

# Nursing

## **Cura Personalis: Teaching nurses to care for the whole “Patient”**

**Jondra Long, MS, BSN, RN-Teaching Professor and Lead Simulation/Lab Coordinator for the ABSN program**

**Julie Kugler-Ackley- Senior Teaching Professor and Field Experience Coordinator and Online Degree Program for the Xavier University Montessori Institute**

The Ignatius Mentorship program has been an amazing experience for me. I joined Xavier University ABSN program in November 2018 in the middle of the semester. I had been a nurse for over twenty-five years in a hospital setting in many areas of leadership, teaching and mentoring, but this was my first experience in academia.

I learned very quickly how the Xavier University Jesuit core values are a part of all areas of teaching within nursing. My favorite core value was Cura Personalis. I embraced the meaning of caring for the whole person, so I have adopted it into my course for nursing as caring for the whole “patient-body, mind and spirit”. I believe nursing is a calling, not just a profession. It takes a person with a heart for others to become a nurse. If they go into nursing for any other reason it may not be as rewarding. I now teach all of my students, starting on their first day of class at Xavier ABSN program, that we will be incorporating Cura Personalis into all we do. I believe in patient-center care, which also cares for the entire person and their family as well.

As I began this journey in the mentorship program, I began to think about how to incorporate the Cura Personalis into my curriculum as care of the entire patient. I begin each new cohort’s first day of class with reading the core values and emphasizing patient centered care is Cura Personalis. Each student receives the brochure [A Best Practice Checklist for Jesuit Education and Online Learning](#). I share with them the connections of our Jesuit values and nursing. I share that at Xavier Cura Personalis means we all care for the entire patient body, mind and spirit. I attempt to inspire my students to look at the patient’s **body** affected by illness. Sickness can affect the mind because of the body malfunction and one’s mental health affects the healing of one’s physical changes or disabilities. Finally, the patient’s spirit can be lost or hidden after the announcement of stage four cancer. Nurses must look at the whole person when caring for them. I am now tailoring my simulations to incorporate the body, mind and spirit in each scenario. After simulations, we have a student debrief. Students learn how their patient’s body, mind and spirit changed in the scenario. Note in my poster below; I have incorporated this core value in my simulations.

Another core value, Reflection, I added because each student must reflect what they learn in a simulation during debriefing about themselves, the patient, and did they address their patient’s body, mind and spirit. Here are similar questions asked after each simulation: What did you learn in this scenario? What did you learn about this patient’s illness (body)? How was this scenario affecting the patient (mind)? Will this patient be able to recover (spirit)?

# CURA PERSONALIS- CARE OF THE WHOLE PERSON

BODY

MIND

SPIRIT

**XAVIER UNIVERSITY** ALL FOR ONE

**M.A.G.I.S.**

## CURA PERSONALIS

NURSES CARE FOR THE WHOLE PERSON WE RECONGNIZE THE UNIQUENESS AND WHOLENESS OF EACH PATIENT AND THEIR FAMILIES

**WHY ME?**

**MIND**

Infection Control

Coronavirus

**BODY**

Pediatrics  
Medical Surgical  
Emergency Medicine  
Mental Health  
Critical Care  
Obstetrics  
Geriatrics  
Surgery

**SPIRIT**

REFLECTION invites us to pause and consider the world around us and our place within it.

El Salvador Delegation  
November 2019 for the  
30<sup>th</sup> Anniversary of the  
Martyrs of the UCA

**WITH SIMULATIONS**

Jondra Long, MS, BSN, RN  
Teaching Professor  
Simulation and Lab Coordinator  
Xavier University  
Nursing ABSN program

Below is a sample of the debriefing guides used in a simulation. The values are at the end of each question as a reminder for the instructor debriefing the student. It is in the new National League of Nursing (NLN) format in order to move to accrediting our lab.

## Themes for this scenario: **BODY-MIND-SPIRIT (CURA PERSONALIS)**

Instructors, we do not expect you to introduce all of the questions listed. The questions are to suggest topics that may inspire the learning conversation. Learner actions and responses observed by the debriefer need to be address specifically. This is a theory-based debriefing methodology (e.g., Debriefing with Good Judgment, Debriefing for Meaningful Learning, PEARLS). Remember to identify important concepts or curricular threads that are specific to our program. Add how it affected the patient using “Cura Personalis”, care of the whole patient - Body, Mind and Spirit. In this scenario, questions highlighted in yellow are highly recommended.

1. How did you feel throughout the simulation experience?(Reflection)
2. Give a brief summary of this patient and what happened in the simulation. (MAGIS)
3. What were the main problems that you identified? (Body)
4. Discuss the knowledge guiding your thinking surrounding these main problems.(Nursing Process)
5. What were the key assessment and interventions for this patient? (Bleeding and pain)
6. Discuss how you identified these key assessments and interventions. (Body)
7. Discuss the information resources you used to assess this patient. How did this guide your care planning? (Spirit)
8. Discuss the clinical manifestations evidenced during your assessment. How would you explain these manifestations? (Nursing Process)
9. Explain the nursing management considerations for this patient. Discuss the knowledge guiding your thinking. (Mind)

Adding these questions and highlighting the Core Values, we are able to pull out and emphasize for the instructors the importance of our beliefs. It has made it easy to transition into the Jesuit beliefs throughout my areas of nursing education. They use this as a teaching guide to instruct our students in a holistic thought provoking mindset.

