

STANFORD NURSE

VOL 24, NO. 2

STANFORD HOSPITAL AND CLINICS

FALL 2004



Lifelong Learning

Generational Diversity

Which generation are you and why is this important?

A Dialog of Transitions

What's kept nurses at Stanford so long?

Tips to Keep Your Life Balanced

Hear what's on the top ten list

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Stanford Nurse is published by the Division of Patient Care Services. It is distributed to the Stanford nursing and medical communities, selected individuals, schools, organizations, and professional journals. Address correspondence to: Editor, Stanford Nurse, Center for Education and Professional Development, 300 Pasteur Drive, MC 5534, Stanford, CA 94305-5534. Stanford Nurse is indexed in the Cumulative Index to Nursing & Allied Health Literature.

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From the Chief Nursing Officer

CINDY DAY, RN, MS, VICE PRESIDENT FOR PATIENT CARE, CHIEF NURSING OFFICER



An environment that supports continuous learning is critical to our ability to attract and retain the most highly qualified professional nursing staff in order to provide the best possible patient care. In the 1980s The American Academy of Nursing appointed a Nursing Task Force on Nursing Practice in Hospitals to "examine characteristics of systems impeding and/or facilitating professional nursing practice in hospitals."

One of the lessons from the study was the high value that staff nurses place on continuing professional development. Stanford Hospital, as one of the original Magnet Hospitals identified by the study, was a leader in providing opportunities for professional development and continuous learning. That tradition continues today and is a hallmark of our department and organization.

Given today's nursing shortage, which is not unlike the shortage that was the impetus for the work in the 1980s to identify the characteristics of "magnet" hospitals, I often ask new graduate nurses why they chose to come to work at Stanford over other opportunities. The most common responses that I get include the outstanding clinical experiences that the nursing staff at Stanford Hospital gave them as student nurses, the richness of the new graduate orientation program, and the multitude of opportunities for continuous learning. We as nurses, whether newcomers or old-timers at Stanford, have many resources available to enhance our professional development. These include the clinical ladder series, the combination of unit-based and centralized educational support, the Center for Education and Professional Development, and the Center for Research and Innovation in Patient Care.

I would like to take this opportunity to recognize and thank each one of you who contributes to the development of others through mentoring, precepting, coaching, research, and teaching. Your contributions are essential to the quality of patient care, and to the development of each of us throughout our careers.

A handwritten signature in black ink that reads "Cindy Day". The signature is written in a cursive, flowing style.



Stanford Nurse Guest Editorial

The Ethic of Lifelong Learning

BY MARILYN MAHUGH, RN, MSN



Just recently appointed as the Director of Education and Practice, I have had the opportunity to acquaint myself with the educational resources and support here at Stanford University Medical Center. What I have found is a wonderful environment that fosters and supports an ethic of continuous Lifelong Learning and a learning environment supported in the institution's traditions.

A growing body of research evidence links skill and education levels to quantifiable clinical outcomes. The American Nurses Credentialing Center Magnet Recognition Program's education criteria requires that nursing staff be offered opportunities to pursue additional learning. Continuous professional development is part of what makes up a rewarding work environment, as well as enhances safe

clinical practice. A Lifelong Learning environment helps keep our nurses engaged, refreshed, and revitalized. It offers them the informational tools to do a great job. A Lifelong Learning environment also helps the nurse focus on a particular career pathway of interest that may result in a new and exciting position at the hospital. We are very proud that as an organization we can support these successful transitions.

Here at Stanford we have effectively created an atmosphere of learning which permeates the hospital and nursing units. In a following article, Supporting Lifelong Learning, the author outlines in detail many of our educational opportunities. In addition, our resources include our Center for Education and Professional Development, located at 1010 Corporation Way in Palo Alto. This Center is a great resource for continuing education classes for many kinds of health professionals. The fall catalog can now be accessed on the Stanford website www.cecenter.stanfordhospital.com.

Other resources include E Learning, available through our HealthStream Program. The hospital also supports a number of Educators and Clinical Nurse Specialists, as well as unit-based RNs who work collaboratively to provide ongoing staff development. An annual needs assessment helps direct their course development.

Our Lifelong Learning environment has a workplace ethic that we are committed to upholding. We have created a work environment that supports our new employees through orientation, mentors them for the first challenging years of their employment, and provides both continuing staff development and education. Our workplace invites our staff to explore different work assignments and supports their interest in advanced education through tuition reimbursement. In the future, it is our goal to further enhance all these educational opportunities to create easier pathways for our nurses to achieve advanced, evidence-based learning.

Marilyn Mahugh, RN, MSN, is Director, Education and Practice, Stanford Hospital and Clinics.

Learning to Work with Generational Diversity

“When Were You Born?” “What Generation are You?”

BY BETSEY MOORE, MAT, MBA; & SUZANNE TAYLOR, RN, MS

A generation is a group of people who share a place in time and history, with events, images and experiences in common – usually about 20 years in length.

As a result, they tend to look at the world through similar frames or filters. An important step is to understand where that other person is coming from – what are the frames through which they see the world? A major frame is the time period in which they were born.

Today’s workforce is uniquely diverse, with a remarkable mix of race, gender, ethnicity and generations. The newest focus for diversity in the workplace is on generational diversity.

Successful workgroups know how to take advantage of the challenges and the opportunities presented by different age groups.

There is a more cautious, wary attitude in the halls of American corporations and units in our hospitals. No job is “safe” no career assured in a work world where the pace of organizational life is fast and getting faster. It is not a surprise that this environment fosters a sense of “Us” versus “Them” based on age. On the other hand, today’s workplace can be a positive, productive and compatible home for veterans, baby boomers, GenXers, and GenYers alike. It takes an aware and enlightened management team to make it so.

