

A Paulinian Nursing Caring Model During the Pandemic

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ABSTRACT

The study sought to develop a Paulinian Nursing Care Model amidst pandemic and future outbreaks among selected nursing graduates of St. Paul University System around the globe. The study employed a grounded theory design involving 70 participants, using interview guide and utilizing grounded theory analysis to interpret the subjective experiences of the participants. These seven Paulinian universities are (1) St. Paul University Philippines, (2) St. Paul University Quezon City, (3) St. Paul University Manila (4) St. Paul College of Ilocos Sur, (5) St. Paul University Iloilo, (6) St. Paul University Dumaguete, and (7) St. Paul University Surigao. The findings of the study are as follows: (1) Roles of Paulinian Nurses: Caring through Paulinian Charism, Ensuring Paulinian Quality Care and Creating a Better Patient Experience. (2) Challenges faced by Paulinian Nurses: Caring for Different Cultures, caring without, Compromising Patient Care, Caring while having inadequate professional development and Caring in a resource-limited setting. (3) Competencies exemplified by Paulinian Nurses: Caring-Manifesting High Standards of Care, Caring-Instilling Paulinian Teaching, Caring-Imbibing multidisciplinary care and Caring-Advancing Patient Advocacy. These were findings and concepts as basis for the development of a model. In conclusion Paulinian nurses displays a unique nursing responsibility during the pandemic. An ARMAN Model of Paulinian Nursing Caring Amidst Pandemic and future outbreaks was developed.

Keywords: Roles of Paulinian Nurses, Challenges Faced by Paulinian Nurses, Competencies Exemplified by Paulinian Nurses, Paulinian Nursing Care Model

INTRODUCTION

The unprecedented challenge brought to the healthcare system of the Philippines by the coronavirus-19 (COVID-19) pandemic has affected all stakeholders regardless of age, gender, social affiliations, political ties, and societal groupings. The Philippines is not prepared for this global crisis that has affected the Philippines and around the world's business, government, financial care, food security and, most importantly, the health care system. The world was not prepared for COVID-19.

One goal is to prevent or control the transmission of the virus from human-to-human and prepare for the threats that can arise from the disease. This defining moment calls for a global response to protect the people and the society as a whole. According to Pawar (2020), to tackle the pandemic and other health problems in the future, nations must put together a global response.

The 2019 coronavirus disease (COVID-19) discovery in Wuhan City, China, during a pneumonia outbreak in Wuhan City, has indicated a global public health issue (Altakarli, 2020)). Coronaviruses are also a wide family of viruses that can cause a number of diseases, including common cold and more serious diseases such as Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS), which are known to cause severe respiratory and intestinal diseases. Similarly, most coronaviruses live in animals; however, this was modified by the SARS epidemic in China between 2002 and 2003 when a coronavirus first leapt from an animal reservoir and infected people from China and then erupted into a global pandemic with millions of deaths and infected more than 100 million people (Janke et al., 2022).

To date, the world's governments, multinational partners, and even private organizations have used their money to tackle the health crisis (Lazarus et al., 2020). However, since organizations and institutions whose involvement is not felt or have not shown their commitment to this pandemic, a research gap remains.

An organization that advocates quality education is a prime mover of a holistic professional's formation that is important in managing different national affairs. As pointed out by, higher education guarantees the relevance of knowledge and skills that contributes to the nation's economic prosperity and social cohesion where a human resource that is developed supports the improvement of productivity in all areas of the economy (Kruss et al., 2015). The scope of nursing education in the Philippines continues to supply the domestic and international health care workers. Nurses play a major role in public health, as promoted, and can typically impact morbidity, mortality and other related health outcomes.

The Paulinian Nursing Graduates have been a source global work force for their quality nursing service (Martinez, 2018), ably educated by the Educational Ministry of the Sisters of St. Paul of Chartes(Punnachet, 2006). Over the years, St Paul University System Nursing graduates have contributed the overall goal of preventing COVID-19 from affecting the country, its people and the world, where they serve. A research gap exists because, no research has been conducted yet to encapsulates their contribution to effort, to control, limit and prevent COVID-19 spread and future pandemics. This is an absolute gap that needs to be filled or discovered, as this is an essential part of the health care system. Paulinian nursing graduates have been known to be always on top in terms of achievement(Dagdag, 2010). Thus, their overall contribution and its global role to the pandemic is crucial. Thus, the research gap is the absence of a model that provides an explanation to the role of Paulinian nurses during the pandemic. Paulinian nursing graduates have played an integral role in the fight against the COVID-19 pandemic. Paulinian core values are aimed at providing holistic care to individuals and communities through service, compassion, and innovation. These values have enabled Paulinian nurses to make a significant contribution in the fight against COVID-19. Paulinian nurses have applied their service-oriented core values to the pandemic by working tirelessly to provide patient care in the most ethical and compassionate way, managing the care of patients with COVID-19 while ensuring that all safety protocols were followed. In addition, they have been instrumental in disseminating information to the public about the virus and providing support to those affected by it. Compassion is another important Paulinian core value that has been essential in the battle against the pandemic. Paulinian nurses have shown great empathy and understanding while dealing with patients who are struggling with the virus, offering emotional support and providing comfort in these difficult times. They have also volunteered their services in public health initiatives to help those in need.

