

**Annotated Table of Contents for *Creative Nursing* 24 #4**  
**Cornerstones of Healing: Unleashing Hidden Resources**

**FROM THE EDITOR: Hidden Resources: Inquiry into the Best of What Is**, by *Marty Lewis-Hunstiger, BSN, RN, MA, retired pediatric nurse and preceptor, editor-in-chief of *Creative Nursing*, copy editor of the *Interdisciplinary Journal of Partnership Studies*, and affiliate faculty member at the University of Minnesota School of Nursing in Minneapolis, MN.* In our 2018 *Creative Nursing* exploration of Cornerstones of Healing, we have advocated for Finding Meaning, Advancing Quality and Safety, and Living in the Code of Ethics. This fourth issue depicts how we can master situations of limited resources in insightful, mature, well-organized ways, from an attitude of abundance rather than of scarcity. What kinds of resources? Finances. Personnel (staffing). Time. Energy. Positional power. Other resources that are often underappreciated and underused are personal skills, traits, or habits: Creativity. Leadership. Civility. Tolerance for Ambiguity. Appreciation for heterogeneity. Intentional use of self. Care of self. This editorial's title is from Gervase Bushe, quoted in our guest editorial: "Appreciative Inquiry is a collective inquiry into the best of what is, in order to imagine what could be, followed by collective design of a desired future state." This issue of *Creative Nursing* inspires us to seek out strengths – the best of what is – and apply them, in clients' and families' homes; in primary schools, community centers, and senior living facilities; in in-patient units and out-patient clinics, family support groups, and schools of nursing.

**LETTER TO THE EDITOR: Ethics of Organ Donation**, by *Catherine Garvey, RN, BA, CCTC, Clinical Lead Living Donor Coordinator at MHealth/University of Minnesota from 2000 to 2009.* An article in *Creative Nursing* Vol. 24 #3, about ethical issues surrounding organ donation from live donors who are incapable of informed consent, elicited a letter from a content expert in organ transplant, whose clear, respectful response to the article exemplifies the best in scholarly discourse that makes the world a better place. We hope that this letter is the first of many.

**FROM THE GUEST EDITOR: Unleashing Hidden Team Resources: Time and Talent**, by *Heidi Orstad, RN, BSN, PHN, CCM, Clinical Consultant for Marsh and McLennan Agency in Minneapolis, MN.* This author coped with an organizational retrenchment at a former job by recognizing and rejecting "functional fixedness" and introducing Appreciative Inquiry, leading to the discovery of two rich hidden resources in a team of care coordinators: time and talent. Functional fixedness is a cognitive bias that prevents people from considering alternative ways of completing a task. Appreciative Inquiry, instead of beginning with a focus on The Problem, begins by asking, "What is going right? What is working well?" She describes her team's members this way: Whether developing patient-centered care plans, arranging housing and transportation, educating patients and families at discharge, coordinating home care or hospice, or facilitating continuity of care across settings, care coordinators are masters at connecting the dots.

**ARTICLES AND ESSAYS**

**The Practice of Caring Leadership: A Resource Addressing the Duality of Health Care**, by *Britni Bolstad, DNP, RN, Director of Education at Mount Olivet Home and Mount Olivet Careview Home, a continuing care retirement community in Minneapolis, MN.* This author details a model of leadership practice that addresses health care professionals' need to stay clinically competent in both relational and technical skills. Her model marries Swanson's theory of caring with Kouzes and Posner's leadership

theory to create an effective basis for implementing leadership in professional relationship-based practice. She believes that it is possible to create environments that allow caring leaders to live the organizational values and promote the flourishing of the human spirit in the workplace. She writes, “The health care imperative is a complex duality comprising the need to stay clinically competent in relevant technical skills as well as the need to personally interact and connect with human beings.”

**Guided Imagery as a Resource to Address Test Anxiety**, by *Gail Grammatica, MS, RN, CNE, Senior Lecturer at Curry College in Milton, MA*. This author presented a well-received guided imagery exercise to nursing students before an exam as a way to address test anxiety. Offering a voluntary strategy such as pre-exam guided imagery in the classroom may help mitigate test anxiety and may be less stigmatizing for students. She states that nursing students should be encouraged to learn strategies and techniques such as guided imagery to promote healthy behaviors to manage their stress, and to model these behaviors with patients/clients and their families.