What Is Your Frame?

Take a walk down memory lane. Add any key events, memorabilia, heroes, music and core values that occur to you while you read the frames of the generation you grew up with. How do your frames differ from other generations you work with?

Veterans

1922 – 1943 (52 million people)

Those born prior to WWII and those whose earliest memories and influences are associated with that world-engulfing event. They are loyal and dedicated.

Personality

Their view of the world was formed in the shadow of hard times and in light of America’s victories. They took up a challenge to rebuild the nation and its economy.

Key Events

Lindbergh
Stock market crash
Depression
Star Spangled Banner



FDR
Social Security
Hitler
Pearl Harbor
Normandy, D-Day
Korean War

Cultural Memorabilia

Kewpie dolls
Mickey Mouse
Flash Gordon
Golden Era of Radio
Wheaties

Juke Boxes
The Lone Ranger

Heroes

Superman
FDR
MacArthur, Patton,
Eisenhower
Winston Churchill
Audie Murphy
Babe Ruth
Joe DiMaggio
Music
Swing
Big Band
Glenn Miller
Bing Crosby
Frank Sinatra

Core Values

Dedication
Hard work
Conformity

Law and order
Patience
Respect for authority
Delayed reward
Duty before pleasure
Honor
Adherence to rules
Sacrifice

Veterans on the Job

ASSETS
Stable
Detail oriented
Thorough
Loyal
Hard Working

LIABILITIES
Inept with change
Reluctant to buck system
Uncomfortable with conflict
Reticent when they disagree

1930 1940

Baby Boomers

1944 – 1960 (73.2 million people)

Those born during or after WWII and raised in the era of extreme optimism, opportunity, and progress. They are optimistic and ambitious.

Personality

They are economic achievers, ambitious and self-focused. They learned team work, collaboration and cooperation.

Key Events

Salk Vaccine
Rosa Parks
Civil Rights Act
Birth control pills
JFK
Peace Corps
Martin Luther King, Jr.
Vietnam

Cultural Memorabilia

Ed Sullivan Show
Quonset Huts
Fallout Shelters
Poodle Skirts
Slinkies
Hula Hoops
The Peace Sign

Heroes

Gandhi
Martin Luther King
JFK and Jackie
John Glenn

Music

Rock 'n Roll
Acid Rock
Elvis
The Beatles
Beach Boys
Supremes



Core Values

Optimism
Team orientation
Personal gratification
Health/wellness
Personal growth
Youth
Work
Involvement

Boomers on the Job

ASSETS
Service oriented
Driven
Willing to go extra mile
Good in relationships
Good team players

LIABILITIES

Not naturally budget-minded
Uncomfortable with conflict
Reluctant to go against peers
May put process ahead of result
Overly sensitive to feedback
Judgmental of those who see things differently
Self-centered

Generation X

1961 – 1980 (70.1 million people)

Those born after the blush of the Baby Boom came of age deep in the shadow of the Boomers and the rise of the Asian tiger. They are survivors and skeptical.

Personality

Their view of the world was formed during post-Vietnam, Watergate and the energy crisis. They watched America seem to fail militarily, diplomatically, politically and economically. They came of age in an era of fallen heroes, struggling economy, and soaring divorce rates.

Key Events

Women's Lib
Munich Olympics
Watergate
Energy crisis
Jonestown
Massive layoffs
John Lennon
Reagan
Desert Storm

Cultural Mobilia

The Brady Bunch
Pet Rocks
Platform shoes
The Simpsons
Dynasty
Cabbage Patch Dolls

Heroes

None

Music

Disco
Rap
Elton John
Tina Turner
Michael Jackson

Core Values

Diversity
Thinking globally
Balance
Techno literacy
Fun
Informality
Self-reliance

Gen X on the Job

ASSETS
Adaptable
Techno literacy
Independent
Creative

LIABILITIES

Impatient
Poor people skills
Inexperienced
Cynical



Generation Y

1981 – 2000 (69.7 million people)

These are the children of the Baby Boomers and early Xers, born into our current high-tech, neo-optimistic time. They are positive and flexible.

Personality

They are the busiest kids, living high-stress, fast-paced lives. They experience violence all around them and have a passion to take it on. They are savvy, streetwise, sophisticated and technology experts.

Key Events

Child focus
Oklahoma City
Columbine
Technology
Busy, over-planned
Stress

Cultural Memorabilia

Barney
Teenage Mutant Ninja Turtles
Tomagotchi
Beanie Babies
American Girl Dolls
Oprah and Rosie

Heroes

Michael Jordan
Princess Diana
Mother Teresa
Bill Gates
Tiger Woods
Christopher Reeves



Music

Alternative Rap
Remix
Jewel
Puff Daddy
Backstreet Boys
Spice Girls
Hanson

Core Values

Optimism
Civic duty
Confidence
Achievement
Sociability
Morality
Street smart
Diversity

Generation Y on the Job

ASSETS
Collective action
Optimism
Tenacity
Heroic spirit
Multi-taskers
Technological savvy

LIABILITIES

Need supervision/structure
Inexperience, particularly with handling difficult people

Given this diversity, what can we all do to create a productive, happy workplace? Here are some skills you can use right away. Try any of these motivating statements with the various generations:

Motivating Statements...

VETERANS

“Your experience is respected here.”
“It’s valuable to hear what has and has not worked in the past.”
“Your perseverance is valued and will be rewarded.”

BABY BOOMERS

“You’re important to our success.”
“You’re valued here.”
“Your contribution is unique and important.”
“We need you.”
“I approve of you.”
“You’re worthy.”

GENERATION X

“Do it your way.”
“We’ve got the newest hardware and software.”
“There aren’t a lot of rules here.”
“We’re not very corporate.”