As such Paulinian nurses is an institution for its contribution to the world of work. The desire to contribute is inherent from the values that were taught to them. In addition, their place in the health care profession is relevant as they immerse to be of service to humanity, as St. Paul have inculcated in them. Moreover, their over-all existence has motivated the researcher to advocate the development of a theory grounded from the perceptions, challenges, their unique role as a Paulinian nurse and their contribution to the betterment of humanity. Clearly, their contribution would be encapsulated in a theory or a model that bespeaks of a Paulinian nurse, who are unique among all other nurses. Paulinian nurses' role in the world of health care is immense (Fernandez et al., 2020) and lacks research evidence that will encapsulate the tradition, and educational culture, the persona and its rich heritage since its founders open its floodgates to the world. What is missing is the Paulinian nurse's unique identity globally, most specifically in the management of the pandemic and future outbreaks. Their caring touch and the impeccable understanding of health and nursing service's intricacies have not been unmasked. Thus, a scholarly inquiry may be worthwhile and meaningful.

Similarly, the new model that will be established will be distinct from current caring theories because the notion will be centered on the ongoing pandemic, and Paulinian nursing graduates will be able to provide a clear description of the model from their viewpoints. The construction of the model would be based on their Paulinian education and nursing experience, with the basic Paulinian ideals instilled in to all the graduates. A glimpse of the wonderful achievement of Paulinian Nurses was caught in the Balaria Analysis (2012). She emphasized that their high educational quality, compassionate nursing care, development of character and the relevant principles incorporated into the nursing profession make the Paulinian nurse at the top of the game that epitomizes their greatness in health care. Their greatness is also attributed to the philosophy of Paulinian education, focused on spirituality and the individual's holistic professional growth.

Hence, the purpose of the study is to develop a Paulinian Caring Model amidst pandemic and future outbreaks from the perspectives of selected nursing graduates of St. Paul University System around the globe.

Statement of the Problem

The study sought to develop a Paulinian Nursing Caring Model amidst pandemic and future outbreaks among selected nursing graduates of St. Paul University System around the globe.

1. What are the roles of Paulinian nurses had during the pandemic?
2. What Competencies do Paulinian nurses need to develop during pandemic?
3. What challenges do Paulinian nurses face during the pandemic?
4. What Paulinian Nursing Caring Model can be developed?

METHODOLOGY

Research Design

The study used the constructivist grounded theory design. Aspers and Corte (2019) stated that qualitative research is an in-depth study of a phenomenon analyzed by gathering rich narratives and without statistical methods is discussed holistically. As recognized founders of a grounded theory approach, Glaser and Strauss (1992) defined this research method as a general analytical methodology linked to data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area of interest (Tie, Birks, & Francis, 2019).

Moreover, grounded theory design is a research methodology that helps to generate an inductive theory from empirical data. It is used to discover and develop an understanding of phenomena and to explain the relationships between events.

Moreover, Glaser (1992) stressed that the grounded theory relates to a method of systematic qualitative research that approaches the study by considering social structures and social processes in which the primary focus is to generate comprehensive applications of a reality-based phenomenon. In this research, the focus is on the globalizing role of the perspectives of Filipino Paulinian nursing graduates from various parts of the globe used as a research locale in different hospital facilities.

Grounded theory research is also a study of abstract problems and their processes that were originally developed in 1967 by Glaser and Strauss. Throughout the conduct of the interview, the researcher performed a classical grounded theory inquiry through documentary, online video interview, and naturalistic observation involving the perceptions, beliefs, opinions, and desires of the Paulinian nurse. The study is a grounded theory design primarily because it will develop a model grounded from the lens of participants who are key informants who possess the relevant data.

Participants of the Study

The study informants were Paulinian nursing graduates of the St. Paul University System employed across the globe who were chosen through theoretical sampling process.

The study involved 52 nursing graduates of the seven Paulinian nursing schools, who have worked in various medical institutions in the Philippines and worldwide. These nursing schools are in seven universities that include St. Paul University Philippines, St. Paul University Manila, St. Paul University Quezon City, St. Paul University Iloilo, St. Paul University Dumaguete, St. Paul College of Ilocos Sur and St. Paul University Surigao.

Table 1. Target Key Informants

St. Paul Universities	Number of Key Informants	Current Workplace
St. Paul University Philippines	8	USA, Canada, New Zealand, KSA, Philippines
St. Paul University Manila	8	USA, Canada, France, Philippines

St. Paul University Quezon City	4	USA, Philippines
St. Paul University Iloilo	8	USA, UK, Canada, KSA, Australia
St. Paul University Dumaguete	8	USA, UK, Canada
St. Paul College of Ilocos Sur	8	USA, Australia, Canada, KSA
St. Paul University Surigao	8	USA, Canada, Philippines
TOTAL	52	

Typically, qualitative studies need a lower sample size than quantitative analyses. To obtain enough data to accurately characterize the phenomenon of interest and answer the research questions, qualitative sample sizes should be large enough. Attaining saturation should be the target of qualitative researchers.

Creswell (2014) recommended the concept of saturation for achieving an appropriate sample size in qualitative studies. Other guidelines have also been recommended. For grounded theory, Maxwell (2015) suggested 30 – 50 interviews, while Creswell (2016) suggested only 20 – 30. So, the proposed 70 key informants were more than enough however, the data have reached the saturation which the researcher utilized the 52 informants from the nurses, 5 co-workers/ colleague and 7 patients.

Nevertheless, the recruitment of informants were done through purposive sampling using the following inclusion criteria: (1) nursing graduates of SPU System in the Philippines and around the globe (2) at least three years hospital experience and assigned in taking care of COVID-19 patients in a medical center/ hospital with at least 100-bed capacity, (3) male or female, (4) 25 – 55 years old and (5) possess the willingness and energy to provide robust data on the present study.

Furthermore, twenty (20) non-Paulinian co-workers were included as second sources of data who will be selected through theoretical sampling. Likewise, the study also included patients/sources of data from other countries where the Paulinian graduates are working.

