OOD 17: Performance appraisal tools, if used, and all associated peer evaluation tools for staff nurses and nurse leaders. Include frequency of evaluation.

As stated in the Massachusetts General Hospital Performance “Evaluation Policy” (Attachment OOD 17.a), it is expected that the process of performance evaluation be an ongoing dialogue that occurs informally on a day-to-day basis. The written performance evaluation is only one step in this process. It is required that every employee receives this written evaluation of his/her work performance on at least an annual basis. The evaluation shall be based on the employee’s work performance and on expectations/standards communicated to the employee by management.

In addition to this organizational policy, the Department of Nursing has a policy titled, “Annual Performance Evaluation Guideline” (Attachment OOD 17.b) that describes the performance assessment process for licensed and unlicensed staff who report to Nursing Directors. The guideline states, “attaining and maintaining performance expectations is the individual employee’s responsibility and is achieved through a combination of ongoing assessment with leadership staff, peers or preceptor/mentors, educational activities, in-service programs and other strategies developed in collaboration with the Nursing Director, Clinical Nurse Specialist, and others.

The following tools are used during the annual performance appraisal process:

- Staff Nurse Evaluation Tool (Attachment OOD 17.c)
- Staff Nurse Peer Review Tool (Attachment OOD 17.d)
- Non-Manager Evaluation Tool used for Clinical Nurse Specialists and Nurse Practitioners (Attachment OOD 17.e)
- Clinical Nurse Specialist Peer Review Tool (Attachment OOD 17.f)
- Nurse Practitioner Peer Review Tool – Pre February 2012 (Attachment OOD 17.g)
- Nurse Practitioner Peer Review Tool – Post February 2012 (Attachment OOD 17.h)
- Nursing Director Evaluation Tool (Attachment OOD 17.i)
- Executive Team Evaluation Tool used for Associate Chief Nurses and Directors throughout Patient Care Services (Attachment OOD 17.j)
- Executive/Manager Peer Review Tool (Attachment OOD 17.k)
Massachusetts General Hospital
Performance Evaluation

APPLIES TO: Weekly paid employees

1. POLICY
1.1. It is expected that the process of Performance Evaluation be an ongoing dialogue that occurs informally on a day-to-day basis. The written Performance Evaluation is only one step in this process. It is required that every employee receives this written evaluation of his/her work performance on at least an annual basis. The evaluation shall be based on the employee's work performance and on expectations/standards communicated to the employee by management. If an employee holds more than one position, the employee shall receive a written evaluation for each position and a transaction must be made for each job to process an increase. Such evaluation shall consist of three parts:

1.1.1. A written evaluation using a Hospital approved form,
1.1.2. A personal discussion of the evaluation between the evaluator and the employee, and
1.1.3. Follow-up in the form of employee counseling and ongoing review of established goals and action plans, as appropriate.

2. DEFINITIONS AND REGULATIONS
2.1. Key objectives of Performance Evaluation are as follows:

2.1.1. To facilitate communication between employees and their immediate supervisors concerning work performance;
2.1.2. To help employees better understand what is expected of them in terms of job performance;
2.1.3. To identify strengths along with areas needing improvement, to highlight successes, and to provide a basis for counseling and training;
2.1.4. To improve employee productivity, quality of service and customer relations;
2.1.5. To provide valid and objective data to support various personnel management decisions such as retention, advancement and compensation; to provide documentation of communication between the employee and immediate supervisor concerning the employee's overall work performance, and to comply with regulatory agency reporting requirements;
2.1.6. To improve use of human, financial and material resources;
2.1.7. To receive feedback from the employee concerning his/her perception of the evaluation and how he/she is being managed.
2.2. The Performance Evaluation process is a responsibility for which MGH supervisory and managerial personnel are directly accountable. Providing ongoing verbal feedback and completing the written Performance Evaluation are considered primary management responsibilities. How effectively these responsibilities are carried out will be taken into consideration when the supervisor or manager him/herself is evaluated.

2.3. Each employee shall have the right to examine the written Performance Evaluation, dispute inaccuracies and make written comments concerning all aspects of the evaluation. Any written comments the employee makes regarding the evaluation shall be made a part of his/her employment record. Each employee is entitled to receive a copy of his/her Performance Evaluation.

2.4. Written Performance Evaluations shall be made part of each employee's permanent employment record and should be treated as confidential information.

2.5. Frequency of Formal Performance Evaluation:

2.5.1. Formal, documented evaluation of employee work performance must be accomplished at a minimum of once each year. However, the manager/supervisor may conduct such evaluation more frequently if s/he determines it appropriate, or at the specific request of the employee.

2.5.2. An employee leaving a department, either by termination (i.e. voluntary resignation vs. discharge or resignation requested), or due to transfer, should receive a formal written Performance Evaluation prior to the effective date of such change. A copy of the evaluation shall be placed in the employee's employment record to serve as a final evaluation of the employee's performance in the last held position. The employee is entitled to receive a copy of the evaluation.

2.6. Concerns with Performance Evaluations are not grievable via the MGH grievance process. Human Resources should be utilized, as appropriate, to assist in resolving issues with Performance Evaluations.

2.7. The next review date will be automatically calculated from the previous next review date.

2.8. Employee will not have the ability to change the next review date unless HR is consulted.

2.9. If employee receives more than one merit increase/performance review per year, HR needs to be consulted.

3. PROCEDURES

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>1. Provides training and on-going support to managers and supervisors pertinent to Performance Evaluation.</td>
</tr>
</tbody>
</table>
3. Establishes and maintains performance evaluation tracking system.
4. Prepares and submits an annual performance evaluation summary pertinent to all non-physician, patient care-givers as required by JCAHO; other reports and analyses required for organizational use.

<table>
<thead>
<tr>
<th>Department Heads and Supervisors</th>
<th>5. Completes written evaluation by date indicated, using Hospital-approved format.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. Discusses Performance Evaluation with employee; prepares development plan as appropriate.</td>
</tr>
<tr>
<td></td>
<td>7. Enters merit increase into PeopleSoft and forwards copy of completed documentation of Performance Evaluation to Human Resources in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>8. All paper Performance Evaluations need to be sent to Employee Records.</td>
</tr>
</tbody>
</table>

Related Policies:
Multiple Jobs
Transfers and Promotions

Last Revision: 2003
Last Review: 2009
TITLE: ANNUAL PERFORMANCE EVALUATION GUIDELINE

Overview:

The Nursing Director (ND) is accountable for the performance assessment of his/her licensed and unlicensed staff (the employee). The ND may delegate the assessment to other members of the team, which most often includes the Clinical Nurse Specialist (CNS).

Attaining and maintaining performance expectations is the individual employee’s responsibility and is achieved through a combination of ongoing assessments with leadership staff, peers or preceptor/mentors, educational activities, in-service programs and other strategies developed in collaboration with the ND, CNS and others.

In addition, each year topics are chosen and included as part of the Annual Required Training program. The topics include, but are not limited to, job expectations, local, state or federal regulations, standards, rules of participation, accreditation or licensure requirements. The employee is expected to demonstrate initial and ongoing competency in all areas, including each of the selected topics. The ND or designee (evaluator) is expected to provide ongoing, continuous evaluation and feedback. Documentation of employee compliance with the Annual Required Training Program is completed, at a minimum of one time per year.

Process:

- The annual performance assessment is scheduled by the employee and ND or evaluator based on the performance evaluation due date
- The employee and evaluator complete their respective sections using the approved form and format
- Peer Review forms are also completed for Registered Nurses (Appendix A)
- Each must sign and date the form
- A review is conducted by ND and discussed with the employee during the annual performance evaluation
- Annual performance assessment forms should be completed prior to the annual performance evaluation date.
- Completion of the annual performance assessment forms may be done in groups to minimize any delay in the completion of the annual performance evaluation due date
Appendix A

Massachusetts General Hospital
Department of Nursing

Guidelines for Peer Review: Staff Nurses

Overview
Peer review is “a process by which professionals from common practice areas systematically assess, monitor, make judgments, and provide feedback to peers by comparing actual practice to established standards” (ANCC). Peer review is essential not only to your professional development but a requirement for Magnet designation.

In the process of your work, your colleagues come to know and see how you develop relationships with patients and families; your clinical knowledge and how that knowledge informs your decisions; and your ability to work collaboratively with all members of the team to achieve the best outcomes for patients. Their feedback is a critical element of your professional growth and development.

Process
- You will be notified by your nursing director that your yearly performance appraisal is due.
- Select a staff nurse you work with and who knows your practice and can describe that practice in
  one of the three themes that comprise our Clinical Recognition Program:
    o Clinician Patient Relationship
    o Clinical Knowledge and Decision Making
    o Teamwork and Collaboration
- Give or send them the following form asking them to describe a situation occurring in the past year under that theme.
- Give them a date to return the form to you.
- When you receive the form review it with your colleague and sign your names and date.
- Submit this document to your director as part of your performance appraisal.
Massachusetts General Hospital
Department of Nursing

Peer Review: Staff Nurses

Directions
As part of the peer review process you have been asked to comment on the practice of your colleague in one of three themes of the Clinical Recognition Program. The themes are:

- Clinician Patient Relationship
- Clinical Knowledge and Decision Making
- Teamwork and Collaboration

Please reflect on your work with your colleague over the past year. Is there a situation or experience you have observed that best describes your colleague in one of the themes? Please describe that situation under that theme.

Clinician Patient Relationship
Describe a situation where she/he developed a therapeutic relationship with a patient and/or family:

Clinical Knowledge and Decision Making
Describe a situation where his/her understanding of a situation and their subsequent actions influenced the care and/or treatment of the patient:
**Teamwork and Collaboration**
Describe a situation where his/her development of effective relationships with colleagues contributed to a healthy work environment and the best possible outcomes for the patient:

Employee Name: __________________________ ID#______________ Date __________

Signature of Peer Reviewer: ___________________________________ Date __________

Signature of Employee: _________________
Massachusetts General Hospital
Nursing Performance Evaluation Form

Overview & Instructions for Nursing Director

The Performance Evaluation Form uses the Standards of Behavior - MGH Mission, Credo and Boundaries as a framework. The Credo statements are used to evaluate the employee’s performance and have associated standards to assist in the evaluation process. When reviewing the standards, refer to the employee’s job description to evaluate how it applies and the rating to assign. It is not necessary to give this overview page to the employee.

