

Georgetown University School of Nursing & Health Studies Department of Nursing

Mission of Georgetown University

Georgetown is a Catholic and Jesuit student-centered research university. Established 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 embodies this principle in the diversity of the students, faculty and staff, its commitment to justice and the common good, its intellectual openness, and international character. Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition- for the glory of God and the well-being of humankind. 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.



Mission of Georgetown University School of Nursing & Health Studies

The Georgetown University School of Nursing & Health Studies' mission is consistent with that of the University's mission to provide *student-centered, excellent undergraduate and graduate professional in the Jesuit and Catholic tradition*. The School of Nursing and Health Studies continues its long tradition of *preparing morally reflective health care leaders and scholars who strive to improve the health and well being of all people with sensitivity to cultural differences and issues of justice*.

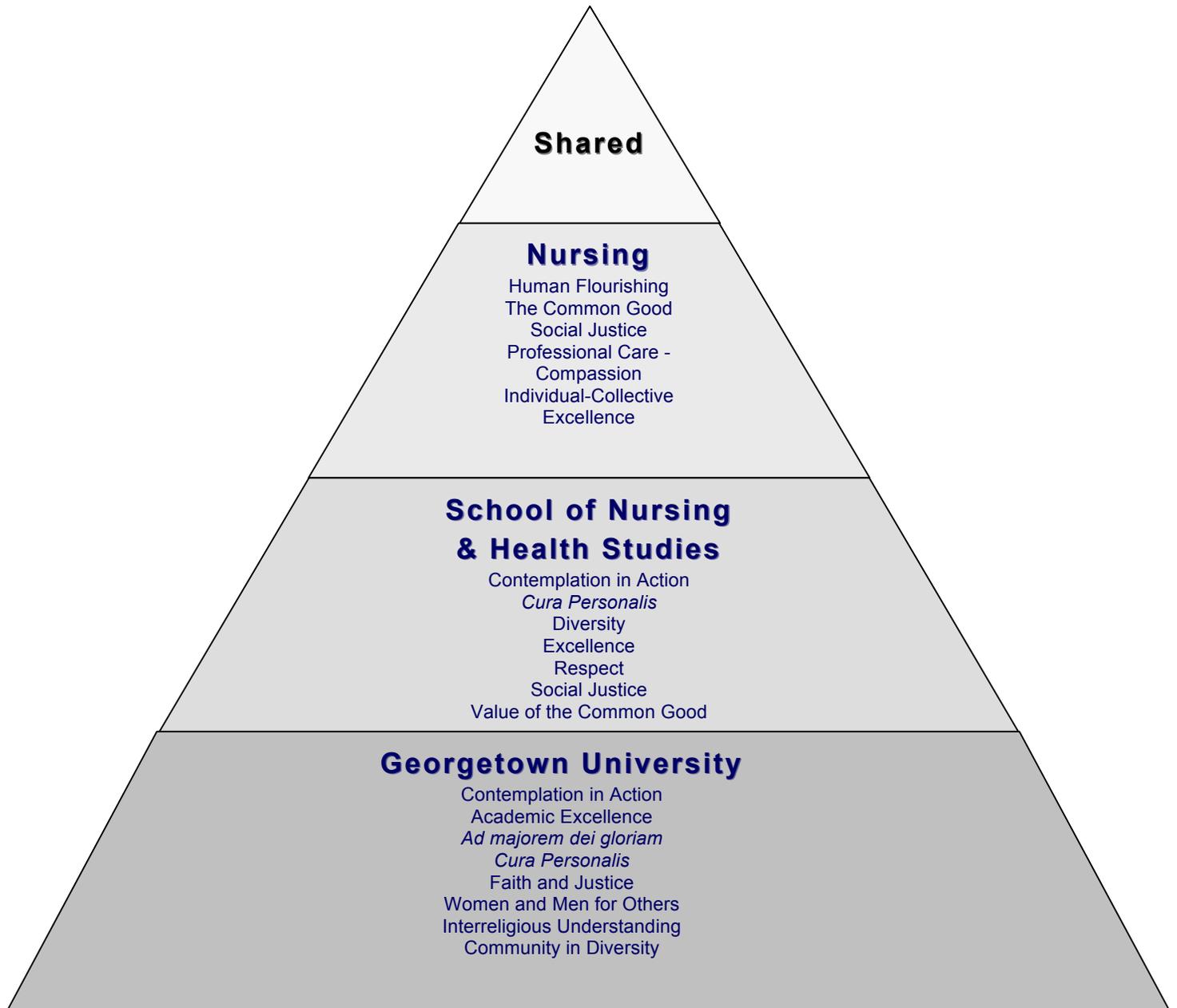


Department of Nursing Vision Statement

The Department of Nursing prepares future leaders to respond to the growing complexity of health care delivery system. The NHS mission of *health and well being for all people*, with its emphasis on preparing morally reflective healthcare leaders and scholars, guides the programs and initiatives of the department. The foundation of the department's programs are built on the recognition of the dignity of human beings, the growth-affirming role of society, health as a dynamic entity, the complex, caring nature of nursing, and the individualized, and life long process of education. Therefore, the vision of the Department of Nursing is to prepare women and men who are committed to promote human flourishing through culturally sensitive, evidence-based nursing practice.

Our Shared Values

The following graphic demonstrates the shared values between Georgetown University, the School of Nursing & Health Studies and the Department of Nursing demonstrating congruence, both philosophically and programmatically.



Mission, Goals, Objectives

The Georgetown University School of Nursing & Health Studies prepares future leaders to respond to the growing complexity of health care delivery at all levels. Consistent with this objective, and the overall mission of Georgetown University to provide student-centered, excellent professional education in the Jesuit tradition, the School of Nursing & Health Studies has based its baccalaureate and master's program curricula on terminal objectives derived from its mission and core values.

Undergraduate Nursing Programs

At the completion of the BSN program, the graduate will be able to:

