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Leadership and Interprofessional Collaboration - 4/13/2026

AI Check

Working across trauma, emergency, long-term care, and now the ICU has shaped how I understand effective leadership and its impact on interdisciplinary collaboration.

In high-acuity environments, leadership is exemplified not only through formal titles but also by bedside nurses, who shape team communication and influence patient outcomes.

My transition from LPN roles into my current ICU RN position has really shown me how directly leadership style affects interdisciplinary teamwork, particularly in the instance of rapid clinical deterioration.

One significant example of an interdisciplinary experience occurred during a critical juncture in the ICU care process for a patient suffering from respiratory failure.

The intensivist, respiratory therapist, charge nurse, and bedside nurses worked well together.

Each member's responsibilities were well outlined, representing a standardized communication pattern.

The charge nurse's delegation of tasks was effectively handled, while communication helped the team achieve desired outcomes efficiently.

This model represented some aspects of transformational leadership, including a vision, empowerment, and accountability (Huang et al., 2025).

Because the situation was well understood and psychological safety was felt, all team members felt comfortable speaking up when they recognized slight changes in the patient's health profile.

The patient was stabilized, and the family was kept updated.

However, in contrast, I have observed situations in trauma-adjacent settings where ineffective leadership might have impacted team collaboration.

For example, during a rapid response, ineffective delegation of responsibilities and a lack of communication were witnessed, which caused team activities to overlap, impacting the administration of medication.

For instance, there was a lack of team willingness to confront the leader, implying a lack of psychological safety. However, research indicates that the importance of psychological safety in teams can never be overstated, as it enables nurses to feel free to participate in decision-making processes (Dietl et al., 2023).

Without that foundation, interdisciplinary performance suffers, and patient safety may be compromised.

Based on my observations, effective leadership is quite different from ineffective leadership, as effective leaders remain calm, communicate well, and encourage input from different disciplines.

Inclusive leadership has been attributed to enhancing work engagement as well as cooperative relationships among different health professionals (Wang et al., 2024).

The leadership style that exhibits respect for each discipline contributes to cohesive teams that run effectively, even in a crisis situation.

Best practices in leadership strategies, as evidenced by recent literature, focus on transformational leadership approaches.

Transformational leadership encourages the development of motivating factors that promote common objectives, which is vital in improving patient safety outcomes (Huang et al., 2025).

Inclusive leadership strengthens teamwork by ensuring that all team stakeholders feel recognized and addressed in the process.

In addition, the development of a psychologically safe environment is critical in boosting nurse and interdisciplinary performance (Dietl et al., 2023).

Organized interdisciplinary rounds have been effective in improving communication in critical care settings, subsequently enhancing patient outcomes (Heip et al., 2022).

This is consistent with my current practice in the ICU, which benefits significantly from the use of rounding and communication.

Reflecting on my learning process, I have identified the need to further enhance my transformational leadership skills by developing an inclusive character.

While I am composed during emergencies, I have the potential to improve on effective team debriefing and mentoring newer nurses.

Hence, by participating in advanced trauma and cardiac critical care courses, as well as mentorship programs from more experienced ICU nurse leaders, I can enhance my growth in transformational leadership skills to provide support for psychologically safe working environments, collaboration, and improved teamwork for better patient results.

High Human Impact ● ● ● ● ● High AI Impact

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.