violations of attendance management policy and unit based scheduling/ on-call guidelines. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Complies with attendance management policy and unit based scheduling and on-call guidelines. Returns from lunch and breaks on time. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Is in discipline process for violation of attendance management policy. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
<i>Accountability/Personnel Effectiveness Competencies</i>	<i>Exemplars</i>		
C. Delegates effectively and monitors completion of assigned tasks.	<ul style="list-style-type: none"> Documents and reports trends in behavior (positive and negative) to Manager/Charge Nurse with an assessment of the situation. Makes recommendation to improve outcomes or support team members. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Consistently provides feedback (positive and developmental) to co-workers r/t delegated tasks. Delegates appropriately to appropriate level of staff and monitors completion of tasks. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Seldom confronts co-workers when delegated tasks are not completed. Often completes the task instead of dealing with the issue. Fails to utilize resources effectively. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
D. Seeks quality educational experiences and integrates new learning into nursing practice.	<ul style="list-style-type: none"> Uses evidenced-based resources to guide practice and encourages others to do the same - Participates in educational projects at unit, departmental, and/or central levels. Facilitates and coordinates unit educational activities. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Attends educational opportunities inside/outside the institution. Supports changes in practice based on new knowledge. Shares new knowledge per unit guidelines. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Does not routinely attend educational opportunities inside the institution. Practice does not demonstrate application of new knowledge. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
E. Willingly learns and adapts to changes in work environment (new technology, procedures, and protocols)	<ul style="list-style-type: none"> Willingly participates in advanced training and assists with implementation of new technology, protocols, and procedures. Acts as a resource for other team members. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Practice reflects knowledge of new technology, protocols, and procedures. Completes required education on time. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Inconsistently attends required in-services r/t new technology, procedures, and policies. Needs frequent reminders to complete required education. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
F. Treats hospital and customer resources and property with respect.	<ul style="list-style-type: none"> Monitors inventory and tracks unit specific equipment when sent off the unit for repairs, patient transport or shared use. Works consistently to assure unit equipment is clean, ready to use, and available. Serves as a unit resource for missing supplies and equipment. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Maintains security of valuable items when patient is off unit (i.e. encourages patients to utilize in-room safes when available, collaborates when Corporate Security). Encourages customer to keep minimal personal belongings during hospital stay. Completes "Patient Belongings Sheet." Returns supplies and equipment to appropriate storage area when appropriate. Keeps battery-operated equipment plugged in and charged. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Does not return/maintain equipment for next user. Does not maintain security of patient belongings when patient is not able to monitor. Does not routinely complete "Patient Belongings Sheet." <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Collaboration/Teamwork Competencies		Exemplars	
A. Collaborates with patient, family and health care team to provide patient care in a healing and caring manner.	<ul style="list-style-type: none"> • May arrange health care team meeting to address the needs and the concerns of a patient or family. • Utilizes resources when necessary to advocate for the patient, (i.e. Ethic Consult). <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Participates in an exchange of information with all members of the health care team, using participation in patient care rounds or other unit specific models. • Supports and advocates for the patient and family with other members of the health care team. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Often misses patient care rounds or other unit specific team meetings. • Fails to support or advocate for the patient when the patient or family wishes are known. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
B. Demonstrates flexibility by balancing unit needs with personal preferences.	<ul style="list-style-type: none"> • Demonstrates flexibility in formulating the work schedule. • Consistently volunteers to work extra or willingly makes changes in own schedule based on the need of the unit. • Activity supports peer scheduling needs. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Works as scheduled. • Willingly accepts changes in the schedule and does overtime if requested. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Demonstrates inflexibility with the schedule. • Is in active discipline for attendance. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
C. Works effectively to achieve goals of all constituencies (patient/family, unit, department, institution, community). (Provides input into and supports activities that promote unit operations.)	<ul style="list-style-type: none"> • Identifies solutions when there is a system breakdown. • Evaluates system breakdowns to prevent their reoccurrences. • Uses input from all constituencies to achieve goals. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Demonstrates the ability to achieve/modify goals with minimal guidance. • Identifies system breakdowns and communicates them to the Charge Nurse or Nurse Manager. • Does not blame others for system failures. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Contributes to system breakdowns. • Does not make efforts to achieve/modify goals. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