Instrumentation

The instrument that was utilized in this study was a semi-structured interview guide through Google Forms sent to their emails and via Zoom or Google meet platform for documentation purposes. The semi-structured interview guide consisted of questions that seek to situate the Filipino Paulinian Nurse's Globalizing role amidst COVID-19 pandemic within a contextual framework that captured the data needed from the fifty-two (52) Filipino Paulinian Nurse Graduates of the seven (7) Nursing Schools of St. Paul University System. It sought answers to determine their leadership and caring context.

Data Gathering Procedures

The study had undergone ethics review of the Research Ethics Committee (REC) of SPUP. After the approval was secured from the SPUP REC, the researcher's communication letter, noted by the adviser and all authorities, was drafted. Once all signatures are obtained, a letter was sent to the proposed participants via email.

When participants send a signed informed consent, a schedule for an interview with the participants through Zoom or Google meet was done using the approved interview guide. The study maintained and safeguarded the privacy and confidentiality of the participants in the data gathering process. Moreover, there was voluntary and non-coercive recruitment of the participants of the study.

For the interviews to be conducted via Zoom or Google meet, a secondary person to interview the key informants was included for purposes of bracket subjectivity. According to Archibald, Ambagtsheer, Casey, & Lawless (2019), Zoom, an innovative videoconferencing platform—has a number of unique features that enhance its potential appeal to qualitative and mixed-methods researchers. The study used the following protocol: (1) a letter was sent to the potential participant via email together with the informed consent, (2) researcher was scheduled the Zoom video teleconferencing, and (3) interview commenced.

Moreover, personal journaling was done by the researcher to surface biases. Additionally, documentaries, vlogs, letter of patients, friends and colleagues and recorded testimonies will be included as sources of data.

Moreover, the responses of the Paulinian Nursing Graduates were grouped according to their Colleges of Nursing. A summary of their responses that would answer the following questions: grand tour question: (1) What are the roles Paulinian nurses had during the pandemic? (2) What Competencies do Paulinian nurses need to develop during pandemic? (3) What challenges do Paulinian nurses face during the pandemic?

The participant Colleges of Nursing or institutions were coded as SP1 (St. Paul University Philippines), SP2 (St. Paul University Manila), SP3 (St. Paul University Quezon City), SP4 (St. Paul College of Ilocos Sur), SP5 (St. Paul University Iloilo), SP6 (St. Paul University Dumaguete), and SP7 (St. Paul University Surigao).

Moreover, to establish rigor, four criteria were met based on the stipulations of Johnson, Adkins, & Chauvin, (2020): fit, workability, relevance, and modifiability. First, fit dictates that the emerging theory's categories fit the data (Creswell, 2014; Creswell, 1998; Creswell et al., 2011).

Through this, emerging themes and categories will be compared with existing literature. Furthermore, a constant comparative analysis will ensure that the data to be processed will yield accurate findings. On the other hand, workability refers to how the emerging theory can explain and interpret the events in question (Creswell, 2014; Creswell, 1998; Creswell et al., 2011).

This was done as the study's findings were presented to the participants through email and asked for any comments, suggestions, and learning insights that can be incorporated to further enrich the study findings. Likewise, through member-checking, such input was considered, consolidated, and eventually incorporated into the study's final version (Nowell, Norris, White, & Moules, 2017). Relevance is the ability of the theory to address the core issues at hand. This is done through the utilization of contemporary and universally accepted literature to discuss the theory that emerged.

Furthermore, relevance was achieved by asking questions and probing into relevant issues within the study's scope. Finally, the last criterion, modifiability, is the nature of how the dynamic nature of the environment and the subsequent data gathered were accommodated by the existing theory (Aziz et al., 2018). This was proven by constant comparative analysis done as the study progressed and new ideas will be added to the budding theory. The developed theory was also welcome for validation by other studies.

The theory from the participants' perspectives can be further evaluated through another study to be conducted and used for nursing practice activities, particularly nursing education. As discussed by Charmaz and Thornberg (2020), the ways to evaluate the theory developed is by scrutinizing is by its originality, resonance, and usefulness.

The originality of the theory developed can take varied forms such as offering new insights, providing a fresh conceptualization of a recognized problem, and establishing the significance of the analysis. On the other hand, the resonance of the theory developed demonstrates that the researchers have constructed concepts that not only represent their research participants' experience but also provide insight to others. To gain resonance, researchers must fit their data-gathering strategies to illuminate their participants' experience. On the other hand, the theory's usefulness includes clarifying research participants' understanding of their everyday lives, forming a foundation for policy and practice applications, creating new research lines, and revealing pervasive processes and practices.

Data Analysis

Constant Comparative analysis was utilized in this study. Coding, Thematic, and constant comparison methods was applied on responses using line by line and word by word analysis, separating dissimilar items/ideas and clustering similar items/ideas. Through constant coding and analysis, concepts are formed and categorized by establishing salient groupings among the gathered information until saturation is reached. Concepts are then identified through reoccurrence and development of importance in deductive processing. The core variable then emerges through selective coding among the identified concepts where the categories are examined to ensure which categories have a relationship to the theory being developed.

Consequently, the figure illustrates the theory-generating process of this study. Likewise, it shows how categories were identified and consolidated by identifying interrelationships among them. It also presents how concepts will be analyzed through a selective reduction to arrive at core categories, core variables, and the theory's eventual development grounded from the participants' data.

The theory that was developed is a middle-range theory that comprises a limited number of concepts and propositions written at a specific level, particularly Paulinian nursing education structures. According to Leandro et al., (2020), a middle-range theory includes the presentation of concepts, synthesis, propositions, hypothesis, and specific names which was included in the theory that will be developed.