**Edutainment: A Creative Solution for School-Based Preventive Screening Orientation in Missouri**, by *Carol Cox, PhD, MCHES, Professor of Health Science at Truman State University in Kirksville, MO*. A team of school nurses in Missouri found a creative way to streamline the process of school-based hearing and vision screening, saving the screeners time overall and granting more mental bandwidth to focus on the subset of students who failed the initial screening. The team developed age-specific “edutainment” modules combining information about the two screening processes with interactive videos presented on-screen to the whole class or on individual hand-held devices. After presenting the learning modules, teachers commented that the students were excitedly asking when they could do the “beep thing,” referring to the hearing test; screening nurses noted that students remembered the instructions, and screenings ran more efficiently.

**Compassionate Self-awareness for Nurses: A Hidden Resource for Developing Relationship with Self and Others**, by *Ahtisham Younas, MN, former Junior Lecturer at Shifa College of Nursing in Islamabad, Pakistan, and Sobia Parveen Rasheed, MSN, RN, independent researcher and former assistant professor at Shifa College of Nursing in Islamabad, Pakistan*. These authors introduce a model to improve nurses’ quality of professional life. Compassionate self-awareness involves having an intellectual and emotional awareness of yourself that you relate to with compassion; it is about examining the personal self with compassion and having positive experiences of self in difficult situations. Their model studies and synthesizes concepts of compassion and of self-awareness (an intrapersonal process exploring beliefs, attitudes, thoughts, and perceptions, to identify strengths and limitations and direct future actions). The model includes a structured framework that encourages development of compassionate self-awareness by analyzing the situation, self-critical thoughts, consequences (feelings and behaviors), and rational responses.

**Nursing Faculty Coaches: Uncovering a Hidden Resource for NCLEX Success**, by *Michele McKelvey, PhD, RN, Assistant Professor of Nursing; Kerri M. Langevin, MSN, APRN, PC-PNP-BC PNP-BC, Assistant Professor of Nursing; Leona Konieczny, DNP, MPH, RN-BC, CNE, Associate Professor of Nursing and department chair; Jill M. Espelin, DNP, APRN, CNE, PMHNP-BC, Assistant Professor of Nursing; Nancy Peer, PhD, RN, CNE, Associate Professor of Nursing; Stacy Christensen, DNP, APRN, CCHP, Associate Professor of Nursing; and Catherine Thomas, DNP, RN, CNE, Assistant Professor of Nursing, all at*

*Central Connecticut State University in New Britain, CT.* This article describes an intervention that had far-reaching effects for a group of baccalaureate student nurses who were identified as being at risk for not passing the National Council Licensure Examination for Registered Nurses. A committed faculty group provided one-on-one coaching in study habits and test-taking skills. Coaches encouraged students to utilize the nursing process to analyze questions and eliminate incorrect answers; the use of reframing changed the perception of low examination scores from a threat of impending failure to an opportunity for success. Of the eight student participants, seven passed the NCLEX-RN on the first try, and the eighth student passed it on the second try.

**From the Archive—A Brief Compendium of Curious and Peculiar Aspects of Nursing Resource Management**, by *Marie Manthey, MNA, FRCN, FAAN, president emeritus of Creative Health Care Management, author of The Practice of Primary Nursing, and founding editor of Creative Nursing.* In a new feature we inaugurate in this issue, called From the Archive, in an article from 2009, “A Brief Compendium of Curious and Peculiar Aspects of Nursing Resource Management” (*Creative Nursing* Vol. 15 #2), Marie Manthey says that one of the first things student nurses learn is how to assess a patient’s care needs. We learn that lesson well, which is one reason why nurses are so valuable in so many different settings. But nursing will never be able to completely control workload; we will always be responding to resource needs initiated by other forces. Educators must teach, and administrators must support, the reality that when there is more work to do than time available, the RN is qualified and licensed to make decisions about what to do and what not to do.