GENERATION Y

“You’ll be working with other bright, creative people.”
“Your boss is in her/his sixties.”
“You and your group will help turn this unit around.”
“You can be a hero here.”

Challenge: Suzanne and Betsey challenge you to implement what you’ve learned from this article. Email us with your outcomes...did it work?



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Supporting Lifelong Learning

JULIE A. SHINN, RN, MA, CCRN, FAAN

Stanford Hospital and Clinics has a broad foundation in place to support the life long learning needs of its professional nursing staff throughout their careers. In fact, many nurses have chosen to remain at Stanford for most of their careers because of opportunities for growth. Ours is an environment that fosters this growth and encourages nurses to pursue new avenues and new interests. This article outlines the many strategies and programs in place that help to create such an environment.

The New Graduate

The new graduate nurse's career at Stanford begins with a New Graduate Training Program: up to ten weeks of guidance and supervision with the assistance of a professional preceptor. The program includes classroom instruction that focuses on practical aspects of professional

practice. New graduates in critical and intermediate intensive care are offered additional theoretical and technical instruction they need to function in those environments. Evaluation and feedback from our new graduates is used to continually modify the program to best meet the needs of these novice professionals. Staff

educators on leave from their regular units support the New Graduate Program. Each educator assists in the classroom and is assigned a group of new graduates and their preceptors for clinical support and follow-up.

Following orientation, the new graduate is assigned to a mentor who will follow him or her for the first three years at Stanford. Although mentorship is not new, the development of a more formal, structured program is new in 2004. Prospective mentors must apply to their nurse manager to participate and report annually on the new graduate's progress.

Continued Professional Development

The Center for Education and Professional

Development offers a wide range of continuing education courses designed to provide more advanced theory and skill development in a variety of clinical specialties. In addition, the center offers a variety of communication, leadership and professional programs as well as computer and cardiac life support training. Last year over 3,500 nurses attended continuing education programs in the Center. In addition to a formal annual needs assessment, A Center advisory board, with staff membership, has been formed to guide decisions about programming that will meet the needs of professional practice.

Staff career development is supported by a generous tuition reimbursement





program that will provide a fulltime nurse with up to \$1,000 in tuition assistance each year. In addition to these funds, there are scholarship programs from the Medical Staff Office and Friends of Nursing, which are designed to support tuition or travel associated with attending national professional meetings.

Exploring Advanced Practice

The newly formed Nursing Councils play a role in career development by providing education and guidelines for the advancement of nursing practice. The agenda of the Research Council is to provide opportunities for staff to acquire skills in utilizing research and to conduct clinical research. Initial efforts of the council are focused on the staff education needed to develop these skills among our nursing staff. Such efforts are also supported by the Center for Research and Innovation in Patient Care.

Our Education Council is committed to overseeing



the educational needs of our professional staff. In conjunction with the Practice and Research Councils, the Education Council is addressing the educational needs that will enhance our ability to continually provide evidence-based practice. All of these councils have staff membership, ensuring that council direction is synchronized with unit-based needs.

Patient Care Services has a long history of providing its nursing staff with the opportunity to try out different avenues of professional practice. Staff members are routinely relieved of their unit commitment for special projects, programs and roles. Many short-term opportunities exist for staff to try out the role of evaluator, consultant and educator.

Staff nurses participated in the development and implementation of computerized physician orders. Many of those nurses have since focused their careers in the area of information technology.

Staff nurses serve as unit educators on all hospital units. Their role is to assist with the implementation of new policies and procedures and to assist with developing and documenting the competencies of newly hired nursing staff. Staff nurses who are interested in teaching can serve as instructors in the cardiac life support courses. Other teaching opportunities exist with the roll-out of new technology that requires staff instruction and competency certification.

Opportunities to serve in other advanced practice

expertise which will assist them in acquiring future positions in these areas.

Opportunities to Learn and Grow Professionally

Stanford's support for life long learning benefits nurses as individuals, as well as the institution as a whole. Opportunities to learn and grow professionally continually improve the patient experience, while keeping staff engaged in the profession and committed to the institution. This commitment to life long learning is what makes Stanford such a vibrant and dynamic setting for nursing careers.



roles arise when individuals in these roles take leaves of absence or prolonged vacations. Many of our staff have served as acting assistant nurse managers or nurse coordinators for various service lines. These opportunities provide staff with the experience of the role and the development of

Julie A. Shinn, RN, MA, CCRN, FAAN is a Cardiovascular Clinical Nurse Specialist, Stanford Hospital and Clinics

Lifelong Learning on Many Career Paths

EDITED BY SUZANNE TAYLOR, RN, MS

Nurses come to Stanford – and stay at Stanford – for reasons as diverse as their own backgrounds and personalities. But they have much in common, as well. In the following interviews, five nurses discuss the challenges and the learning opportunities that keep them engaged and enthusiastic about their work at Stanford Hospital and Clinics.



JUDI LACHENMYER, BSN, MS
Nurse Coordinator, CV Surgery

“It’s the People!”

1. Why do you choose to stay at Stanford?

I’ve always felt that Stanford offered opportunities to learn, to challenge myself and grow professionally. We have a great collegial atmosphere between doctors, nurses and other health care team members. There is a real team approach to patient care, and the doctors treat us as their colleagues.

2. What educational resources do you use and value?

I got my nursing degree at San Jose State University and my master’s degree as a Cardiovascular Clinical Nurse Specialist from UCSF in 1983. I have taken many of the classes offered at the CE Center as well as national symposiums.