RESULTS AND DISCUSSION

The findings of this study illuminate the dynamic roles, competencies, and challenges experienced by Paulinian nurses during the COVID-19 pandemic. Central to their practice was the embodiment of Paulinian Charism, which guided nurses in responding with compassion, service, and spiritual strength. As rooted in the teachings of St. Paul of the Cross, Paulinian nurses strived to serve with empathy and respect, fostering healing through their presence and example (St. Paul University System, 2022; Boyle, 2020). Many participants expressed how they became role models, integrating humility, patience, and faith in their clinical conduct, and providing comfort in times of crisis. This caring-modeling reflected a deep internalization of Paulinian values that transcended technical competencies and emphasized relational, spiritual, and ethical care.

A prominent theme that emerged was the commitment to Ensuring Paulinian Holistic Quality Care. Participants stressed that care must be honest, trustworthy, and patient-centered, addressing the physical, emotional, social, and spiritual needs of clients. The pandemic served as a call to "step up," where nurses not only provided treatment but ensured the safety and well-being of patients and their families (Asghar et al., 2017). This aligns with the Paulinian educational approach, which prepares nursing graduates to deliver holistic and evidence-based care through experiential learning and community engagement (St. Paul University System, 2022). Even amid high stress and uncertainty, the participants highlighted their dedication to maintain a safe, compassionate environment, upholding the mission of the institution and the dignity of those they served.

Another significant theme was Creating a Better Patient Experience. Paulinian nurses actively contributed to patient well-being not only through bedside care but also by participating in public health efforts such as community assessments, quarantine enforcement, and education campaigns. Their responses reflect the unique Paulinian ethos of love and service in the face of adversity. They embraced their roles with courage and competence, ensuring that patients were heard, supported, and reassured (Karaca & Durna, 2019). This proactive engagement aligned with the institutional training that prioritizes communication, cultural sensitivity, and patient-centered care.

Despite these strengths, several challenges emerged from the data. One of the most pressing issues was Caring for Different Cultures. Participants noted that delivering care to diverse populations required respect for cultural beliefs, open-mindedness, and the ability to overcome language barriers (Kaihlainen et al., 2019). Many emphasized the importance of cultural competence in providing safe, ethical, and effective care. They adapted by researching patient backgrounds, listening attentively, and remaining nonjudgmental in their practice. These findings echo global nursing literature that underscores the importance of culturally congruent care during pandemics and crises.

Caring Without Compromising Patient Care emerged as another challenge. Nurses reported difficulty in aligning institutional policies with their ethical obligation to prioritize patient welfare. Balancing professional expectations, personal values, and limited resources created moral distress and often led to difficult decisions. Some participants shared how they strived to deliver excellent care even when institutional support was lacking, thus reflecting their commitment to Paulinian standards and patient equity (Vejdani et al., 2021). This theme highlighted how personal and organizational values sometimes clashed in crisis settings, compelling nurses to act with both integrity and courage.

Compounding these challenges was the theme of Caring While Having Inadequate Professional Development. Several nurses emphasized how the pandemic prevented them from accessing continuing education and training.

The lack of updated knowledge, mentorship, and institutional support limited their capacity to deliver advanced care, particularly in high-risk settings (Li et al., 2021). Despite this, Paulinian nurses expressed their commitment to lifelong learning by accessing healthcare journals, engaging in peer discussions, and pursuing online education. Their initiative illustrated both the constraints and resilience of frontline workers during a health emergency.

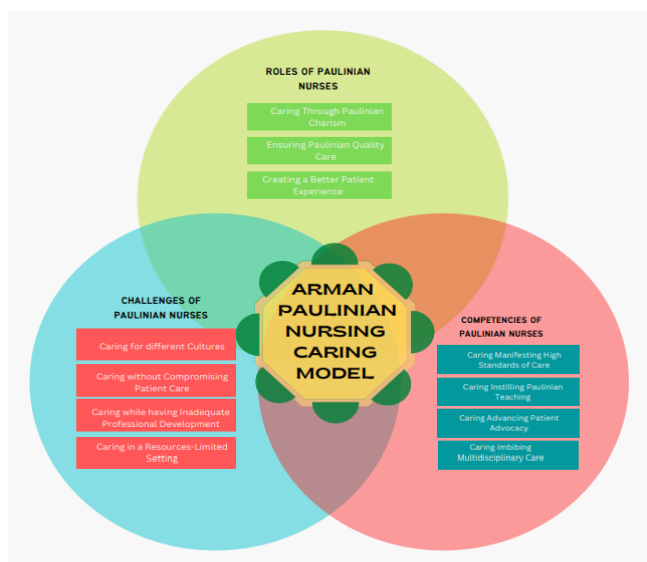
In addition, Caring in a Resource-Limited Setting was a significant barrier. Participants recounted the lack of PPE, equipment, and staff, which forced them to innovate in real time. They emphasized the importance of building trust with patients and using compassion and creativity to compensate for systemic deficiencies. Their experiences reflected the global struggle faced by nurses in under-resourced environments and highlighted the importance of equitable healthcare infrastructure (Che et al., 2021; Karimi & Fereidouni, 2020).

These challenges did not diminish their core competencies but rather sharpened them. The study revealed that Caring-Manifesting High Standards of Care remained a key trait of Paulinian nurses. Participants prioritized ethical decision-making, patient safety, and interprofessional collaboration. They demonstrated excellence by continuously updating their knowledge and by promoting autonomy and dignity in care. Equally vital was their emphasis on Instilling Paulinian Teachings, such as faith, service, community, and excellence (Ederio, 2022). These teachings not only guided individual behavior but also fostered a culture of shared responsibility and justice within care teams.

The nurses also highlighted the importance of Imbibing Multidisciplinary Care. They collaborated with physicians, dietitians, social workers, and mental health professionals to provide comprehensive care. This interprofessional teamwork enhanced outcomes and reflected a holistic understanding of patient needs. Moreover, Advancing Patient Advocacy was a standout competency. Nurses acted as voices for the vulnerable by informing, educating, and representing patients in both care and policy decisions. They engaged in community initiatives, supported families, and advocated for health equity at all levels (Shun, 2021).