Step 1: Review the most recent job description
- Each year the evaluator should review and update (as appropriate) the job description with employee input. Evaluators can access job descriptions via this link: http://sharepointpartners.org/mgh/humanresources/ MGHJobDescriptions/ MGH%20Job% 20Description%20Library/ Forms/ AllItems.aspx.
- If necessary, email the updated job descriptions to your HR generalist and give a copy to the employee.

Step 2: Standards of Behavior
- Review the Standards of Behavior with the employee.

Step 3: Fill out the MGH Credo Section
- Use the job description and the employee’s performance during the past year.

Step 4: Provide a Clinical Narrative and Peer Review
- Attach the nurse-provided clinical narrative.
- Follow guidelines provided in the Department of Nursing Guidelines for Peer Review

Step 5: Fill out the Competency Assessment Section
- Departments may create their own tool, as long as it includes: the competency, the population served, the objective evaluation method, competency level, evaluator’s initials and date of evaluation.
- This tool is to help evaluators record the employee’s skill level for competencies critical to the job and department.
- Competency assessments kept in the department must be readily available when a regulatory agency requests it.

Step 6: Print out last year’s goals and complete the Goals/Developmental Section
- The employee and evaluator discuss and plan goals and action steps for the next year.
- MGH encourages you to write goals using the SMART principles as a guide. SMART goals are Specific – Measurable – Actionable – Realistic – Time Bound. An example is provided on page 9.
- Performance development may recognize areas where an employee can improve their day-to-day performance
- The employee and evaluator should re-visit goals throughout the year to monitor progress.

Step 7: Signature and Comment Page
- Use this section to add comments and to sign that the information was discussed with the employee.

Other Documentation:
Licensure (if applicable):
- If the job requires registration/certification that is not mandated by law or regulation, evaluators must ensure credentials are current and retain a copy of the current unexpired documentation in the employee file.

Note: For employees whose jobs require licensure by state law or regulation, HR documents it in PeopleSoft.

Training Record:
- Staff members at MGH must complete required training each year by their Performance Evaluation due date. This is tracked in PeopleSoft or HealthStream. PeopleSoft Path: Home > Self Service > Manager > Tasks > Mandatory Training

Last Updated: 4/6/11
Massachusetts General Hospital
Nursing Performance Evaluation Form

Employee Name: Empl ID#: Empl Record #:
Employee's Job Title: Department: Name and Title of Evaluator:
Effective Date of evaluation: Period covered by this evaluation: From: To:

Standards of Behavior – MGH Mission, Credo and Boundaries

Guided by the needs of our patients and their families, we aim to deliver the very best health care in a safe, compassionate environment; we advance that care through innovative research and education; and, we improve the health and well-being of the diverse communities we serve.

As a member of the MGH community and in service of our mission, I believe that:

- The first priority at MGH is the well-being of our patients, and all our work, including research, teaching and improving the health of the community, should contribute to that goal.
- Our primary focus is to give the highest quality of care to each patient delivered in a culturally sensitive, compassionate and respectful manner.
- My colleagues and I are MGH's greatest assets.
- Teamwork and clear communication are essential to providing exceptional care.

As a member of the MGH community and in service of our mission, I will:

- Listen and respond to patients, patients’ families, my colleagues and community members.
- Ensure that the MGH is safe, accessible, clean and welcoming to everyone.
- Share my successes and errors with my colleagues so we can all learn from one another.
- Waste no one’s time.
- Make wise use of the hospital’s human, financial and environmental resources.
- Be accountable for my actions.
- Uphold professional and ethical standards.

As a member of the MGH community and in service of our mission, I will never:

- Recklessly ignore MGH policies and procedures.
- Criticize or take action against any member of the MGH community raising or reporting a safety concern.
- Speak or act disrespectfully toward anyone.
- Engage in or tolerate abusive behaviors.
- Look up or discuss private information about patients or staff for any purpose outside of my specified job responsibilities.
- Work while impaired by any substance or condition that compromises my ability to function safely and competently.

Last Updated: 4/6/11
The following levels and definitions are to be used in evaluating the employee's performance for each MGH Credo statement. Please enter a rating level for each statement.

- **Level 5 = Exceeds Expectations:** The employee’s performance is outstanding. Consistently performs above and beyond job expectations.
- **Level 4 = Fully Meets Expectations:** The employee's performance in this area meets the full expectations of the position.
- **Level 3 = Acceptable with room for further development:** The employee's performance in this area meets expectations. However, some further development is necessary before the full expectations of the position are realized.
- **Level 2 = Needs improvement:** The employee's performance in this area does not meet the expectations of the position. Regardless of the cause(s) of the performance, improvement is necessary.
- **Level 1 = Unacceptable:** The employee's performance in this area is unacceptable. Immediate improvement must occur.

### MGH Credo Standards Rating (1-5)

<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 1. The first priority at MGH is the well-being of our patients, and all our work, including research, teaching and improving the health of the community, should contribute to that goal. | - Knows the latest concepts, techniques, and methods.  
- Identifies problems and resolves issues effectively using the appropriate resources.  
- Sets priorities to meet department and patient care needs.  
- Meets volume standards with accuracy and within deadlines.  
- Sets and meets goals and objectives in a competent and timely way.  
- Is flexible and recognizes the needs of the overall organization.  
- Adheres to Hospital quality and safety standards. |        |
| Examples/Comments:                                                                                                                      |                                                                      |        |
| 2. Our primary focus is to give the highest quality of care to each patient delivered in a culturally sensitive, compassionate and respectful manner. | - Has positive relationships with patients, families, visitors, colleagues and other health care providers; contributes to a positive public image of the Hospital.  
- Is considerate of all people and cultures. |        |
| (Clinical Recognition Prgm-Clinical Knowledge and Decision Making—Understanding attained through formal and experiential learning) |                                                                      |        |
| Examples/Comments:                                                                                                                      |                                                                      |        |
| 3. My colleagues and I are MGH’s greatest assets.                                                                                       | - Holds self and colleagues accountable to learn, develop and achieve the best and highest quality results. Supports colleagues in their personal and professional development.  
- Has trust and respect of others within and outside the department.  
- Treats colleagues with respect. |        |
| Examples/Comments:                                                                                                                      |                                                                      |        |
### Examples/Comments:

<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating (1-5)</th>
</tr>
</thead>
</table>
| 4. Teamwork and clear communication are essential to providing exceptional care. (Clinical Recognition Prgm-Collaboration/Teamwork-Through the development of relationships with unit colleagues and other members of the health care team, the best possible outcome is achieved for the patient and family) | - Acts as a cohesive member of a team.  
- Uses effective oral and written communication to foster collaboration, teamwork and mutual respect.  
- Interacts appropriately/effectively with employees throughout the organization.  
- Achieves goals/objectives by working with others throughout the Hospital.  
- Participates in orienting/mentoring colleagues. | |
| 5. Listen and respond to patients, patients’ families, my colleagues and community members. (Clinical Recognition Prgm-Clinician/Patient Relationship-The interpersonal engagement or relational connection between the clinician and the patient and/or family) | - Effectively articulates own perspective while taking into consideration conflicting views and/or positions.  
- Is receptive to feedback and responds accordingly.  
- Addresses patient/customer/colleague concerns in a timely manner and communicates the outcome as needed. | |
| 6. Ensure that the MGH is safe, accessible, clean and welcoming to everyone. | - Follows Hospital safety policies and participates in annual required trainings. For example: Wears ID badge, Fire/Safety training.  
- Proactively engages in behaviors that enhance the patient/customer/colleague experience. | |
| 7. Share my successes and errors with my colleagues so we can all learn from one another. | - Participates in problem solving/process improvement regardless of whether or not directly related to his/her area of responsibility.  
- Adapts positively to changes in the work setting.  
- Participates in the examination of mistakes/incidents/near misses.  
- Shares best practices.  
- Reports errors or incidents promptly. | |
Massachusetts General Hospital
Nursing Performance Evaluation Form

Examples/Comments:

<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating (1-5)</th>
</tr>
</thead>
</table>
| 8. Make wise use of the hospital's human, financial and environmental resources. Waste no one's time. | • Effectively and appropriately uses resources.  
• Demonstrates time management skills. | |

Examples/Comments:

• Understands and is able to perform all components of the job as stated in the job description.  
• Complies with unit and Hospital training.  
• Follows applicable policies and procedures.  
• Accepts accountability for actions and demonstrates improvement if necessary.  
• Documentation and communication is clear, concise, timely and accurate.

Examples/Comments:

10. Uphold professional and ethical standards.  
• Meets attendance standards. # of unscheduled earned time absences: ____ # of instances of tardiness: _____  
• Respects others.  
• Is professional in appearance appropriate to role and environment.  
• Works within legal, regulatory and ethical practice standards.  
• Protects and preserves confidential information.

Examples/Comments:

MGH Credo Summary

<table>
<thead>
<tr>
<th>Rating Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
</tbody>
</table>

Overall Rating (take total above and divide by 10):

5 – Exceeds Expectations  
4 – Fully Meets Expectations  
3 – Acceptable with room for further development  
2 – Needs Improvement (Performance action plan required)  
1 – Unacceptable (Performance action plan required)

Evaluator’s Comments
Clinical Narrative

In writing a clinical narrative, choose a clinical event or situation that holds some special meaning for you and that reflects your current clinical practice. Some examples include:

• An experience with a patient or family that illustrates how your intervention made a difference in patient outcome
• A clinical experience that was particularly demanding
• An event or situation that you think captures the essence of your practice
• A situation that you commonly confront in your practice and that gave you new insight into your role as a professional clinician

Often, a single event shares several of these characteristics and can serve to illustrate multiple aspects of your practice.