## **INTERVIEW**

**The Hidden Resources of Occupational Therapy: A Conversation with Rhoda Erhardt, MS, MS, OTR/L, FAOTA, an occupational therapist in private practice. interviewed by Kary Gillenwaters, MA, OTR/L, consultant and program facilitator at Creative Health Care Management.** The Occupational Therapy (OT) profession is a resource that is often underappreciated and underutilized by other health professionals, particularly nurses and physicians. In this Interview, Rhoda Erhardt and Kary Gillenwaters, OTs with rich and varied careers, talk about the resources OTs bring to the health care team, as well as how OTs identify and maximize the resources of clients and their families. In OT, an occupation is anything someone might do to occupy their time; meaningful occupation—any meaningful activity—has the power to maintain and restore health. A vital skill that OTs bring is a focus on tasks that are done in daily life, and the analysis of each task in a way that benefits the client’s quality of life.

## **OUTCOMES**

**Mindfulness-Based Stress Reduction for Newly Graduated Registered Nurses**, by *Joann Kulka, DNP, APRN-BC, Professor of Nursing at Sandhills Community College in Pinehurst, NC; Jennie Chang De Gagne, PhD, DNP, RN-BC, CNE, ANEF, FAAN, BC Professor of Nursing at Duke University in Durham, NC; Cydney K. Mullen, PhD, RN, Precepting Coordinator in the ADN program at Sandhills Community College in Pinehurst, NC; and Karen Robeano, DNP, RN, NEA-BC, CNO and VP of Patient Care Services at FirstHealth Moore Regional Hospital in Pinehurst, NC.* Transition to practice is a key component in the development of confidence when practicing in stressful environments. This article describes an initiative in which information on mindfulness-based stress reduction (MBSR) was presented to a group of newly graduated RNs during new employee orientation at a hospital; participants showed significant

increases in perceived mindfulness awareness and decreases in perceived stress. Mindfulness-based practices such as yoga, meditation, deep breathing, and walking have been encouraged not only as complementary therapies for physical ailments, mental health coping skills, and long-term physical conditions, but as a means of dealing with the daily stressors of life. Mindfulness has the potential to impact delivery of care; communication with patients, families, and colleagues; and overall job satisfaction.

## **THE STUDENT VOICE**

**Community-based Stroke Education and Response: An Evidence-Based Intervention Project**, by *Jennifer Sposito, MSN, RN, Stroke Clinical Program Coordinator at UConn Health John Dempsey Hospital in Farmington, CT; Amy Zipf, MSN, RN, Clinical Nurse Specialist at UConn Health John Dempsey Hospital in Farmington, CT; Fahad Alhowaymel, MSN, RN, Lecturer at Shagra University in Shagra, Saudi Arabia; Mohammed Tala Almutairi, MSN, RN, Lecturer at Shagra University in Shagra, Saudi Arabia; and Karen Breda, PhD, Associate Professor of Nursing at The University of West Hartford in Hartford, CT. (Authors Sposito, Zipf, Alhowaymel, and Almutairi are master's degree students in Public Health Nursing at The University of West Hartford).* Stroke, a health event with potentially devastating consequences, is a problem addressed regularly by nurses in hospital settings, but a team of students took stroke education into the community in order to effect change within a larger group. The students presented education on stroke recognition and response to groups of seniors at three senior centers in Connecticut, using the American Stroke Association's evidence-based FAST curriculum (Facial drooping, Arm weakness, Speech difficulty, Time to call 911). The participants demonstrated through immediate teach-back that they heard and remembered the information, including the importance of promptly calling 911 (because, as the mantra in the stroke community says, "Time is brain.").

## **THE VOICE OF PATIENTS AND FAMILIES**

**Star Legacy Foundation: The Power of Hope for Families Living with Stillbirth**, by *Lindsey Wimmer, RN, MSN, CPNP, CPLC.* Lindsey Wimmer is a pediatric nurse practitioner whose first child was stillborn. Her grieving process led her to find emotional and then logistical resources within herself, culminating in the creation of Star Legacy Foundation, a community of health professionals, families, researchers, policy makers, and advocates dedicated to healthy pregnancy outcomes and stillbirth prevention. The author, Executive Director of the Foundation, says, "At Star Legacy Foundation, we want our society to learn from the babies who have died so young, yet who inspire us....The blessing of nursing is that we can meet people wherever they need help, and inspire the hope they need to heal."