From the cumulative narratives, it became clear that Paulinian nurses fulfilled roles that extended far beyond traditional clinical expectations. They embodied composure, teamwork, prayerfulness, compassion, and spiritual strength, even in the most trying circumstances. They recognized the need for higher education, research, and leadership to sustain quality care during future health crises. In essence, they were resilient, ethical, and mission-driven professionals whose work was grounded in both science and spirituality. These findings led to the development of the ARMAN Model of Paulinian Nursing Care, a conceptual framework that encapsulates their lived experiences and provides a blueprint for future nursing education, pandemic response, and leadership development.

ARMAN Model of Paulinian Nursing Care Amidst COVID-19 Pandemic and Future Outbreaks From the narrations of the key informants, the researcher developed the ARMAN Model of Paulinian Nursing Care Theory amidst the COVID-19 pandemic.



ARMAN Paulinian Nursing Caring Model Amidst Pandemic and Future Outbreaks

This figure shows how Paulinian nurses demonstrate their marvels in the local and global stage during the COVID-19 pandemic. The figure eloquently displays how Paulinian nurses exemplify their role as health champions in the fight against the pandemic. ARMAN means the first name- Arnold and the last name-Maniebo of the researcher.

To be successful, it requires the possession of roles, competencies, of course with the challenges that they experience, during and post-pandemic. Moreover, their Paulinian nursing education assisted them to discharge their roles in the global stage.

On the other hand, in the study, the Paulinian nursing graduates showcased the roles that they have performed during the pandemic. They act as role models, they do patient assessments, while being honest in doing their care and collaborating with other members of the healthcare team through teamwork. Furthermore, to be successful, Paulinian Nurses exemplify preventive care, showcasing the finest Paulinian care, that inspires the community and display the unique Paulinian love and care.

The Arman Paulinian Nursing Caring Model Amidst Pandemic, also known as the “Paulinian Nursing Care Continuum,” has been developed in response to the COVID-19 pandemic and future outbreaks. This model is a comprehensive approach to nursing care that considers the physical, psychological, and spiritual needs of patients and families. It emphasizes the importance of providing holistic, patient-centered care throughout the course of the virus. The Paulinian model of care is based on the principles of St. Paul of the Cross, who established the Congregation of the Passion of Jesus Christ in the 1700s. He believed in the importance of compassionate care and service to those in need. The Paulinian model of care is based on the idea that all people should be treated with dignity and respect, regardless of their illness or condition.

The ARMAN Paulinian nursing caring model has become increasingly important as the world faces the challenge of the COVID-19 pandemic. This model emphasizes the role of nurses in providing patient-centered care, which is especially important during a pandemic. The model of Paulinian nursing care focuses on the principle of putting the patient first and valuing their needs, rights, and self-determination. It also highlights the importance of providing holistic care, which includes physical, emotional, spiritual, and social support to patients. The Paulinian model of nursing care is based on four principles: self-determination, respect for human dignity, compassion, and quality care. The first principle, self-determination, emphasizes the importance of allowing patients to make their own decisions about their care. Respect for human dignity is an important aspect of this model, as it ensures that all patients are treated with respect and dignity regardless of their background or situation. Compassion is also an integral part of this model, as it encourages nurses to be understanding and caring towards their patients. Finally, the model emphasizes the importance of providing quality care, which includes providing evidence-based treatments and interventions to ensure the best outcomes for patients.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The findings of the study are as follows:

1. Paulinian nursing graduates provide Paulinian nursing care through relevant roles and competencies during the COVID-19 pandemic.

The roles performed by Paulinian nursing graduates includes the following: role models, they do patient assessments, while being honest in doing their care and to collaborate with other members of the healthcare team through teamwork. Furthermore, to be successful, Paulinian Nurses exemplify preventive care, showcasing the finest Paulinian care, that inspires the community and display the unique Paulinian love and care.

2. The competencies that Paulinian nursing graduates are providing innovative solutions, serving humanity, meeting the needs of the society, responsible for patient care, authentic leadership, and advance patient care.

To be successful, Paulinian nursing graduates must overcome the following challenges: adjustments to work, working above standards, the need for equality, to pursue professional development, maintain integrity, credibility, need to support the community, and ensuring genuine Paulinian work.

The following themes emerged in all the responses of the informants: (1) Roles of Paulinian Nurses: Caring through Paulinian Charism, Ensuring Paulinian Quality Care and Creating a Better Patient Experience. (2) Challenges faced by Paulinian Nurses: Caring for Different Cultures, Caring without, Compromising Patient Care, Caring while having inadequate professional development and Caring in a resource-limited setting. (3) Competencies exemplified by Paulinian Nurses: Caring-Manifesting High Standards of Care, Caring-Instilling Paulinian Teaching, Caring-Imbibing multidisciplinary care and Caring-Advancing Patient Advocacy.

From all the narratives of the Paulinian nursing graduates, an ARMAN Paulinian Nursing Caring Model Amidst Pandemic and future outbreaks was developed in the context of COVID-19 pandemic.

Conclusions

The following are the conclusions of the study:

Paulinian nurses display a unique nursing responsibility during the pandemic. The Paulinian nurses during pandemic are able to provide quality care with charism to create better patient experiences. Despite being challenged to care for different cultures, with limited preparations and resources, the basic preparations as Paulinians has made it possible to provide care considering the highest standards. Thus, ensuring that care provided was based on the Paulinian teachings, including facilitating multidisciplinary and being a patient advocate.

Thus, the ARMAN Paulinian Nursing Caring Model Amidst Pandemic and future outbreaks was developed these themes.