3. What career path have you chosen?

I started my career at UCLA in orthopedics and came to Stanford in 1975 as a staff nurse in the ICU. In 1977 I was part of the group that left the general ICU to open North ICU, which was to be the Cardiovascular ICU. As a staff nurse in North ICU, I attended graduate school. After finishing graduate school, I worked in the Cardiac Cath Lab as a staff nurse for 2 years. In 1985 I took the job as the clinical specialist for Critical Care Transport. I then returned to North ICU as an Assistant Nurse Manager from 1989 to 1992. I started my current posi-

tion as a Nurse Coordinator for Cardiovascular Surgery in June of 1992.

4. How do you stay engaged in your job?

It’s the patients! I really enjoy patient teaching and feeling like I make a difference in their hospital stay and recovery. Every case is different and it seems that I’m being asked a new question every week. I am always learning and technology is continually evolving.

5. What makes life at SHC interesting?

The people! There are many long-term employees who are both great colleagues and great friends. There are also many new staff nurses and physicians and I feel I am able to contribute to their learning. Stanford has many opportunities to teach and to learn. The new doctors and nurses always keep you on your toes by asking the unusual questions and making you think. Things never get stagnant.

6. What words of advice do you have for new nurses starting their careers at Stanford?

Take advantage of every opportunity to learn something new. There are a lot of them. Learn the basics first before you try out new roles. Fundamentals never leave you and you will always draw upon that knowledge to provide the best practice care. Finally, I would say that there are multiple opportunities in nursing to keep a person motivated. “Burn Out” doesn’t exist in my way of thinking. Nursing is the most versatile profession there is!



JEAN PIEROG, RN, MS
Administrative Nursing Supervisor

“I use the Center for Education and Professional Development a lot – I appreciate the high quality, ease and convenience of taking courses there.”

1. Why do you choose to stay at SHC?

I stay because of the people I work with! The people at Stanford are incredible; they’re sharp, educated, witty and caring. They are interested in what they do – it’s not just a paycheck. It’s the whole package – with Stanford being a tertiary facility, it’s the staff who choose to work here, the patients, the education, research done and the staff. Even my commute from Santa Cruz doesn’t dampen my enthusiasm for this hospital!

2. What educational resources do you use and value?

The best resource is all the people I work with. You can find an expert on any issue or topic here. I tap into the resources of our staff nurses, unit educators, clinical nurse specialists, and MDs. I use the Center for Education and Professional Development a lot – I appreciate the high quality, ease and convenience of taking courses there. It's responsive to our needs and interests. Lane Library and Health Library are other resources that are free and readily available – and often go untapped.

3. What career path have you chosen?

It's been serendipitous – you could say my career chose me. I have had a wealth of opportunities to work in various roles in clinical, management, education and administration. It is an evolving path for me. Right now, I'm administrative nursing supervisor on the evening shift. In my 27 years here, I've been a staff nurse on several units, clinical nurse specialist and nurse manager in Emergency Services, a Home Health Care nurse, and the nursing unit supervisor for the eye, orthopedic and neurology clinics. I've also spent time as a nurse recruiter. We are fortunate because many organizations do not have these types of roles for nurses.

4. How do you stay engaged in your job?

I thrive on the unexpected. As Administrative Supervisor, I never know what the shift will bring. I hear about everything happening that day when I make rounds, so I know a little bit about everything. I especially like this job because I have to think quickly, solve problems and manage crises.

5. What makes life at SHC interesting?

People here top the list – and the opportunities they give me for ongoing learning. I enjoy listening to what nurses and staff have to say and learning about their personal lives, other careers and outside activities. Physicians contribute a different point of view, and our patients have fascinating stories of their own. In fact, I enjoy interacting with the entire healthcare team – security, housekeeping, medical records and administration

6. What advice do you have for new nurses?

Seek out the positive and successful experienced nurses who have made it through the years.



KIMBERLY REED, RN
Staff Nurse, D1

“I recognized the opportunity for personal growth.”

1. Why do you choose to stay at Stanford?

I started at Stanford in October 1990 at the age of 19, as a transporter. At first I was here just because I needed the job. As time went on, I recog-

nized the opportunities for personal growth. I went on to be a Support Service Assistant and in 1992 became a Unit Secretary on D1. All along the way, I was going to school part-time but didn't really have a career goal. When the staff on D1 started to encourage me to pursue nursing, I wasn't sure I could do it. But after I watched the nurses on D1 working with advanced technology and new treatments for heart disease, I decided I wanted to be a part of that. I love the atmosphere at Stanford and the opportunities to learn and grow at a teaching hospital.

2. What educational resources do you use and value?

I really value the Lane Library! When I was in school, I could use the library until midnight and I really got to know the librarians. It was a place I could go – and still go – to study, do research and have some quiet time.

I attended Evergreen Community College, where I was able to receive financial assistance. I am grateful to several instructors there who took me under their wings and really supported me. They wanted me to succeed as much as I did.

3. What career path have you chosen?

I liked what nurses did, but wasn't sure I had what it takes to accept the responsibility and accountability required of the job. But while I was completing the prerequisite classes, I realized I really wanted to be a nurse and began to have more confidence in my abilities. I graduated from school in May, 2004, so my career path is only 5 months along so far. I started as a new grad in the North ICU.

My eventual goal is to become a Nurse Practitioner, and I hope to do missionary work in Africa some day. I have a friend working in an orphanage in a small town in Africa. Right after I started New Graduate training in North ICU, I was excited to meet a resident physician from that same town. He is planning to return to Africa to do research on HIV. It was great to discover that I am working with people who share my career goals.

4. How do you stay engaged in your job?

Education! I read a lot, and many of the long term, clinically expert nurses have given me articles and books to read. Working with patients also keeps me engaged, as I learn about their cases and hear what they've had to go through to get to this point in their lives. Seeing the outcome of my work is gratifying and really makes feel that I make a difference.

