

Ethics-based Nursing Education, Research and Service: Practicing What We Preach

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Mission of Georgetown University

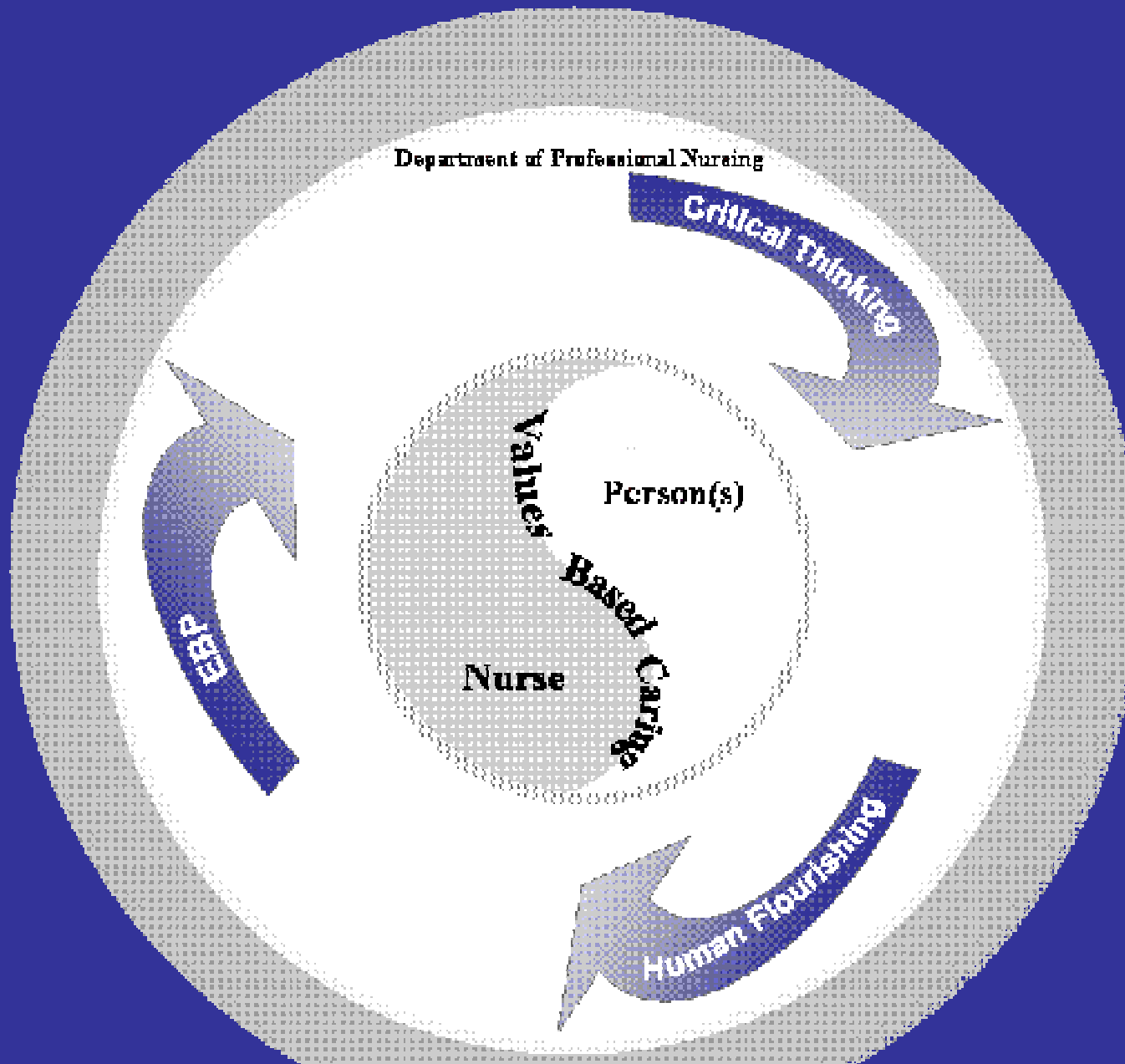
- Est. in 1789, the university was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical, and spiritual understanding.
- Georgetown educates women and men to be reflective life long learners, to be responsible and active participants in civic life, and to live generously in the service of others.

Values-based Nursing Education Model

The purpose of the conceptual model is to explicitly recognize Georgetown's vision of nursing that serves as the core of the curriculum. The model serves to guide the development of knowledge and to facilitate the understanding and application of nursing science, principles and practices.

Values-Based Nursing Education Model Cont.

- In 2005, with a generous endowment, GU-NHS established the Robert & Kathleen Scanlon Endowed Chair in Values Based Health Care.
- The first Chair, who made major conceptual and practical contributions to values-based education, research, and service at GU-NHS, was Barbara Aranda-Naranjo Ph.D., RN,FAAN. Dr. Aranda-Naranjo is presently Director of the Health Resources and Services Administration Global AIDS Program.