Recommendations

The following are the recommendations basing on the findings and conclusions of the study:

1. For the Administrators of SPUS with Colleges of Nursing, they may consider streamlining the Paulinian Nursing Education to come up with a unique Paulinian Nursing Education outcomes to unify the Paulinian Nurse branding;
2. For SPUS Colleges of Nurse may consider emphasizing evidence-based approaches and patient-centered care into nursing curriculum, promote a culture of safety and quality in nursing care through interdisciplinary collaboration, utilize technology to improve patient outcomes, such as electronic medical records, telehealth services, and remote patient monitoring, and develop protocols to ensure timely and appropriate responses to patient needs.

Moreover, SPUS Colleges of Nursing may consider fostering a team-oriented approach to nursing care, with nurses taking an active role in decision-making and problem-solving, encourage nursing students to take ownership of their patients' care and provide patient-centered, holistic care, and integrate nurse-led research into patient care to improve quality outcomes. The basis for these approaches is grounded in the principles of nursing practice, which include providing safe, effective, and patient-centered care. These principles are also aligned with the mission and purpose of Catholic universities, which aim to educate students in a holistic manner, emphasizing the importance of ethics, social responsibility, and service to others. By integrating these principles into nursing education, students are prepared to become compassionate, ethical, and competent healthcare providers who can make a positive impact on the health and well-being of their patients and communities.

3. For nursing faculty teaching in the SPUS, may they identify and strengthen the specific competencies that are necessary to provide the lifelong learning capabilities to the graduates to be able to cope up with the challenges of times;

- a) Nursing students may be need to strengthen nursing informatics to streamline patient care, support interdisciplinary collaboration, and improve data-driven decision-making, and enhance communication between nurses, patients, and other health care providers to ensure the best possible patient outcomes. Nursing informatics is an essential component of this effort, as it involves the use of technology to manage and analyze nursing data and information to support clinical decision-making and enhance patient care. Nursing students need to be competent in nursing informatics to be able to utilize technology effectively and efficiently in patient care.
- b) For the researcher, the ARMAN of Paulinian Nursing Caring Amidst Pandemic may be tested and validated to determine its strength and applications to actual nursing practice. To continue presenting the model to other Paulinian nurses to confirm and improve the model further.
- c) For future researchers, to use the current study or model for future researches.

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APPENDIX A

The Transcriptions, Sub-Themes and Themes

This table presents the relevant themes, definitions and transcriptions basing on the narratives of the Key Informants.

Transcriptions	Sub-themes	Themes
<p>PN34 As a Paulinian nursing graduate, I provide care through the Paulinian charism by actively seeking to understand and meet the needs of those I serve. I strive to serve with a spirit of compassion, respect, and dignity, as well as with a commitment to excellence in healthcare. I seek to be an active listener, to provide a safe and healing environment, to be a source of comfort and support, and to empower those I serve to take part in their own care. Additionally, I strive to be a role model for those I serve in my professional conduct and to practice the values of the Paulinian charism in all aspects of my work.</p> <p>PN45 As a Paulinian nurse, I endeavor to understand and address patients' needs. I provide compassionate, respectful, and excellent treatment. I listen, give a safe and therapeutic atmosphere, comfort, and support, and enable individuals I serve to participate in their own treatment. I also try to be a role model for my clients and live out the Paulinian charism in my job.</p> <p>PN19 As a Paulinian nursing graduate, I provide care through Paulinian charism by always demonstrating a deep respect for the dignity of every person I care for. I strive to embody the Paulinian values of service, humility, and charity in my practice. I also try to show empathy and understanding to those in my care, and I am committed to always providing quality, compassionate, and patient-centered care.</p>	<ul style="list-style-type: none"> • Compassion, role model respect, and dignity • Respectful, and excellent treatment. • Therapeutic atmosphere, comfort, and support, and enable individuals • Demonstrating a deep respect for the dignity of every person • Paulinian values of service, humility, and charity in my practice. • Patient-centered care. 	Caring through Paulinian Charism
<p>PN17 Ensure quality Paulinian nursing care is rendered to all patients, which involves honesty, trustworthiness, and patience.</p> <p>PN38 As a Paulinian Nurse, I should step up because of what is happening to the world due to the COVID-19 pandemic.</p> <p>PN51 The Paulinian nursing role in a pandemic is to provide treatment for</p>	<ul style="list-style-type: none"> • Honesty, trustworthiness, step-up and patience. • Ensuring the safety of their patients, themselves, and their families. 	Ensuring Paulinian Quality Care