5. What makes life at Stanford interesting?

The people and the personalities! I am a people watcher and I see so many things here that you just wouldn't see anywhere else. I've made so many professional and personal friendships over the years, which continue to grow in number.

6. What advice do you have for new nurses?

My best advice is not to take everything personally. You'll get all kinds of suggestions that you need to be open to, because people want you to succeed and grow. Remember physicians are people and you can talk to them like you do anybody else. And finally, have confidence in yourself. You can become a great nurse...it will just take some time.



JOCELYN PURINS, RN, BSN
Clinic Manager, Medical
Specialties Clinic

“I enjoy the balance between patient teaching and management.”

1. Why do you choose to stay at SHC?

I stay here for a number of reasons. I enjoy the opportunity to grow. I like the people I interact with at every level. I thrive on my role as the Clinic Manager of Medical Specialties and the teamwork that’s a big part of it.

2. What educational resources do you use and value?

I’ve used tuition reimbursement funds to cover the cost of important conferences. For example, I attended the Institute for Healthcare Improvement (IHI) in Boston, where I learned many of the newest concepts in operational excellence for outpatient care. I’ve also taken advantage of SHC’s CE Center courses many times. Most recently, I took their Medical Spanish for the Healthcare Professional course. What I like best about the resources here is that I can choose what is important to me to learn at the time, and come back again and again as my needs change.

3. What career path have you chosen?

I started my career in the 1970s, when I began to work at the Stanford

Hospital on West 3 B, a surgical unit with GYN and urology patients. From there I floated to units all over the hospital – ICU, CCU, Pediatrics, Labor and Delivery; just about all areas except the OR. In 1986 I moved to Queen’s Medical Center in Hawaii. When I came back to Stanford in 1989, I worked in Discharge Planning in its pre-case management era.

I left Stanford again to become Aetna’s Manager of Utilization Management, but I quickly returned in 1991 to work in Pre-certification and then Admitting, where I managed the staff. Starting in 1997, I took on a different type of challenge as Clinic Manager of the Medical Specialties and Internal Medicine Clinic. I’m seeing all the threads of my career come together in this position, where I can combine my knowledge of patient care and insurance in the outpatient clinics. I enjoy the balance between patient teaching and management.

4. How do you stay engaged in your job?

I feel valued by the management, staff, and physicians, and the constant stream of new challenges, new ideas, and new possibilities keeps the job fresh for me. I’m energized by my work environment, where the physicians and the staff want to try new ways of doing things.

5. What makes life at SHC interesting?

I have the freedom to make changes and to keep learning what works better. I’m part of many teams trying to find better ways to take care of our patients. The teams of people and the patients I serve are what make life interesting at SHC.

6. What advice do you have for new nurses?

Work in the area of nursing you most enjoy, then welcome or seek out new challenges and experience. Each of your experiences prepares you for the next. Make sure you love what you do!



CRAIG SEPPALA RN
E2 Staff Nurse

“We all work together as a team.”

1. Why have you chosen to stay at SHC?

I prefer the dynamics of a teaching hospital over a community hospital. We have the opportunity to work with some of the brightest, most innovative physicians around and that is stimulating. It’s fun to watch very inexperienced young residents grow into expert clinicians. I also enjoy the collaboration with physicians in the teaching hospital setting. We all work together as a team to optimize each patient’s care and to get the best outcomes.

2. What educational resources do you use and value?

I’m Mr. Home Study. I prefer independent learning to sitting in a classroom. I do use our tuition assistance for these courses. I really appreciate having use of the Internet at the bedside. It helps me provide more informed care, I have access to information on new drugs and unusual disease processes right at my fingertips. The Trauma Binders on E2 are another resource I use a lot. The binders are a collection of current articles on trauma care. A system has been set up so that we can get continuing education credits for reading the articles and completing a post-test.

3. What has been your career path at Stanford?

I started working at Stanford 32 years ago as a nursing assistant while I worked my way through school. I floated everywhere in the hospital and that’s where I got my first taste of critical care. I started as a new grad in North ICU in 1980 and stayed for four years. In 1984, I took a job as an Assistant Nurse Manager on D1. It was a great experience but I missed direct patient care and decided to return to a staff role on E2. That was in 1986 and I’ve been there ever since. I like the flexibility of being a staff nurse and the opportunities for precepting and mentoring new staff. I enjoy contributing to the growth of new nurses.

4. How do you stay engaged in your job?

Again, it’s the mentoring role that gives me great job satisfaction. I like the idea of helping to pass the torch to new people and our next generation of nursing staff. It’s rewarding to see someone you have helped along grow into an expert and to know you had a part in that. I also love the challenge of our complex trauma patients. It is very satisfying to help turn these desperately ill patients around and to see them recover.

5. What makes life at Stanford interesting?

I’d say it is the innovation. We are continually introducing innovative new therapies and technology. We see lots of innovation in the new physicians and in some of their research work.

6. What words of advice do you have for new nurses starting their careers at Stanford?

Keep it simple and stick to the basics. You don’t have to know it all from the start. It will come with time. There are plenty of expert senior staff who want to help and guide you along the way. Go to them...they want to share their expertise with you.

Stroke Center Certification

Educating the Interdisciplinary Team

BY JOAN CALDWELL, RN, MSN



In June 2004, Stanford became one of the first academic medical centers in the country to earn JCAHO Stroke Certification. To achieve this certification, we demonstrated excellence in adhering to clinical practice guidelines and prepared the entire interdisciplinary team for stroke patient care.