Attach additional pages as needed.

Peer Review

• See Department of Nursing Peer Review Guidelines
Massachusetts General Hospital  
Nursing Performance Evaluation Form  

Competency Assessment Tool

Please indicate here if competency assessment documentation is kept in the departmental files ____ or online _____. If a separate form/system is used you do not need to complete this form.

Employee Name: ___________________________  Empl ID#: ___________________________

1. Competencies: The critical skills and abilities employees must demonstrate based upon the duties in the job description and the needs of the department and Hospital. Competencies should reflect: skill level, new equipment, policies, procedures, safety or service requirements, performance improvement initiatives, changes in the needs of the population(s) served, low volume or high risk tasks, etc.

2. Evaluation Method: The method of assessing an individual’s competency related to a specific skill or ability. Using the key below, select the appropriate method(s) used to assess the competency.

<table>
<thead>
<tr>
<th>A</th>
<th>Direct Observation</th>
<th>C</th>
<th>Documentation Review</th>
<th>E</th>
<th>Testing</th>
<th>G</th>
<th>Verbalizes Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Feedback</td>
<td>D</td>
<td>Analysis of Data</td>
<td>F</td>
<td>Peer Review</td>
<td>H</td>
<td>Other</td>
</tr>
</tbody>
</table>

3. Population(s) Served: All staff should demonstrate skills in providing care and/or services that meet the unique needs of the diverse population they serve. Using the key below, select the appropriate population(s) served.

| A1 | Neonate/Infant  | A2 | Toddler            | A3 | Preschool        | A4 | School-Age         | A5 | Adolescent        | A6 | Adult            | A7 | Elder            | L | Language         | RE | Race/Ethnicity   | R | Religion(s)     | G | Gender           | S | Sexual Orientation | GI | Gender Identity or Expression | SE | Socio-Economic Status | AP | All Populations  | NA | Not Applicable |

4. Competency Achieved: Indicate if competency level was demonstrated. If the competency was not demonstrated, a performance/action plan is required.

<table>
<thead>
<tr>
<th>1. Competencies to be Assessed (typically 3-4)</th>
<th>2. Evaluation Method (A – H)</th>
<th>3. Population(s) Served. Select (A1-AP or N/A)</th>
<th>4. Competency Demonstrated? Yes or No</th>
<th>Evaluator Initials</th>
<th>Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Physical Therapist – Demonstrates skill in using new ___ equipment.</td>
<td>A, G</td>
<td>AP</td>
<td>Yes</td>
<td>MI</td>
<td>11/12/09</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<td></td>
</tr>
</tbody>
</table>

Comments/Action Plan: ____________________________________________________________

Last Updated: 4/6/11
Massachusetts General Hospital  
Nursing Performance Evaluation Form

Goals/Development Section

SMART Model: To (action verb) (single key result) by (target date) requiring (resources)

SMART Goal Example: If one of the employee’s goals was to become more proficient with Excel, converting that into a SMART Goal would be:

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To integrate the use of Excel in tracking employees and the training programs they attend by May 1 with the help of training programs offered through the Workforce Training and Development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Become more proficient in Excel.</td>
</tr>
<tr>
<td>Measurable</td>
<td>Utilize Excel in tracking employee training programs.</td>
</tr>
<tr>
<td>Actionable</td>
<td>By attending training programs offered through the Work Force Training &amp; Development Office, the employee will learn how to build an Excel database.</td>
</tr>
<tr>
<td>Realistic</td>
<td>The deadline for completing this task will be one year from now, which gives more than enough time to attend training programs, build a database, and integrate the use of the database into the workflow.</td>
</tr>
<tr>
<td>Time Bound</td>
<td>Complete by May 1, 2010 for next year’s evaluation process.</td>
</tr>
</tbody>
</table>

Part I. Goal Achievement for Previous Year: Briefly discuss employee’s progress on goals identified at the last performance evaluation. Check the box below that matches the goal attainment outcome. If goal(s) was/were not achieved or are still in progress, please discuss and indicate why.

Goals for the previous year:

1.

2.

Were Goal(s) achieved: Yes [ ] No [ ] Some were achieved, but not all [ ] N/A [ ]

Comments and feedback:

Part II. Goals for Upcoming Year: Utilize SMART Goals principles to create employee’s goals / development plan for the next year. Revisit this sheet throughout the year with employee so that progress toward achieving these goals is monitored.

Goals for the upcoming year:

1.

2.
SIGNATURES & COMMENTS

Employee's Comments:

Evaluator's Comments:

The signatures below indicate that the employee and evaluator have discussed the information contained in this form.

_______________________________________  _________________________________
Employee's Signature  Date

_______________________________________  _________________________________
Evaluator's Signature  Date

_______________________________________  _________________________________
Department Head's Signature (if applicable)  Date
Clinical Recognition Program  
Patient Care Services  

Levels of Practice  
Nursing

<table>
<thead>
<tr>
<th>Theme</th>
<th>Entry</th>
</tr>
</thead>
</table>
| Clinician/Patient Relationship | • Demonstrates care and concern for patients and families  
                                 • Recognizes how the clinician/patient relationship impacts the patient experience  
                                 • Begins to recognize the differences in how patients and families react to illness and treatment |
| The interpersonal engagement or relational connection between the clinician and the patient and/or family. | • Individualizes care based upon the knowledge of the patient and the family  
                                 • Recognizes needs and advocates for patient based on knowledge of condition  
                                 • Has awareness of one's own values and how they affect interactions and relationships  
                                 • Recognizes that cultural differences need to be considered in developing clinician-patient relationships. Focus is on identifying cultural norms. |
|                                | • Modifies interventions based on a deep understanding of patient and family needs attained through past experiences  
                                 • Advocacy for their patient causes the clinician to challenge systems and practices; tries to identify patterns in systems or processes of care that impact on patient and families.  
                                 • Is open and inclusive of others' values  
                                 • Alters interpersonal exchanges to meet cultural differences  
                                 • Develops and values collaborative relationships with patients and families |

Notes:

- Intuitively uses self in the therapeutic relationship as a means to enhance care  
- Actively empowers and advocates for patients and families to maximize their participation in decision-making and goal setting.  
- Respects others' values and suspends judgment  
- Plans constructive interventions based on patient's values  
- Demonstrates scope of responsibility and accountability for clinical practice  
- Effectively elicits cultural beliefs and values from patients and integrates these into overall patient management  
- Challenges and shapes systems on the unit and hospital-wide to achieve best possible outcomes
<table>
<thead>
<tr>
<th>Theme</th>
<th>Entry</th>
<th>Clinician</th>
<th>Advanced Clinician</th>
<th>Clinical Scholar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Knowledge and Decision Making</td>
<td>• Safely implements nursing interventions and procedures in the care of the patient  &lt;br&gt; • Organizes and prioritizes care, with assistance as necessary  &lt;br&gt; • Begins to integrate theoretical knowledge with the practical experience of caring for patients  &lt;br&gt; • Understands unit operations that support the delivery of patient care</td>
<td>• Demonstrates mastery of technical skills  &lt;br&gt; • Through the ongoing experience of caring for patients and families, recognizes patterns that refine and influence future practice  &lt;br&gt; • Is adaptable and flexible in managing clinical situations  &lt;br&gt; • Begins to take clinically sound risks  &lt;br&gt; • Seeks out and utilizes resources and colleagues to validate information in order to maintain the standards of care and practice  &lt;br&gt; • Recognizes the challenges of, and develops strategies for, prioritizing and organizing care  &lt;br&gt; • Recognizes the responsibility and accountability for her/his own practice</td>
<td>• Acts as a resource to colleagues in relation to a particular patient population  &lt;br&gt; • Past experience allows clinician to focus on &quot;probabilities versus possibilities&quot; when assessing and caring for patients  &lt;br&gt; • Demonstrates a spirit of inquiry as it relates to clinical practice; wants to know why  &lt;br&gt; • Initiates independent learning based on her/his needs  &lt;br&gt; • Is adaptable and flexible in managing unexpected clinical situations  &lt;br&gt; • Feels increasingly comfortable in taking clinically sound risks  &lt;br&gt; • Views clinical decision-making holistically, including both prior experiences and current clinical situation</td>
<td>• Is recognized as an expert in area of interest and/or specialization  &lt;br&gt; • Understands the impact of illness on the lives of patient and family  &lt;br&gt; • Demonstrates exquisite foresight in anticipating and planning to meet patient and family problems and concerns  &lt;br&gt; • Applies and shares relevant research with colleagues  &lt;br&gt; • Critically evaluates own decision-making and judgments  &lt;br&gt; • Consistently takes clinically sound risks  &lt;br&gt; • Independently seeks out opportunities to learn, teach and influence  &lt;br&gt; • Successfully organizes and coordinates multiple activities, requests and needs  &lt;br&gt; • Implements innovative approaches to meet the needs of patients and families</td>
</tr>
</tbody>
</table>

Notes:
<table>
<thead>
<tr>
<th>Theme</th>
<th>Entry</th>
<th>Clinician</th>
<th>Advanced Clinician</th>
<th>Clinical Scholar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration/ Teamwork</td>
<td>Through the development of effective relationships with unit colleagues and other members of the health care team, the best possible outcome is achieved for the patient and family.</td>
<td>• Understands the role of other disciplines in the care of patients&lt;br&gt;• Identifies the resources that are available for patients and families&lt;br&gt;• Utilizes the assistance of resources and colleagues&lt;br&gt;• Understands unit-based structures that enhance communication between team members</td>
<td>• Seeks and values collegial relationships between nursing and other disciplines&lt;br&gt;• Provides guidance to less experienced staff, i.e. precepts&lt;br&gt;• Contributes to the effective operation of her/his unit&lt;br&gt;• Understands her/his role as a member of the health care team&lt;br&gt;• Participates in interdisciplinary forums that promote an integrated approach to patient care</td>
<td>• Acts as a resource to colleagues or refers colleagues to others as necessary&lt;br&gt;• Anticipates patient/family needs and is proactive in initiating consults and/or engaging other team members&lt;br&gt;• Promotes the development of collaborative relationships with colleagues and peers by communicating in a constructive manner</td>
</tr>
</tbody>
</table>

Notes:
Massachusetts General Hospital  
Department of Nursing  

Guidelines for Peer Review: Staff Nurses

Overview
Peer review is “a process by which professionals from common practice areas systematically assess, monitor, make judgments, and provide feedback to peers by comparing actual practice to established standards” (ANCC). Peer review is essential not only to your professional development but a requirement for Magnet designation.

