

Background

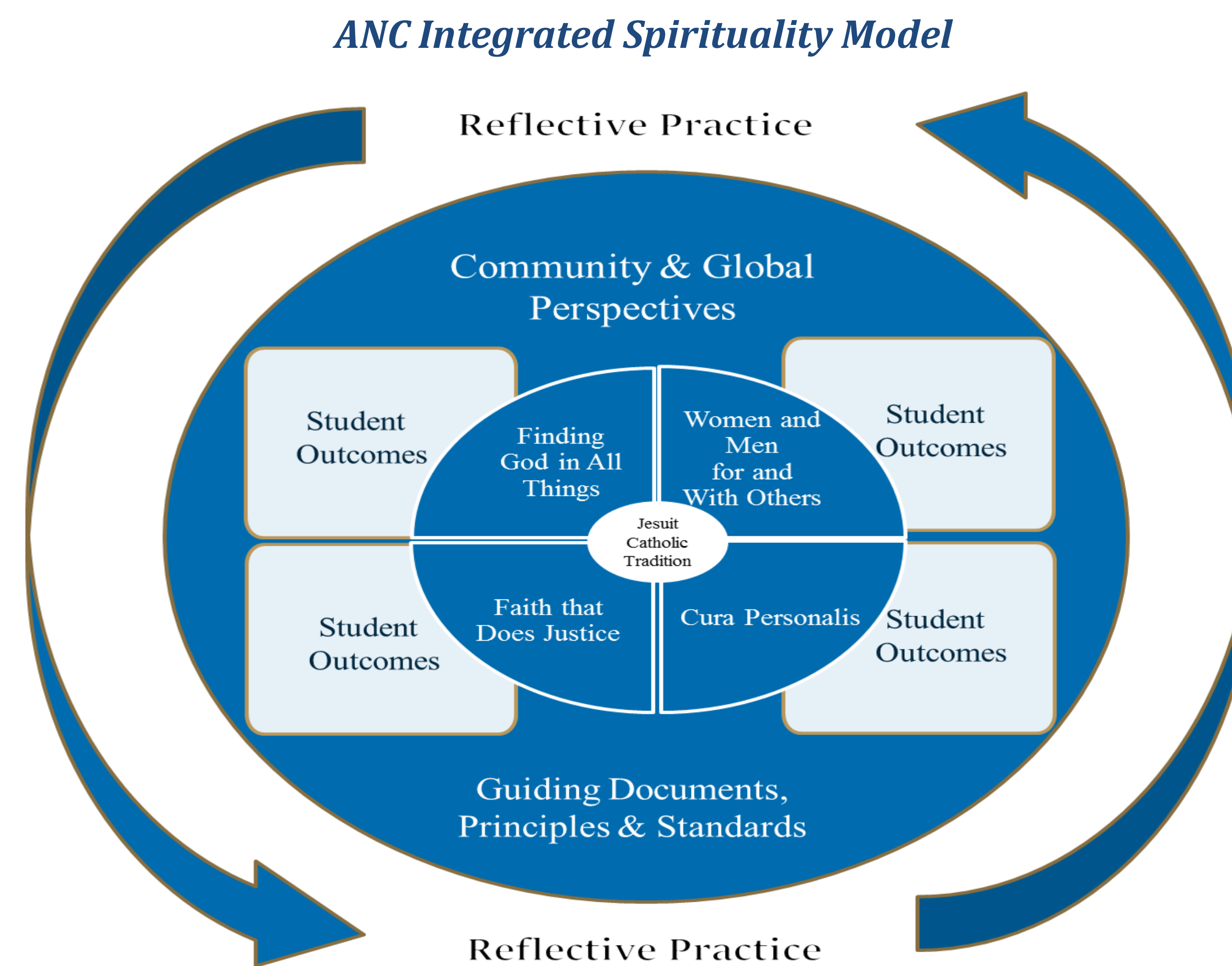
Creighton University's College of Nursing (CON), consistent with the University mission, focuses on the unique journey of each student to seek the truths and values essential to a fulfilling human life. Inspired by this mission, the faculty of the CON worked to integrate spirituality into the one-year accelerated nursing curriculum (ANC). The ANC Integrated Spirituality Model was developed and used as an organizing framework. Specific student activities involving spirituality and reflective practice were identified for each of the three semesters of the ANC to promote leveling of the student learning activities.