Stroke Code

Even before the start of the certification project, the Stanford Stroke Center was recognized for pioneering new approaches to the diagnosis and treatment of stroke. As one way to improve patients' chances for recovery, the Stroke Team recently introduced the concept of a "Stroke Code" to units throughout Stanford Hospital and Clinics. Calling this code dispatches the "Brain Attack Team," also known as the BAT team, to the bedside of any patient who displays stroke symptoms. To make it work, hospital staff needed to learn the warning signs of strokes and how to implement the new stroke code.

Lianne Nicolas, RN, Nurse Coordinator for the Stroke Service, organized the education of hospital staff; the Neuroscience Nurse Coordinators and the Unit Educators

carried out the training. They devised many ways to educate hospital staff; for example, they worked with Unit Educators and hosted an eight-hour Continuing Education course on all aspects of stroke care. Education about the Stroke Code taught staff that early treatment of stroke symptoms can preserve and restore brain function – not only saving patients' lives but improving the quality of their lives.

"Saving Our Strokes"

The survey visit also allowed the Neurology Unit to showcase a two-year Interdisciplinary Stroke Performance Project, "Saving Our Strokes." Led by Dr. David Tong and Joan Caldwell, RN, at that time Patient Care Manager on unit F3 (the primary unit for the Neurology Service), the project demonstrated improved patient outcomes: lower death rates, shorter length of stay and reduced readmission rates. Doctors, nurses, therapists, dietitians, pharmacists, and quality managers worked closely together to demonstrate that effective planning and communication improve patient care. Staff nurses on the project team – Michael Bautista, Rosa Magana, and Abby Mainit – were responsible for unit-based education about changes in documentation and patient care. The improvement plan involved changes in documentation as well as in patient care. These included revision of the standard order sets in the physician order entry system to contain all elements of the plan, and an easy-to-use checklist to ensure everything was done before the patient is discharged. The most important factors for team success were collaboration in planning, cooperation in care delivery, and respect for the contributions of each member of the interdisciplinary team.

The Stroke Center certification is a tribute to excellent team work at Stanford Hospital and Clinics. Stroke patients can count on the best from the moment they arrive in the emergency department until they return to their home in the community.

Joan Caldwell, RN, MSN, is Project Manager, Magnet Recognition Program

Lifelong Learning

Ten Tips to Keep Your Balance

BY KATHY SEPPALA, RN, AND PAULINE REGNER, RN

Nursing can be an exceptionally rewarding career choice. Caring for patients and their families can provide profound emotional gratification and a true sense of purpose. On the other side, this is also a profession that can be both physically and emotionally draining. It is very important that nurses learn ways to remain engaged and energized. Every nurse will have unique ways to maintain balance. The following list – a place to start – is the result of the authors' personal experience and experimentation.

1 Identify the real priorities in your life. This may require some soul searching. For some this may mean family, friends or good health. Frustration and resentment are frequently a result of not having the time or energy for the things that are most important to you.

2 Take good care of yourself! Everyone knows what this means: eat right, get regular exercise, and make sure you're getting enough rest. Plan activities for stress reduction. Make time to have fun.

3 Work reasonable hours. If you have trouble leaving work on time, make plans to meet a friend after work. Set your schedule in advance so you will know what time you are leaving each day. Use your vacation time.

4 Play to your strengths. Identify the parts of your job that you love and are really good at. Try to do these things as much as possible.

5 Seek out a mentor and meet regularly. A mentor is a role model and a sounding board. A mentor can help with problem solving and goal setting. They can offer new perspectives.

6 Create a support system. We all need people we can trust to listen to us without judgment.

7 Focus on the positive aspects of your job. Seek out co-workers who make you feel good.

8 Develop hobbies, interests and friends outside of work. Your job should be one part of your life, not your whole life.

9 Keep learning. Use your education time, take classes on clinical areas you are unfamiliar with, volunteer for new projects.

10 Do an annual personal assessment of your goals and your current state. Are you still enthusiastic about your job? Is there something new you'd like to try?



Kathy Seppala, RN, BSN, is Nurse Manager, NICU; and Pauline Regner, RN, is Nurse Manager, D2/D3, at Stanford Hospital and Clinics.

A Balance of Work and Play

Stanford's nurses balance their busy work lives with many other activities, just a few of which are shown on this page.



VICKEY WEIR
Quality Improvement Manager

I swim with Mountain View Masters. I have loved swimming my entire life and I'm sure I swam before I walked!



MARY LOUGH
Clinical Nurse Specialist, Critical Care

I came to the United States from Chertsey, Surrey England 24 years ago, and on August 17, 2004, I became an American citizen.

JOAN CALDWELL
Project Manager,
Magnet Recognition Program

I joined Menlo Masters Swim Team in 1998, and then added biking and running to my schedule. Last year I completed my first Half Iron-Man Triathlon. I enjoy the opportunities to race for good causes.



ELAINE BAYLIS
Staff Nurse, Cardiovascular
Intensive Care

Dance to me has become a lifelong journey.



LINDA BRACKEN
Patient Care Manager,
Emergency Department

I enjoy taking courses at Stanford Continuing Studies. I've studied opera, Bob Dylan, Spanish, Kierkegaard, contemporary religion, and more – things that make me think in entirely new areas from my daily life in the Emergency Department.



DARLENE MURPHY
Administrative Nursing Supervisor

My daughter and I have been breeding and showing guinea pigs for 12 years, and we have won many trophies and ribbons. I can use my nursing skills to treat and cure many of their ailments!



ARLENE ALVARADO
Medical Surgical Float Pool

I am a lay missionary and travel around the world to help the poor and needy. I find both peace and strength in prayer.



JULIE RACIOPPI
Patient Care Manager,
Intermediate Cardiac Unit

My husband and I have been members of Sugarbowl Resort's Ski Patrol for the past five years. Ski patrolling combines two of my greatest passions, skiing and emergency patient care.