In the process of your work, your colleagues come to know and see how you develop relationships with patients and families; your clinical knowledge and how that knowledge informs your decisions; and your ability to work collaboratively with all members of the team to achieve the best outcomes for patients. Their feedback is a critical element of your professional growth and development.

Process
- You will be notified by your nursing director that your yearly performance appraisal is due.
- Select a staff nurse you work with and who knows your practice and can describe that practice in one of the three themes that comprise our Clinical Recognition Program:
  - Clinician Patient Relationship
  - Clinical Knowledge and Decision Making
  - Teamwork and Collaboration
- Give or send them the following form asking them to describe a situation occurring in the past year under that theme.
- Give them a date to return the form to you.
- When you receive the form review it with your colleague and sign your names and date.
- Submit this document to your director as part of your performance appraisal.
Directions
As part of the peer review process you have been asked to comment on the practice of your colleague in one of three themes of the Clinical Recognition Program. The themes are:

- Clinician Patient Relationship
- Clinical Knowledge and Decision Making
- Teamwork and Collaboration

Please reflect on your work with your colleague over the past year. Is there a situation or experience you have observed that best describes your colleague in one of the themes? Please describe that situation under that theme.

Clinician Patient Relationship
Describe a situation where she/he developed a therapeutic relationship with a patient and/or family:

Clinical Knowledge and Decision Making
Describe a situation where his/her understanding of a situation and their subsequent actions influenced the care and/or treatment of the patient:

Teamwork and Collaboration
Describe a situation where his/her development of effective relationships with colleagues contributed to a healthy work environment and the best possible outcomes for the patient:

Employee Name: __________________________ ID#______________ Date __________
Signature of Peer Reviewer: ___________________________________ Date __________
Signature of Employee: _______________________________________ Date __________
Overview & Instructions for Evaluator

The Performance Evaluation Form uses the Standards of Behavior - MGH Mission, Credo and Boundaries as a framework. The Credo statements are used to evaluate the employee’s performance and have associated standards to assist in the evaluation process. When reviewing the standards, refer to the employee’s job description to evaluate how it applies and the rating to assign. It is not necessary to give this overview page to the employee.

Step 1: Review the most recent job description
- Each year the evaluator should review and update (as appropriate) the job description with employee input. Evaluators can access job descriptions via this link: [http://sharepoint.partners.org/mgh/humanresources/MGHJobDescriptions/MGH%20Job%20Description%20Library/Forms/AllItems.aspx](http://sharepoint.partners.org/mgh/humanresources/MGHJobDescriptions/MGH%20Job%20Description%20Library/Forms/AllItems.aspx).
- If necessary, email the updated job descriptions to your HR generalist and give a copy to the employee.

Step 2: Standards of Behavior
- Review the Standards of Behavior with the employee.
- Employee signs and dates the form.

Step 3: Fill out the MGH Credo Section
- Use the job description and the employee’s performance during the past year.

Step 4: Fill out the Competency Assessment Section
- Departments may create their own tool, as long as it includes: the competency, the population served, the objective evaluation method, competency level, evaluator’s initials and date of evaluation.
- This tool is to help evaluators record the employee’s skill level for competencies critical to the job and department.
- Competency assessments kept in the department must be readily available when a regulatory agency requests it.

Step 5: Print out last year’s goals and complete the Goals/Developmental Section
- The employee and evaluator discuss and plan goals and action steps for the next year.
- MGH encourages you to write goals using the SMART principles as a guide. SMART goals are Specific – Measurable – Actionable – Realistic – Time Bound. An example is provided on page 7.
- Performance development may recognize areas where an employee can improve their day-to-day performance.
- The employee and evaluator should re-visit goals throughout the year to monitor progress.

Step 6: Confidentiality Agreement
- Review the confidentiality policy with the employee and discuss how it relates to the employee's job.
- Employee signs and dates the form.

Step 7: Signature and Comment Page
- Use this section to add comments and to sign that the information was discussed with the employee.

Other Documentation:
Licensure (if applicable):
- If the job requires registration/certification that is not mandated by law or regulation, evaluators must ensure credentials are current and retain a copy of the current unexpired documentation in the employee file.

Note: For employees whose jobs require licensure by state law or regulation, HR documents it in PeopleSoft.

Training Record:
- Staff members at MGH must complete required training each year by their Performance Evaluation due date. This is tracked in PeopleSoft or HealthStream. **PeopleSoft Path: Home > Self Service > Manager > Tasks > Mandatory Training**
Massachusetts General Hospital
Performance Evaluation Form

Employee Name:            EmpID #:           Emp Rec #:
Employee’s Job Title:     Department:          Name of Evaluator:
Effective Date of eval:   Period covered by this eval:  From:  To:

Standards of Behavior – MGH Mission, Credo and Boundaries

Guided by the needs of our patients and their families, we aim to deliver the very best health care in a safe, compassionate environment; we advance that care through innovative research and education; and, we improve the health and well-being of the diverse communities we serve.

As a member of the MGH community and in service of our mission, I believe that:

- The first priority at MGH is the well-being of our patients, and all our work, including research, teaching and improving the health of the community, should contribute to that goal.
- Our primary focus is to give the highest quality of care to each patient delivered in a culturally sensitive, compassionate and respectful manner.
- My colleagues and I are MGH’s greatest assets.
- Teamwork and clear communication are essential to providing exceptional care.

As a member of the MGH community and in service of our mission, I will:

- Listen and respond to patients, patients’ families, my colleagues and community members.
- Ensure that the MGH is safe, accessible, clean and welcoming to everyone.
- Share my successes and errors with my colleagues so we can all learn from one another.
- Waste no one’s time.
- Make wise use of the hospital’s human, financial and environmental resources.
- Be accountable for my actions.
- Uphold professional and ethical standards.

As a member of the MGH community and in service of our mission, I will never:

- Recklessly ignore MGH policies and procedures.
- Criticize or take action against any member of the MGH community raising or reporting a safety concern.
- Speak or act disrespectfully toward anyone.
- Engage in or tolerate abusive behaviors.
- Look up or discuss private information about patients or staff for any purpose outside of my specified job responsibilities.
- Work while impaired by any substance or condition that compromises my ability to function safely and competently.

__________________    ______________________    ____________
Signature      Print Name      Date
The following levels and definitions are to be used in evaluating the employee's performance for each MGH Credo statement. Please enter a rating level for each value.

Level 5 = **Exceeds Expectations:** The employee's performance is outstanding. Consistently performs above and beyond job expectations.

Level 4 = **Fully Meets Expectations:** The employee's performance in this area meets the full expectations of the position.

Level 3 = **Acceptable with room for further development:** The employee's performance in this area meets expectations. However, some further development is necessary before the full expectations of the position are realized.

Level 2 = **Needs improvement:** The employee's performance in this area does not meet the expectations of the position. Regardless of the cause(s) of the performance, improvement is necessary.

Level 1 = **Unacceptable:** The employee's performance in this area is unacceptable. Immediate improvement must occur.

<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first priority at MGH is the well-being of our patients, and all our work, including research, teaching and improving the health of the community, should contribute to that goal.</td>
<td>• Knows the latest concepts, techniques, and methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifies problems and resolves issues effectively using the appropriate resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sets priorities to meet department and patient care needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meets volume standards with accuracy and within deadlines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sets and meets goals and objectives in a competent and timely way.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is flexible and recognizes the needs of the overall organization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adheres to Hospital quality and safety standards.</td>
<td></td>
</tr>
</tbody>
</table>

Examples/Comments:

2. Our primary focus is to give the highest quality of care to each patient delivered in a culturally sensitive, compassionate and respectful manner.

Note: Also includes colleague interaction.

