Key Term Review

- A **clinical ladder** includes defined steps for advancement within the organization based on experience, additional education, specialty certification, or other indicators of excellence.
- **Differentiated practice models** differentiate nurses by level of education, expected clinical skills or competencies, job descriptions, pay scales, and participation in decision making.
- The **"look, think, and act" model** is a problem-solving action research process.
- The **Magnet Recognition Program** does nothing to improve staffing ratios, but it does provide a framework to recognize excellence in healthcare provision.
- **Preceptorships** provide opportunities for nursing students to work closely with staff nurses to gain role socialization and to increase clinical skills, knowledge, competence, and confidence.
- **Residencies** or **internships** help new graduates transition into the practice arena; they also facilitate recruitment, increase retention, and increase commitment to the organization.
- **Urban sprawl** is a development pattern in cities that is characterized by decentralized, automobile-dependent neighborhoods. Its health implications include obesity, stress, mental health issues, and physical inactivity.

Leadership Development Exercises

Leadership Development Exercise 18-1

a. Survey your work environment to see the measures it follows to prevent hospital-acquired infections.
b. Develop a protocol for reducing hospital-acquired infections with at least two other colleagues.
c. Present your solutions to a group of colleagues.
d. Ask for suggestions for implementing your recommendations.
e. **Optional:** If possible, present your findings to a nurse leader or nurse executive.

Leadership Development Exercise 18-2

a. Design a model nursing unit, including a blueprint and self-healing measures.
b. Share your design with at least two other colleagues, and obtain feedback.
c. Adjust your design as needed.

Leadership Development Exercise 18-3

a. Observe a neighborhood for factors that contribute to obesity and other unhealthy conditions.

b. Share your findings with at least two other colleagues.
c. Come up with a way to use what you found to benefit clients or the neighborhood.

Leadership Development Exercise 18-4

a. Develop a clinical ladder for nurse advancement within an organization.
b. Share your ladder with at least two colleagues.
c. Obtain feedback.
d. Revise your ladder as necessary.

Leadership Development Exercise 18-5

a. Use the information in "Hallmarks of a Professional Nursing Practice Environment" to evaluate at least one healthcare organization or unit. Interview a nurse leader on the phone, in person, or online, if possible.
b. Present your findings to at least two colleagues.

Leadership Development Exercise 18-6

a. Use the information in "Other Ways to Promote Self-Care and Healing in the Workplace" to evaluate your work environment.
b. Decide on a way to make your personal space more of a peaceful oasis for you.
c. Collaborate with at least two colleagues to make that area more peaceful.
d. Evaluate the effect on your peace of mind.
e. Share your findings with your colleagues.

Advanced Leadership Development Exercises

Leadership Development Exercise 18-7

a. Teach less advanced nurse leaders about one aspect of a healthy nursing environment.
b. Obtain feedback from learners.
c. Write up your results, and share them with at least two colleagues.

Leadership Development Exercise 18-8

a. Develop a problem statement for a research study focused on establishing a healthy environment.
b. Obtain feedback from at least one other seasoned nurse researcher about whether the statement can be researched as stated.

Leadership Development Exercise 18-9

a. Develop a research project for your problem statement.
b. Obtain feedback from a more seasoned nurse researcher about your design.
c. Revise your research project as needed.

References

American Association of Colleges of Nursing. (2002). *Hallmarks of the professional nursing practice environment*. Retrieved June 29, 2007, from http://www.aacm.nche.edu/Publications/positions/hallmarks.htm

Brown, C. J. (2006, December). Promoting self-caring and healing in your workplace. *American Nurse Today*, 54–55.

Chen, Y.-C., & Chiang, L.-C. (2007). Effectiveness of hand-washing teaching programmes for families of children in paediatric intensive care units. *Journal of Clinical Nursing*, *16*, 1173–1179.

Hayes, L. J., O'Brien-Palles, L., Duffield, C., Shamian, J., Bachan, J., Hughes, F., et al. (2006). Nurse turnover: A literature review. *International Journal of Nursing Studies, 43*, 237–263.

Healing design gains popularity. (2007). *Nurse Practitioner World News*, *12*(6), 9.

Health Resources and Services Administration. (2002). Projected supply, demand and shortage of registered nurses: 2000–2020. Retrieved October 17, 2007, from http://bhpr.hrsa.gov/ bhpr/workforce/rnsupplyanddemand2002.pdf

Kanter, R. M. (1993). *Men and women of the corporation*. New York: Basic Books.

Kohn, L. T., Corrigan, J. M., & Donaldson, M. S. (Eds.). (1999). *To err is human: Building a safer health system*. Washington, DC: National Academies Press.

Laschinger, H. K. S., & Finegan, J. (2005). Using empowerment to build trust and respect in the workplace: A strategy for addressing the nursing shortage. *Nursing Economics*, *23*(1), 6–13.

Lopez, R., & Welker-Hood, K. (2007, January). Environment, health, and safety: Urban sprawl and the built environment. *American Nurse Today*, 56.

Massachusetts Nurses Association. (2004). *Position statement on the "Magnet Recognition Program for Nursing Services in Hospitals" and other consultant-driven quality improvement projects that claim to improve care*. Retrieved June 29, 2007, from http://www.massnurses.org/pubs/positions/magnet.htm

Pew Health Professions Commission. (1998). *Recreating health professional practice for a new century*. San Francisco: Author.

Stringer, E., & Genat, W. (2003). *Action research in health*. Columbus, OH: Pearson Merrill Prentice Hall.

Study identifies risk factors for spread of respiratory infections in hospitals. (2007, March 16). *Science Daily*. Retrieved November 27, 2007, from http://www.sciencedaily.com/releases/2007/03/070315160857.htm

Wagner, S. E. (2006). Staff retention: From "satisfied" to "engaged." *Nursing Management*, *37*(3), 24–29.

Wakefield, M., & O'Grady, E. (2000). Putting patients first: Improving patient safety through collaborative education. In Health Resources and Services Administration (HRSA), *Collaborative education to ensure patient safety* (pp. 19–32). Washington, DC: HRSA.