Nursing in China

BY CINDY DAY, RN, MS

This summer I had the opportunity to visit hospitals and a university school of nursing in China and Taiwan.

The purpose of the trip was to share with them some of the work we are doing at Stanford to measure and improve patient care outcomes. During the week of the visit I had the opportunity to visit three very different cities and to learn more about nursing and healthcare in Asia. What I learned was that no matter what country we live in, we have economic, political, and cultural issues that challenge us professionally. And true to my experience, nurses rise to the occasion to ensure the best possible care for their patients – regardless of the challenges they face.

In Taipei I visited the Veterans General Hospital, a 2000-bed, very modern hospital associated with a major university and school of nursing. I had the opportunity to see the electronic nursing documentation (in Mandarin of course!) that they had developed and were bringing up, and I heard many of the same issues related to computerized clinical records that we face. The symposium at which I was speaking focused on Patient Centered Nursing Care and Case Management

Models. Several of the nurses who presented were staff who were working on graduate degrees and were early pioneers in developing case management roles in the organization.

In Guangzhou, China, I had the opportunity to visit the oldest hospital in China, which also happened to have the first SARS patient. I met the nursing staff who cared for those patients, and who also lost colleagues to the disease. The commitment and dedication of those nurses to their patients was extraordinary. The physical environment, equipment, infection control practices, and resources they had do not begin to compare to what we have available in our practice setting. Yet while dealing with an undefined disease, in very frightening circumstances, they were able to care for their patients and contribute to the knowledge from which the rest of the world benefited.

I came home from my trip having learned more than I could have ever given to the nurses and students that I met. I highly encourage you to think about creating opportunities to visit hospitals as you vacation and travel to other countries. It is an incredibly enriching experience and you will leave with wonderful new colleagues.

Cindy Day, RN, MS, is Vice President for Patient Care, Chief Nursing Officer, Stanford Hospital and Clinics.

RN Satisfaction Grows at Stanford

BY PAM SIMMONS, RN, MS

Last year and again this year, Stanford nurses took part in the NDNQ1 Nursing Satisfaction Survey, a national survey designed to identify the things that satisfy and motivate nurses, as well as the problems and barriers. Results show significant improvement in nurses' satisfaction at Stanford from 2003 to 2004.

After the 2003 survey, each manager worked on the unit's problem areas. Managers used the survey results to help them develop initiatives to increase nurse satisfaction. Many held detailed discussions with their staff in an effort to understand and improve relationships and working conditions.

This effort worked! In 2004, Stanford's mean satisfaction score was 67.10%, compared to the national mean score of 60.96%. Scores for 89% of units fell above the national mean and within the "high satisfaction" range. Of participating units, 17 improved their satisfaction scores since the 2003 survey. Such positive results are important for indi-

vidual nurses and their units, of course, but they are also important to the institution as a whole as we work toward recognition as a Magnet Hospital.

Pam Simmons, RN, MS, is Quality Management Coordinator for Patient Care Services, Stanford Hospital and Clinics.



RN SATISFACTION SURVEY (2004)

Group	# Units	# RNs	Task	RN-RN	RN-MD	Decision Making	Autonomy	Profess. Status	Pay	Job Enjoy
Stanford 2003	27	612	54.68	68.95	63.66	48.75	50.30	54.15	58.20	64.01
Stanford 2004	41	765	58.34	72.10	64.25	51.52	53.56	58.47	62.19	67.10
NDNQI 2004	2943	41524	52.60	69.66	59.36	46.72	49.55	51.51	50.04	60.96

Learning to Move Up the Career Ladder

San Francisco State University MSN Cohort Program

BY AMY NICHOLS, RN, CNS, EdD

Recruiting new nurses is one way for hospitals to deal with the nationwide nursing shortage. Retaining experienced nurses is another, perhaps more difficult, but ultimately more rewarding solution. With the nation's nursing shortage extending to nursing leaders as well, SF State University associate professor Andrea Boyle and I designed a program to help ease the scarcity and foster Lifelong Learning in nursing.

Any program to encourage nurses to work for advanced degrees had to take into account findings from a survey of 500 working nurses. It showed that nurses were nervous about returning to school after a long hiatus; they could not attend daytime classes; and they didn't want to be treated like brand-new students. We set out to remove these roadblocks.

With an emphasis on flexibility, peer support, and respect for the experiences and knowledge that working professionals hold, the two-year, 6-semester MSN cohort program is tailored for nurses who want to enhance their career mobility and earning potential without putting their work or family lives on hold. What makes this program different isn't that we have elements other programs don't have. It's the way that we combine those elements to support nurses already engaged with their careers and families.

Each cohort – a group of career nurses at a specific institution – completes all classes as a group at their own work location. Classes meet evenings and weekends, and faculty members help students set up individualized programs that are practical and meaningful in their unique work setting.

Support comes from two directions: faculty and fellow students. The group structure provides encouragement and peer support – especially important for nurses who are apprehensive about hitting the books after many years away from academia. The level of faculty support is unusual as well. They provide intensive advising and mentoring to help students with the tough balancing act of work, study and personal life.

While SFSU and nursing programs nationwide are understandably focused on attracting new nurses to the profession, fully addressing the nursing shortage calls for attention to the entire career ladder. Advanced-practice nurses drive change and research in the profession, and are essential for helping the profession grow.

Amy Nichols, RN, CNS, EdD, is Associate Director of Graduate Program, SFSU, and RN-MSN Cohort Coordinator.

The MSN Cohort: Together to Work, Study and Support Each Other

During their busy workday, two co-workers pause in a hospital corridor just long enough for a little commiseration. They have homework to do, papers to write, and families to feed, all on top of a full-time job. It's not easy!

