Preparing Future Nurse Leaders Holistically at a Faith-Based University
Pamela J. Hodges, PhD, MSN, RN and Lucindra Campbell-Law, PhD, RN, ANP, PMHNP
The University of St. Thomas Carol & Odis Peavy School of Nursing

Background
The School of Nursing (SON) strives to incorporate the mission, vision, & philosophy of the faith-based university into the preparation of future nurse leaders.

Students are educated intellectually, morally, & spiritually with a focus on a compassionate healing ministry & Catholic traditions of education & service.

It is essential to prepare nurse leaders with skills & tools to deliver holistic, compassionate healthcare.

The SON provides a sound foundation based on concepts of professionalism, moral leadership, shared governance, healthcare policy, quality & risk management, decision making, accountability, evidence based practice, & conflict resolution.

Development of the Scared Vocational Program (SVP) as a component of the leadership course

Objectives
The goals of the project included:
1) to help students view their work as a sacred calling
2) to emphasize reflection while supporting the core concept of the nurse as an instrument of healing
3) to integrate the school's holistic philosophy into their own personal nursing philosophy
4) to provide a culminating experience for nursing students

Methods
◆ Originally designed as a 3-phase program.
1) Recognizing: Share stories of what brought them to the healthcare profession & how work is connected to spirituality & understanding of the meaning of vocation.
2) Reorganizing: Develop recommendations on how to improve the working conditions in their environment so that they can experience work as sacred vocation.
3) Sacred Vocation Growth & Renewal: Examine sustainability & ongoing support of each other. Innovative & the 1st time such a program has been implemented in an undergraduate nursing program.
◆ Program developed by Rabbi Samuel Karff at the UT Health Houston McGovern Center for Humanities & Ethics
◆ The SON purchased & adapted to meet the needs of the curriculum
◆ Premise is effective healing begins with the nurturing the spirit of self
◆ Delivered over a 2 day period instead of using five 60 minute sessions.
◆ Students: 1) spent time on reflection of sacred vocations, self-care & how nurses can better care for themselves. 2) vowed to embrace nursing as a vocation & apply the dimensions to their practice. 3) formulated their philosophy of nursing based on the SON vision & reflections from the SVP.

Results
Students reported experiencing a significant change in their perception of nursing. They also vowed to embrace nursing as a vocation & apply the dimensions to their practice. Some comments from students included the following:
"I was able to … reflect on the transformations in my life. It definitely helped me to look at nursing in a more holistic view."
"It felt like it came just in time, at the end of the program…This class spoke to me as a person, a student, and as a nurse."
"I enjoyed the past two days. It made me reflect on my thoughts and feelings experienced over the last two years of nursing school."
"I felt encouraged as a nursing student now transitioning to the working field."
"This was a great end to the semester and our nursing school journey…I think this should continue to be the last session in the course for each incoming cohort."
"Great ending to a long journey!"
"Presenter was able to transmit the true meaning of nursing as a ministry."

Conclusion
Students & faculty felt the SVP was a success; should continue as a component of curriculum. The course offered concurrently with the senior capstone course was an appropriate curricular decision.

Determined to be both effective & feasible to incorporate the SVP into the curriculum.

References
2. Porter-O Grady, T., & Malloch, K. (2013). Leadership in Nursing Practice: Changing the Landscape of Health Care, Burlington MA: Jones & Bartlett LLC.

Acknowledgements
Special thanks to Dean Poldi Tschirch, Dr. Phyllis Waters, & Mary Caprio who were instrumental in the development of this project.

Sincere appreciation to the University of St. Thomas for continued encouragement & support

Acknowledgement of all the SON students who participated, faculty, & support staff who made this project possible.

References

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