Examples/Comments:

3. My colleagues and I are MGH’s greatest assets.

Examples/Comments:
<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating (1-5)</th>
</tr>
</thead>
</table>
| 4. Teamwork and clear communication are essential to providing exceptional care. Note: Also includes providing exceptional performance. | - Acts as a cohesive member of a team.  
- Uses effective oral and written communication to foster collaboration, teamwork and mutual respect.  
- Interacts appropriately/effectively with employees throughout the organization.  
- Achieves goals/objectives by working with others throughout the Hospital.  
- Participates in orienting/mentoring colleagues.                                                    |              |
| Examples/Comments:                                                        |                                                                                                                                             |              |
| 5. Listen and respond to patients, patients' families, my colleagues and community members. | - Effectively articulates own perspective while taking into consideration conflicting views and/or positions.  
- Is receptive to feedback and responds accordingly.  
- Addresses patient/customer/colleague concerns in a timely manner and communicates the outcome as needed. |              |
| Examples/Comments:                                                        |                                                                                                                                             |              |
| 6. Ensure that the MGH is safe, accessible, clean and welcoming to everyone. | - Follows Hospital safety policies and participates in annual required trainings. For example: Wears ID badge, Fire/Safety training.  
- Proactively engages in behaviors that enhance the patient/customer/colleague experience. |              |
| Examples/Comments:                                                        |                                                                                                                                             |              |
| 7. Share my successes and errors with my colleagues so we can all learn from one another. | - Participates in problem solving/process improvement regardless of whether or not directly related to his/her area of responsibility.  
- Adapts positively to changes in the work setting.  
- Participates in the examination of mistakes/incidents/near misses.  
- Shares best practices.  
- Reports errors or incidents promptly.                                                  |              |
| Examples/Comments:                                                        |                                                                                                                                             |              |
| 8. Make wise use of the hospital's human, financial and environmental resources. Waste no one's time. | - Effectively and appropriately uses resources.  
- Demonstrates time management skills.                                                           |              |
<p>| Examples/Comments:                                                        |                                                                                                                                             |              |</p>
<table>
<thead>
<tr>
<th>MGH Credo</th>
<th>Standards</th>
<th>Rating (1-5)</th>
</tr>
</thead>
</table>
| 9. Be accountable for my actions.   | • Understands and is able to perform all components of the job as stated in the job description.  
                                             • Complies with unit and Hospital training.  
                                             • Follows applicable policies and procedures.  
                                             • Accepts accountability for actions and demonstrates improvement if necessary.  
                                             • Documentation and communication is clear, concise, timely and accurate.         |              |
|                                     | Examples/Comments:                                                                                                                             |              |
| 10. Uphold professional and ethical standards. | • Meets attendance standards.  # unscheduled earned time absences:  
                                                                  _____  # of instances of tardiness:  _____  
                                                                  • Respects others.  
                                                                  • Is professional in appearance appropriate to role and environment.  
                                                                  • Works within legal, regulatory and ethical practice standards.  
                                                                  • Protects and preserves confidential information.                       |              |
|                                     | Examples/Comments:                                                                                                                             |              |

**MGH Credo Summary**

<table>
<thead>
<tr>
<th>Rating Total</th>
<th>______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rating (take total above and divide by 10):</td>
<td>______</td>
</tr>
<tr>
<td>5 – Exceeds Expectations</td>
<td></td>
</tr>
<tr>
<td>4 – Fully Meets Expectations</td>
<td></td>
</tr>
<tr>
<td>3 – Acceptable with room for further development</td>
<td></td>
</tr>
<tr>
<td>2 – Needs Improvement (Performance action plan required)</td>
<td></td>
</tr>
<tr>
<td>1 – Unacceptable (Performance action plan required)</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluator’s Comments**
Massachusetts General Hospital
Performance Evaluation Form

Competency Assessment Tool

Please indicate here if competency assessment documentation is kept in the departmental files ____ or online _____. If a separate form/system is used you do not need to complete this form.

Employee Name: ___________________________ Empl ID#: ___________________________

1. Competencies: The critical skills and abilities employees must demonstrate based upon the duties in the job description and the needs of the department and Hospital. Competencies should reflect: skill level, new equipment, policies, procedures, safety or service requirements, performance improvement initiatives, changes in the needs of the population(s) served, low volume or high risk tasks, etc.

2. Evaluation Method: The method of assessing an individual’s competency related to a specific skill or ability. Using the key below, select the appropriate method(s) used to assess the competency.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Direct Observation</td>
<td>C. Documentation Review</td>
</tr>
<tr>
<td>B. Feedback</td>
<td>D. Analysis of Data</td>
</tr>
<tr>
<td>G. Verbalizes Knowledge</td>
<td>E. Testing</td>
</tr>
<tr>
<td>F. Peer Review</td>
<td>H. Other</td>
</tr>
</tbody>
</table>

3. Population(s) Served: All staff should demonstrate skills in providing care and/or services that meet the unique needs of the diverse population they serve. Using the key below, select the appropriate population(s) served.

<table>
<thead>
<tr>
<th>Population</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Neonate/Infant</td>
<td>A5 Adolescent</td>
</tr>
<tr>
<td>A2 Toddler</td>
<td>A6 Adult</td>
</tr>
<tr>
<td>A3 Preschool</td>
<td>A7 Elder</td>
</tr>
<tr>
<td>A4 School-Age</td>
<td>L Language</td>
</tr>
<tr>
<td>RE Race/Ethnicity</td>
<td>R Religion(s)</td>
</tr>
<tr>
<td>GI Gender Identity or Expression</td>
<td>G Gender</td>
</tr>
<tr>
<td>SE Socio-Economic Status</td>
<td>S Sexual Orientation</td>
</tr>
<tr>
<td>E Educational level</td>
<td>AP All Populations</td>
</tr>
<tr>
<td>GI Gender</td>
<td>GI Gender</td>
</tr>
<tr>
<td>GI Gender</td>
<td>GI Gender</td>
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<td>GI Gender</td>
<td>GI Gender</td>
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<td>GI Gender</td>
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<td>GI Gender</td>
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<tr>
<td>GI Gender</td>
<td>GI Gender</td>
</tr>
<tr>
<td>GI Gender</td>
<td>GI Gender</td>
</tr>
<tr>
<td>NA Not Applicable</td>
<td>NA Not Applicable</td>
</tr>
</tbody>
</table>

4. Competency Achieved: Indicate if competency level was demonstrated. If the competency was not demonstrated, a performance/action plan is required.

<table>
<thead>
<tr>
<th>Competency to be Assessed</th>
<th>Evaluation Method</th>
<th>Population(s) Served</th>
<th>Competency Demonstrated?</th>
<th>Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Physical Therapist – Demonstrates skill in using new equipment.</td>
<td>A, G</td>
<td>AP</td>
<td>Yes</td>
<td>MI 11/12/09</td>
</tr>
</tbody>
</table>

1.

2.

3.

4.

5.

Comments/Action Plan:

Last Updated: 4/12/11
Massachusetts General Hospital
Performance Evaluation Form

Goals/Development Section

SMART Model:  To (action verb) (single key result) by (target date) requiring (resources)

SMART Goal Example:  If one of the employee’s goals was to become more proficient with Excel, converting that into a SMART Goal would be:

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To integrate the use of Excel in tracking employees and the training programs they attend by May 1st, with the help of training programs offered through the Workforce Training and Development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Become more proficient in Excel.</td>
</tr>
<tr>
<td>Measurable</td>
<td>Utilize Excel in tracking employee training programs.</td>
</tr>
<tr>
<td>Actionable</td>
<td>By attending training programs offered through the Work Force Training &amp; Development Office, the employee will learn how to build an Excel database.</td>
</tr>
<tr>
<td>Realistic</td>
<td>The deadline for completing this task will be one year from now, which gives more than enough time to attend training programs, build a database, and integrate the use of the database into the workflow.</td>
</tr>
<tr>
<td>Time Bound</td>
<td>Complete by May 1, 2010 for next year’s evaluation process.</td>
</tr>
</tbody>
</table>

Part I.  Goal Achievement for Previous Year:  Briefly discuss employee’s progress on goals identified at the last performance evaluation.  Check the box below that matches the goal attainment outcome.  If goal(s) was/were not achieved or are still in progress, please discuss and indicate why.

Goals for the previous year:

1.  

2.  

Were Goal(s) achieved:  Yes [   ]  No [   ]  Some were achieved, but not all [   ]  N/A [   ]

Comments and feedback:

Part II.  Goals for Upcoming Year:  Utilize SMART Goals principles to create employee’s goals / development plan for the next year.  Revisit this sheet throughout the year with employee so that progress toward achieving these goals is monitored.

Goals for the upcoming year:

1.  

2.  

Last Updated: 4/12/11
Confidentiality Agreement

Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their health information. Additionally, Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare must assure the confidentiality of its employee, payroll, fiscal, research, computer systems, and management information. In the course of my employment/assignment at a Partners organization/practice, I may come into the possession of confidential information. In addition, my personal access code [User ID and Password] used to access computer systems is also an integral aspect of this confidential information.

By signing this document I understand the following:

1. Access to confidential information without a patient care/business need-to-know in order to perform my job—whether or not that information is inappropriately shared—is a violation of this policy. I agree not to disclose confidential or proprietary patient care and/or business information to outsiders (including family or friends) or to other employees who do not have a need-to-know.

2. I agree not to discuss confidential patient, employee, payroll, fiscal, research or administrative information where others can overhear the conversation, e.g., in hallways, on elevators, in the cafeterias, on the shuttle buses, on public transportation, at restaurants, at social events. It is not acceptable to discuss clinical information in public areas even if a patient’s name is not used. This can raise doubts with patients and visitors about our respect for their privacy.

3. I agree not to make inquiries for other personnel who do not have proper authority.

4. I know that I am responsible for information that is accessed with my password. I am responsible for every action that is made while using that password. Thus, I agree not to willingly inform another person of my computer password or knowingly use another person’s computer password instead of my own.

5. I agree not to make any unauthorized transmissions, inquiries, modifications, or purgings of data in the system. Such unauthorized transmissions include, but are not limited to, removing and/or transferring data from Partner’s computer systems to unauthorized locations, e.g., home.

6. I agree to log off a Partners workstation prior to leaving it unattended. I know that if I do not log off a computer and someone else accesses confidential information while the computer is logged on with my password, I am responsible for the information that is accessed.

Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare have the ability to track and monitor access to on-line records and reserves the right to do so. Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare can verify that those who accessed records did so appropriately.

I have read the above special agreement and agree to make only authorized entries for inquiry and changes into the system and to keep all information described above confidential. I understand that violation of this agreement may result in corrective action, up to and including termination of employment and/or suspension and loss of privileges. I understand that in order for any User ID and/or Password to be issued to me, this form must be completed.

______________________    ______________________    ____________
Signature      Print Name      Date
SIGNATURES & COMMENTS

Employee’s Comments:

Evaluator’s Comments:

The signatures below indicate that the employee and evaluator have discussed the information contained in this form.

________________________________________________________________________
Employee’s Signature                                      Date

________________________________________________________________________
Evaluator’s Signature                                    Date

________________________________________________________________________
Department Head’s Signature (if applicable)             Date
Massachusetts General Hospital
Department of Nursing

Guidelines for Peer Review: Clinical Nurse Specialist

Overview
Peer review is “a process by which professionals from common practice areas systematically assess, monitor, make judgments, and provide feedback to peers by comparing actual practice to established standards” (ANCC). Peer review is essential not only to your professional development but a requirement for Magnet designation for nurses in all roles.

