Nurse Leader Interview

Danielle Nadeau

Old Dominion University
The nurse leader that I chose for this interview is the Rita Frequelin, the clinical educator for the Neuroscience Intensive Care Unit at DePaul Medical Center. She works at the bedside two shifts a week and works out of the education office during the third shift. Ms. Frequelin was my clinical preceptor and later recruited me to work on her unit. Her passion and commitment to the staff persuaded me to turn down a position in another department and accept a position in the Neuro ICU. I chose to interview Ms. Frequelin because in my short time on the unit, I have recognized her as a positive and influential leader.

**Leadership Traits**

A leadership skill that is important in managing situations is having good communication (Abbott & Ellis, 2013). Ms. Frequelin is capable of bringing clarity to a situation and able to communicate with staff, management, and patients in a charismatic way. Among effective communication, Ms. Frequelin also possesses leadership traits such as initiative, influence, building bonds, and empathy. During my preceptorship, she always took the initiative in providing the best care for her patients. “Effective leaders have the ability to motivate and engage the people that they lead” (Anonson et al., 2014, p 129). Ms. Frequelin sets an example to me and her colleagues to perform best practices, regardless if it was an inconvenience to her. On several occasions I witnessed nurses ask for her opinion on different clinical situations. According to Cummings et al., transformational leadership and emotionally intelligent leadership have guided nursing leadership due to their emphasis on relationships as the foundation for effecting positive change or outcomes (2010). Ms. Frequelin is approachable with a casual demeanor which makes it very easy for staff to seek her out for her advice. Her position as clinical educator is not as formal as the nurse manager or director, which makes her more accessible to staff and an instrumental figure in the department. She portrays the image
that she genuinely cares about the staff and patients which is one of her strongest leadership traits (R. Frequelin, personal communication, February 1, 2015).

**Organizational Structure**

The health care setting that Ms. Frequelin works in is a 204 bed not-for-profit acute care facility serving approximately 830,000 residents (Community Health Needs Assessment, n.d.). While progressing toward Magnet status, the facility is currently at the Pathway to Excellence status which is one step below Magnet status. The Pathway to Excellence status is based on surveys and responses that determine if the facility has met the metric for pathway to excellence. The facility must “meet 12 practice standards essential to an ideal nursing practice environment” in order to become certified (AANC Pathway to Excellence, n.d.). The nurse leader is the clinical educator for the 24 bed intensive care unit and practices in the eight bed NSICU.

**Positively Addresses a Challenge**

Ms. Frequelin addresses challenges in a blunt manner. She prefers to receive information in the same manner as she delivers it. The unit recently had many nurses leave, which left it understaffed and the nurse to patient ratios increased. The first challenge was to establish that there was a need for new nurses. Once that was accomplished, as the educator, Ms. Frequelin was responsible for recruiting new nurses and ensuring that they had a positive and efficient orientation period. Once there were new nurses on the floor orienting, management saw this as an opportunity to continue to decrease the nurse to patient ratio. From the nurse leader’s standpoint, this was not an effective way to train new nurses, or to provide the unit with competent new nurses. Despite the backlash from upper administration, this was an issue that Ms. Frequelin did not back down from and continued to advocate for the orientees. This is an
ongoing battle, but she continues to advocate for the orientees and reminds upper administration
that this is in the best interest of the orientees and the department as a whole (R. Frequelin,
personal communication, February 1, 2015).
References


http://bshr.com/assets/CHINA_BSDMC_final_rev_08152013.pdf


Honor Code Statement

“I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned.”

Danielle Nadeau
### NURS 490W
**Nurse Leader Interview Guidelines and Criteria**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>%</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nurse leader you chose for the interview and why you chose this person</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze and describe the nurse leader’s leadership traits and style. Support with references.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the organizational structure, healthcare setting or healthcare model where your nurse leader practices. Support with references.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how your leader positively addresses a challenge healthcare (as described in Chapter 1 of your Sullivan text). Give a specific example.</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct grammar, essay writing, spelling and punctuation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct use of APA format including citations of references and reference page. Adherence to page limit. Utilizes a minimum of three references to support paper. Include the honor code and attach the grading rubric. Submit through Safe Assign.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 12.12.14