The book given to us in the beginning of this program was the Jesuit Education Reader that was helpful in understanding the principles and teachings behind our Jesuit Core Values. My mentor would assign me chapters to read throughout the year and we would meet and discuss what they meant in my area of expertise. Afterwards, Julie would share how she had used them in her practice. Below is a picture of Julie and myself at the Montessori Christmas party that she invited me too. The second picture on the right is one of their classrooms. I received the grand tour and learned more in one day about the Montessori classroom than I had ever known before.



The best part of the Ignatius Mentoring program is that you get a mentor. My mentor was Julie Kugler-Ackley. Julie is the Senior Teaching Professor and Field Experience Coordinator and Online Degree Program for the Xavier University Montessori Institute. She has been supportive, inspirational, a wealth of knowledge and a true mentor. We met regularly and several times met at the CTE lunch and learn meetings where I acquired several new teaching skills. Julie is there when I need her and I know she will continue to answer my questions long after this program has ended. It is truly a blessing to have Julie with her servant spirit. A true example of the Jesuit values of Solidarity and Kinship as well as Service Rooted in Justice and Love.

Last November I was asked to be a part of the UCA Martyr Delegation from Xavier to El Salvador. Attached is a small section of the article I wrote explaining my journey and the changes it made in my teaching philosophy. Because of this amazing trip, I learned to listen closer to each individual's story. The story of a person, or in my case students, opens a door to their soul from which their knowledge grows. One's story will lead you through their personal journey and in some cases why they chose nursing. I have learned to reach out more, before a student reaches out to me. Julie has encouraged me to share my experience with others. The group of delegates, "The Eight" as we are known, have continued to meet and share our stories whenever possible.





Below are snip-its of the article I wrote.

## A Nurse's View of the UCA Martyrs: Close Up and Very Personal

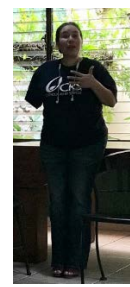
By Jondra Long, MS, BSN, RN- Teaching Professor Xavier University ABSN Program



The night of the murders the cook and her daughter, Elba and Celina Ramos, only decided to stay at the UCA because their village had just been bombed. Her husband, the gardener, asked if they could stay that night because he thought that they would be safer at the UCA. On the night of the murders, the government soldiers surrounded the UCA. The priests sensed that they had been plotting against them, which made this premeditated murder. That night, they dragged them out into the garden, tortured, and then killed the priests. They also killed the cook and her daughter because the murderers did not want any witnesses of who carried out this crime.

But El Salvadorians do not have much but are willing to share with others what they have. We visited homes and listened to the stories of the women and children in poverty there. Issues they have with water rights. Problems after the rainy season when their road washes out. How a local women feeds children and educates them in her home. (Pictures below)





Day 4 began listening to Rick Jones, Rosa Anaya and Paul Hicks and Herman Rosa speaking about the National Reality and the programs of the Catholic Relief Services. That afternoon we listened to Jon Sobrino, SJ and Cardinal Michael Czerny, SJ speaking about the lives of the martyrs.



Next, we toured the Museum of the Martyrs and viewed the rose garden where they were murdered. As I stood in the museum for the martyrs looking at the clothes of these tortured servants of God staring at the bullet holes and blood on their clothes. I looked over to hear the guide state that the bullets and guns used in the murders were from the U.S. Why would we help these killers? I could not understand how the U.S. could give guns to a government that would use them to do this to men of God. It was at that moment I started crying uncontrollably.

Now, thirty years later I learn about this tragedy. Why now? I asked God, why did you bring me here? The reason was the UCA students.

After spending a few days with the UCA Casa students, I quickly realized that the Salvadorian people are resilient. They still have hope and believe in family. They work hard to help each other. We met Alana in the praxis site with Casa students in Tepecoyo that showed us her heart of love for her neighborhood children. She has a place for the children in the village where she feeds and educates them. We walked around the neighborhood up and down steep hills with washed out roads that were hard to maneuver. The Casa students from this village came back and helped their family and neighbors. One young man learning information technology set up a computer lab for them. Ramon comes twice a week to educate the local children on the computers he has put together from broken parts of old computers so the local children can learn, because he did not have that opportunity. The joy in his face while telling us showed it all. You can see on this next picture, he was the second from the left with the big smile.



The trip to El Salvador was life changing for me and ingrained the Jesuit core values in me forever.

In summary, the mentorship program helped me grow and acclimate me as a professor. I met other new professors, by attending orientations, Manresa, and CTE classes throughout the year. The mentorship program met throughout the year to keep us on task and help us in this journey. Since coming to Xavier, I felt included in a higher calling. My goal is to lead a mission trip with nurses somewhere in the world where Cura Personalis will grow. At Xavier University, we believe we are “ALL FOR ONE AND ONE FOR ALL”! This is the true mission of Jesus! I am so proud to be a part of this university.