These two career nurses at California Pacific Medical Center in San Francisco are well on their way to completing a master's degree in nursing. "There are nine of us in the hospital cohort," said Barbara DeBrun, director of infection control and a student in the program. "We work together, study together, and support each other during this process." All students in the program are committed to lifelong learning, and attaining their master's degrees is an important part of their professional and personal goals.

Starting in late 2004, SFSU will offer more information about the MSN cohort forming for Fall 2005 at Stanford.

In Recognition of...

CONFERENCE PRESENTATIONS

Cindy Day, RN, MS: "Challenges for the New Millennium: Measuring Nurse Sensitive Patient Outcomes," Taiwan Nurses Association, Taipei, Taiwan, June 11, 2004.

Cindy Day, RN, MS: "Challenges for the New Millennium: Measuring Nurse Sensitive Patient Outcomes," The Memorial Hospital, Sun Yat-Sen University of Medical Sciences, Guangzhou, China, June 7, 2004.

Joan Forte, BSN, MBA: "Tying PCS Levels to Reimbursement," Catalyst User's Conference, Long Beach, CA, May 2004.

Joan Forte, BSN, MBA: "Managing Conflict and Performance Evaluations," San Francisco State School of Nursing, San Francisco, CA, February 2004.

Janet A. Neff, RN, MN, CEN: "Trauma Triumphs – Case Studies and Review," Hazel Hawkins Hospital, Hollister, CA, March 23, 2004.

Janet A. Neff, RN, MN, CEN: "Trauma Triumphs," Stanford Hospital and Clinics, Center for Education and Professional Development, Stanford, CA, January 20, 2004.

Debra Thaler-DeMers, RN, OCN, PRN-C: "Nursing Care at the End of Life," Stanford Hospital and Clinics, Center for Education and Professional Development, Stanford, CA, April 16, 2004.

POSTER PRESENTATIONS

Tammy Baltic, RN, MS, AOCN; Milena Matzinger, PT; Jeanette Muzac, RN, BSN, MPA, A-CCC; D. Kathryn Tierney, RN, PhD(c): "Stanford Patient Care Services Council." At Research Day 2004, UCSF Stanford LPCH Center for Research & Innovation in Patient Care, South San Francisco, CA, October 2004.

BOOKS AND CHAPTERS

Barbara Arnoldussen, RN, MBA, CPHQ: NCLEX-RN Exam Medication Flashcards Flip-O-Matic, 2004, Simon and Schuster.

Barbara Arnoldussen, RN, MBA, CPHQ: What I Wish I had Known My First 100 Days on the Job: Wisdom, Tips, and Warnings from Experienced Nurses, 2004, Simon and Schuster.

Debra Thaler-DeMers, RN, OCN, PRN-C: "Sexuality and Fertility," in A Cancer Survivor's Almanac: Charting Your Journey, 2004, John Wiley & Sons, Inc.

APPOINTMENTS

Tammy Baltic, RN, MS, AOCN: President Elect of the San Francisco Bay Area Oncology Nursing Society (SFONS) Chapter for 2004.

Cindy Day, RN, MS: Appointed to Editorial Board, Advance for Nurses, 2004.

Cindy Day, RN, MS: Selected to Governance/Advisory Board, California Nursing Outcomes Coalition, 2004.

Katherine Dyble, RN, MA: Reappointed to the AHA Central Coast and Valley Regional Faculty Task Force, 2004.

Joan Forte, BSN, MBA: Dimension Expert: Involvement of Family and Friends, Picker Symposium Learning Network.

Jimmy Mansfield, RN, CCRN, MEd: Association of American Critical Care Nurses Committee for awards and scholarships for 2005.

Nancy Masunaga, RN, MS: Elected to the Board of the California College Health Nurses Association, March 2004.

Sheryl Michelson, RN, MS, BC: President Elect, PeriAnesthesia Nurses of California, 2004.

Janet A. Neff, RN, MN, CEN: Trauma Nurse Representative for the Santa Clara County Emergency Medical Services Committee (EMSCO), 2004.

Dixie-Lee Specht-Schulz, BSN: appointed Senior Advisory Committee to East Palo Alto City Council, 2004.

Laura Starr, RN: member of Sigma Theta Tau, 2004

CERTIFICATES

Richard Quitevis, RN, BSN: Successfully passed American Association of Critical Care Nurses Critical Care Certification Exam, November 2003.

Elvie Wohlers, RN: Successfully passed American Association of Critical Care Nurses Critical Care Certification Exam, May 2004.

JOURNAL ARTICLES

Geralyn Martinez, RN, MS (2004): Stanford Life Flight Celebrates 20 Years. Air Medical Journal, 23:4 P. 8-19.

AWARDS

Susanne Cox, RN, BSN, OCN: Excellence in Caring Award, Stanford Nurse Week, 2004.

Nancy Masunaga, RN, MS: Affiliates "New Professional" Award, Pacific Coast College Health Association American College Health Association Annual Meeting, New Orleans, LA, June 2004.



Trina Graves-Klatt, Leilani Patacsil, & Martha Stevenson, RN, Nurse Recruiters for Stanford Hospital and Clinics and Lucile Packard Children's Hospital

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Stanford Hospital and Clinics and Lucile Packard Children's Hospital offer the technology, training and experience of a world-renowned medical institution. All the time fostering an environment dedicated to teaching, learning and growing which makes your career virtually limitless. Whether you dream of taking off in Life-Flight or protecting a child's dreams, this is the place to make it happen. The contributions of people like you are what our reputation is built on.

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We support professional development through the Center for Education Department at Stanford. Visit their web site at www.cecenter.stanfordhospital.com. For more information on our hospital as well as job opportunities, please visit our web sites at: www.lpch.org and www.stanfordhospital.com

Interested candidates, please email or fax your resume to:
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