<p>patients while ensuring the safety of their patients, themselves, and their families.</p>		
<p>PN27 Creating a better healthcare experience for the patients, preparing myself with my skills and competencies, living the role of a healthcare professional and accepting the task that is provided to me.</p> <p>PN41 Paulinian nurses are at the forefront of hospital patient care and actively engaged in community patient assessment and monitoring, as a Paulinian nurse. I have overseen enforcement quarantines and other preventative measures to keep the virus from spreading.</p> <p>PN22 Paulinian nurses are the heroes who labor in communities to help prevent the spread of the illness via prevention, education, and screening, reassuring their fears are valid, collaborating with local government to improve emergency operations plans and enlisting key stakeholders in support of COVID-19 preparation efforts through the unique Paulinian way of love and care.</p>	<ul style="list-style-type: none"> • Skills and competencies, living the role of a healthcare professional and accepting the task that is provided to me • actively engaged in community patient assessment and monitoring • preventative measures to keep the virus from spreading through prevention, education, and screening, reassuring their fears are valid, collaborating with local government to improve emergency operations 	<p>Creating a Better Patient Experience</p>
<p>PN33 I have experienced being from a different race, the challenge of serving despite the challenges of COVID, and the challenges of working excellently with no mistakes. That is, of course, very difficult to implement.</p> <p>PN39 As a Paulinian nursing graduate, I strive to provide care to patients from different cultures with respect, understanding, and an open-mind. I believe that the best way to provide culturally competent care is to listen to the patient and their family, and try to understand the patient's needs and values. I also make sure to research the culture and seek out resources to better understand the cultural background of the patient. I make sure to be mindful of potential language barriers and cultural differences and use effective communication to make sure that the patient understands the care they are receiving. Additionally, I try to be aware of potential biases and be accepting and respectful of different values and beliefs.</p> <p>PN3 As a Paulinian nursing graduate, I treat multicultural patients with respect,</p>	<ul style="list-style-type: none"> • No mistake is very difficult to implement • Respect, understanding, and an open-mind. • Listen to the patient and their family, and try to understand the patient's needs and values. • Research the culture • Mindful of potential language barriers and cultural differences • Aware of potential biases and be accepting and respectful of different values and beliefs • understanding their needs and beliefs is the greatest method to deliver culturally competent treatment • Linguistic and cultural obstacles and communicate well to ensure the patient understands their treatment 	<p>Caring for Different Cultures</p>

<p>understanding, and an open mind. Listening to the patient and family and understanding their needs and beliefs is the greatest method to deliver culturally competent treatment. I explore the patient's culture and find resources to comprehend it. I consider linguistic and cultural obstacles and communicate well to ensure the patient understands their treatment. I also attempt to recognize biases and appreciate other viewpoints.</p>		
<p>PN42 I believe that the challenge in the workplace is how to render nursing care without compromising quality and excellent nursing care.</p> <p>PN12 The challenge is ensuring all patients are treated equally with the resources needed to provide Paulinian Nursing care. It is important to be at par or even more than the standard and work for the best within the organization and work with the members of the health team</p>	<ul style="list-style-type: none"> • Render nursing care without compromising quality and excellent nursing care • Ensuring all patients are treated equally • Be at par or even more than the standard and work for the best 	<p>Caring Without Compromising Patient Care</p>
<p>PN52 There need to be more professional development opportunities for Filipino nurses because we are hand-cuffed with work demands while caring for our patients.</p> <p>PN30 As a Paulinian nursing graduate, I believe the most important way to provide care while having inadequate professional development is to stay up-to-date on the latest nursing trends and techniques. Keeping abreast of changes in the healthcare industry and taking continuing education courses are important steps to ensure I am providing the best possible care. Additionally, I strive to be a lifelong learner, and I utilize resources such as healthcare journals and conferences to stay informed about the latest advancements in nursing. Finally, I make sure to stay connected with my peers and colleagues, as they can provide invaluable insight into the most current practices in the nursing field.</p> <p>PN49 As a Paulinian nursing graduate, I think staying current on nursing trends and approaches is the best way to deliver care with little professional growth. I must stay current on healthcare trends and take continuing education classes to provide the finest treatment. As a lifelong learner, I use</p>	<ul style="list-style-type: none"> • Need to be more professional development opportunities for Filipino nurses • To stay up-to-date on the latest nursing trends and techniques • Keeping abreast of changes in the healthcare industry and taking continuing education courses • utilize resources such as healthcare journals and conferences to stay informed about the latest advancements in nursing • Stay connected with my peers and colleagues • Use healthcare articles and conferences to keep up with nursing advances 	<p>Caring While Having Inadequate Professional Development</p>

<p>healthcare articles and conferences to keep up with nursing advances. Finally, I remain in touch with my friends and coworkers since they know the latest nursing techniques.</p>		
<p>PN36 I believe that there needs to be more equipment and facilities, and complete isolation of COVID-19 patients from the very first day they came to hospitals until the day they left the hospitals during the spread of the coronavirus epidemic. Of course, I consider this would provide favorable conditions for other patients not infected with COVID-19 and even the medical staff working at the hospital.</p> <p>PN47 As a Paulinian nursing graduate, I believe in providing compassionate, patient-centered care in a resource-limited health care setting. This means focusing on creating a trusting relationship with the patient and their family to best understand their needs, and then utilizing the limited resources available to provide the best care possible. This could include educating patients about preventative care and self-care, helping them access available resources, and providing emotional support in the face of difficult decisions. I believe that the most important aspect of providing care in a resource-limited setting is being open-minded and creative in finding solutions that will help to improve the patient's overall health and well-being.</p> <p>PN45 I believe in compassionate, patient-centered care in resource-limited health care as a Paulinian nursing graduate. This entails building trust with the patient and family to understand their requirements and using limited resources to deliver the best treatment. This might involve teaching patients about preventive care and self-care, helping them find resources, and supporting them through tough choices. In a resource-limited situation, being open-minded and innovative in developing ways to promote patient health and well-being is most crucial.</p>	<ul style="list-style-type: none"> • Needs to be more equipment and facilities • providing compassionate, patient-centered care in a resource-limited health care setting • Trusting relationship with the patient and their family • Educating patients about preventative care and self-care, helping them access available resources, and providing emotional support in the face of difficult decisions • Compassionate, patient-centered, innovative and creative care in resource-limited health care 	<p>Caring in a Resource-Limited Setting</p>
<p>PN28 Competency to implement the policies of the organization, and to instill the teachings of Paulinian education, such as charity, helping one another and working with every team member.</p>	<ul style="list-style-type: none"> • Implement the policies of the organization through Paulinian education on charity, helping one another and a theme player 	<p>Caring Manifesting High Standards of Care</p>