D. Acknowledges others' work-related performance and accomplishments.	<ul style="list-style-type: none"> • Consistently provides positive feedback to co-workers and others. (either verbally or in writing at least once a week. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Recognizes co-workers by giving one-on-one positive feedback. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Is often critical of others. • Seldom acknowledges co-workers or others for excellence on the job. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
E. Appropriately accepts additional responsibilities and tries to make others' jobs easier.	<ul style="list-style-type: none"> • Displays enthusiasm when additional responsibilities are presented. • Follows through to completion when assigned additional responsibilities. • Recognizes the need and volunteers for additional responsibilities to make improvements. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Willingly takes on additional responsibilities when asked. • Completes responsibilities and asks for assistance as needed. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Does not willingly accept additional responsibilities. • Is unable to recognize how changes may make the job easier. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Collaboration/Teamwork Competencies		Exemplars	
F. Demonstrates tolerance and respect for others, using courtesy and caring behaviors. (Recognizes and respects cultural differences.)	<ul style="list-style-type: none"> Seeks input from multiple sources to assure cultural needs of populations are assessed and met. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ensures that customer needs are accommodated as much as possible (providing quiet time for prayer, not shaking hands with opposite sex individual, ensuring that dietary restrictions are maintained) Shares culturally sensitive patient needs with colleagues. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> May make negative comments regarding other's cultural beliefs and requirements. Does not acknowledge or attempt to accommodate individual cultural preferences. Does not communicate customer preferences to other staff. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
G. Anticipates the needs of others and initiates actions to meet those needs.	<ul style="list-style-type: none"> Takes responsibility to guide others to meet customer needs. Identifies resources and involves other unit/departments to achieve customer needs. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Acknowledges customer requests and informs customer when request will be met. Uses unit resources to meet the needs of others. Displays a "can-do" attitude <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Does not follow up on customer requests. Has stated "that's not my job" when asked to help resolve patients needs. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Communication Competencies		Exemplars	
A. Maintains confidentiality per clinical and hospital operational standards.	<ul style="list-style-type: none"> Assists co-workers to maintain a confidential environment; acts as a resource to others. Identifies and reports issues that may impact on the unit's/JHH ability to maintain confidentiality and patient privacy. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Written and verbal communications conform to confidentiality standards. Consistently assures patient/family privacy. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Some verbal or written communications are not in accordance with hospital standards. Needs reminders to adhere to confidentiality policy. Routinely fails to provide patient/family privacy. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">
B. Listens actively to opinions, ideas and feelings expressed by others and responds in a courteous and tactful manner.	<ul style="list-style-type: none"> Interactions with others are always characterized by respect, active listening, appropriate expression of thoughts and ideas. A role model for healthy, mutually respectful interactions. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listens and responds effectively and respectfully to others. Willingly expresses thoughts and ideas to the appropriate personnel and at the appropriate time. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> May not always demonstrate active listening skills when interacting with others. Responses are sometime delivered without a context of respect, understanding, and/or courtesy/timeliness. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none">

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Communication Competencies		Exemplars	
C. Provides appropriate information/feedback in a timely, professional, and accurate manner.	<ul style="list-style-type: none"> • Able to assist co-workers to improve their communication and acts as a role model for others. • Contributes consistently to "win-win" interactions for all members. • Uses reflection and validation skills to effectively resolve issues. • Gives constructive feedback to peers. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • All verbal and written communication is factual, timely, and complete. • Communicates effectively with health care team, patient, and family. • Effectively uses unit-selected communication methods (i.e. SBAR, etc.) • Checks for understanding. • Accepts feedback appropriately. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Communication is not consistently clear, timely, or factual. • Does not utilize methods such as SBAR to relay information effectively. • There have been instances where ineffective communication has led to less than optimal events/outcomes. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
D. Documents according to unit/department/institutional standards.	<ul style="list-style-type: none"> • Ensures completion of all required portions of the patient record and organizational requirements. • Identifies missing documentation elements and assists others to complete the record. • Serves as a resource for clinical document system and identifies trends for improvement. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Documentation is timely and accurate, and provides a clear, complete record of patients' clinical status and clinical care events. • Participates and completes organizational documentation requirements. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Documentation is not always timely. • There are occasional omissions or inaccuracies in the documentation. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