- Practice Professional Nursing reflecting the Jesuit values ideas and Georgetown University Nursing Practice Model of valuing *cura personalis*, excellence in the pursuit of knowledge, holistic care of the patient, and integrating the principles of common good and social justice.
- Demonstrate evidence-based practice through the use of critical thinking in clinical decision making.
- Formulate a personal and professional ethical framework to guide conduct and decision making in professional Nursing.
- Evaluate, apply, and communicate research findings to improve professional practice and patient outcomes.
- Analyze and evaluate leadership and management theories in nursing practice and discuss implications for human flourishing.
- Evaluate how health policy processes address the common good/social justice concerns and the improvement of the health and well-being for all members of society.
- Demonstrate a commitment to a life-long process of education and personal and professional development through continuing education and participation in professional organizations.
- Demonstrate a dedication to human flourishing for diverse cultural groups through humanitarian service and a commitment to the core values of individual and collective excellence, professional care and compassion, person-centered orientation, the common good and social justice.
- Engage in professional communication and collaboration with all members of the health care team, including patient, family, and community, to improve the quality of health care delivery.

Graduate Nursing Programs

The School of Nursing & Health Studies offers a graduate nursing program of study leading to the degree Master of Science (MS). The Master's program prepares advanced practice nurses and nurse educators who meet the certification requirements for respective specialized areas of nursing practice: Nurse Anesthesia, Nurse-Midwifery/Women's Health Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner/Adult Gerontology Clinical Nurse Specialist, Family Nurse Practitioner, and Nurse Educator. The School's mission of health and well being for all people and its core values provide the framework for the program, which builds on the Essentials of Baccalaureate Education.

As advanced practice nurses and nurse educators, graduates are prepared to improve nursing and health care through expert practice and the advancement of nursing knowledge. The curriculum emphasizes the development of professional specialty roles as acute care/primary care providers and educators. The graduate core courses encompass interdisciplinary, nursing and science requirements that provide content essential to all advanced practice nurses. The advanced nursing courses, which vary by specialty area, expand and extend knowledge gained in the core, and provide an opportunity for students to develop skill in evidence-based, holistic practice. Following program completion, students are eligible to take the national certification exam in the respective specialty area of practice.

At the completion of the MS program, the graduate will be able to:

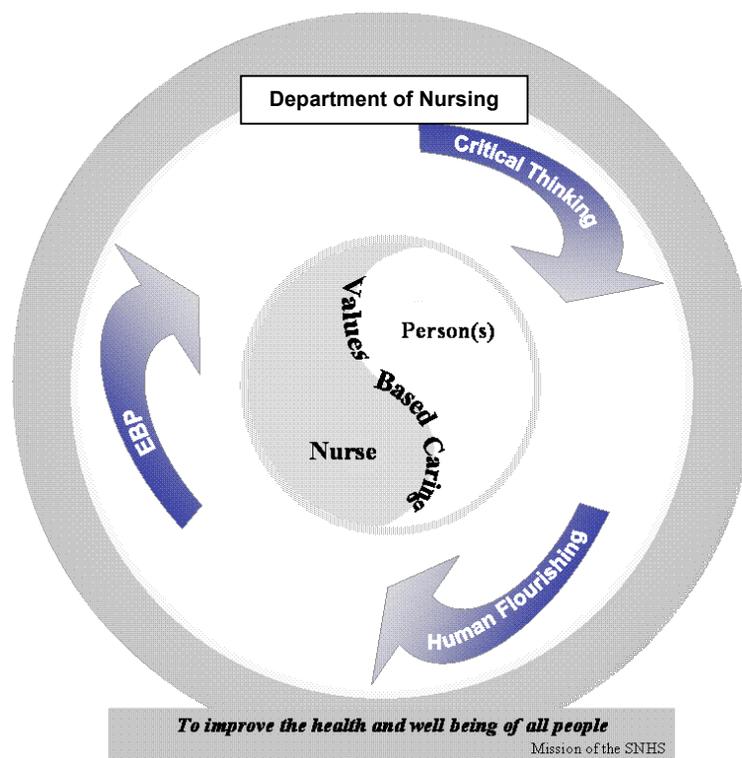
- Integrate advanced nursing knowledge, ethical principles and clinical excellence in advanced practice nursing within an area of specialization to reflecting the Jesuit values ideas and Georgetown University Nursing Model of valuing *cura personalis*, excellence in the pursuit of knowledge, holistic care of the patient, and integrating the principles of common good and social justice.
- Develop the role of the advanced practice nurse with commitment to excellence and quality outcomes.
- Utilize research and evidence to assist in the development and validation of nursing science.
- Integrate theoretical and scientific concepts that influence leadership in advanced practice roles consistent with education, practice and research.
- Participate in the process of health policy development for continued improvement of health care systems.
- Engage in lifelong learning, and the professional development of self and others.

Model of Department of Nursing

The conceptual model of the Department of Nursing in the Georgetown University School of Nursing & Health Studies is a graphic representation of a paradigm that provides a “broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned.” The purpose of the 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.

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. Each of these components is in dynamic motion, individually and interactively.

At the core of the model is Values Based Caring, surrounded by the nurse-patient synergistic component. At Georgetown, Values Based Caring is seen as essential to excellence in health care and practice and includes the core values of individual and collective excellence, professional care and compassion, person centered orientation and a commitment to human flourishing, commitment to the common good, and social justice. The goal of the Department of Nursing at Georgetown is to produce graduates who demonstrate great integrity and combine the highest level of scientific knowledge and technological skill with responsible, caring practice.



Definitions of the Model Components.

Caring is reflective of the Department of Nursing Values Based Framework and includes individual and collective excellence, professional care and compassion, person centered orientation and commitment to human flourishing, commitment to the common good, and social justice. The Values Based Framework is seen as the core of the model, and synergy operationalizes these values.

1. Individual and collective excellence is the development and maintenance of a culture that challenges complacency and mediocrity. It applies life long commitment to learning, excellence in practice, and community and professional service.
2. Professional care and compassion are essential behaviors that embrace patients, families, and community groups (especially the most vulnerable), colleagues and external groups. These values provide a solid foundation for collaborative practice.
3. Person centered orientation and commitment to human flourishing are qualities that address respect for persons which is central to nursing at Georgetown. This demonstrates that confidence for better health care outcomes is placed not only in scientific and technologic advances but also in the choices humans make for themselves and their communities. This includes but is not limited to the recognition and integration of the influence of growth and development factors on health care outcomes.
4. Commitment to the common good is recognition of the sum total of those things necessary for all persons to have fulfilling lives. It includes working to create a world in which individuals and the communities in which they live and interact are empowered through the process of values, reflection, sharing, compassion, and developing partnerships.
5. Social justice is a commitment to utilizing health care education, practice, and research to address inequities in the way benefits and burdens of health care and other social goods are distributed among members of society

Integral to the core are nurse competencies and person characteristics. Adapted from the American Association of Critical Care Nurses Synergy Model, the nurse competencies include clinical judgment, advocacy, caring practices, facilitator of learning, collaboration, systems thinking, response to diversity, and clinical inquiry. The nurse competencies include an expanded view of the professional nurse as providing health promotion, education, and primary, secondary, and tertiary care in both institutional and community settings. The nurse competencies provide a framework for the nurse to address the health and well being of all people. The “person (s)” as recipient of nursing care may be an individual, a family, or a population. Person characteristics include stability, complexity, vulnerability, resiliency, predictability, resource availability, and participation in decision making and care.