Process
- You will be notified by your nursing director that your yearly performance appraisal is due.
- Select a Clinical Nurse Specialist you work with and who knows your practice and can describe that practice in one of the three components of the Clinical Nurse Specialist role:
  - Program Development
  - Clinical Expertise
  - Quality Outcomes Management
- Give or send them the following form asking them to describe your practice in one of those three components.
- Give them a date to return the form to you.
- When you receive the form review it with your peer sign your names and date.
- Submit this document to your director as part of your performance appraisal.
Massachusetts General Hospital
Department of Nursing

Peer Review: Clinical Nurse Specialist

Directions
As part of the peer review process you have been asked to comment on the practice of your Clinical Nurse Specialist colleague in one of three components of the Clinical Nurse Specialist roles:

- Program Development
- Clinical Expertise
- Quality Outcomes Management

Please reflect on your work with your colleague over the past year. Is there a situation or experience you have observed that best describes your colleague in one of the components?

Please describe that situation under that component.

Program Development
Please describe your colleagues work over the past year in developing clinical programs (at the unit, service or organizational level).

Clinical Expertise:
Please describe how your colleague, building on a foundation of research and evidence based practice, facilitates excellence in patient care through providing direct patient care, teaching, coaching and mentoring.

Quality Outcomes Management
Describe how your colleague identifies an area of concern and then designs, collects, analyzes and shares data to ensure systems, processes and care delivery achieve the best possible outcome for patients and families.

Employee Name: __________________________ ID#______________ Date __________
Signature of Peer Reviewer: ___________________________________ Date __________
Signature of Employee: ______________________________ Date __________
Overview
Peer review is “a process by which professionals from common practice areas systematically assess, monitor, make judgments, and provide feedback to peers by comparing actual practice to established standards” (ANCC). Peer review is essential not only to your professional development but a requirement for Magnet designation for nurses in all roles.

Process
- Your director/manager will notify you that your yearly performance appraisal is due.
- Select a nurse in an expanded role you work with and who knows your practice and can describe that practice in one of the three components of the nurse in the expanded role:
  - Relationship with Patients
  - Clinical Knowledge and Decision Making
  - Teamwork, Care Coordination and Collaboration
- Give or send them the following form asking them to describe your practice in one of those three components.
- Give them a date to return the form to you.
- When you receive the form review it with your peer sign your names and date.
- Submit this document to your director/manager as part of your performance appraisal.
Massachusetts General Hospital
Department of Nursing

Peer Review: Nurses in the Expanded Role

Directions
As part of the peer review process you have been asked to comment on the practice of a nurse in
the expanded role colleague in one of three components of the nurse in the expanded role roles:

  o Relationship with Patients
  o Clinical Knowledge and Decision Making
  o Teamwork, Care Coordination and Collaboration

Please reflect on your work with your colleague over the past year. Is there a situation or
experience you have observed that best describes your colleague in one of the components?

Please describe that situation under that component.

Relationship with patients:

Clinical Knowledge and Decision Making:

Teamwork, Care Coordination and Collaboration:

Employee Name: __________________________ ID#______________ Date __________

Signature of Peer Reviewer: ___________________________________ Date __________

Signature of Employee: _______________________________________  Date __________
APRN/PA Peer Review

**Review Type:**

- [ ] FPPE: Focused Professional Practice Review (Initial Privileging within the first three months of clinical work or Remediation)
- [ ] OPPE: Ongoing Professional Practice Review (Every six month review of practice)

---

**Name of APRN/PA candidate reviewed**

**Practice Area:** ________________________________

**Collaborating/Supervising Physician (Print Name)**

**Evaluation Period:**

---

(Please note-Threshold for Remediation- any rating fair or poor will require a FPPE Action Plan)

### Relationship with patients and families:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills promote therapeutic relationships with patients and families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides culturally competent care to patients and families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailors communication and teaching to ensure patient and family understanding and comprehension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Clinical Knowledge and Decision Making:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical practice and decision making is evidence based.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates independent learning to learn or maintain technical skills and clinical knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical judgment and decision making reflects an understanding of the current clinical situation as well as future implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Teamwork, Care Coordination and Collaboration:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates forethought in anticipating, planning and coordinating the patient’s care across the continuum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates with all members of the health care team in a respectful, professional manner to ensure the best patient outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares knowledge and information with all members of the health care team to elevate the standard of practice.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

Signature of Peer Reviewer: ___________________________________ Date __________

Signature of Employee: _______________________________________ Date __________

Approved: GEC 2/2012
# PRACTICE-BASED LEARNING & IMPROVEMENT LOG

**MASSACHUSETTS GENERAL HOSPITAL**

**Department of Nursing**

Nurses in the expanded role/Physician Assistants (APRN/PA)

---

**Review Type:**

- [ ] **FPPE:** Focused Professional Practice Review (Initial Privileging within the first three months of clinical work or Remediation)
  
  Three direct observations required.

- [ ] **OPPE:** Ongoing Professional Practice Review (Every six month review of practice). Three direct observations or chart reviews required.

---

**Name of APRN/PA candidate reviewed:**

**Practice Area:**

**Collaborating/Supervising Physician (Print Name):**

**Evaluation Period:**

---

**Please note - Threshold for Remediation <80% of criteria met for each chart/case will require a FPPE Action Plan**

<table>
<thead>
<tr>
<th>Case 1</th>
<th>Medical Record #:</th>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of review</td>
<td>Technical skill demonstrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical judgment evident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactions with patient appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documentation complete and accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Time out performed</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Zero “Do Not Use” Abbreviations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 2</th>
<th>Medical Record #:</th>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of review</td>
<td>Technical skill demonstrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical judgment evident</td>
<td></td>
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<tr>
<td></td>
<td>Interactions with patient appropriate</td>
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<tr>
<td></td>
<td>Documentation complete and accurate</td>
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<tr>
<td></td>
<td>Time out performed</td>
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<tr>
<td></td>
<td>Zero “Do Not Use” Abbreviations</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 3</th>
<th>Medical Record #:</th>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of review</td>
<td>Technical skill demonstrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical judgment evident</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Interactions with patient appropriate</td>
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<tr>
<td></td>
<td>Time out performed</td>
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<td></td>
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<tr>
<td></td>
<td>Zero “Do Not Use” Abbreviations</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

**Date**

Signature of APRN/PA Peer OR Collaborating/ Supervising Physician completing the form

**Printed Name**

---

Approved: GEC 2/2012
MASSACHUSETTS GENERAL HOSPITAL
NURSING DIRECTOR
EVALUATION FORM

Employee Name:   Unit #:   Review Week:   Review Date:   

Employee's Job Title:   Department:   

Name and Title of Evaluator Debra Burke   Phone #:   

Period covered by this evaluation:   From:   To: 10/1/10   
Month/Year   Month/Year   

Reason for this evaluation:   Interim   Annual   Other   (Specify)   

This evaluation form should be used in conjunction with the Job Description for the position being evaluated. This will allow the measures of performance in the form to be related to the specific duties and responsibilities of the position.

I. RATING LEVELS AND DEFINITIONS

The following levels and definitions are to be used in evaluating the employee's performance in each criterion. Ratings must be in whole numbers.

Level 5 = **Performance exceeds job requirements:** The employee's performance, within the criterion, is outstanding. He/she consistently performs above and beyond the expectations of the position.

Level 4 = **Performance fully meets job requirements:** The employee's performance, within the criterion, meets the full expectations of the position.

Level 3 = **Performance meets job requirements with room for further development:** The employee's performance, within the criterion, is acceptable and satisfactory. However, some further development is necessary before the full expectations of the position are realized.

Level 2 = **Performance needs improvement:** The employee's performance, within the criterion, does not meet the requirements of the position. Regardless of the cause(s) of the performance, improvement is necessary.

Level 1 = **Unacceptable performance:** The employee's performance, within the criterion, is clearly unacceptable. Immediate improvement must occur.

II. WEIGHTING EXPLANATION

Due to the fact that positions vary in scope and responsibility, this evaluation form is designed to allow the evaluator to vary the relative weight assigned to each of the ten performance criterion. These weightings should be discussed with the employee at the beginning of the evaluation period in order to facilitate prioritizing.

The weight assigned to each criterion will usually range from 1 (which equals 4% of the employee's overall job) to 16 (which equals 64% of the employee's overall job). **HOWEVER, THE TOTAL WEIGHTS ASSIGNED TO ALL CRITERIA MUST EQUAL 25. ALL WEIGHTS MUST BE IN WHOLE NUMBERS.**

III. NEW EMPLOYEE SECTION

If this is an employee's first performance evaluation at MGH please fill out this section. All others skip to section IV.

Through structured processes and documentation such as orientation, job descriptions, employee resumes, and competency tests, we are initially assessing the competencies of our employees. When an employee is new to MGH, there is certain essential information they need to learn about the hospital. The hospital and unit/department orientation process is the mechanism that MGH uses to provide this information. Please indicate the date of hospital and unit/department orientation attendance. An MGH New Employee Orientation Checklist should be located in the unit or department employee file to record information covered during hospital orientation. Units and departments should also maintain up-to-date unit/department specific orientation materials, and other examples of employee competency assessment.

Orientation to the Hospital   Dates Attended   
Orientation to Department/Unit   Date(s) Attended   

Revised
8/1/09
IV. PERFORMANCE CRITERIA

A. Practice  
- Ensures staff competence to meet standards of care for patients and families in their respective clinical area of practice  
- Creates a unit culture that incorporates culturally competent patient and family centered care principles into the fabric of the unit  
- Actively leads, facilitates and supports interdisciplinary patient care and the development of nursing practice on the unit and within the service  
- Creates an environment and infrastructure to allow staff to develop and advance their practice  
- Evaluates patient outcomes using available data (patient satisfaction, falls, pressure ulcers, etc) to recommend and integrate practice changes on the unit to enhance patient care and improve outcomes.