E. Follows unit, departmental and organizational chains-of-command.	<ul style="list-style-type: none"> • Follows unit, departmental and organizational chains-of-command issues are not resolved. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Is familiar and comfortable with utilizing organizational chains of command to resolve issues in a timely manner. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Not familiar with organizational chains of command. • There are specific instances of not utilizing a chain of command to notify appropriate personnel of issues. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Performance Improvement/Safety/ Quality Improvement Competencies		Exemplars	
A. Practices and supports a safe working environment in compliance with safety guidelines.	<ul style="list-style-type: none"> • Provides education to staff regarding safety issues (i.e. updated RSV/flu protocol, age-specific safety considerations) and monitors compliance. • Holds others accountable to maintain safe environment. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Practice reflects understanding of hospital and unit safety guidelines. • Abides by isolation requirements and assures patient care area meets individual/unit patient safety needs. (i.e. use of side rails or bed alarm, application of suicide precautions, etc) <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Practice demonstrates inconsistent application of safety precautions (i.e. not assessing for developmental safety needs, not consistently following isolation precautions, etc.) <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •

	<i>Exceptional (4)</i>	<i>Fully Meets Expectations (2)</i>	<i>Does Not Meet (0)</i>
Performance Improvement/Safety/ Quality Improvement Competencies		Exemplars	
B. Suggests and strives to implement ways to improve performance (personal, unit, departmental, or institutional).	<ul style="list-style-type: none"> Develops quality improvement or educational tools to assess progress related to identified safety/QI needs. Leads group/ represents unit on a workgroup to address identified performance issue. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Actively participates in committees and staff meetings. Offers suggestions to address identified issues. Participates in workgroups to plan and implement strategies to enhance unit performance. Completes audits on time. Clearly identifies own performance goals, associated action plans, and progresses toward goals in a timely manner throughout the year. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Identifies performance issues without identifying possible solutions. Needs assistance with identifying personal performance goals. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
C. Successfully completes all annual safety and educational requirements on time.	<ul style="list-style-type: none"> Participates in identification of unit based safety needs and is a resource to others. Teaches/coordinates unit based educational sessions. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Completes all required education and assigned educational activities on time. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Required education is not completed on time. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
D. Reports actual or potential adverse situations appropriately.	<ul style="list-style-type: none"> Ensures all parties have received appropriate communication. Follows up to ensure all plans were implemented and anticipated outcomes were met. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Communicates issues through chain-of-command and appropriate communication resources (i.e. PSN, email, etc) <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Discusses actual or potential situations outside of the chain-of-command. Does not use established chain-of-command. Identifies an issue but does not provide documentation to allow for appropriate follow up. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
E. Presents positive image of Johns Hopkins through professional appearance and behavior.	<ul style="list-style-type: none"> Consistently diffuses highly emotional situations in a professional manner – Independently accepts responsibilities for positive problem solving and displays a “can do” attitude. Is often selected by peers to represent the unit. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> With minimal guidance, is able to professionally diffuse challenging and emotionally charged situations. Verbalizes the importance of positive problem solving and follows through with guidance from manager or charge nurse. Complies with hospital dress code. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Does not always comply with hospital dress code. Occasionally acts in an inappropriate manner in emotionally charged or difficult situations. Engages in behaviors that are not constructive to the unit (i.e., negative conversations, gossiping) <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •
F. Applies a scientific basis/EBP approach towards nursing practice.	<ul style="list-style-type: none"> Consults appropriate experts when the basis for practice is questioned. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Complies with changes in clinical practice and standards. Participates in data collection when the opportunity is presented. Poses relevant clinical questions when evidence and practice differ. <ul style="list-style-type: none"> Uses appropriate resources to answer evidence-based practice questions. Additional requirements for IM: Reviews current evidence related to practice. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> Does not comply with changes in clinical practice and standards. Does not participate in data collection when the opportunity is presented. Does not pose relevant clinical questions when evidence and practice differ. Does not use appropriate resources to answer evidence-based practice questions. <p style="text-align: center;"><u>Unit Specific Exemplars</u></p> <ul style="list-style-type: none"> • •