To improve the health and well being of all people

Mission of the SLHS

Components of Model

The model is composed of two distinct elements; the core, represented by the circle at the center of the model, and the complementary processes, which contribute to and encourage the dynamic process. These components are dynamic both individually and interactively.

Core of the Model

Values based Caring is the core of the model and is surrounded by the nurse-patient synergistic component. At Georgetown, Values Based Caring is seen as essential to excellence in health care and includes the core components of individual and collective excellence, professional care and compassion, person centered orientation and a commitment to human flourishing, the common good, and social justice.

Application of Model: Teaching, Research, and Service

- Purpose:
 - To determine the degree to which the nursing model is applied at by nursing faculty of the GU-NHS
- Methods
 - In-depth interviews with faculty members
 - Interview guide based on
 - GU-NHS foci on teaching, research, service
 - Nursing Model
 - Interviews conducted with 8 fulltime nursing faculty who teach a total of 16 courses
 - Review of syllabi from five courses
 - Structured review form based on
 - GU-NHS principles of teaching
 - Nursing model

Major Themes from Faculty Interviews

Question 1: What is your perception of the general usefulness of the VBN conceptual model?

Theme: The VBN conceptual model is very useful and frames how we teach our nursing students and gives them a clear sense of our expectations.

“The orientation to social justice and the common good in our world where the disparities between the haves and have-nots keep growing is essential.”

Major Themes from Faculty Interviews

Question 2: What has been the usefulness of the VBN conceptual model on your role as educator, researcher, administrator?

Theme: The VBN conceptual model allows for a common framework among faculty as educators, researchers and administrators.

“ The model allows me a framework for presenting nursing interventions to students that allows them to see the holistic manner in which our profession practices.”

Major Themes from Faculty Interviews

Question 3: How have you incorporated into your Department of Nursing role or activities the five value components of the model?

Theme: The majority of the faculty interviewed have incorporated the values of the model into their course objectives, class assignments, quizzes and in their selection of clinical sites for the nursing students.

Example of a class assignment: “Risk management has just informed you that your unit has reported no medication errors for the last 15 months and they seriously doubt that there have been no errors during this time frame. Given that the standard is ‘not mandatory, non-punitive reporting of all medical errors,’ write a short 4-5 page paper and describe how you will bring your unit into compliance. Identify the leadership/management and change theories you will be using and in what ways to the SNHS’ values apply.”

Major Themes from Faculty Interviews

Question 4: How do you believe that the Dept of Nursing and NHS as an institution has embraced these values?

Theme: The Dept. of Nursing has embraced the NHS values and the conceptual model. NHS as an institution is on the road to embracing the values but has not done it to the extent that Nursing has.

“I believe both our faculty and students are very actively involved in social outreach.”

Major Themes from Faculty Interviews

Question 5; What do you believe is the likely long-term impact of the values-based model for the Department of Nursing generally?

Theme: The values-based model will become the hallmark of Georgetown Nursing School and help us meet our mission “to improve the health and well-being of all people”.

“Ideally it will showcase what we do best...graduate nurses who will provide invaluable leadership wherever care is needed, who are oriented to persons and human flourishing, and committed to the common good and social justice.”

Major Themes from Faculty Interviews

Question 6: What do you believe is the likely long-term impact of the values-based model for the Department of Nursing in terms of education, research, and service?

Theme: The values-based model will be a guide for not only framing how we teach but guide what clinic sites we select for our students and how we conduct our research.

“I would envision that we will be developing innovative methods for exploring sensitive healthcare questions (e.g. end-of-life care issues) that are guided by our values.”

Syllabi Reviewed

- Instructional Design, Methodologies and Evaluation
- Care of Children and Adults with Physiologic Alterations
- Health Assessment II
- Fundamentals of Nursing Interventions
- Health Assessment, Health Promotion and Disease Prevention

MAJOR THEMES FROM SYLLABUS REVIEW

- Overview
 - Values-based health care framework explicitly embedded throughout two of five syllabi
 - Addressed in all five syllabi
 - Ethical and legal issues
 - Access to evidence-based practice for all
 - Communication between nurses and patients and among nurses and other caregivers
 - Attention to care for diverse populations
 - Attention to care for vulnerable populations

MAJOR THEMES FROM SYLLABUS REVIEW

- Individual and collective excellence:
 - Focus on
 - respect for students
 - Engagement in discussions, projects and other assignments, individually and as groups to foster communication/interaction/shared understanding
 - Critical thinking
 - Innovation – use of GUS technology, texts and other reading materials that address new and innovative health technologies and nurses' roles in their use
 - High expectations of students in clinical assignments, academic achievements, and scholarly research projects (outcome: high levels of achievement in national standardized tests, e.g., ATI Achievement Exams)

MAJOR THEMES FROM SYLLABUS REVIEW

- Commitment to common good, social justice
 - Specifically addressed in each syllabus
 - Examples of objectives:
 - “Discuss the social and economic constraints facing individuals and families related to meeting their healthcare needs”
 - “Adapt the nursing process to patients with diverse backgrounds, values and beliefs.”

FOR MORE INFORMATION, CONTACT

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