Justification for Rating

B. Quality and Safety  
- Promotes a safe environment for patients, families and staff.  
- Ensures regulatory compliance.  
- Supports hospital-wide quality and safety initiatives; oversees initiation and sustainability at unit level.  
- Uses quality and safety data to engage staff in performance improvement.  
- Fosters a creation of a just culture wherein staff report and discuss errors, adverse events, and near-misses.  
- Attempts to gain shared ownership and accountability for quality and safety across role groups and disciplines.

Justification for Rating

C. Human Resources Management  
- Actively supports equal opportunity and cultural unity  
- Develops mutual trust and respect; maintains and embraces a cohesive, supportive and productive work environment  
- Documents performance evaluations effectively and on time  
- Develops and mentors employees through on-going coaching, counseling, and training  
- Supports staff participation in Collaborative Governance and other organizational committees and projects to support professional development  
- Supports and encourages professional advancement of staff through the Clinical Recognition Program, professional certifications and continuing education  
- Involves staff in the development of unit decisions related to practice, budget, scheduling and the environment of care  
- Ensures that staff model organizational values as part of their daily practice  
- Empowers staff to take an active role in decision making and communicating  
- In partnership with human resources, selects competent employees with advancement potential  
- Minimizes turnover of staff

Justification for Rating
D. Financial Responsibilities

- Effectively manages human resources, supplies, equipment, overtime and/or other resources
- Participates in and is successful at budget preparation and/or compliance for his/her area
- Uses data to balance resource expenditures with workload and provides justification for variances in the budget
- Contributes to overall sound financial management of the institution.

Justification for Rating

E. Leadership

- **Inspires a Shared Vision and Purpose:** Clearly articulates the goals and vision for unit, service and organization and communicates these effectively to staff
- **Thinks strategically** to balance competing needs/idea within the unit, service and organization; plans and executes decisions based on a review of data and available information
- **Transforms Vision into Reality:** supports and implements key organizational and PCS initiatives
- **Effective Communication:** Promotes two-way communication that is clear, open and honest. Acts as a role model and demonstrates interpersonal competence and effective conflict management skills
- **Enables and Empowers Others to Act:** creates and sustains an environment that integrates the values of shared decision-making into clinical and administrative practices; celebrates achievements of others.
- **Establishes Collaborative Relationships and Promotes Teamwork within and Across Departments** to effectively advocate for nursing while supporting the contributions of others to effect positive change within the organization
- **Seizes Opportunities**- Takes decisive action on emerging opportunities in a rapidly changing environment; removes barriers to achieve outcomes and facilitate the work of others by assuming formal and informal leadership roles, including active participation in committees and projects and by acting as a positive role model and change agent
- **Recognizes, Develops, Implements and Shares Best Practices**
- **Acts with Integrity and Demonstrates Ethical Behaviors** by adhering to the MGH Mission, Credo and Boundaries statement.
- **Develops Oneself** by identifying and achieving professional and personal goals. Finds opportunities to expand professional knowledge through participation in committees, professional organizations and leadership development forums.

Justification for Rating
VIII. DEVELOPMENTAL SECTION (If more space is needed, please attach additional pages)

Equally important to performance evaluation is employee development. This section should be used to outline your plan to help the employee develop and progress toward his/her own goals and aspirations, or to overcome recognized deficiencies in his/her job performance. Outline your plan using the following guide: 1) DEVELOPMENTAL GOALS; 2) AGREED UPON PLAN FOR OBTAINING GOALS; 3) METHOD OF MEASURING ACHIEVEMENT; 4) TIME FRAME FOR ACHIEVEMENT

When performance is meeting/exceeding unit expectations, completion of this section is encouraged. **When performance is not meeting unit expectations, an outline of steps to achieve improvement within a specified time frame is required, and this section should be completed (Attach additional pages if more space is needed).**

IX. SIGNATURES & COMMENTS (If more space is needed, please attach additional pages)

X. Employee's Comments

________________________________________________________________________

Employee's Signature  Date

******************************************************************************************

Evaluator's Comments

________________________________________________________________________

Evaluator's Signature  Date
Employee Name:                                                    Empl ID#:            Empl Record #:
Employee's Job Title:                                                     Department: Patient Care Services
Name and Title of Reviewer:   Jeanette Ives Erickson     Phone #: ______  Effective Date of Review: _____
Period covered by this review: From: 2010 To: 2011
Month/Day/Year     Month/Day/Year
Review Type: (please check)    Interim □    Annual Performance Review X    Other □ ______

This evaluation form should be used in conjunction with a current job description for the position being evaluated. This will allow the actual performance measures included in this evaluation to be directly related to the specific duties and responsibilities of the position.

I.    NEW EMPLOYEE SECTION
If this is an employee’s first performance evaluation at MGH please fill out this section. All others skip to section IV.

Through structured processes and documentation such as orientation, job descriptions, employee resumes, and competency tests, we are initially assessing the competencies of our employees. When an employee is new to MGH, there is certain essential information they need to learn about the hospital. The hospital and unit/department orientation process is the mechanism that MGH uses to provide this information. Please indicate the date of hospital and unit/department orientation attendance. An MGH New Employee Orientation Checklist should be located in the unit or department employee file to record information covered during hospital orientation. Units and departments should also maintain up-to-date unit/department specific orientation materials, and other examples of employee competency assessment.

Orientation to the Hospital Dates Attended ______  Orientation to Department/Unit Date(s) Attended ______

II.    PERFORMANCE CRITERIA
In the book, First, Break all the Rules, authors Marcus Buckingham and Curt Coffman state that executives should be held accountable for getting agree answers from employees on 12 questions. Please reflect on how your employees would respond if evaluating you for each of these areas. For items that you mark as “disagree”, cite resources/assistance you need or actions you should take to shift your employees’ opinions.

<table>
<thead>
<tr>
<th>Questions 1-2 - What do I Get? The Focus of Great Executives</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Do I know what is expected of me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  Do I have the materials and equipment I need to do my work right?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions 3-6 - What do I Give? The Focus of Great Executives</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  At work, do I have the opportunity to do what I do best every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/10
<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. In the last 7 days have I received recognition or praise for good work?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>5. Does my supervisor, or someone at work, care about me as a person?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>6. Is there someone at work who encourages my development?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Questions 7 – 10. Do I Belong Here?</strong></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>7. At work, do my opinions seem to count?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>8. Does the mission of my company make me feel that my work is important?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>9. Are my co-workers committed to doing quality work?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>10. Do I have a best friend at work?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Questions 11 – 12 – How Can We All Grow??</strong></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>11. In the last 6 months, have I talked with someone about my progress?</td>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>12. This last year, have I had opportunities at work to learn and grow?</td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
III. JOB DESCRIPTION

Job descriptions should be reviewed and updated, as appropriate, by a supervisor and with employee input, annually. The job description should be kept in the employee’s unit/department records. Evaluator should sign that the employee’s job description has been reviewed within the previous 12 months:

Evaluator’s Signature

IV. MISSION and CREDO

As a member of the MGH community and in service of our mission, I believe that:

- The first priority at MGH is the well-being of our patients, and all our work, including research, teaching and improving the health of the community, should contribute to that goal.
- Our primary focus is to give the highest quality of care to each patient delivered in a culturally sensitive, compassionate and respectful manner.
- My colleagues and I are MGH’s greatest assets.
- Teamwork and clear communication are essential to providing exceptional care.

As a member of the MGH community and in service of our mission, I will:

- Listen and respond to patients, patients’ families, my colleagues and community members.
- Ensure that the MGH is safe, accessible, clean and welcoming to everyone.
- Share my successes and errors with my colleagues so we can all learn from one another.
- Waste no one’s time.
- Make wise use of the hospital’s human, financial and environmental resources.
- Be accountable for my actions.
- Uphold professional and ethical standards.

As a member of the MGH community and in service of our mission, I will never:

- Knowingly ignore MGH policies and procedures.
- Criticize or take action against any member of the MGH community raising or reporting a safety concern.
- Speak or act disrespectfully toward anyone.
- Engage in or tolerate abusive behaviors.
- Look up or discuss private information about patients or staff for any purpose outside of my specified job responsibilities.
- Work while impaired by any substance or condition that compromises my ability to function safely and competently.

Signature ___________________________ Date ___________________________

Print Name ___________________________
V. CONFIDENTIALITY

All MGH employees should sign the Partners confidentiality statement annually. Evaluators should use this time to review the confidentiality policy at MGH with the employee being evaluated and how confidentiality relates to the employee's particular job and responsibilities.

**MASSACHUSETTS GENERAL HOSPITAL**

**Confidentiality Agreement**

Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their health information. Additionally, Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare must assure the confidentiality of its employee, payroll, fiscal, research, computer systems, and management information. In the course of my employment/assignment at a Partners organization/practice, I may come into the possession of confidential information. In addition, my personal access code [User ID and Password] used to access computer systems is also an integral aspect of this confidential information.

By signing this document I understand the following:

1. Access to confidential information without a patient care/business need-to-know in order to perform my job---whether or not that information is inappropriately shared---is a violation of this policy. I agree not to disclose confidential or proprietary patient care and/or business information to outsiders (including family or friends) or to other employees who do not have a need-to-know.

2. I agree not to discuss confidential patient, employee, payroll, fiscal, research or administrative information where others can overhear the conversation, e.g., in hallways, on elevators, in the cafeterias, on the shuttle buses, on public transportation, at restaurants, at social events. It is not acceptable to discuss clinical information in public areas even if a patient’s name is not used. This can raise doubts with patients and visitors about our respect for their privacy.

3. I agree not to make inquiries for other personnel who do not have proper authority.

4. I know that I am responsible for information that is accessed with my password. I am responsible for every action that is made while using that password. Thus, I agree not to willingly inform another person of my computer password or knowingly use another person’s computer password instead of my own.