<p>PN12 As a Paulinian nursing graduate, I strive to manifest high standards of care by adhering to the ethical principles of the profession. I am committed to providing quality healthcare with compassion, respect and dignity. I continuously strive to stay up-to-date with the latest advances in nursing practice and to take part in continuing education courses to develop my professional knowledge and skills. I also prioritize patient safety and strive to provide evidence-based care and promote patient autonomy. I understand the importance of collaboration and communication with other healthcare professionals, and I strive to foster a positive and professional working relationship with them.</p> <p>PN48 I practice nursing ethically as a Paulinian graduate. I provide compassionate, respectful, and dignified healthcare. I take continuing education classes to keep current in nursing practice. I value patient safety, evidence-based treatment, and autonomy. I value cooperation and communication with other healthcare professionals and seek to work well with them.</p>	<ul style="list-style-type: none"> • Manifest high standards of care by adhering to the ethical principles of the profession • Providing quality healthcare with compassion, respect and dignity • Stay up-to-date with the latest advances in nursing practice and to take part in continuing education courses • Prioritize patient safety and strive to provide evidence-based care and promote patient autonomy • Collaboration and communication with other healthcare professionals 	
<p>PN8 As a nursing graduate, I believe the best way to instill Paulinian teaching is to ensure that I am providing the highest quality of care to my patients. I strive to do this by using my knowledge and skills to provide compassionate, evidence-based care, and by always putting the patient's needs first. Additionally, I strive to be an advocate for my patients, to be honest and respectful in all interactions, and to uphold the virtues of honesty, respect, integrity, and excellence in all that I do.</p> <p>PN6 As a nursing graduate, I think Paulinian teaching should be included into nursing. Respect for life, compassion, excellent care, and social justice are these principles. We can assure excellent care and ethical, culturally sensitive treatment by upholding these ideals throughout our practice. To foster a culture of respect and cooperation in nursing, I would also encourage my peers and colleagues to work together.</p>	<ul style="list-style-type: none"> • Ensure that I am providing the highest quality of care to my patients • Using my knowledge and skills to provide compassionate, evidence-based care, and by always putting the patient's needs first. • Advocate for my patients, to be honest and respectful in all interactions, and to uphold the virtues of honesty, respect, integrity, and excellence • Values—faith, service, community, and excellence • 	Caring Instilling Paulinian Teaching

<p>PN4 As a nursing graduate, I think the greatest approach to teach Paulinian values—faith, service, community, and excellence—is to emphasize them. I would treat them with compassion and respect while respecting their religion to stress faith. To concentrate on service, I would behave with humility and put others' needs first. I would develop community through fostering respect and cooperation among my coworkers and patients. To succeed, I'd remain current on my field's research and best practices.</p>		
<p>PN16 I believe that imbibing multidisciplinary care involves integrating different areas of expertise, such as medical and mental health, to provide comprehensive care that meets the needs of the patient. This might include bringing in specialists from different fields, such as nutritionists, physical therapists, and social workers, and collaborating with them to create an individualized plan for the patient. It also involves understanding the complexities of a person's overall health, including their physical, mental, and social needs, and creating an approach that encompasses all of these.</p> <p>PN5 The best way to incorporate multidisciplinary care is to ensure that all members of the care team are well informed and understand their roles in providing comprehensive patient care. This includes having clear lines of communication between all team members, including physicians, nurses, physical therapists, occupational therapists, dietitians, social workers, and other specialists. The team should be able to share patient information, evaluate treatment plans, and provide feedback on the patient's progress. Additionally, it is important to ensure that the patient is an active participant in his or her care, with access to all members of the care team. This will ensure that all facets of the patient's care are addressed and that the patient receives the best outcome possible.</p> <p>PN31 I consider, multidisciplinary care works best when all team members are knowledgeable and understand their responsibilities in patient care. Physicians,</p>	<ul style="list-style-type: none"> • Integrating different areas of expertise, such as medical and mental health • Bringing in specialists from different fields, such as nutritionists, physical therapists, and social workers • Understanding the complexities of a person's overall health • Ensure that the patient is an active participant in his or her care 	<p>Caring Imbibing Multidisciplinary Care</p>

<p>nurses, physical therapists, occupational therapists, nutritionists, social workers, and other experts must communicate. The team should communicate patient information, review treatment strategies, and offer progress updates. The patient should also be an active participant in their care and have access to all team members. This ensures that all aspects of the patient's treatment are handled and the optimal result is achieved.</p>		
<p>PN51 To advocate nursing practice, nurses must be given the time, autonomy, and knowledge to serve as patient advocates to reduce health inequities.</p> <p>PN9 For me, promoting patient advocacy starts with understanding the needs and goals of the patient and their family. It is important to listen to their concerns and provide them with accurate information to help them make informed decisions. As an advocate, it is beneficial to be aware of local, state, and national policy and legislation that affects patient health. Additionally, providing support and resources to the patient, their family, and other healthcare providers is an excellent way to advance patient advocacy. Finally, it is important to be an active voice in the community by attending meetings, writing letters, joining support groups, and speaking to decision makers.</p> <p>PN32 As a Paulinian nurse, patient advocacy can be advanced or promoted through a variety of initiatives. One way is to provide education and support services to patients so they can better understand their rights and the healthcare system. This could include providing resources such as pamphlets or online resources that explain their rights and the healthcare system. Additionally, patient advocacy groups can be formed or supported to provide a platform for patients to voice their concerns and interests.</p>	<ul style="list-style-type: none"> • nurses must be given the time, autonomy, and knowledge to serve as patient • starts with understanding the needs and goals of the patient and their family • listen to their concerns and provide them with accurate information to help them make informed decisions • to be aware of local, state, and national policy and legislation that affects patient health • Important to be an active voice in the community by attending meetings, writing letters, joining support groups, and speaking to decision makers 	<p>Caring-Advancing Patient Advocacy</p>