Nurse Competencies

1. Clinical judgment- is the combination of clinical reasoning, decision making, creative thinking, acquired formal and experiential knowledge and skill.
2. Advocacy-is the nurse's ability and desire to work on another's behalf- to represent the concerns of both patients and their families, and includes the identification and willingness to assume a leadership role in ethical and clinical concerns. Effective communication skills are crucial to the role of advocate.
3. Caring practices- is the development of a compassionate and therapeutic environment driven by the unique needs of the patient.
4. Facilitator of learning is the nurse's use of self to facilitate learning.
5. Collaboration is the use of each person's contribution (interdisciplinary or intradisciplinary) to care with the purpose of achieving optimal or realistic goals for the patient.
6. Systems thinking- is the ability of the nurse to recognize the holistic relationships that exist in and across the health care system in the context of the care environment.
7. Response to diversity- is the recognition of the uniqueness of person (s) and the ability to incorporate this uniqueness in the provision of care.
8. Clinical Inquiry- is the ability to engage in an ongoing process of evaluating and questioning health care practice.

In each nurse/patient interaction, the nurse competencies assume a higher or lower degree of importance, depending on the nature of the relationship and the importance of a situation.

Person Characteristics

1. Stability is the person's ability to achieve some level of physiological or psychosocial equilibrium.
2. Complexity is a condition of the person that involves the intricate entanglement of two or more systems (body, family, community, therapies).
3. Vulnerability is the person's susceptibility to actual or potential stressors that have the potential of affecting the outcome adversely.
4. Resiliency is the person's ability to return to a restorative level of functioning by using compensatory and coping mechanisms.

5. Predictability is a summative person characteristic that allows the nurse to expect a typical pattern of human response.
6. Resource availability is the reserves that the person, the family, and the community bring to a situation. These reserves can be personal, psychological, spiritual, social, technical, and financial.
7. Participation in decision making and care is the ability of the person and the family to engage in the plan of care and the outcome.

The premise of this part of the model is that person characteristics drive nurse competencies. When both patient characteristics and nurse competencies match, patient's outcomes are optimized and mutually enhancing. It is the needs of the patient, and not the goals of the nurse, which guide the nursing plan of care and approach to practice.

A goal of the Department of Nursing is to instill in the graduate the complementary processes that contribute to an effective nurse/person dynamic. Complementary processes include critical thinking, human flourishing, and evidenced based practice.

Complementary Processes

- 1.) Evidenced Based Practice is the conscientious, explicit and judicious use of current best evidence in making decisions about the care of person(s). It is the practice of integrating an evaluation of the effectiveness of nursing interventions through scholarly inquiry and research utilization.
- 2.) Critical thinking is a method of problem solving that utilizes a purposeful, systematic approach to thinking. Critical thinkers are characterized by a professional curiosity and demonstrate an organized approach to assessing, prioritizing, and acting to optimize the care of person(s).
- 3.) Human flourishing is the ability for all patients to fulfill their potential. Nurses enhance human flourishing by acknowledging and respecting diversity in culture, beliefs, values, and health practices of persons, families, and communities. Human flourishing supports the philosophy that all persons have potential and that nurses can optimize conditions that maximize the possibilities for each human being to uniquely fulfill their potential.

Additionally, the faculty of the Department of Nursing acknowledges the ever changing and increasingly complex health care environment and the expected competencies that are required of contemporary baccalaureate students. In using this model as a framework, the faculty also accepts the responsibility of integrating technological advances, emerging issues in ethics, expanding and changing nursing theory, global

health care concerns, health and social policy, and the professional responsibility of the nurse to contribute to patient advocacy.

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American Association of Critical Care Nurses (2001). CE Anthology: Synergy Model. California: Aliso-Viejo.

Campinha-Bacote, J. (2003) Many faces: Addressing diversity in health care. Online Journal of Issues in Nursing (8) 1, Manuscript 2. Available: http://nursingworld.org/ojin/topic20/tpc20_.htm.

Approved, Department of Professional Nursing Faculty, January 2005

Approved, Department of Nursing Program Coordinators, 19 April 2007

Approved, Department of Nursing Faculty, 10 May 2007

(added "Our Shared Values" section, revised terminal objectives of UG/GR nursing in VBN model)

Approved, Department of Nursing Faculty, 10 April 2008

(added DON Vision Statement, incorporated terminal objectives)

Updated with approved names of MS programs, 5 Jan 2013

Updated with approved NHS Values of the School of Nursing & Health Studies, June 18, 2014