5. I agree not to make any unauthorized transmissions, inquiries, modifications, or purgings of data in the system. Such unauthorized transmissions include, but are not limited to, removing and/or transferring data from Partner’s computer systems to unauthorized locations, e.g., home.

6. I agree to log off a Partners workstation prior to leaving it unattended. I know that if I do not log off a computer and someone else accesses confidential information while the computer is logged on with my password, I am responsible for the information that is accessed.

Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare have the ability to track and monitor access to on-line records and reserves the right to do so. Partners HealthCare System, its affiliates and joint venturers, and Partners Community HealthCare can verify that those who accessed records did so appropriately.

I have read the above special agreement and agree to make only authorized entries for inquiry and changes into the system and to keep all information described above confidential. I understand that violation of this agreement may result in corrective action, up to and including termination of employment and/or suspension and loss of privileges. I understand that in order for any User ID and/or Password to be issued to me, this form must be completed.

______________________________  _________________________
Signature of Employee / Physician / Student / Volunteer / Non-Partners Personnel Date

______________________________
Print Name
VI. COMPETENCY ASSESSMENT

Competencies Required for Position: Self-reflection

Leadership, an essential component of all Patient Care Services’ roles, is defined as “challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.” (Kouzes and Posner, 1995).

Leadership Development
Competencies & Behaviors: Self Reflection

1. Enables and Empowers Others to Act
   - Shares authority and responsibility with staff to initiate actions, make decisions and influence outcomes as it relates to projects, programs of care, etc.
   - Coaches staff who are in leadership roles to maximize their effectiveness in managing groups
   - Facilitates participation of others on committees, e.g. Collaborative Governance
   - Creates an environment in which others are encouraged to thrive (develop to their potential)
   - Fosters an environment in which diversity is seen as a strength and multiculturalism is valued
   - Defines and respects boundaries
   - Encourages risk-taking

2. Establishes Collaborative Relationships and Promotes Teamwork Within and Across Departments/Program/Area
   - Partners with other managers and leaders in the organization to achieve organizational objectives
   - Establishes strategic alliances to advocate for patients, families and staff
   - Works collaboratively within groups and across disciplines to meet program objectives
   - Seeks opportunities to work across units, departments or disciplines to facilitate care to patients and families
   - When appropriate uses consensus as a method of decision-making

3. Transforms Vision to Action and Strategy to Reality
   - Steps forward to address difficult issues, puts self on the line to deal with important problems, advocates for position
   - Willingly offers to take on new responsibility
   - Is results oriented, conveys a sense of urgency and moves issues to closure
   - Is proactive when faced with challenges

4. Recognizes, Develops, Implements and Shares Best Practices
   - Demonstrates commitment to internal and external customer satisfaction and uses continuous improvement strategies to improve outcomes
   - Uses creativity to solve problems and generate new ideas

5. Inspires a Shared Vision and Purpose
   - Influences others beyond direct reporting relationships
   - Gains support and commitment from others
   - Inspires people to action

6. Thinks Strategically
   - Evaluates processes based on quality, customer benefit, cost effectiveness and value
   - Manages resources wisely
   - Understands possibilities and uses wisdom to assess when to hold and when to fold
   - Uses system thinking to plan and execute ideas

7. Seizes Opportunities
   - Challenges the status quo and champions new initiatives
   - Removes barriers to achieve outcomes and to facilitate the work of others
   - Has an exquisite sense of timing when moving issues/projects forward
   - Acts as a catalyst of change and stimulates others to change

Revised 6/10
8. Develops Oneself
   - Seeks feedback and remains open to unsolicited feedback
   - Changes behavior based on increased knowledge and understanding of self
   - Actively pursues learning and self-development
   - Learns from experience, uses self-reflection to promote learning
   - Proactively seeks knowledge
   - Develops and adapts to different styles of leadership

9. Acts with Integrity and Demonstrates Ethical Behaviors
   - Builds trust with others through authenticity and follow through on commitment
   - Accepts responsibility for own actions
   - Leads by example, walks the walk

10. Communicates Effectively
    - Is proactive when communicating ideas and values; structures messages strategically
    - Uses effective listening skills by demonstrating attention to and conveying an understanding of the ideas and opinions of others
    - Demonstrates effective writing and verbal skills

Outcomes: Models Leadership Skills
If you are skilled in each of the above competencies, then you demonstrate through your outcomes and behaviors that you:
   - Are committed to life-long learning
   - Foster the release of human possibilities through education and life-long learning
   - Demonstrate courage when facing challenges
   - Foster renewal to sustain and manage excellence
   - Demonstrate framing and re-framing skills to create possibilities

Please identify learning needs to enhance any skills you wish Jeanette and the team to work with you on.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________
VII. TRAINING AND EDUCATION

A. Required Training

Staff members at MGH are accountable for completing annual required training by their Performance Appraisal due date.

Attestation that Required Training is complete: ☐ (check if completed)

B. Additional Training & Education

List education & training acquired since previous performance evaluation (training specific to job responsibilities or department, e.g. instruction on use of new equipment). If more space is needed, attach an additional sheet. Employees may also track continuing education and on-going training in People Soft using Employee Self Service. Employees can navigate this path in People Soft to enter their information: Home – Self Service – Employee – Tasks - Professional

<table>
<thead>
<tr>
<th>TRAINING COURSE or PROGRAM TITLE</th>
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Comments:

C. License/Registration/Certification

Licensure information should be tracked in People Soft through Manager Self Service for all employees whose jobs require such qualifications based on state or regulatory requirements. Navigate this path for entering your employee’s license information into People Soft: Home – Self Service – Manager – Tasks – License Certificates

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<th>License/Registration/Certification</th>
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VIII. GOALS SECTION

Please list and describe the status of our FY 2010 goals as it relates to your area(s) of accountability.

Have you fully implemented these goals? If not, what assistance do you need?

IX. SIGNATURES & COMMENTS (If more space is needed, please attach additional pages)
Employee's Comments

_____________________________________________ _________________________________________
Employee's Signature Date

Evaluator's Comments

______________________________________________ _________________________________________________
Evaluator's Signature Date
Peer Review Tool

Overview
Peer review is “a process by which professionals from common practice areas systematically assess, monitor, make judgments, and provide feedback to peers by comparing actual practice to established standards” (ANCC). Peer review for nurses at all levels of the organization is a requirement for Magnet designation.

Process
Prior to your annual performance appraisal, please identify a peer or colleague you have worked closely with over the past year to complete the attached document which identifies ten leadership competencies and behaviors identified by Kouzes and Posner. Your colleague will be asked to address their work with you as reflected in any two of the identified competencies and behaviors.

They are asked to return the form to you and you will submit it as part of your performance appraisal.
Massachusetts General Hospital
Managerial Performance Evaluation Form

Peer Review

As part of the annual performance appraisal, you have been asked to give feedback on your work with your colleague. Below are ten competencies and behaviors identified as essential components to leadership practice defined as “challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart” (Kouzes and Posner, 1995).

Please describe your work with your colleague on **two** of the identified competencies and behaviors and return it to your colleague.

Thank you.

Name of employee: ___________________________________ Title: _______________________________________________

Reviewer: ___________________________________________ Title: _______________________________________________

Leadership Development
Competencies & Behaviors

1. Enables and Empowers Others to Act
   - Shares authority and responsibility with staff to initiate actions, make decisions and influence outcomes as it relates to projects, programs of care, etc.
   - Coaches staff who are in leadership roles to maximize their effectiveness in managing groups
   - Facilitates participation of others on committees, e.g. Collaborative Governance
   - Creates an environment in which others are encouraged to thrive (develop to their potential)
   - Fosters an environment in which diversity is seen as a strength and multiculturalism is valued
   - Defines and respects boundaries
   - Encourages risk-taking

Please describe:

2. Establishes Collaborative Relationships and Promotes Teamwork Within and Across Departments/Program/Area
   - Partners with other managers and leaders in the organization to achieve organizational objectives
   - Establishes strategic alliances to advocate for patients, families and staff
   - Works collaboratively within groups and across disciplines to meet program objectives
   - Seeks opportunities to work across units, departments or disciplines to facilitate care to patients and families
   - When appropriate uses consensus as a method of decision-making

Please describe:

3. Transforms Vision to Action and Strategy to Reality
   - Steps forward to address difficult issues, puts self on the line to deal with important problems, advocates for position
   - Willingly offers to take on new responsibility
   - Is results oriented, conveys a sense of urgency and moves issues to closure
   - Is proactive when faced with challenges

Please describe:
4. Recognizes, Develops, Implements and Shares Best Practices
   - Demonstrates commitment to internal and external customer satisfaction and uses continuous improvement strategies to improve outcomes
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   Please describe:

5. Inspires a Shared Vision and Purpose
   - Influences others beyond direct reporting relationships
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   Please describe:

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   - Manages resources wisely
   - Understands possibilities and uses wisdom to assess when to hold and when to fold
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   Please describe:

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   - Has an exquisite sense of timing when moving issues/projects forward
   - Acts as a catalyst of change and stimulates others to change

   Please describe:
Massachusetts General Hospital
Managerial Performance Evaluation Form

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   - Seeks feedback and remains open to unsolicited feedback
   - Changes behavior based on increased knowledge and understanding of self
   - Actively pursues learning and self-development
   - Learns from experience, uses self-reflection to promote learning
   - Proactively seeks knowledge
   - develops and adapts to different styles of leadership

   Please describe:

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   - Builds trust with others through authenticity and follow through on commitment
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   Please describe:

10. Communicates Effectively
    - Is proactive when communicating ideas and values; structures messages strategically
    - Uses effective listening skills by demonstrating attention to and conveying an understanding of the ideas and opinions of others
    - Demonstrates effective writing and verbal skills

   Please describe:

Reviewer Signature ___________________________ Date ____________

Employee Signature ___________________________ Date ____________