The center of the model is rooted in Jesuit Catholic Tradition and is connected to the four Charisms adopted by the College of Nursing; *Finding God in all Things*, *Women and Men for and With Others*, *Faith that Does Justice* and *Cura Personalis*. Student outcomes related to spirituality link with the four charisms. Each of the intended outcomes also ties to the guiding principles of nursing education; CU-CON Program objectives, BSN Essentials and the American Nurses Association (ANA) Code of Ethics. A "crosswalk" aligning spirituality themes, student outcomes, guiding principles, evaluation measures and student activities serves as a curricular integration framework.

Faculty development initiatives were integral to support implementation and included:

- ANC nursing faculty utilized *Reflective Practice Transforming Education and Improving Outcomes* as a resource guide to develop reflective activities rooted in the CU-CON Integrated Spiritual Model for respective courses
- Faculty overview sessions provided at the August 2016 and 2017 Fall retreats
- Monthly sacred hour scheduled beginning Feb. 2017
- Taskforce members presented at "Through the Eye of the Needle: Commitment to Justice in Jesuit Higher Education" August 2017

Model & Crosswalk



ANC Integrated Spirituality Crosswalk

Ignatian Values & Associated Spirituality Themes	Student Outcomes (Spiritual Awareness)	Crosswalk with Program Guidance			Application to Nursing	ANC Course Activities		
		CU-BSN Program Objective	ANA Code of Ethics	BSN Essentials		Students . . .	Semester 1 Introduction	Semester 2 Application / Demonstrate
Finding God in All Things • Jesuit Catholic Traditions • Higher Power • Reflective Practice	1. Are comfortable expressing spiritual concerns 2. Intentionally reflect on one's experience	6	1, 8	I, VI, VIII, IX	Meet university learning outcome #5 (deliberative reflection)	Spiritual retreat & self-spiritual assessment	Consistent and deliberative Reflections	Pre- & post conferences through reflective journaling
Women and Men for and with Others • Diversity, relationships • Humility • Moral courage • Servant Leadership	1. Integrate resources, anticipate referrals, and include team in provision of spiritual care 2. Grow in cultural humility and reverence 3. Are responsive to the unique needs of others	1, 2	3, 4, 6, 7, 8, 9	III, IV, V, VI, VIII	Demonstrate moral courage in advocating for individuals, families, and populations	Case studies related to dignity, worth, biases, judgments and religious differences	Cultural Competency in Nursing Certificate	Reflective journal - working with diverse populations
Faith that Does Justice • Experiential Learning • Ethical practice - social justice, greater good • Calling - passion for Nursing • Solidarity	1. Gain greater awareness of self 2. Are attentive, reflective, compassionate and loving 3. Demonstrate servant leadership 4. Demonstrate integrity and ethical practice	3, 4, 7	2, 3, 4, 6, 7, 8, 9	II, III, IV, V, VI, VIII, IX	Practice is congruent with the CU Code of Conduct and the ANA Code of Ethics	Spiritual Content	Ethical issues in Public Health discussion board	Ethical Reflection pairing each Ignatian Value with an ANA Code of Conduct.
Cura Personalis • Body, mind and spirit - Holism • Self-awareness • Spiritual Health • Spiritual values • Calling - passion for Nursing • Openness to one's one vulnerability	1. Develop spiritual self-awareness & moral consciousness 2. Develop a healthy life balance 3. Become lifelong learners 4. Become confident, competent, & compassionate leaders 5. Recognize their calling as an extension of God's presence	6	5	I, VII, VIII	Identify specific examples of how they have developed in leadership, confidence and compassion.	Spirituality Assessment Health Assessment Activities	Reflective journaling	Weekly log includes identification of Spiritual Care

Designated Outcomes

- Students complete a self-assessment examining their growth in spirituality and development of a reflective practice measured by a student pre and post semester survey.
- Students demonstrate an ability to assess, and integrate findings from the client's spiritual assessment into the plan of care as demonstrated through faculty's direct observations and evaluation of the written plan of care.
- Students identify the role of advocacy, demonstrate an ability to work with diverse populations, provide compassionate, loving, and ethical care as demonstrated in the end of life simulation as demonstrated by a pre and post student self-assessment of the Frommelt Attitudes Toward Care of Dying Form B (FATCOD-B) Scale
- Students evaluate the integration of spirituality into their own practice as demonstrated by specific clinical examples included within the student's individually prepared portfolio.
- Students utilize the leveled reflective practice/writing rubric as a guide in their professional development in reflective practice.
- Faculty report an increased degree of value of reflective practice as measured in February and May

Future Plans

- Utilize data collected to inform curricular changes
- CUCON adopted the FICA spiritual assessment for use in clinical experiences
- Jesuit values continue to serve as a foundation
- Integration of a reflective writing process
- Integration of student learning activities to enhance participation with a social justice consciousness